



OPERATIONS MANUAL

OPERATING INSTRUCTIONS AND
PROCEDURES

August 2011 Edition

For Internal Use Only

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WHAT IS AN OPERATIONS MANUAL?

This operations manual serves as both an instruction book at The Ambrose School, as well as a **policy manual** that describes our policies in the context of the instructions. We have done this because policies, articulated separately from a usable instructional document, are rarely referenced and thus rarely consistently applied. For example, a “security policy” will less likely be referenced than a “rainy day dismissal instructions.” However, practices that ensure the security of the children will be contained in the latter.

This operations manual is the core of our organizational system for running the school. Other documents include:

- The Student Parent handbook (and St. Ambrose Appendix): Published for our families, this book includes the instructions and policies that parents and students need to know.
- Employee handbook: Published for employees, this book provides employees with the instructions, guidelines, and policies specifically relevant to them.
- Board handbook and bylaws: This book includes our bylaws, codes, and policies relevant to the operation of the school’s highest governing body—the board of directors.
- Volunteer handbook: Used with all volunteers who regularly serve in classrooms or in other capacities at the school.
- Position descriptions: These provide a division of labor and explanation of job requirements for various roles at the academy.
- Form index & forms: Many processes at the school are driven by forms. These forms each provide a process flow guide at the bottom of the form and are numbered. These numbers are referenced within this document.
- RenWeb: We use school software called Renaissance Web (RenWeb) to facilitate daily operations. In place of paper forms, many forms are kept on RenWeb in the form of electronic entry screens and reports. When the second column contains “RenWeb,” we are referring to the software program.

The concept of an operations manual is common in business. The IEEE organization maintains the quality standards for almost every manufacturing and service organization of any significance in the world. It publishes standards under the ISO 9000 series of systems for each type of industry. These systems are based in the use of operations manuals rather than policy manuals. The principle of ISO 9000 is similar to school accreditation: Document what you do and do what you document. When ISO 9000 inspectors visit, they verify that the organization’s employees are actually using the operations document as a reference in their daily work. They realize that policies can tend to be abstracted from the flow of work in an organization. Therefore, this document follows ISO 9000 principles in providing instructions for almost every activity undertaken at The Ambrose School. While this may not be common in education, we believe it will ensure better quality through consistency and purpose.

USING THIS MANUAL

This manual is organized into descriptive categories so that it can be used as a reference. It is intended to be used as a training manual for new employees, a reference for periodically or rarely performed activities, and a reference for policy clarification.

- Each task has an initial in the first column, indicating the position responsible for that task. An employee may reference this document by scanning for his or her area of responsibility.
- The second column contains the form used in each task. If there is a question about the use of a form, one can scan this document for its number and the instruction for using it will be included in the task to the right.
- Accounting processes are highlighted in blue when they are not in the accounting section of the document.
- While it may seem so, this document is not exhaustive. Many activities at the school are performed in an ad hoc fashion. This is appropriate, as long as these activities are not central to our operation. If an activity has an appreciable effect on the quality of our education or the perception of our constituents, we will document it here.

This manual purposely DOES NOT restate policies from the three associated handbooks. Since the operational manual is **not public**, it is subservient to those policies articulated in the handbooks. Should a disagreement between the two occur, the **handbooks will have priority**.

All dates listed herein are approximate since they change from year to year to accommodate the calendar.

Not a guarantee of performance:

This document represents our general practice in operating The Ambrose School. Because the business changes daily, the organization or its leadership cannot guarantee that we will perform any activity according to this plan. While in principle we attempt to do what we document, this is an impossibility on a continuing basis.

Under no circumstances should this document be viewed as a commitment by Foundations Academy, Inc. DBA The Ambrose School (herein called “The Ambrose School” or “School”) to service or action. Our board and administration reserve the right to deviate from anything stated in this document without notice. No one may reasonably expect the organization to perform according to this document in every situation. This document is not a contract in any sense. Neither the leadership nor the organization can be held legally liable for fulfilling the practices described within.

However, employees are expected to perform their duties according to this manual’s instruction, absent any contradictory requests from their supervisor. Violations of the practices described herein may result in disciplinary action against an employee. Such actions may be seen as failure to perform according to the organization’s instructed practices.

KEY FOR RESPONSIBILITY CODES

AD—Athletic Director	IT—IT Manager
AM—Admissions Manager	L—Librarian
BC—Board Chairman	MD—Music Director
BD—Board of Directors	MT—Mentor Teacher
BK—Bookkeeper	OA—Office Assistant
C—Coach	OM—Office Manager
CD—Curriculum Director	P—Principal
CT—Controller	Pa—Parent
DA—Development Assistant	PT—Parent Teacher Fellowship
DD—Development Director	R—Registrar
DS—Dean of Students	S—Student
E—Employee	T—Teacher
EM—Event Manager	TA—Test Administrator
HG (HD)—House Governor	VC—Volunteer Coordinator
HM—Headmaster	

KEY TO TABLES

Responsible person (specified by position title)/ Interested person	Related form or file/ date or time when this task must be completed.	Instruction or task
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KEY TO FORMS AND THEIR DESIGNATIONS

Forms are organized based on a numbering system illustrated below. We keep all forms in our annual operations directory under “forms and fonts.” They are organized by their numbers, which classify which area they cover (administration, accounting, etc.). In this document, forms are referenced in the second column.

Example: F-103

Letter designations:

F	Paper-based form
RF	RenWeb form found within the RenWeb application
EF	Other electronically filled-in form. All forms are created electronically (in Word, etc.) However, some must be filled out and recorded electronically in Excel or as contracts,

	etc.
FL	Form letter. These letters are sent out, but are distinct from a standard form because we do not get them back with information or signatures. They are simply informational.
L	List. Lists include price lists, calendars, volunteer lists, or any list that is kept as a reference for daily use. Lists DO NOT include reports that come from RenWeb, QuickBooks, or other electronic systems unless they are kept on paper to be referenced regularly.
RR	All reports are not listed in this manual. Only those that play a key roll in a particular process. Reports are typically generated for a specific purpose, unlike lists which are regularly referenced.

Form Number Designations:

100-199	Office, Accounting and Administration
200-299	Teacher and Classroom
300-399	Admissions and Registration
400-499	Facilities, Equipment, and IT
500-599	Volunteer and Event Related.

MODIFYING THIS OR ANY OPERATIONAL DOCUMENT

Anyone		Recommend a change to the operational document in writing, through e-mail, with specific language. Send to the headmaster.
HM		Review and consider before sending the e-mailed change to all affected parties for comment
HM		After receiving comments, adjust as necessary and forward to the OM
OM /HM		Make the change to the operating document. The operating document's active folder for a given year will have a "drafts" subfolder. Changes will be made to the latest draft in that folder and saved as the next progressive number.
OM		Do a mid-year release (January) of all documents. Don't reprint them, but make the current, active version out of the latest draft.

ANNUAL TIMELINE BEGINNING JULY 1

This timeline does not include fundraising events.

	Owner	Date	Activity
J	Office	June 15	Order new furniture required for the following school year.
July	T	July	Book and material requisitioning.
	HM/MD	July	Begin Christmas program planning.
	Office	July 1 – July 15	Order long-lead books. Post supply lists with local office supply stores.
	BM	July 1-Aug 1	Verify inspections of: <ul style="list-style-type: none"> • Interior sprinkler system • Fire alarm system • Elevator • Backflow preventers
	Office	July 10– 20	Mail student welcome packet.
	BK/OM	July 31	Create public file from previous year (see Accounting). OM responsible for non-financial content.
August	HM/Staff	August 1 – 15	Annual administrative review.
	HM/P/Office/T	August 15-30	Teacher training.
	T	After teacher training	Teacher classroom setup complete (Wednesday before the first day students return to the facility). The halls and common areas must be clear after this date.
	OM	August 15	Post entire school schedule on the main web page.
	HG	August 15	House assignments.
	FM	August 20	Program all building systems with the school hours (see building schedule)
	P	By August 15	Create assignment schedules <ul style="list-style-type: none"> • Faculty assignments (Recess duty, advisors, house) • Exordium schedule
	Office	August	Post fire routes./ Check fire route postings in every room Create substitute list. Create exordium list.

	HM/T	August 20	Designate the two teachers who will open the building on a regular basis.
	HM/OM/PT	Late August	Back to school picnic.
September	PT	1 st week of school	New parent coffee.
	VC	September	7 th -12 th grade retreats.
	DD	September	Plan Grandparents Day.
	VC	September	Plan senior trip.
	L	September 15	Library opens.
	OM	September	Arrange fire drills with fire department.
	HM/P	1 st week of school	Back to school night.
	HM/P	5 th week of school	Progress reports sent home.
	Office	October 1	Distribute family directories.
October	HM	October	Annual general liability/property insurance review.
	P – Grammar	October	Schedule ERB testing.
	TA	October	PSAT/NMSQT testing.
	HM/P	October/ November	Teacher in-service guest training.
	HM/PT	Mid-October	Chili Cook-off.
	HM/P/T/ Office	End of October	End of 1 st quarter, report cards due.
	OM	November	Prepare for ice and snow removal.
November	EC/HM/ Office	Wednesday before Thanksgiving	Grandparents Day.
	P	Before December 15	1 st semester teacher evaluations complete.
December	EC/M	1 st or 2 nd week in December	Christmas program.
	EC/M		Reserve Brandt Center for Christmas Program the following year.
	OM	January	Reserve park for end of year picnic.

January	P/T	January	Review curriculum with teachers.
	HM	January 5	Begin recruiting and marketing for new students.
	TA	January	Verify National Latin Exam test materials have arrived.
	P	January	Eighth grade parents meeting for graduation requirements.
	AM	January	Graduation requirement planning.
	AM	January	Calculate part-time tuition & update on Homeschool Extension Class Schedule.
	HM/P/T/ Office	Mid-January	Semester finals followed by semester report cards.
	HM/CT	January 31	Finalize expense side of the following year's preliminary budget.
	HM	February 15	Tuition must be set for the following year and sent out with re-enrollment packets.
February	OM	February 15 – March 1	Re-enrollment packets sent out and returned with re-enrollment fee.
	OM	March	Finalize calendar for the following year.
March	HM/P	March	Formal teacher evaluations and annual teacher letters of intent given.
	TA	2 nd week in March	National Latin Exam testing.
	OM	September	Arrange fire drills with fire department.
	HM/P/T/ Office	Middle of March	End of 3 rd quarter, report cards due.
	VC	March, during spring break	Senior trip.
	HM	April	Open house.
April	TA	April	SAT testing.
	HM	Before May 1	Develop class schedules for the following year.
	HM/T	May	Annual contract review and renewal for teachers.
May	PT	May	Reserve location for chili cook-off.
	L	May 15	Library closes.
	HM/T	Last Thursday of school	Epilogos.
	HM/T	End of school	Graduation.
	HM/PTF	Last day of school	End of year picnic.
	HM/Pr/T/ Office	End of school	Semester finals followed by final report cards.

	T	Week after last day of school	End-of-year teacher checkout.
June	HM/Staff	June	Annual contract review and renewal for professional staff.
	TA	June	Order PSAT test materials.
	HM	June	Develop final schedules.
	DD	June	Begin Grandparents Association planning.

INSURANCE, MEMBERSHIPS, REGULATORY COMPLIANCE AND OBLIGATIONS

IMPORTANT GENERAL INFORMATION

This section describes the annual obligations of the school with regard to insurance protections or policies, memberships in national organizations, and obligations, regulatory and otherwise, that we must meet.

MEMBERSHIPS, ASSOCIATIONS, AND INSURANCE

Organization	Contact info	Obligations/benefits
Association of Classical Christian Schools (ACCS)	Patch Blakey, Executive Director.	Member: Pay annual dues during the month of August. Accreditation: Original in May, 2006. Revisit in 3 years. Eventual revisits every 5.
Association of Christian Schools International (ACSI)	Unknown	Member: Pay annual dues. We must maintain this membership as long as we hold the tax free bonds, issued through Zeigler bank. Legal Indemnification: We pay \$200 annually for legal defense in case of a lawsuit or liability.
Church Mutual	Chad Williams, Western States Insurance	Liability and property insurance under the following terms: <Insert terms here>
Unum Provident	Unknown <insert>	Employee disability insurance. Pays 75%? Of salary for employees who are disabled and unable to work for ?? years.
State Insurance Fund Policy # 622458 Risk ID # 110280882	1215 W. State St. PO Box 83720 Boise, ID 83720-0044	Workers compensation: This policy is required by state law because we have employees. We purchase this insurance through Western States Insurance Co, Jim Barnes 345-7330
Regents Blue Shield	Mike Davies, Davies Insurance <Insert>	Health Insurance: Provides policy coverage under the following systems: -- HSA coverage with <insert terms> plus \$90 per month paid to the employees' HSA account. -- PPO coverage with <insert terms>
		Retirement system: 403b program for employees to contribute into.

CECFA		<p>Tax Exempt bond: Approx. \$4.7 million in federal and state exempt bonds backed by a US Bank Letter of Credit with a lean against our property at 6100 N. Locust Grove.</p> <p>Obligations</p> <ul style="list-style-type: none"> • We may not sublease the facility in such a way as we relinquish control. • We must not jeopardize our 501 (c) (3) by entering commercial activity. • We must make all payments on time or the bonds default and US Bank reverts to a conventional loan. • Any new property or buildings we acquire must be encumbered by US Bank to repay this loan. <p>The SWAP is our derivative instrument that makes our 7 day floating interest rate fixed for either 5 or 7 years. Ziegler is our manager, US Bank is our issuer.</p>
US Bank (LOC and Trustee)	<p>Mark Munroe P- 383-7027 F- 383-7710 101 S. Capitol Blvd. Boise, 83702</p>	
Ziegler (Bond remarketing)	<p>Lynn M. Daly 200 S. Wacker Dr. Chicago, IL 60606 P- 312-596-1563 F- 312-263-5217</p>	
Ziegler SWAP	<p>Thomas M. Costello Phone 212-284-5448 Fax 646-514-5322 1185 6th Avenue New York, NY 10036</p>	

ACCOUNTING

IMPORTANT GENERAL INFORMATION

Accounting system and fiscal year: The Ambrose School has a fiscal year of July 1 through June 30. The Ambrose School records income and expenses in their proper accounts according to “Generally Accepted Accounting Principles” (GAP). Revenue from tuition is divided into 10 (ten) equal charges posted July 1 through April 1. Fees are recognized as income in the period for which they are charged. For example, application fees charged in February for the upcoming school year will be recognized as income in July to match with expenses in the accounting period.

Depreciation: It is the policy to capitalize items that have a useful life of more than one year, remain inventory of the Academy, and cost in excess of (\$5000) or, if a lesser amount, exceptions can be made for durable or important goods. Installation and component costs are to be added to the value of the asset when determining the \$5000 threshold. The asset is thereafter depreciated based on the appropriate tax method and a journal entry made monthly to record depreciation.

Segregation of duties: Separation of duties is maintained as an internal control to minimize risk. The Assistant Bookkeeper will collect and post the cash to the accounting record. The OM will prepare and submit school deposits. The controller and headmaster will have signature rights on The Ambrose School bank accounts. Additionally, the Athletic Director and PTF Treasurer will have signature rights on their own designated accounts. Bank activity shall be reviewed by the controller for unusual or unexpected activity.

Confidentiality of financial information: Because of the confidentiality of financial information, all documents must be kept in a locking file cabinet. This would include, but is not limited to: financial statements and reports, payroll and employee information, banking information, such as deposit books, endorsement stamps, and checks. Cash, checks or other items of value presented to The Ambrose School must be kept in a locked file cabinet, locked cash box or drawer until deposited.

Also, all financial information is on a need to know basis within our staff. The bookkeeper and controller are expected to exercise particular care with the school's financial reports, payroll, and tax documents to protect the school against rumors and gossip regarding the handling of the school's finances.

Accounts: All accounts are held at US Bank; Relationship Manager Mark Munroe, ph. #208-383-7027.

- Operating Account #153353766535 - All general operating funds, tuition, fees, and undesignated contributions are in this account. Checks are issued from this account. Deposits are not made to this account. Rather, they are deposited into Designated Funds Account.
 - Designated Funds #153391238067 - All designated funds not related to the building is included in this account to insulate them from the general account. When they are spent, they are transferred to the general account. No checks are written from this account. In addition, long-term cash is held here from Operating Account—this is why deposits from tuition, etc. are made from this account. There is a category in QuickBooks for "Restricted Donations - XX Fund" (the XX stands for Financial Aid Fund, Science & Tech fund, operating fund, etc.). When funds need to come out of the designated funds, a transfer in QuickBooks is done to match the actual bank transfer that happens through our online banking system.
-
- Building Fund Checking #153353427161 - Specific to costs relating to the new facility is written from this account. Deposits from bank draws are placed into this account.
 - Building Fund Savings #153391237820 - Specific to donations relating to the new facility building project are kept in this account. **This account must maintain a minimum balance of \$335,000** to satisfy the requirements of our bond Letter of Credit with US Bank. This is tested in June of every year. No checks are issued from this account.
-
- Athletic Account #153353766253 - Athletic fees and expenses are run through this account. Contributions may be designated specifically to this account. Checks are issued from this account.
 - Scrip Account #153353766543 - This account provides insulation of our Scrip fundraising program, the Scrip coordinator is a signer on this account. All checks relating to Scrip are run through this account. Accumulated funds are transferred to the Operating or other accounts as required. Bank reconciliations and transactions shall be reviewed by the controller. Checks are issued from this account.

- PTF Account #153353766261 - This account is maintained by the Parent Teacher Fellowship and is funded by proceeds from school events, fundraisers, and the school lunch program. The President and Treasurer of the PTF are signers on this account, as is the school lunch program coordinator. Funds are used to sponsor the annual social events such as the back-to-school and end-of-school picnics.

ANNUAL BUDGETING PROCESS

HM / BC	November	Create and discuss initial budget for the next fiscal year.
HM/CT	January	Mid-fiscal year budgetary report from the controller detailing: <ol style="list-style-type: none"> 1) Previous year's financials: budget vs. actuals, income statement, balance sheet. 2) Budget vs. actuals as of January 1st for the current year. 3) Projections of expenditures through the end of the year. 4) Cash flow analysis month by month with projections through the remainder of the year. 5) Projected cash position as of June 30. 6) Projected contributions as of June 30.
HM	January	Forecast for the student count for the coming year provided to CT.
HM/CT/BC	January	Project priorities identified for the following year: <ol style="list-style-type: none"> 1) Academic, training, and curriculum costs 2) Personnel costs (additional personnel overhead) 3) Facilities costs (cost for additional facility needs or changes to the lease). 4) Materials costs (cost to add on rooms, buy materials, etc.) 5) Extracurricular activities (music, theater, sports)
HM/CT	February 1	Preliminary proposed budget is proposed on the expense side.
HM/BD	Before February 15	Based on the student count and proposed budget expenditures as well as the market forces, the board sets tuition amounts for the following year.
HM/CT/ BD/BC	March 31	Controller prepares, headmaster reviews, and board reviews and adopts preliminary budget for the following year. This budget will have a contingency for a worst case scenario in addition to a most likely case.
HM/BC/ BD	April 1	Headmaster prepares a staged hiring plan to begin hiring for the coming year. This includes full and part-time positions. Board OKs early hires that will require locking candidates in early.
HM/BD/ BC/CT	May 1	Board reviews budget and makes adjustments given our enrollment realities. Board OKs hiring plan for any remaining positions.

HM/BD/ CT	May 31	Board drafts final budget
HM/BD	July 15	Board adopts final budget.
BK/CT		When the budget has been created and approved by the board it should be input into QuickBooks. The bookkeeper should review for accuracy; the controller should also review and then submit to the headmaster.
CT/HM/ BD	Every month	Provide a monthly budget vs. actual report and a cash flow projection for the existing year. Monthly actual vs. budget profit and loss statements should be printed and reviewed. The board must ensure that the school will have enough cash to make it through the year. The controller is expected to monitor and forecast the cash situation to predict cash shortages at least 1 year in advance.

CREATING AND UPDATING THE PUBLIC FINANCIAL FILE

To be completed no later than July 31.

HM / OM	July 31	<p>To be completed no later than July 31 every year. There should be one location in a binder labeled “Operations 20xx” where each year’s archived public reports are filed. In this binder, the following will be included:</p> <ol style="list-style-type: none"> 1. Financial statements: Balance sheet, income statement, and cash flow statement. 2. A copy of IRS form 990 3. A list of all inventoried items. 4. An enrollment roster for the preceding year. 5. A copy of the board of directors’ handbook, student handbooks, employee handbook, forms, operation manual and curriculum for that year.
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MONTH END PROCEDURES

BK	Monthly	<p>Bank Accounts Reconciliations : See account listing on page 15.</p> <p>Bank Statements are received after the end of the month. The bookkeeper performs the bank account reconciliation in QuickBooks by entering the bank ending balance and checking off deposits and cleared checks that appear on the bank statement against those recorded in QuickBooks. Any unreconciled items are researched and corrected. For example, if a vendor has not cashed a check within a specific time period, the vendor is contacted and the check voided and reissued as appropriate. Unclaimed property procedures will be followed as directed by Idaho State law.</p>
	Monthly	Deleted Journal Entry for Building Fund Payroll
	Monthly	JE for Depreciation

		Bookkeeper prepares and posts the journal entry to record depreciation expense from spreadsheet that is kept up to date monthly to reflect fixed asset costs, accumulated depreciation and depreciation expense.
	Monthly	Funds Transfers Bookkeeper notifies controller or headmaster of funds transfers needed to prevent service charges or NSF checks.
	Monthly	Building Fund Reconciliation/Report Bookkeeper prepares report showing donations, expenditures and ending balance.
	Monthly	Athletic Fund Reconciliation/Report Bookkeeper reconciles the account.
	Monthly	PTF Treasurer to reconcile their account
	Monthly	Scrip Fund Reconciliation/Report Scrip Coordinator reconciles the account.
	Monthly	Update Accounting for enrollment changes, i.e. new students or withdrawing students.
	Monthly	Bookkeeper issues statements from Quickbooks.
OM	Monthly	Print and mail Tuition Statements (Plan C Families)
	October, January, April, June	Print reports (Building Fund and The Ambrose School) for management <ul style="list-style-type: none"> • Budget vs. Actual • Profit and Loss • Balance Sheet
BK	Weekly to Monthly	Payable current invoices Bookkeeper pays invoices in a timely manner to avoid late charges. Check stubs are stapled to P.O. and invoice for filing. Only invoices with an approved purchase order or previously approved by the Headmaster are paid.
OM	Monthly	Filing of paid invoices in vendor files Once checks have been signed, bookkeeper files the invoice in the appropriate vendor file.
	Biweekly	Payroll: 1st and 15th paychecks Bookkeeper reviews employee files for any changes in payroll, then runs payroll program in QuickBooks to create paychecks. Bookkeeper prints checks and gives them to the headmaster for signing and distributing on the 15 th and last day of each month. Staff having direct deposit will be provided with a copy of a Direct Deposit Advice.

		<p>After payroll is run, bookkeeper runs the payroll liabilities report in QuickBooks and prepares a EFTPS deposit to pay federal payroll tax.. Payroll taxes must be deposited on the following Friday for payrolls that fall on Saturday through Tuesday or the following Wednesday for payrolls that fall on Wednesday through Friday. This schedule must be adhered to as penalties for failure to deposit on time can be quite large.</p> <p>Bookkeeper prepares quarterly Form 941 to report total payroll taxes to the IRS. Bookkeeper compares the payroll tax liability in QuickBooks for the quarter to the payroll taxes that have been deposited and prepares the Form 941 accordingly. Due dates for Form 941 are as follows: Oct 31, Jan 31, Apr 31 and July 31.</p>
	Quarterly	<p>State Unemployment</p> <p>State unemployment is reported quarterly by preparing Idaho form Tax020 and form Tax026 (found on the reverse side of form Tax 020). Total payroll for the quarter is times by 1% and paid to the state. Total payroll for this purpose does not include payments that are deducted for the Section 125 plan (flexible spending plan.) Due date for state unemployment taxes are as follows:</p> <p style="text-align: center;">October 31, January 31, April 31 and July 31</p> <p>The Ambrose School may receive a refund of unemployment insurance each year if no claims are filed. The refund may be reduced pending the amount of claims filed and paid to former employees, for example.</p>
	Monthly	<p>910 Idaho W/H due 20th of each month</p> <p>Idaho incomes taxes withheld are due the 20th of the month following the month withheld. For example, taxes withheld from employees' paychecks in September must be remitted to the state of Idaho on or before October 20. Form 910 is prepared and mailed along with a check for the amount of tax withheld.</p>
	Annually	<p>Annually:</p> <p>Bookkeeper prepares form 1099-Misc and sends to anyone the school has paid more than \$600 in the calendar year for services rendered (1099-Misc is not sent to corporations, only independent contractors).</p> <p>Bookkeeper prepares Forms W-2 and W-3. Copies are distributed to employees by January 31 following the end of the calendar year. Copies of the W-2 are mailed to the Social Security Administration with Form W-3. Copies of 1099-Misc are furnished to the IRS as required by law.</p> <p>Form 956 and Form 957-W are prepared for Idaho. Form 956 reports total wages paid during the calendar year and amount of Idaho tax withheld and paid. Form 956 is due by January 31. Form 957-W is the Idaho equivalent of federal Form W-3 and is used to transmit copies of W-2 to Idaho for state income tax purposes. Form 957-W is due by the last day of February.</p> <p>Form 990: Annual information form 990 is due to the IRS on May 15 for the previous calendar year. Note that The Ambrose School has a</p>

		<p>calendar year for 990 reporting purposes but a fiscal year (July to June) for financial statement purposes. Bookkeeper prepares the Form 990 and controller/headmaster reviews it. The board chairman signs it before mailing. This is an information return only; no tax is due.</p> <p>An automatic extension of time to file Form 990 may be granted for 3 months, until August 15. After that, another extension of time to file may be requested until October 15, but a reason must be given and this is not granted automatically.</p>
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ACCOUNTS RECEIVABLE

SETTING ANNUAL TUITION AND FEES

To be completed no later than February 15.

HM/CT	February 1	On February 1, the preliminary budget for the following fiscal year is drafted on the expense side. At this time, the revenue needs for the coming year can be projected. The headmaster and controller will prepare tuition and fee structure that allows break-even within 4% based on conservative estimates.
HM/T		<p>Pricing—the following fees must be set:</p> <ul style="list-style-type: none"> • Application fee (new students only) • Re-enrollment fee (paid by all families during re-enrollment period ending March 1) • Family fee (due May 31) • Activity fees (due prior to activity) • Single-use book fee (variable, estimated by class) • Tuition
HM/CD/T		Ensure that any changes to the stated curriculum for the following year are made and that the books are specified precisely including ISBN.
R		Create a list of books for each class based on the updated curriculum. Identify the prices of the books and estimate a class-by-class single use book fee. Publish the list with our fees for the following year as an ESTIMATE.
HM/CT		Obtain the current tuition rates for Cole Valley Christian and Nampa Christian schools for competitive analysis.
HM/BC	By February 10	Propose and finalize the fee structure for the following year.
HM/OM	March 1	Publish the new fee schedule with the re-enrollment packets. Change tuition agreement before re-enrollment tuition agreements are signed.

BILLING AND COLLECTING TUITION

AM/BK	F-302	<p>The tuition agreement details the amount paid under each payment schedule.</p> <ol style="list-style-type: none"> 1. The OM fills out F-302 [tuition agreement] with the agreed tuition and has parent sign. Then the OM routes the form to the bookkeeper. 2. The bookkeeper sets up a QuickBooks charge based on the form and verifies the amount on the form. Any discrepancies are discussed with OM. 3. The F-302s are returned to the OM for filing in the Enrollment and Tuition Binder. See admissions policies for more detail.
BK/OM		<p>The monthly charges will be posted in QuickBooks on the 20th of the month starting with June and ending with March (July - April tuition) by recording the memorized tuition transaction charges in QuickBooks.</p> <ol style="list-style-type: none"> 1. The A/R reconciliation shall be completed at this time to verify that all charges and cash collected has been appropriately recorded. 2. The tuition payment policy should be followed and posted accordingly. A monthly A/R detail balance report will be printed and any delinquent accounts will be sent statements along with a friendly payment reminder.
BK/OM		<ol style="list-style-type: none"> 1. The school routinely sends out monthly statements to those who do not chose to prepay or choose automatic payment from their checking account. The billing service is charged for incrementally (\$30) 2. Families are required to pay each monthly payment by the 10th of the month. Any payment received or postmarked after the 10th may be charged a late fee. OM will add a \$10 late fee to accounts that are habitually late (more than three times per year). 3. The OM will print out a statement of over-due charges at the end of the Quarter which will be sent home with the student's report card.

OVERDUE ACCOUNTS

BK	Monthly FL-162	The BK will provide a report to the headmaster of those who are delinquent with the current delinquent amount and the amount over 60 days due.
BK	1 st and 3 rd Quarter FL-162	The BK will send FL-162 to families with delinquent accounts. A copy of FL-162 will be sent to other parties associated with the account, i.e. a former spouse.
BK/R	Semester	At the end of the semester, 1-2 weeks before the report cards go out, the BK will send FL-163 and F-142 to anyone owing more than \$1000

	FL-163 F-142 FL-166	<p>or overdue by 2 months, requesting payment or a meeting with the HM over the account if they are unable to pay their balance within 30 days. They will also be informed that the student's report card will be held and the student's records will be frozen until the outstanding balance has been paid.</p> <p>At the request of the BK, the Registrar will freeze the records by placing a pink paper seal over the file and writing "frozen" on the student file. Any request for records will result in a letter (FL-166) informing that we are withholding records for back-payment of tuition. Also, the registrar will disable their school RenWeb access.</p> <p>FL-162 and FL-163 must be sent at no fewer than 30 days apart.</p>
BK	February	<p>In February of each year, the BK will provide a report to the headmaster of those who have been sent FL-163 and remain delinquent.</p> <p>The BK will send FL-164 to anyone who did not respond to FL-163.</p>
HM	F-142	<p>If the family chooses to meet with the HM and work on a payment plan (F-142), the headmaster will meet with the family and set up a payment plan. The plan will fit the following guidelines:</p> <ol style="list-style-type: none"> 1. Some amount is paid every month. 2. If there is extreme hardship, the HM may seek the board's approval to provide a partial or full scholarship. 3. The headmaster can forgive up to 2 months of tuition on his own authority. 4. If there is a waiting list for the class or the class is full, the terms should provide payment in full by the end of the year. 5. The headmaster will exercise charity and wisdom in evaluating these cases. 6. In cases where there is a waiting list, and debt accumulates beyond \$2000, the headmaster will bring it to the board. 7. Renegotiating a plan more than twice is grounds for expulsion.
BK	F-142	<p>In the event that a written plan is established, the BK will receive a copy of the plan or provide a report to the headmaster if it is not. Failure to execute the written plan will immediately result in grades being withheld. Records will be frozen until amount is paid in full (no transfer records will be available).</p>
HM/ AM	April 1st	<p>Those who fail to setup or perform on an F-142 will not be able to reenroll during reenrollment. In full classes, payment must be made in full by April 1st.</p>

COLLECTING AND DISBURSING SPECIAL CHARGES

Definition: Special charges are those charges that are distinct from school reenrollment fees, family administrative fees, annual billing fees and tuition. Examples include book and supply fees. Special charges do not include athletic fees, event fees, lunch, food or other such expenses.

		Special charges are included on the QuickBooks invoice, though they may not be included on the tuition agreements. Examples of these charges include our \$50 (or more) athletic fee or the \$150 graduation fee.
OM/BK/R		<ol style="list-style-type: none"> 1. Charges are entered into QuickBooks. 2. Families are notified by the Registrar of special charges and their due date. 3. No goods or services are provided until the money is collected (not billed). 4. The special charges category will be reported in the general budget/actuals report.

COLLECTING AND DISBURSING CHARGES FOR SELF-FUNDED ACTIVITIES

Per tuition agreements, funds for classroom activities are collected at the time of enrollment. At the beginning of the school year, funds collected are issued to the teacher. The teacher is responsible for funding the classroom activities with the funds distributed as per the guidelines provided. At the end of the school year a use of funds report is requested.

T/S/PP/E		<p>Administrative costs are very high for collecting and disbursing money. These types of activities also confuse and burden our budgeting system. For this reason, most self-funded activities are run through volunteers, teachers, or staff. The Ambrose School will ONLY aggregate and disburse funds for these activities when:</p> <ol style="list-style-type: none"> 1. No cash is involved, AND 2. All checks exceed \$20, AND 3. The overall cost exceeds \$1000, AND 4. The headmaster has given prior approval. <p>If these conditions are not met, a teacher, parent, or volunteer is expected to collect the money and pay for the event.</p> <p>Any leftover funds MUST be turned over to the school:</p> <ol style="list-style-type: none"> 1. For classroom activities, the excess money may be turned directly over to the teacher for classroom funds (total amount not to exceed \$100. If it does, the money must be turned into the office and approved for the classroom by the headmaster) 2. For retreats, etc., the money may be turned into the office and designated for future recreational activities within that particular area of the school (orchestra, etc.). 3. For athletic activities, the money may be put into the general
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		<p>athletic fund.</p> <ol style="list-style-type: none"> Amounts less than \$200 must be put into the general fund unless there is an existing account into which it can be designated. If the amount exceeds \$200 and the headmaster approves, a designated account can be created for future use.
BK		QuickBooks accounting charge system will not be used for charges that do not qualify under the above standards.
OM/HM/ BK/E	EF-158 Cash Collections Spreadsheet	<p>In the event that a self-funded activity is authorized to go through the The Ambrose School's accounts:</p> <ol style="list-style-type: none"> The BK must be notified by the headmaster via e-mail or in writing that the pass-through has been authorized. Cash must be collected, the amount totaled, and those who paid listed on a receipt provided with the cash by the teacher/volunteer to the OM. Checks must be provided to the OM. The BK will log all checks into the appropriate software (RenWeb Donor, or Excel spread sheet) as designated and specify a consistent name for the event.
BK		<ol style="list-style-type: none"> The BK will create a "class" (as needed) for an event in QuickBooks to isolate it financially from the general budget. All incoming funds will be deposited in this class, as will all expenses be withdrawn from this class. The BK will write checks against the account based on a request by the account owner (teacher, volunteer, etc.) The bookkeeper will not write any checks that exceed the amount collected. If the event requires some prepayment, the HM must approve. The headmaster must sign the checks. At the organizer's option, a single check may be written for the total amount collected.

COLLECTING DESIGNATED AND OPEN DONATIONS

BK	<p>Donor Management database</p> <p>FL-161 Thank you letter</p>	<p>Upon taking a check or cash as a donation, the office manager will:</p> <ol style="list-style-type: none"> Issue a receipt for cash and record the receipt number in donor management database. Log the amount in donor management database Record its designation. If no designation is made, it will be recorded as general fund. Issue a thank you letter to the donor for their
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		contribution. The item received should be listed as well as the date received from donor management database.
BK		<p>Any funds received by the school that have been designated by the donor for a specific purpose should be added to the appropriate income account.</p> <p>The funds are to remain in a restricted bank account for use as designated by the donor. The following accounts and their designations apply:</p> <ul style="list-style-type: none"> • Operating Account • Building Fund Account • Activities/Athletic fund • Designated Funds <p>Contributions to the building fund or athletics are placed in the appropriate account. Contributions for any other specific purpose are to be put in the Savings Account and their designation should be noted in QuickBooks. The separate bank account only prevents the inadvertent use of that cash to cover general account needs. The intended designation is specified in QuickBooks and Donor Management Database..</p>
BK/OM		On or before January 25, the bookkeeper will issue reports to each donor to be sent with a general thank you letter for tax purposes. This is done through Donor Management Database..
OM/DD		All contributions will be tracked on the Donor Management Database..

NON-CASH DONATIONS

Miscellaneous goods

OM/HM		Any contribution of goods must first be okayed by the headmaster unless a staff member has a specific use for the goods for a legitimate school purpose and expresses a desire to take immediate possession and responsibility. Often, accepting goods creates a liability for disposal. For this reason, we must politely refuse some computer equipment, etc.
OM		The office manager will generate a thank you letter that will act as a receipt within 2 weeks of accepting goods. This receipt does not contain a value, but rather lists the items given.
HM		<p>Items accepted will either be:</p> <ol style="list-style-type: none"> 1. Used for school purposes 2. Given to a needy teacher, staff-member, or needy family affiliated with the school <p>Items may not be designated by the donor for any particular person (this is an IRS regulation), though the donor may request</p>

		<p>this and the school will evaluate the request based on need. We attempt to honor these requests, if reasonable.</p> <p>Items given to teachers through the school result in a tax liability for the teacher. For this reason, it is best for large in-kind donations to be given to the teacher's church and passed on to the teacher if possible.</p>
OM		Items used for school purposes are inventoried, if the item meets the criteria.
BK/HM		Items of consequential value (\$100<, pending research) passed to a teacher or staff member must be reported as income on the teacher's next payroll check.

Negotiable or marketable assets (including securities)

		<p>Non-cash negotiables are excellent ways for donors to give to the school while realizing tax advantages. Donors may give in the following ways:</p> <ol style="list-style-type: none"> 1. Real property - The deed of the property must be signed over to the school. 2. Securities - Securities may be transferred to the schools brokerage account. 3. Coins or other items of liquid value - A nearby brokerage for the type of item will be identified and the item will be liquidated as soon as practical.
OM		<p>OM will obtain instructions for transfer of non-cash negotiable from the donor. OM will:</p> <ol style="list-style-type: none"> 1. Issue a receipt and record the receipt number in RenWeb Donor. 2. Log the amount in RenWeb Donor. 3. Record it as a donation. 4. Record its designation. If no designation is made, it will be recorded as general fund. 5. Issue a thank you letter to the donor for their contribution. The item received should be listed as well as the date received from RenWeb Donor.
HM		Once securities are in our security account, a date will be set to liquidate the asset. Since the school does not speculate on investment instruments, we attempt to liquidate as soon as reasonably practical unless the value is exceptionally low relative to the market history.

WEEKLY BANK DEPOSITS

OM		Bank deposits are to be submitted for deposit biweekly or as deemed
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		<p>necessary.</p> <p>All checks being deposited should be reviewed for the correct information.</p> <p>Five points of verification should be made:</p> <ol style="list-style-type: none"> 1. Date 2. Payee 3. Amount 4. Proper endorsement stamp 5. Signature of maker <p>The amount written out is considered the legal amount; therefore, it must be the same as the numerical amount.</p>
BK/OM		<p>Unless otherwise directed (see collecting designated donations), all deposits will be made directly into the Operating Fund. When a check is received, it is to be kept in the tuition box inside the locked file cabinet until deposited.</p> <p>The checks must be photo copied and attached to the cash receipts report from QuickBooks. Any money received that is designated for specific use must have the specific designation and donor information clearly recorded and displayed on the report.</p> <p>The bookkeeper is responsible for preparing the bank deposit and posting the cash receipts into QuickBooks. The office manager is responsible for taking the deposit to the bank.</p>
BK		<p>The bookkeeper will print out the deposit summary from QuickBooks, attach it to the bank deposit slip and place it in the Bank Deposits binder.</p>
BK/OM	FL-168	<p>Checks presented for deposit may sometimes be returned. Some of the reasons the bank may refuse an item would include the following: insufficient funds, missing signature, stale or post dated, or refer to maker.</p> <p>When this occurs, the maker of the check must be contacted within one week by the OM. The maker will be contacted by phone. If this is the 3rd time payment has been returned, FL-168 will be sent and an insufficient funds fee will be added to the maker's account. Arrangements are to be made as to when the amount owed will be paid. The same applies to auto withdrawals returned as NFS.</p> <p>No fees will be charged for returned checks from donations.</p>

ACCOUNTS PAYABLE

REIMBURSEMENT OF EXPENSES

The bookkeeper insures that correct invoice dating is used to record expenses in their proper accounting period

A W-9 is issued to new vendors prior to payment, to ensure correct 1099 reporting at the end of the fiscal year.

See “Purchase Order Process” below.

PURCHASE ORDER PROCESSES (GENERAL)

The following items are NOT covered with this general P.O. process:

1. Paying individuals for services—under contract or as an employee (see Payroll).
2. Paying recurring regular, monthly bills such as telephone, rent, etc. — see recurring charges.
3. Standing P.Os. P.Os that remain standing for a period of time until the amount is exceeded. These are used for small purchases like office supplies, etc.

Each of these areas has its own documented process elsewhere.

The following files are maintained in an easy access file to facilitate this process. The file should remain where admin. staff personnel and/or the BK can easily find it.

1. **Open F-103s:** These are POs in process.
2. **Orphan invoices:** These are invoices which are not attached to a PO. The BK will own this file and work with the OM to follow-up and ensure that the invoice becomes attached to a PO.
3. **Received:** OM maintains a folder containing the manifests or invoices for anything received or to be received in the office.

Staff or Volunteer		<p>Purchases can be made in any of the following ways:</p> <ol style="list-style-type: none"> 1. Whenever possible, we prefer to be invoiced and write a check. 2. Items may be bought from personal funds and reimbursed (need to provide receipt). WARNING: The Ambrose School may choose not to reimburse. If you pre-purchase with your own funds, you do so at your own risk. 3. The OM or other staff member can purchase items with a debit/credit card.
Requestor	F-103	Anyone wishing to requisition an item with school funds must fill out form F-103 and submit it to the office manager.
OM	F-103 QuickBooks	<p>Before submitting any purchase request form to the responsible budget owner, the OM must:</p> <ol style="list-style-type: none"> 1. Select a budget category on the form 2. Assign the request a P.O. number, if not already on the form. 3. Forward the request to the budget owner (HM)
Any	F-103	<p>P.O. numbers can be assigned by anyone in the following way:</p> <ol style="list-style-type: none"> 1. The 3 letter initials of the purchaser (person requesting the item). 2. Followed by the date in numerical form (122505 is December

		<p>25 of 2005.)</p> <p>3. Followed by a 2 digit number serially assigned by the purchaser. This is used to distinguish multiple purchases by the same person on the same day. i.e. 01 is the first P.O., 99 is the last.</p> <p>The full number would look as follows:</p> <p>DCG12250501</p>
HM or Budget owner	F-103 Budget actuals report form QuickBooks	<p>Review the purchase request to ensure that the purchase is valid and that the budget has appropriate funds. The following criteria apply:</p> <ul style="list-style-type: none"> • The purchase and price must have been researched and the best value attained. • If in doubt, purchases should be delayed until necessary. • Used options should be considered whenever practical. • There must be budgeted funds available (budget/actuals report). • If no budgeted funds are available, a donor may be sought. • An assessment of alternative options which may save time or money should be considered. <p>If approved, the F-103 must be signed and placed in the office manager's box to be ordered, if necessary, or, in either case, placed in the "Open P.O.s" file.</p> <p>Once signed, F-103 becomes a Purchase Order.</p> <p>The P.O. sits in the open folder if the items have been ordered but not received in their entirety. Otherwise, the P.O. goes to BK if the item(s) has (have) been received.</p> <p>The open folders are for waiting. If the form needs to proceed through the process, it needs to be placed in the appropriate person's box.</p>
BK/OM/ HM/P		<p>The BK checks for the signature and does one of the following:</p> <p>1. For reimbursements:</p> <ol style="list-style-type: none"> a. The BK is responsible to ensure the receipt matches the P.O. and that the request is appropriate. For example, that some items on the receipt do not appear to be personal—a potato peeler mixed in with office supplies, etc. b. The BK will ensure that the sales tax was not paid for items costing more than \$100>. BK should try and ensure that purchases take advantage of our tax exempt status. c. The bookkeeper prints a check for the amount to the individual listed on the P.O. She then places it, and the P.O. in a red folder to be signed by the proper

		<p>signing authority for the budget from which the money came. The red folder is placed in the HM's box.</p> <ul style="list-style-type: none"> d. The HM signs the check if the P.O. has not been exceeded. e. The signing authority gives the checks to the OM who may assign an inventory number if applicable before passing the check on to the party to be reimbursed. (See inventory). f. Once the check is cut and signed the P.O. and receipt are filed by the OM. <p>2. For debit card purchases:</p> <ul style="list-style-type: none"> a. These steps assume the P.O. has been created, numbered, and signed by the HM, and that the OM has inventoried the item. b. The BK holds the P.O. in the "open" folder to match it with the debit card receipt when it is received from the bank. c. The BK checks for tax exemption and matches the description on the form to the description on the invoice. d. Once matched, the BK marks the request "complete" and files it (see below). e. If the debit card statement has charges for which there is no P.O., the BK will highlight the charges on a copy of the statement and provide that to the cardholder to confirm and write an F-103. f. If a charge cannot be matched with a receipt, the HM makes a decision to do one of the following: <ul style="list-style-type: none"> i. Bypass the purchasing process and create a P.O. without a receipt. ii. Work with the vendor to reverse or clarify the charge. iii. Charge the cardholder for the item. <p>3. For invoiced charges on account or credit (not credit cards or debit cards):</p> <ul style="list-style-type: none"> a. These steps assume the P.O. has been created, numbered by the OM, and signed by the HM. b. The P.O. should be placed in the "open" folder until an invoice arrives. c. Upon receiving an invoice for an outstanding charge (not monthly recurring charges that are covered
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		<p>under “Monthly Payments”), the BK verifies the receipt of the item (see Receiving and Inventory control) and stamps the invoice “received” with a date and inventory number, if applicable and process.</p> <ul style="list-style-type: none"> d. The BK will issue a check. e. The check is signed by a designated signer who has budget responsibility and is mailed by the OM. f. The OM ensures the item has been inventoried. <p>4. For invoiced charges that must be prepaid,</p> <ul style="list-style-type: none"> a. These steps assume the P.O. has been created, numbered, and signed by the HM. F-103 must be accompanied with an estimate of charges. b. Once signed by the HM or the authorized signer and put in the BK’s box, and will print a check and return it to the HM. The BK will put the P.O. in the “open” folder. c. Once the check is signed, it will be provided to the OM who will ensure that the goods or services have been rendered after the check has been sent. d. The OM will ensure that the goods are inventoried once received. When applicable the inventory number must be passed to the BK for inclusion on the invoice.
BK		All expenses should be properly posted both in expense category and class.

ANNUAL CLASSROOM ALLOWANCE

T		<p>We realize that many teachers buy small items for their classrooms that do not qualify as curricular. These items include:</p> <ul style="list-style-type: none"> 1. Food, supplies for special projects, special booklets, awards, prizes, and other sundry items are to be purchased from the classroom allowance. In the event a teacher does not wish to spend the allowance on these types of items, they may use the funds to buy items on the following list. 2. Posters, wall hangings, pictures, timelines, classroom reference books, videos, globes, maps, etc. These may be purchased with a PO, but in some cases, teachers may choose to purchase them out of the classroom allowance. 3. The funds must be spent on items that are the property of the school and are used in the homeroom classroom. 4. Teachers need not document the use to which they put the money. If an item is purchased that meets the inventory requirements, it must be taken to the OM to be inventoried.
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HM	October	<p>In October:</p> <ol style="list-style-type: none"> 1. The Headmaster decides how much money is available for classroom allowances. This comes from the curriculum budget. 2. Somewhere between \$50 and \$100 is given to every classroom homeroom teacher in the form of a check. 3. This should be done as early as possible, though October is usually the time when the curriculum budget spending is 80% known, allowing the amount of the distribution to be set appropriately.
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RECEIVING AND INVENTORY CONTROLS

OM		<p>The following items must be inventoried:</p> <ul style="list-style-type: none"> • Any item that meets <u>all</u> of these criteria: <ul style="list-style-type: none"> ○ It is expected to last more than 1 year ○ It will remain under ownership by the Academy ○ Item must cost more than \$20. ○ Does not become part of the physical plant. (window coverings, door knobs, etc.) ○ Is not a fixed part or component of an inventoried item (Overhead projector bulbs, etc.) • Any book or other media (DVD, CD, tapes, etc.) These are not kept in the accounting inventory system. They must be dealt with in RenWeb.
OM		<p>Books and Media</p> <p>These items are not given individual inventory numbers. Rather, they are numbered as sets. See “Book and Materials Requisitioning (school owned)” for procedures covering textbooks, other books, or media.</p>
OM	F-106 Inventory log	<p>For receiving all other items:</p> <ol style="list-style-type: none"> 1. For items received from a carrier, the manifest or invoice must be checked against the contents to ensure everything was received that should have been. 2. The items must be checked for damage and any damage immediately reported to the carrier and vendor. 3. The OM will place a check mark by everything received on the manifest or invoice and place the manifest or invoice in the “Received” folder, shared by both OM and BK. 4. If the items meet the criteria to be inventoried, they should be assigned numbers. The “Received” folder has a

		<p>log of inventory numbers and items recorded on paper. The OM will list items and increment the number, using the format FA-XXXX. The invoice should be marked “inventoried” and the inventory numbers should be written next to the itemized list on the invoice. This is not necessary for textbooks.</p> <ol style="list-style-type: none"> 5. The OM writes the inventory number on the physical item in the following way: FA XXXX where the X’s represent the inventory number. <ol style="list-style-type: none"> a. The inventory number can be written with a sharpie. b. If the item is not well-suited to a sharpie, a permanent vinyl label may be affixed to the object with the inventory number clearly printed on it. 6. Once the P.O. has been checked “complete” and “inventoried” and the inventory numbers have been written next to the items on the invoice, the invoice must be placed in the bookkeeper’s box. 7. The bookkeeper must record the inventory numbers in QuickBooks, verify that the P.O. has been signed, and issue a check which will be signed by the headmaster (see Accounts Payable).
BK/All	Inventory # Sheet (Physical) QuickBooks	<p>For “cash and carry” items bought by employees:</p> <p>All items purchased through reimbursement that come through the P.O. process and meet the criteria above must be taken to the office to be inventoried.</p> <ol style="list-style-type: none"> 1. Before reimbursement can be made or the charge can be closed out in QuickBooks, the item must be given an inventory number. 2. An inventory number is assigned, logged on the inventory log and on the invoice by the OM when the item is brought to the office. 3. The OM places the inventory number on the physical item. 4. The P.O. is then put into the BK box with the invoice. 5. The BK logs the inventory number in QuickBooks before closing the P.O.
BK		An inventory number report must be copied annually and placed in our file with our financial statements in the office.

PAYING BILLS

OM/R		<ol style="list-style-type: none"> 1. All inbound invoices and bills will be: <ol style="list-style-type: none"> a. Attached to the appropriate P.O., if one is located in
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		<p>the open P.O. file.</p> <p>Or</p> <p>b. Identified as “No P.O. required”</p> <p>c. Placed in the BK box.</p>
BK		<p>2. All invoices will be entered into QuickBooks and associated with a P.O.</p> <p>3. If no P.O. is found, the invoice will be placed in the “orphaned invoice file” for the BK to follow up.</p>
BK		<p>4. The BK will attempt to find the F-103 to go with the orphaned invoice. If not found, the BK will contact the purchaser to have a new one created.</p>
BK		<p>5. The BK will keep all invoices and manifests in the “received” file until each item is checked off and has an inventory number. Once complete and matched with an F-103, the BK will pay the invoice.</p> <p>6. If partial payment on an invoice is required, the BK is responsible to ensure no late penalties are incurred. However, BK is also responsible to ensure that under no circumstances should we pay for items not yet received (unless it goes through the prepaid P.O. process).</p>
BK		<p>Paying the invoice:</p> <p>7. Ensure that the P.O. amount has not been exceeded.</p> <p>8. BK creates a check with the P.O. number on the “for” line.</p>
BK/HM		<p>9. Checks with a P.O. number are signed without further verification.</p> <p>10. Checks without a P.O. number must have an explanation accompanying them including:</p> <ol style="list-style-type: none"> Why no P.O. What account the money is coming from What budget category the money is coming from <p>11. Check is signed by the headmaster and given to the OM to mail.</p>

PAYROLL—SETTING UP NEW STAFF AND CHANGING EXISTING STAFF

BK	<p>EF-132 (Teacher- FT)</p> <p>EF 133 (Teacher- PT)</p> <p>EF 134</p>	<p>When an employment contract is received by the bookkeeper the salary amount and the payment terms shall be noted and set up in QuickBooks according to the contracted terms.</p> <p>The contract amount shall be spread over the scheduled pay periods remaining in the contract period.</p>
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	(Hourly staff) EF 135 (Contracted) EF 136 (Exempt staff) EF-159 Payroll spreadsheet (Confidential- not on ops drive)	<p>The payroll spreadsheet should be updated and used as a way to double check the salary payments as well as the appropriate payroll deductions. This spreadsheet must be kept in a secure location.</p> <p>The Ambrose School pays the premium for full time employee health insurance less the required \$12.50 per period (\$25 per month) employee portion. Please refer to the current employee handbook for the specific benefit plans available.</p> <p>New employees and part-time employees are not paid until the first pay period after they begin work. Their pay is calculated based on the remaining pay periods through the end of the contract period—usually July 31 of the following year. Part-time contracts that end prior to the end of the school year are to be paid through the stated contract period.</p>
BK		<p>New employees must have submitted all of the necessary paperwork including the W4 before they can be paid.</p> <p>See “Hiring” for this process.</p>
BK/E	Blue Shield Insurance application	<p>When an employee is hired and wishes to begin health insurance coverage they are required to complete an insurance application with the current insurance carrier and submit it directly to the insurance agent or company.</p> <p>The employee must apply for health insurance within 30 days of the effective date of their contract. Coverage is not effective until the first day of the month following the date of employment (generally September 1st). All additions and changes must occur within the 30 day window at the beginning of the contract for new employees. Continuing teachers may make changes only during the 30 days of open enrollment.</p> <p>The health insurance application is a confidential form and should be in a sealed envelope for submission and must be submitted by the employee through the mail. We suggest certified mail.</p> <p>The bookkeeper should be informed when an employee or an employee spouse or dependent is added.</p>
E/BK	F-110	<p>The employee must file a deduction authorization form with the BK 30 days prior to purchasing or terminating insurance coverage for themselves or dependents. Without this form, insurance is not paid.</p> <p>If the BK receives a bill from the insurance company with a change in coverage without a corresponding F-110, then the BK will put a blank form in the employee’s box with a note requesting immediate authorization. The BK will authorize the payment as soon as the form is received.</p> <p>If the BK receives an F-110 and there is no corresponding charge on the insurance bill, the BK will immediately contact the employee and tell them they must fill out an insurance form with the carrier before they will be covered.</p> <p>The employee is responsible to turn in F-110 in any event changing insurance. Without it, we will charge the employee according to the</p>

		prior arrangement.
BK	F-110	<p>The Sec. 125 plan is a calendar year plan. New elections form should be given by the BK to all eligible employees with their December 15th paycheck and need to be returned and processed for the January 15th paycheck.</p> <p>The election remains in effect for the entire calendar year unless there is a change in employment or family status.</p> <p>IMPORTANT: Employees may add dependents at any time during the year, but unless there is a change in family status, the insurance premiums will NOT be pretax. Employees may NOT drop dependents (or themselves) during the year if they have elected to receive the benefits through the Section 125 plan because they are pre-tax. These are government regulations.</p> <p>IMPORTANT: All health insurance changes must be in writing and initiated by Mike Davies, our health insurance representative. In addition, we need notification to change your deductions as mentioned above.</p>

PAYROLL—TIME OFF & LEAVE

BK		<p>Non-compensated leave is calculated in the following way for those paid on an exempt contract (not hourly):</p> <p>For teachers:</p> <p>Total contract dollars / (Total contract days * 6) = Hourly rate.</p> <p>Hourly rate * Number of hours missed = Payroll deduction.</p> <p>For non-teachers:</p> <p>Total contract dollars / (Total contract days * 8) = Hourly rate.</p> <p>Hourly rate * Number of hours missed = Payroll deduction.</p> <p>The payroll deduction is taken in the pay-period during which there are absences.</p>
T	F-114	The teacher will fill out F-114 Request For Leave and have it approved by the principal.

PAYROLL (BI-WEEKLY PROCESS)

E	F-119	Hourly employees must turn in timecards no later than the 10 th and the 25 th of the month.
BK/HM		<p>Bookkeeper prepares payroll for signature in a timely manner so as to have checks ready for the employees the 15th and last day of each month.</p> <p>The headmaster or designee must have at least 3 business days to sign</p>

		<p>payroll and return it to the office for disbursement.</p> <p>The bookkeeper is also required to prepare and submit all payroll tax reports and filing in a timely manner (see month-end processes).</p>
E/OM/BK	F-110	<p>When an employee would like to change insurance coverage for himself or dependent the insurance change form should be completed and submitted to the bookkeeper. The employee must also call Mike Davies for insurance changes.</p> <p>Changes can only be made once per month. The change will become effective no sooner than the beginning of the following month it is submitted or within the first of the month following the 30 day notice. Additions are initiated by the employee by submitting an application to the insurance carrier, and notifying the bookkeeper of the addition. Removal from the insurance policy must be handled through the bookkeeper with form F-110 and notification to the carrier.</p> <p>IMPORTANT NOTE: Participants in the Sec. 125 plan may not make changes mid-calendar year unless they have had a qualified change in family or employment status. See “Payroll—set up new staff.”</p>
OM		<p>During the summer, paychecks will be mailed to those employees who do not report to work due to their contracted days. However, we will not mail to employees who are on vacation during their contracted year unless they specifically request it.</p>
BK		<p>Replacement paychecks:</p> <ol style="list-style-type: none"> 1. In the event that a paycheck is lost, the employee must inform the bookkeeper in writing or e-mail as soon as possible. The employee must tell the bookkeeper whether he or she desires a stop payment to be placed on the check. If no request is made, a stop payment will NOT be issued. 2. If a stop payment is not requested and the check is fraudulently cashed, the employee is responsible for the costs associated with this occurrence. If a stop payment is requested, the employee is responsible for the stop payment charge. 3. The bookkeeper will deduct any relevant charge, if applicable, from the employee’s new check. 4. A replacement check will be provided to the employee within the period of 2 weeks.
HM/E		<p>Advancing payments:</p> <p>As a rule, The Ambrose School does not advance payments. We will not issue checks before policy requires that we do so.</p>

REGULAR MONTHLY PAYMENTS

BK		<p>Rent is the only monthly bill for which an invoice is not received. All other checks are to be issued when invoices are submitted. They should be reviewed and have proper documentation to verify receipt of the item or the service.</p>
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BK/HM	June 15	The BK prepares a standing P.O. for recurring charges if possible. The standing P.O. contains a monthly or periodic amount to be authorized. The HM must sign the P.O. before July 1. For the remainder of the year, all invoices on that P.O. will be paid with the single P.O.
BK/HM		Any overage (above the P.O. amount) will be noted by the BK on a post-it note to the HM with the check.

ADMINISTRATION RELATED

ANNUAL ADMINISTRATIVE REVIEW

To be conducted no earlier than August 1 and no later than the August 15.

HM/ BM		<p>Review the following documents to ensure our compliance with policy and make changes for the coming school year.</p> <ol style="list-style-type: none"> 1. Building maintenance plan 2. Liability insurance policy--- Ensure the limits are appropriate and our new year's needs are accurate (converse with insurance agent). <ol style="list-style-type: none"> a. Proper number of teachers listed b. Proper number of students in primary and secondary school. c. Proper listing of sports activities.
HM		Contact the liability insurance company and verify the numbers listed in #2 above and request information on other requirements.
OM		<p>Verify that internal files have the appropriate paperwork:</p> <ol style="list-style-type: none"> 1. Health department requirements are met for student records 2. Background checks are in every teacher's file. 3. Proper tax paperwork is filed for all teachers. 4. Universal parent permission sheet is filed for every student.
OM		<p>Before making changes to the organizational handbooks, make a copy of each and place them in a 3-ring binder labeled "Operational Documents <date>" where date is the academic year for which those documents were active (the previous year, since the administrative review takes place in August). Place these documents on a bookshelf with the curriculum in the headmaster's office.</p> <p>Make all changes to the organization's operational documents for review at the annual board retreat. (See creating and updating the public financial file.)</p>
OM		Verify that Meridian schools have the headmaster's current

		phone number in case of school closure.
HM/BK		<p>Vendor review: Review all monthly charges to ensure that we are getting the best deal possible, including:</p> <ul style="list-style-type: none"> • Telephone service (long distance and local) • Copier • IT services

ANNUAL CONTRACT SERVICES REVIEW

HM	April 15	<p>Annually, contracts will be written/ reviewed for services that the school contracts. This includes:</p> <ol style="list-style-type: none"> 1. Custodial services 2. Bookkeeping 3. IT support
HM		<p>Contracts generally run from July 1 through July 1. Contracts for services are paid for the service, not by the hour. New contracts are required each year.</p> <p>Contracts for key services must contain:</p> <ol style="list-style-type: none"> 1. Service level standards 2. A statement of work 3. Financial penalties for not fulfilling the contract. 4. A period of time and terms of notice and contract termination.

SUBSTITUTE TEACHER LIST

OM	By August 15 I-270	<p>The office will create a substitute list by calling those from the previous year to determine if they are interested again this year. If more substitutes are needed, the Office Manager will contact key families that are known to have the right skill-set. The list should have a minimum of 10 names with at least 6 willing to teach high school and 6 for grammar school (some may do both).</p>
OM		<p>If more substitutes are needed, the staff and teachers will collaborate on a recommended list. In rare cases, a call for applications may be sent out through the Parent Teacher Fellowship if we are unable to find sufficient substitutes. This is a last resort because the applicants may not be suitable. New applicants or part-time teachers are also good sources for substitutes so they can gain experience in the classroom. New applicants must meet the following criteria:</p> <ol style="list-style-type: none"> 1. They must be willing to complete a background check (F-143). 2. They must be Christians.

		<ol style="list-style-type: none"> 3. We prefer they have a bachelors degree. 4. We give preference to those who have had children at the school for at least 2 years. 5. We give preference to those who regularly volunteer at the school. 6. The must be at least 18 years old.
Office		The office may designate one “on call” substitute from the list for grammar school and one from the upper school. This substitute will be the first to be called when one is needed. This selection will be based on a substitute who desires regular work and is particularly gifted. The purpose here is to guarantee the regular availability of a substitute so that she has enough hours to remain without other employment. A second may be designated if desired by the substitute and deemed necessary by the HM.
Office	September 1 I-270	The official substitute list will be printed and sent to every teacher. Two copies will be provided to the administrator.

SCHEDULE DEVELOPMENT

HM/P	Before May 1	<p>Before May 1, the headmaster must develop a tentative schedule for the following year. This process should be started early since it requires much iteration to get it right.</p> <p>The following principles apply:</p> <ul style="list-style-type: none"> • Start with the upper school schedule since it is the most constrained. • The first two periods should be Latin and math respectively. This helps with placing new students in the appropriate class. Since some of these classes extend all the way down into grammar school, this is particularly necessary. • All letters courses should be scheduled at the same time. Since these are required courses that take 2 hours, scheduling them together leaves 2 hours open for electives (with the remaining 2 hours scheduled as math and Latin).
OM	June 30 I-271 I-273 I-274 I-275	<p>To develop the final schedules, the office manager does the following:</p> <ol style="list-style-type: none"> 1. Creates the master schedule from the headmaster’s tentative schedule. 2. Publishes it in the Operations directory along with the Exordia schedule (what days during the year will be Exordium days). 3. Creates a compressed schedule for the days when we have Exordium: <ol style="list-style-type: none"> a. Upper school: 3rd period begins the day, followed by

		<p>the Exordium and then 1st, 2nd.</p> <p>b. Grammar school: Exordium begins the day, followed by 1st, 2nd, and the remaining time compressed into the rest of the day.</p> <p>c. Each period is shortened by 10 minutes.</p> <p>4. Develop the finals schedules for 1st and 2nd semester in the upper school.</p> <p>a. Finals take 2 periods. The tests are spread over 3 days. There are 3 days of review only prior to finals.</p> <p>b. Day 1: Period 1 followed by Period 3 (4 periods total). The afternoon is a study hall in all home-room classes. High school students may leave.</p> <p>c. Day 2: Period 2 followed by period 4 (4 periods total). The afternoon is a study hall in all home-room classes. High school students may leave.</p> <p>d. Day 3: Period 6 followed by period 7 (4 periods total—no 5th period since this is normally lunch). School ends with a ½ day at lunch.</p>
OM	Before the first day of school	<p>Post these schedules on two bulletin boards: One in the upper-school area, one in the lower school:</p> <ol style="list-style-type: none"> 1. Academic schedules for both the upper and lower schools. 2. MAPS schedule 3. School calendar 4. 1st month's sports schedule 5. House Events Schedule (upper school) 6. Announcements area.

EMERGENCY EVACUATION -- FIRE

OM/ any employee		<ol style="list-style-type: none"> 1. If there is a known fire, pull the nearest fire alarm (this notifies the fire department, so you don't need to do more). 2. Have someone notify the Headmaster, Principals, or Office manager of the problem in that order, via phone to save time. 3. If the fire is reasonably small, get the nearest fire extinguisher, pull the pin, squeeze the handle and sweep at the base of the fire. 4. OM—call 9-911 to report the nature of the emergency as a backup to the alarm system.
HM/Incident manager T	September or early October	<p>One person will be in charge of the incident in the following order:</p> <ol style="list-style-type: none"> 1. Headmaster 2. Principal (s)

		<p>3. Office Manager</p> <p>Upon notification the incident manager will:</p> <ol style="list-style-type: none"> 1) For Fire: <ol style="list-style-type: none"> a. Pull the nearest fire alarm and proceed to pull the portable alarm, if necessary (see below). b. Use the telephone intercom (press intercom at any phone or use the intercom station in the office suite) to calmly announce that this is not a drill. c. The Dean of Academics will ensure all rooms on the bottom floor are clear. The Dean of Students will clear to top floor and portable. The Headmaster will coordinate the outside activities.
OM		Before leaving the building in case of fire, the OM should take the bull-horn, the operations manual, and a current directory.
T	For fire	<p>All teachers should follow drill procedures except:</p> <ol style="list-style-type: none"> 1) If a spare adult is available, send them ahead on the route to verify that it is clear. Do not leave the students. 2) If you see smoke in the direction of your prescribed exit, take students to an alternate exit. 3) Do not take coats, backpacks, or anything else. TAKE YOUR CELL PHONES IF READILY ACCESSIBLE 4) Take your phone off DND so that announcements can come through. 5) Take a roster with you so you can count your students once outside.
HM/DOS		<p>Once students are outside, the building is clear, and the fire-department has arrived, the HM will attempt to find nearby shelter at Central Academy, 855-4325 or Valley Life Church, 939-7557).</p> <ul style="list-style-type: none"> • Students who can drive may leave only when they have been checked off a list with the OM, and only after their parents have been contacted. • Volunteers with cell phones will be assigned class by class to start calling parents for pickup. High-schoolers can also perform this function. • Each student remains the responsibility of their teacher until they have turned the student over to their parent or guardian.

EMERGENCY-- INVASION

All		<p>This procedure is to be used under the following situations:</p> <ul style="list-style-type: none"> • An angry or erratic person who appears dangerous to himself or others— even if the person is known to the school.
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		<ul style="list-style-type: none"> • A strange person enters the building and appears dangerous.
HM/Incident manager T		<p>One person will be in charge of the incident in the following order:</p> <ol style="list-style-type: none"> 1. Headmaster 2. Principal (s) 3. Office Manager <p>Upon notification the incident manager will lock-down the facility:</p> <ol style="list-style-type: none"> 1) Do not pull the fire alarm. 2) Assign someone to call police and provide them with our address and a description of the problem. 3) Use “intercom” from the building command center in the front office bull-pin or any phone intercom to announce the following: “Students, return to your classroom immediately if you are in the restroom or on an errand. Teachers please return all students to class and close and lock your doors. Please call the office if you presently have students out of your room who do not return.” 4) Close and lock the office door, the window, and the copier room entrance. 5) The Headmaster should attempt to confront the intruder unless he is armed.
T		<ol style="list-style-type: none"> 1) Teachers need to lock their doors, close them, and place their window shield over the glass. (use the American flag mounted with hooks.) 2) While locking doors, look outside the classroom and order anyone in the hall into your room (unless it’s the intruder). If someone comes in, find out where they are supposed to be and call that classroom or office to inform them that you have the student. 3) Teachers take phones off DND to receive instructions. Stay off the phone, unless you are under immediate threat. 4) If you believe the intruder may be outside your room, you may view the video cameras at http://192.168.1.215
HM/P		<p>Once the incident commander has determined the threat is cleared, please make the following announcement on the intercom: “Teachers, the lockdown is now over, please return to your regular activities.”</p> <p>In the event of a serious incident, locate the police commander in charge of the incident and follow his instructions. If school is</p>

		cancelled, use Renweb to send an e-mail and have each teacher call their student's parents using their cell-phones if possible.
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FIRE TEST AND ALARM

OM	August I-470	OM will ensure that all rooms have the appropriate fire routes posted.
OM/T/HM	September or early October	1. Teachers are encouraged to walk the fire route with their students before a fire drill is scheduled. HM will approve all of steps 1-3
HM		The school will operate drills as deemed necessary by the headmaster. We should do one fire drill per month, except as not feasible for our schedule. The speed and orderliness of the evacuation will determine the need for additional drills.
HM		In the event of a test or false alarm, the following should be done immediately (prior to the test): 1. Contact All American Monitoring 1-800-318-9486. 2. Account #6515-71 3. The Meridian Fire Department, 3545 N. Locust Grove Road, 846-9360 or 888-1234 for the main Meridian department.
HM/T		Over e-mail, the HM will announce the day of the planned fire drill. Teachers will be familiar with these procedures: 1. When the alarm is sounded, each teacher should have students quickly & quietly line up at the door and proceed out of the building according to the posted evacuation plan. The doors should be left open. 2. All classes will exit quietly and in an orderly fashion (strait lines) always deferring to lower grades. 3. Once outside, each class should proceed to the gathering area based upon the exit they depart from: a. North exit—Cross the parking lot to the grass on the north side of the facility. b. Main exit—Cross to the west grass to the north of the main drive entry. c. South exit—Cross to the west grass to the south of the main drive entry. d. East exit—Cross to the play field grass. 4. Teachers must take a class roster with them and do a headcount, and, if necessary, roll call once outside. 5. Classes <u>MUST</u> remain quiet and lined up by the teacher, leaving plenty of room for emergency vehicles to pass

		<p>between them and the building. This is why you are to be on the grass, not in the parking lot.</p> <ol style="list-style-type: none"> For those classes at recess, they may remain on the playground until their recess time is over. They must then collect together and remain on the playground until the drill is complete. No students may cross the fire lane once the fire alarm has sounded except to exit the building. NO one may use the elevator. Those who are unable to exit without assistance will assemble at the top of the main stairs. Teachers must leave their rooms <u>unlocked</u> and open. This will enable quick confirmation of the evacuation. If a recess time begins during a fire drill or alarm and the alarm has lasted longer than 5 minutes, students may be taken to the playground if they proceed around the EAST side of the building in an orderly line. When the all clear has been sounded, the individual in charge of each gathering area will direct each class individually to enter the building, younger to older.
OM		<p>Prior to the drill, the principal will verify that all rooms have current evacuation maps.</p> <p>Radios must be available at the command center with fresh batteries.</p>
Registrar		<p>The registrar is responsible to take a radio:</p> <ol style="list-style-type: none"> Check the upstairs girls bathroom Silence the alarm at any panel Proceed to the East gathering area to verify all students and classes designated there are out. Also, await the all clear.
P-US		<p>The principal for the upper school will:</p> <ol style="list-style-type: none"> Take a radio Make a sweep of the upstairs, as safety permits, to ensure everyone has left. Proceed to the Southern-West gathering area to verify class and students are out and to sound the all clear. <p>Once a principal has cleared a room, he must close the door. All doors must be closed before the principal leaves the building.</p>
HM		<p>The principal for the grammar school will:</p> <ol style="list-style-type: none"> Take a radio Make a sweep of the downstairs classrooms. If anyone is waiting in the staging area upstairs due to a handicap, then one or both principals will either 1) remain with them until the fire department arrives 2) help carry them to safety if

		<p>there is imminent danger.</p> <p>3) Remain inside to reset the panel and sound the all clear.</p> <p>Once the building has been confirmed vacated, the HM will either:</p> <p>1) In the case of a drill, silence the alarm and call for a return to classes.</p> <p>2) In the case of an unplanned alarm, wait for the fire department to clear entry into the building before allowing students to return to classes.</p> <p>In the case of an unplanned alarm, if the source of the alarm is identified and not a threat, the fire department must be called off at: 846-9360 or 888-1234</p>
P-LS		<p>The lower school principal will:</p> <p>1) Take a radio</p> <p>2) Sweep the gym and library</p> <p>3) Proceed to the North West gathering area to check students, classes, and sound the all clear.</p>
OM		<p>The OM will:</p> <p>1) Check the downstairs girls bathroom</p> <p>2) Take a radio and proceed to the North gathering area to verify class presence and sound the all clear. When told.</p>
OM		<p>Upon returning to the office, the office manager will record the time and date of the fire drill in the fire & safety manual in the front office. She will also record the time required to evacuate the building.</p>
All		<p>ALL EXITS AND HALLWAYS MUST BE KEPT CLEAR OF STORED EQUIPMENT. No tables, chairs, or other equipment can be stored near fire exits.</p>

SCHOOL CANCELATION DUE TO SNOW OR OTHER UNPLANNED EVENT

Our school draws students from some distance and all parents or students drive to the facility. Relative to public schools, we have more stay-at-home moms, which make canceling less of a hardship.

HM		<p>Between 5:30 and 6:00 AM, the headmaster will make a decision on canceling classes at the school. This decision will be based on:</p> <ol style="list-style-type: none"> 1. Are Boise schools closed? If yes, close school. 2. Are Meridian schools closed? If yes, close school. 3. How much snow or ice in Boise? 4. How much snow in Meridian/Eagle? 5. What is the temperature?
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		<p>6. Does the forecast indicate a worsening of conditions?</p> <p>7. Rule of thumb: Below 28 degrees with more than 3 inches of snow and a forecast for snow to continue through the day—close the school. With a warming forecast, it's a judgment call.</p> <p>If either Boise or Meridian schools are closed, FA/SACHS should close unless the temperature is nearing 32 or conditions do not seem to merit the closure.</p>
HM		<p>If the call is made to close the school, the following process will be followed:</p> <ol style="list-style-type: none"> 1. Notify: <ol style="list-style-type: none"> a. KTSY at 454-2873, they will call back to verify b. KBOI at 336-1821, codeword "icy" c. KTVB at 321-5614, codeword "white-out" d. KIVI (channel 6) at 336-0500 e. KBCI (channel 2) at 472-2207 f. KTRV (channel 12) at 466-5513 2. Send an e-mail from RenWeb to all parents, if the internet is accessible. 3. Place a notification announcement on Parent Web through RenWeb.
HM/T		Call the closest teacher and have them place a note on the door indicating closure, if possible.
HM/OM		Under a closure, one office staff member is required to work until noon, depending on the severity of the conditions.
HM		If more than 3 snow days are taken during a given season, the school may extend the year to complete curricular requirements.

SCHOOL CANCELLATION MID-DAY DUE TO EMERGENCIES

Weather, utilities interruptions, or other emergencies may require that the school close early. These procedures should be used to close school early after students have arrived.

OM		If the interruption is known prior to 10:30, call all ½ Day K Parents to prevent them from bringing their children to school.
HM		<p>Assess the nature of the emergency</p> <ol style="list-style-type: none"> 1. Call the authorities who are in control (or check weather forecasts) to evaluate the necessity of closing the school. Do not rely solely on the word of someone who calls or stops in unless it's an extreme emergency (putting the kids in danger) or a police officer/fireman. Immediately obey the commands of a police or fire official. 2. Determine a time of dismissal, preferably 2 hours prior to the

		<p>actual dismissal. Dismiss the k-6 about 20 minutes apart from the 7-12 to avoid traffic delays.</p> <p>3. Assign the following roles:</p> <ol style="list-style-type: none"> Calling coordinator: One secretary in charge of assigning call duty and sending an e-mail notification. This person should man an incoming line, not make outbound calls. Callers: Assign 5 people to divide the list and call everyone. Classroom coordinator: Assign one administrator to inform the teachers of the plan as soon as possible. Logistics coordinator: Call all lunch services, part-time teachers who are not at the school, athletics, extracurricular activities, and scheduled meetings to let people know if the events are cancelled.
P		<p>Release students in the standard manner at the pre-arranged time. Keep any students who cannot be picked up with their teachers.</p>

HIRING

OM/OA		<p>Candidates must turn in a résumé with a cover letter explaining the position or type of position they wish to hold to the office.</p> <ol style="list-style-type: none"> These Resume's be will passed to the headmaster with a form indicating the level of interest filled out by the headmaster. The headmaster will return them to the OM to have a letter sent out. 3 form letters are used depending on the level of interest (listed to the right). The OM will file according to school (upper vs. lower) and according to interest. Low interest can be place in a file thrown out every six months. Mid-interest and high-interest will be filed and then archived every 2 years. The HM will obtain the resume's from the OM when a position opens.
HM		<p>Headmaster will review résumés and conduct phone interviews. He will create a final list of two to four candidates.</p>
OM/OA	F-116 (Teacher) or F-117 (Other)	<p>All final candidates must fill out an official application.</p>
HM		<p>All teachers must meet the following requirements:</p> <ol style="list-style-type: none"> Be a committed Christian who regularly attends a church that believes in accordance with our statement of faith (by our

		<p>assessment).</p> <ol style="list-style-type: none"> 2. Demonstrate their faith through their life - not living in unrepentant open sin and openly repentant of past public sins. 3. Hold at least a bachelors degree. 4. Express a fundamental understanding of classical education. 5. Demonstrate their ability to teach students. <p>Requirements 3 and 4 can be waived in extreme circumstances, with board approval.</p> <p>Requirement 5 may not be readily obvious. A strong candidate who has no teaching background should demonstrate their teaching skill by substituting at the academy for a day or in some other way.</p> <p>All full-time or part-time employees must meet requirements 1 and 2. Contractors do not.</p>
HM		Headmaster has hiring discretion for full and part-time teachers. The headmaster will ensure that the new hire will meet the requirements specified in the employee handbook. Any administrative staff (hourly or contract excluded) must be approved by the Board of Directors.
HM	F-132 through F-136	The headmaster will create a contract or employment agreement that will be signed by both the headmaster and the chairman of the board (administrative only), as well as the employee.
BK/PM		Once an agreement is offered and accepted, the original must be returned to the office and one copy given to the employee.
OM/BK		The employment agreement will be sent to accounting to be filed in a RED FOLDER LABELED CURRENT CONTRACTS <YEAR> in the accounting file cabinet. This file only contains the current contract for each active employee.
BC		All hiring and employees require board approval.
PM	F-110 F-143	<p>Accounting will arrange the start date and the office manager will send a packet to the new employee within one week of receiving the contract including the following paperwork:</p> <ol style="list-style-type: none"> 1. Information about benefits offered (provided by companies providing these benefits) 2. IRS form I-9 3. IRS form W-4 4. F-110 Insurance Activation & Flex Benefit Enrollment Form (section 125 election form) 5. Employee Waiver of Coverage Agreement 6. A health insurance application form from the provider 7. A disability insurance benefit form 8. Employee handbook

		<p>9. Operations manual</p> <p>10. Student/Parent Handbook</p> <p>11. F-143 Background Check instructions (must complete before start date)</p> <p>The packet will be provided to the employee as soon as possible.</p>
PM		Employee will return all forms before the beginning of the contract, usually on August 1. The bookkeeper will verify all parts are filed before paying the employee.
BK		<p>Background checks are submitted to ChoicePoint via Church Mutual Insurance at www.employment.screennow.com.</p> <ol style="list-style-type: none"> 1. Account Number: scn664543 2. User ID: skip this field 3. Password: see Password Management
OM		<p>The employee's file will be checked for completion on the start date that is indicated on the contract. The OM will inform the HM if they are not and the employee will be warned.</p> <p>The OM will set up the employee on RenWeb. In cases where he requires an account, this is to be done. In any event, his information must be entered into the staff portion of the directory.</p>
PM		<p>Full-time Employees are not paid salary until they have begun reporting to work in the first year. In subsequent years, the pay continues uninterrupted.</p> <p>Full-time employees are paid on an annual scale from August 1 to July 31. Teacher contracts are divided accordingly. Part-time employees are paid from the first payday after they begin work until the end of their contract which is generally July 31st, but may be earlier.</p>

TEACHER OBSERVATION AND EVALUATION PROCESS

P/T		Each month, spot check lesson plans and grading on RenWeb to ensure that lesson plans are out at least one week in advance. This means that by Sunday night, all homework and plans for the following week plus the Monday following will be posted on RenWeb. Long-term projects or assignments must be posted by the beginning of the quarter.
P	F-214	Observation: During the first 2 years of teaching at the Academy, teachers will be observed at least twice each year and formally evaluated at the end of the year, generally during 1 st quarter and sometime in the last semester. Teachers who have been here longer than 2 years will be evaluated at on 2 or 3 year cycle unless changes warrant a sooner review.

		<p>The first observation of the year may be scheduled as timing permits. The second semester observation will generally not be scheduled.</p> <p>The following general categories will be considered:</p> <ol style="list-style-type: none"> 1. Compliance with curriculum and systems. Does the teacher stay within the assigned curriculum? Does he use classical methods? Does he stay up-to-date with the grade book, lesson planning, and other tools required? Does the observed lesson follow the lesson planning he turned in? 2. How well the teacher connects with the students. Does he know when they aren't getting it? Does he realize what's going on in their heads? Does he demonstrate an ability to adjust his teaching style to improve his connection with them? Does his personality make him accessible to the students and parents? Was the class interesting? Were the students attentive? Was the content appropriate for the student? 3. Classroom tone. Have the students been taught what is expected of them? Is there evidence that they have practiced correct behavior? Are they disciplined appropriately when they do not behave correctly? Are the expectations too low? Too high? Is the teacher consistent? 4. Organization. Does the teacher have systems that cause the class to run smoothly? Are too many things done ad hoc? Is the class so structured that students are not able to think? 5. Review. Does the teacher adequately reinforce the appropriate concepts through review? Is the homework assignment consistent with the objectives of the lesson? Are the students adequately prepared for class? 6. Does the teacher stay within the specified guidelines for homework? 7. More criteria are included on form F-214
P	F-214	Principal will review the in-class evaluation with the teacher within 2 weeks of conducting the classroom visit.
P	2 nd Quarter	Curriculum review with teacher during 2 nd quarter to verify that the teacher is on-track to complete curriculum objectives by the end of the year.
P/T	End of 3 rd Quarter F-213	<p>End of 3rd quarter, formal evaluation with each teacher after the 2nd final in-class evaluation. This evaluation will include:</p> <ol style="list-style-type: none"> 1. The report on both of the two evaluations and an assessment by the principal of the progress made between the two. 2. The teacher will provide a written development plan to address the concerns, interests, or strengths brought up in the evaluation. 3. A merit assessment from the principal recommending the

		percentage of the allowed merit pay the teacher should receive. The headmaster makes the final determination.
P/MT		Evaluate PT teachers when available. <ol style="list-style-type: none"> 1. New teachers must have an in-class observation by the principal or mentor within the first 30 days. 2. Part-time teachers must receive at least one formal in-class observation by a principal in a year.

ANNUAL CONTRACT RENEWAL FOR STAFF AND TEACHERS

HM/P	March F-140	At the beginning of February, teachers will be given a Letter of Intent to Return form. They need to sign and return this Form by March 1st indicating whether or not they plan to return the following school year. When contracts are offered the following may apply: <ol style="list-style-type: none"> 1. Some teachers may not be offered a contract. 2. Some teachers may be offered an adjustment to their contract due to salary inequities. 3. Raises may not be announced until July 1 due to the variation in enrollment.
HM/P/T	April 30 F-141	An intent to retain/ discontinue the contract letter is provided to those teachers who filled out a letter of intent.
HM/P/T	May F-132 or F-133	Teacher contracts are provided during the first part of May. They must be signed and returned by May 31.
HM/P/ other staff	June F-134 through F-136	Professional staff contracts are generally provided during June and must be signed by July 1.

STANDARDIZED TESTING

ERB

P - Grammar Office	October	Schedule a day for testing in the spring near the beginning of second semester. Have the office place the dates on the school calendar. Every other year, we test grades 2-10 with the ERB. Get a student count for each grade to be tested. Assemble ERB order for tests INCLUDING the writing assessment test for students between the 5 th and 10 th grades. Office sends notice to teachers of testing date.
Office/T	4 weeks	Office verifies receipt date of the test and sends a reminder to teachers

	prior to the test date	of test. Test instructions are sent to teachers so that teachers can prepare for the logistics of the testing day.
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ISAT

		{To be inserted when we devise the plan}
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PSAT

TA	October	The PSAT/NMSQT is administered one of two days in October, usually a Wednesday and the following Saturday. St. Ambrose administers the test on the required Wednesday.
TA	June	The deadline for ordering test materials is in June. The TA logs on to http://www.collegeboard.com/prof/counselors/tests/psat/news.html to order tests. The test administrator must create a login and password to order tests and to receive emails and information from the College Board website. Juniors take the test to qualify for the National Merit Scholarship, and sophomores take the test as a practice test.
TA	September	Once tests are ordered, the school has a chance to change the quantity until September. When tests are received, the test administrator needs to keep them in a secure place until test day. A handbook for administering the tests accompanies the tests.
TA	October	On test day, the test administrator sets up tables and/or desks for students to use. Because the students are required to be four feet from each other on all sides, St. Ambrose uses the gym for administering the PSAT. The test itself takes approximately three hours to take. Students must bring Number 2 pencils and are allowed to bring a calculator. In the past, St. Ambrose has allowed several home schoolers to take the test along with our students. The testing manual includes special instructions for home school students. Once the test is taken, the administrator needs to follow the testing manual instructions on returning the tests to the College Board for scoring. The administrator keeps the test booklets to be returned to the students with their test results. Results will be sent to the school in December. Two reports are sent for each student tested, one for the student to see and one for the school to keep on file. St. Ambrose's school code is 130061. The access code is UH7AU7. For more deadlines and information, log onto the College Board website. The College Board also provides college financial aid information and test preparation materials.

SAT

TA		The SAT is a three-hour-and-45-minute test that measures critical reading, mathematical reasoning, and writing skills that students have developed over time and that they need to be successful in college. The test is administered in October, November, December, January, April, May and June. Students take the test on the date of their choosing offsite. Information such as test dates, fees and how to register can be found at http://www.collegeboard.com/prof/counselors/tests/sat/news.html .
TA	April	Students need to begin preparing in April for the May test.
TA	May or October	Students should take the test in May during their Junior year or October during their Senior year.

AP EXAMS

AP		AP exams can be administered here, or we can send students to a nearby high school to take the test. The AP coordinator is responsible to provide the students with our school code and coordinate such tests if they are conducted on site.
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NATIONAL LATIN EXAM

TA		<p>The National Latin Exam is an exam taken by over 148,000 students from English speaking countries.</p> <p>Exam applications should be mailed to The Ambrose School every year. Applications, previous exams, their keys and other information are also available at www.nle.org/exams.</p>
TA		<p>Eligibility: Students who are enrolled in Latin or have completed a Latin course during the current academic year.</p> <p>Exams available: Introduction to Latin, Latin I, Latin II, Latin III-IV Prose, Latin III-IV Poetry, Latin V-VI</p> <p>Format of exams: These exams are not based on any specific textbook series.</p> <ul style="list-style-type: none"> • Latin I, II, III-IV Prose, III-IV Poetry: 40 multiple-choice questions. Categories include grammar, comprehension, mythology, life, history, derivatives, and questions based on a short passage in Latin. • Introduction to Latin exam: This exam is designed for Latin I students who cover approximately one-half the Latin I syllabus. The format is the same as Latin I, II, III-IV Prose, and III-IV Poetry. • Latin V & VI: Latin passages with 40 multiple-choice questions on comprehension, grammar, historical background, classical literature, and literary devices.

TA/P – SAHS		<p>To Enter:</p> <ul style="list-style-type: none"> • Fill out the application form. • Enclose a check or money order (one check or money order per school) payable to the National Latin Exam. • Send to: National Latin Exam University of Mary Washington 1301 College Avenue Fredericksburg, VA 22401 • Cost: \$4.00 per student. A check or money order must accompany the application. For only one exam the cost is \$10.00. Purchase orders are not accepted in lieu of check or money order. <p>A postcard acknowledgment will be sent upon receipt of application and payment. The exams are sent to the principal in February.</p>
TA/P – SAHS	March	<p>Administration of exams:</p> <ul style="list-style-type: none"> • The time limit for exams is 45 minutes. • The exam must be given to ALL students within the same class period during the SECOND FULL WEEK IN MARCH by the principal, guidance director, or the principal's designee. The exam is NOT to be seen or given by the Latin teacher involved. • A student may enter only the level in which he/she is currently enrolled and may take only ONE exam. There is no provision for individual students to take the exam at another time. • Answer sheets must be returned postmarked the same day the exam is given. No separate answer sheets are accepted. • To administer exams earlier than the second full week in March, check the appropriate box on the application form. Arrangements may be made upon request for students with special needs.
T		<p>Results of exam: A packet including awards, certificate of school participation, printout of student scores, national norms, and answer key for all exams will be mailed to the Latin teacher involved.</p> <p>Awards:</p> <ul style="list-style-type: none"> • Top scorers: gold medal and <i>summa cum laude</i> certificates • Second place winners: silver medal and <i>maxima cum laude</i> certificates

		<ul style="list-style-type: none"> • Third place winners: <i>Magna cum laude</i> certificate. • Fourth place winners: <i>Cum laude</i> certificates. • Introduction to Latin: certificates of achievement and ribbons. <p>Scholarships: \$1,000 awards applications for the \$1,000 scholarships will be mailed to gold medal winners in Latin III-IV Prose, III-IV Poetry, or Latin V-VI who are high school seniors. Those who apply must agree to take at least one year of Latin or Classical Greek in college. A classics in translation course does not fulfill this requirement. These scholarships may be renewed.</p>
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ACTIVITIES, CLUBS, AND ATHLETICS

HOUSE SYSTEM

		<p>The house system in our school of Logic and Rhetoric is an intramural competitive system.</p> <p>Each student in grades 7-12 is assigned to one of four houses:</p> <ol style="list-style-type: none"> 1. Winthrop 2. Whitfield 3. Tennant 4. Franklin <p>The houses compete for the “Headmaster’s cup” at the end of the year based on points earned through:</p> <ol style="list-style-type: none"> 1. Athletic performance 2. Academic performance 3. Christian service 4. Conduct, honor & orderliness 5. Sportsmanship and “spreading the glory” <p>This program has the following goals:</p> <ol style="list-style-type: none"> 1. Promote school unity spanning grades 7-12 2. Develop leadership and mentoring from upper classmen 3. Provide social and competitive fun for students 4. Provide athletic training and opportunities in lieu of PE 5. Create a strong sense of school community within the student body, leading to the pursuit of great things.
HG	August 15	<p>House Assignment:</p> <p>Students are assigned to houses by a committee of setup by the house governor. The students are judged by the committee in areas of athletic prowess, academic success, and overall participation and placed in houses in such a way to keep the houses balanced male and female, athletic strength, academic strength, and leadership qualities. It is the intent of the committee to have the houses equally balanced in all areas. The committee also considers social interactions and tries to put people where they can make new friends. Members of the same family may be in the same house as of 2010.</p> <p>Inbound new 7-12th students are assigned to their house within 1 month of enrollment.</p> <p>The responsibility to convene the committee is the House Governor.</p>
HD/S		<p>House Governance:</p> <p>Each house has a president, vice-president, community service</p>

		<p>coordinator and manager.</p> <p>Students submit a request to be president or vice-president in the spring of the year to the house director. The house director selects the president and vice-president for each house.</p>
HD		<p>Point System:</p> <p>For any competition:</p> <ol style="list-style-type: none"> 1. 1st place is worth 50 points 2. 2nd place is worth 35 points 3. 3rd place is worth 20 points and 4. Any other team participating would receive 5 points <p>In every competition a “spreading the glory” bonus is awarded to any team who puts confidence in all their players giving all participants the opportunity to “score” or “share in the glory.” Any or all teams could earn this bonus; however, it should only be given when a team works at making all of their members a valuable asset to the competition. This is not a participation award or a consolation award. 25 points are awarded for “spreading the glory.”</p> <p>Points are awarded for community service under the following guidelines. At least 3 house members must work together for a minimum of 1 hour. The project must be approved by the house director before the work is done. The work must be verified by an adult overseeing the project. 5 points are awarded per work hour per student.</p> <p>Each house is responsible for maintaining the cleanliness of a particular area in the hallways of the school. Hall checks are done about once a week. The areas which are kept exceptionally clean are awarded 10 bonus points. If an area is messy the house will be docked up to 10 points. 0 points can be awarded for an area which is not messy, but also not very clean.</p> <p>Periodically, student uniforms are checked by the house director. Students out of uniform cause their house to lose 5 points and if a house has no uniform infractions it can gain 10 points.</p> <p>The HD will monitor bonus and docked points for uniform and cleanliness to ensure that they do not have disproportionate weight on the outcome or to ensure that one student is not able to have an adverse disproportional impact the house.</p>
HD	May	<p>The HD will total the scores at the end of competition in May.</p> <ul style="list-style-type: none"> • The winners will be announced and awarded with medals 1 week before Epilogos. The medals are obtained from Idaho Sporting Goods. First and second place will be awarded medals. • The winners may be rewarded with a party sometime between

		<p>the announcement and the end of school.</p> <ul style="list-style-type: none"> The winners will be awarded the Headmaster's cup at Epilogos. The cup will then be engraved by the HM with the winning house's name.
HD		The house director will maintain a binder in which the entire program is documented, including points, activities played, what to watch out for, equipment needed, etc. The binder must be turned in to the binder shelf at the end of each year.

STUDENT NEWSPAPER

T/S		<p>The purpose of the student newspaper is to publish a monthly student paper with news, house information, editorial, and creative content from all students in k-12. A student yearbook may also be published.</p> <p>The name of the paper is The Inkling.</p> <p>Students invited to participate must be in high school, 9th through 12th grade. Journalism meets two days per week.</p>
OM		<p>Printing and some materials for the paper will be funded by the school. The school will make copies of the newspaper and OM will distribute them in the monthly family packets. The office will send additional copies to grandparents.</p>

STUDENT YEARBOOK (THE QUIVER)

T/S		
OM		

INTERSCHOLASTIC ROAD TRIPS

This section covers trips to other schools for athletic games or other contests.

C		<p>For trips longer than 45 minutes, the team shall travel together as a group to the game unless parents express extenuating circumstances (if they need to arrive late, etc.). This is at the coach's discretion.</p> <p>Any traveling inside of Ada County is the responsibility of the parent. The coach is responsible for arranging the group's transportation if the game is outside of Ada County.</p> <p>If the game is outside of Ada or Canyon County, the coach is responsible for all athletes for the entire trip.</p> <p>Proof of insurance must be given to the office by drivers for trips outside of Ada or Canyon County.</p> <p>The parent of an athlete may opt to bring the athlete home after the competition is over or have an adult 23 or older bring them home. If they do this, they must confirm this arrangement with the coach.</p> <p>When traveling outside Ada County, athletes may only ride in</p>
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		<p>approved (by the coach) vehicles with an adult 23 or older unless they are riding with a sibling.</p> <p>Reimbursement for fuel is not generally paid to parents who drive. Exceptions can be made by the Athletic Director in extreme circumstances.</p>
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INTERSCHOLASTIC STUDENT RESPONSIBILITIES

C/AD		<p>Parents make the determination as to the illness of their child and their health's suitability for practice. In some cases, this may affect the student's playing time, at the coach's discretion. Parents are asked to set medical appointments on Wednesdays, but if this is not possible, medical appointments may be considered excused as well. Other reasons for an absence will be considered unexcused. Athletes must notify the coach before the absence.</p> <p>Each sport will have its own associated activity fee. Usually this will be between \$50 and \$100 plus travel expenses and equipment when applicable. These fees must be sufficient to cover the cost for that sport.</p>
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INTERSCHOLASTIC COACHING RESPONSIBILITIES

C/AD		<p>The coach should ensure the environment the athletes play in is safe.</p> <p>At least one coach who regularly attends practices and games should be certified in First Aid and CPR.</p> <p>The coach is responsible for our facility's security, lights, and doors if they are practicing after 4:00 PM. See "Opening and closing the facility."</p> <p>Coaches determine their own requirements of play and practice, subject to the oversight of the Athletic Director.</p> <p>Head coaches must be Christians who ascribe to our statement of faith. They also must be background checked.</p>
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INTERSCHOLASTIC STUDENT ELIGIBILITY REQUIREMENTS

AD/C		<p>Student grade requirements for participation are published in the student handbook. The headmaster and athletic director, in consultation with teachers and coaches, determine which students are eligible to participate on Archers athletic teams. A student must attend at least half of the academic school day in order to participate in a game that day.</p> <p>Students are removed from eligibility upon quarterly grade reports.</p> <ol style="list-style-type: none"> 1. The report just prior to the beginning of practice will be used to determine eligibility by the coach before the sport begins.
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		<ol style="list-style-type: none"> Any quarterly report during the season can eliminate eligibility. Students deemed ineligible can request a grade review from the coach at any time during the season. Students must allow two weeks between requests. If the review (as posted on RenWeb) determines that they have become re-eligible, they may play. However, for the remainder of the quarter, the coach must check their grades every 2 weeks to verify that a previously ineligible student has not again fallen below eligibility.
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AFTER-SCHOOL ACTIVITY CLUBS

		<p>After school clubs are available for grades k-8. These clubs provide a convenient opportunity for parents. Presently, we have:</p> <ol style="list-style-type: none"> Chess Club - operated by Extreme Chess Marshal arts- Free Style Defensive Arts <p>We hope to offer future clubs:</p> <ol style="list-style-type: none"> Boy's club - promoting chivalry and honor among boys. Fencing - as resources allow.
	F-473	<p>Independent clubs operate as follows:</p> <ol style="list-style-type: none"> Most clubs are operated by incorporated companies and are completely independent of the Academy. In some cases, we provide space. In others, we simply arrange pickup at the school and return to the school. We do not allow clubs to be operated by unincorporated individuals. All clubs must be managed by incorporated groups for liability reasons with their own proof of insurance which must be provided to us. Academic clubs which meet on campus are exempt from this requirement. The Academy reserves the right to monitor pricing to ensure it is reasonable. We target a price of \$5 per session (\$25 per month) in group lessons if they are held at our facility in an ongoing weekly format. The Academy requires any club to carry its own insurance and waive the academy of liability during the club's operation. This is included on form F-473
		<p>Internally sponsored clubs</p> <ol style="list-style-type: none"> All clubs that are internally sponsored are operated by the Academy. A parent volunteer must be the primary point of contact for the club. We will only sponsor internal clubs when they provide

		essential support for our mission.
VC	F-522	<p>Process for beginning a club:</p> <p>The Ambrose School selectively encourages associated club organizations to be formed for a variety of purposes. The following principles govern these organizations, called groups within this document.</p> <ol style="list-style-type: none"> 1. Clubs must perform a function in line with the classical vision and mission of the Academy. 2. Clubs must be chartered by the board of directors 3. To charter a group, a club organization proposal must be filed with the headmaster. 4. Groups must have a parent sponsor who will own and lead the club and a vice sponsor who will assist and be available to take over should the sponsor be unable to complete the task. 5. Club groups are independent and are not actively monitored by the Academy. Parents who participate in these clubs are responsible for their own children during group events. 6. Groups are governed by the Academy and may lose their charter if we become aware of activities, practices, or principles which conflict with the Academy's values. 7. Clubs are self-funded and are financially independent from the school. The Academy will accept funds donated for the clubs and provide them to the club in order to permit tax deductible gifts.
OM	F-218	Parents who have their children in after school activities must be given an information sheet (F-218) with a required signature releasing the Academy from liability.

ADMISSIONS & STUDENT RELATED

RECRUITING AND MARKETING FOR NEW STUDENTS

OM	<p>January 5 FL-362 through FL-364 F-300 F-308 I-370 I-371</p>	<p>k-8 Complete information packets to include:</p> <ol style="list-style-type: none"> 1. Viewbook/Folder (printed once every other year) 2. Discover book on classical education (printed occasionally) 3. School Video 4. Introduction letter (customized for grades applied for). 5. Application of admission for new student 6. Statement of faith 7. Tuition matrix 8. Steps to admission 9. Colson Insight 10. Business card from Admissions Director <p>9-12 Complete information packets to include.</p> <ol style="list-style-type: none"> 1. Folder/Viewbook 2. Discover book 3. School Video 4. Ambrose Student handbook 5. Upper school headmaster letter 6. Chuck Colson's insight 7. Steps to new student admissions 8. Application 9. Statement of faith 10. Tuition info sheet 11. Uniform sheet 12. Insight: "No better preparation for College" 13. Business Card from Admissions Director
Office	January 6	<p>Begin sending packets to everyone who has expressed interest in the academy since September of the present school year if the literature change is significant, else, a reminder letter will be sent. Anyone in RenWeb who has a child who will turn 5 years old prior to the September 1st deadline for kindergarten will also be mailed to. Also, send a stack of brochures to the following pre-schools with a letter asking them if they would be willing to distribute them.</p>

		<ul style="list-style-type: none"> Boise Christian Pre-school
DD/HM	January 15	Begin advertising for new students (follow the year's advertising plan).
HM/Office	January 30	<p>Send home three "friends" packets to Foundations parents with a letter requesting that they tell friends about the school:</p> <ol style="list-style-type: none"> Remind 2 weeks later in e-mail. Remind with announcements on RenWeb. Produce posters for hanging in churches and bulletin inserts and provide to parents.
DD	January	Have high-school students verify that cars coming through the pickup line without the school's name displayed in some way are offered a window sticker, magnet, or license plate cover.
DD/HM/Office	April	<p>Conduct an open house for parents.</p> <p>Hold in the evening at about 7:00 to allow prospective parents to come.</p> <p>Mail postcard invitations to our entire mailing list so they arrive 4 days before the event.</p> <p>Mail postcard reminders to arrive 3 days before the event.</p> <p>Record responses on Open House RSVP List.</p> <p>Ask all teachers to be present and fill half of an 8' table with their curriculum and samples of class work.</p> <p>Have science teachers set up a science corner.</p> <p>The HM will do a brief (10 - 20 minute) presentation on the school with slides.</p> <p>High school students are trained to conduct tours of the facility. Five to seven students will be on duty in uniform to help guide tours, answer questions and man tables.</p> <p>An entry table with information & insights will be set up in the entrance to the gym.</p>
Office	April	Send out postcard reminder to everyone on the mailing list that open enrollment ends on April 2x, and that any applications not in at this time could be subject to a waiting list.
HM	May	Continue advertising.
HM	June	Discontinue advertising through the first week of July.
HM	July	Do about six weeks of back to school advertising from the second week of July through the second week of August.

ADMISSIONS PROCESS

AM	RenWeb	1. New parent calls are entered into RenWeb, collecting:
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		<ol style="list-style-type: none"> a. Name b. Age of children & grade for which student is applying c. Address d. Phone number <ol style="list-style-type: none"> 2. Answer questions, but also ask questions to engage in a conversation 3. Tell them you will be sending an informational packet 4. Ask them if they have visited our web site and refer them to wwwFOUNDATIONSacademy.org 5. Ask them where they heard about the school. 6. Strongly encourage them to visit the school. If possible, encourage the parent to visit the school within 3 days and schedule a meeting with the headmaster.
AM		All prospective parents should be strongly encouraged to visit the school in the morning between 8:00 and 10:00. See school visit setup (See section on “Prospective Parent/School Visit”)
AM	FL-362 through FL-364 F-300 F-308 I-370 I-371	Immediately upon request (before the visit if possible) an information packet must be sent to the parent.
AM	Beginning open enrollment	When new packets are available, they should be sent to all parents who have requested packets three months prior, regardless of whether they have received one previously.
AM		Telephone follow-up no sooner than three days but within one week after a visit to see if the family has any further questions.
AM		When a family turns in an application, they must also turn in the application fee in order for us to proceed. When they turn in their fee, the check is to be attached to their application so it can be returned in the event that we reject their application. At this time, they should be handed or sent a Student/Parent handbook.
AM/T		The AM should schedule entrance testing for the student: <ol style="list-style-type: none"> 1. If the student is in grades k-6, they should be tested by the teacher who teaches the grade that the student is entering. In the event that teacher is not available, a teacher from the previous year can conduct the testing. The K & 1 test is self-contained and kept in a file in the office. For grades 2-6, testing includes:

		<ol style="list-style-type: none"> a. The McCall Crabs reading test for the appropriate grade. b. Saxon's entrance test for the appropriate grade. c. The spelling assessment for the appropriate grade: <ol style="list-style-type: none"> i. Writing Road to Reading for k-2 ii. Spell to Write and Read for 3-6 d. Reading out loud to determine relevant fluency. e. Writing a simple paragraph describing their house and their favorite thing about their house. <ol style="list-style-type: none"> 2. All students should provide their most recent report card and standardized test results. If home schooled, some indication of their last assessment should be provided if available. 3. If the student is entering grades 6-12, the student should provide: <ol style="list-style-type: none"> a. The previous year's report card. b. Their standardized tests taken within the past 2 years. c. For grades 7 and 8 (9th graders if there is a question about their academic ability), the appropriate teacher should administer: <ol style="list-style-type: none"> i. The McCall Crabbs reading assessment ii. The Saxon entrance test for pre-algebra or the exit test from pre-algebra. iii. Have the student read to them out-loud. iv. Test in Latin if they have had any. 4. When a student applies, we should send an immediate records request to the school from which they are transferring. The parent should be made aware of this, in case it creates a problem with the other school.
AM	F-305 F-311	<p>AM will ensure that the admissions documents and testing are complete. AM will schedule the family interview and prepare the file and form to be completed by the principal during the interview. The file should contain the following:</p> <ul style="list-style-type: none"> • Application • Testing results • F-305 New Student Testing form • F-311 Admissions Interview form • Student Interview (for 7th-12th grade) <p>Before the interview the parents should have:</p>

		<ul style="list-style-type: none"> • Read the Discover booklet • Provided all necessary academic documentation for their child • Signed the statement of faith • Browsed the parent student handbook
P/AM	F-311 (Family Interview)	<p>The principal will review the test results and interview the family.</p> <p>When admitting a student above the 4th grade, a student schedule must be submitted to the AM with the family interview sheet.</p> <p>The AM will file the form in a single annual file of all newly enrolled parents.</p>
P		<p>Admission of non-Christians:</p> <p>In k-6, non-Christian families may be admitted based upon the other listed criteria but they are to be clearly informed that we are an evangelical Christian school and we will not make accommodations to our teaching in those areas covered by our statement of faith.</p> <p>In grades 7-12, the principal must make a judgment as to the Christianity of the student. This is never a clear-cut decision. At a minimum, students are expected to have an attitude of openness to Christianity (not hostile, agnostic or uncaring toward it) and evidence of a respectful, compliant heart (not rebelling in their present school or in other visible ways).</p> <p>Students with parents who have non-biblical parent relationships. Students of Parents who have primary custody and are living in homosexual sin will not be admitted. If the secondary parent is practicing homosexuality and has any official role in selecting educational options for the child, that parent must agree to: 1) Not participate as a volunteer or in non-public events at the school. 2) Not bring his or her partner to the school or any events. 3) Pickup and drop off only. A judgment will be made by the headmaster as to the appropriateness of the relationship in our family for other non-biblical relationships. Parents who are living together, unmarried may be considered in the same category of non-biblical parent relationships.</p> <p>Admitting members of non-Christian religions: These include Jews, Muslims, Hindus, Buddhists, Kabala, and others. As a Christian school, we desire to preach and teach the Gospel. As such, we admit students of other faiths to the extent that we influence them rather than the other way around. We believe a class of 20 students can have 2 or 3 members of other faiths without jeopardizing our Christian ethos. However, this is judged on a class by class basis. In k-6, we can be liberal with this policy since we control more of their influence. In 7-12, we must be more careful.</p> <p>Admitting members of heretical or errant religions: Heretical or errant religions are defined by our school as a Christian-based religion which conflicts with our statement of faith or orthodox Christianity in a substantial, if not overt way. This includes Mormons, Christian Science followers, and Oneness Pentecostals. In k-6, we admit these students with a clear and articulated understanding that we will not</p>

		<p>accommodate their faith. We will teach according to a protestant understanding of our statement of faith. We believe that we can admit 2-3 students of errant or heretical groups without much consequence. In 7-12, parents must be informed that we teach much that will conflict with their faith. They must submit to this in advance. We avoid having more than 2 of a particular group in any one class.</p> <p>Admitting members of Christian sects that have potential conflicts with the traditional Protestant perspective. This group includes Catholics, fundamentalists that adhere to KJV inspiration and extra-biblical lifestyle limitations (diet, women's dress, Sabbath day worship, spiritual gifts, and others), and to a lesser degree, Seventh-day Adventists and Eastern Orthodox.</p> <p>We consider these groups to be Christian, but disagree with some of their doctrines.</p> <p>In grades k-6, these differences are of little consequence. We must clearly state that we require our students to memorize the New KJV text when reciting as a class. Other accommodations will be made at the discretion of the administration. We will dogmatically teach according to our statement of faith and according to the Protestant understanding of that statement (for example, grace is a free gift of God and does not depend on the sacraments of the church).</p> <p>In grades 7-12, we must clearly and unequivocally state that we may teach some material that will conflict with their family's understanding of history and the church. Since we are a Christian worldview school, we teach a lot of history and use a biblical lens to make judgments. This is a dogmatic process. However, we will adhere with dogma only to those principles that are outlined in our statement of faith. Our view of scripture is influenced by the Protestant view held by the reformers. This will inevitably come through in our teaching.</p> <p>While we do not consider these groups non-Christian, we also realize that too much influence can shift a class toward unproductive discussions. We invite discourse, but not to the degree that it disrupts the learning process. For this reason, we may limit the number of any one of these groups to 3 or 4 per class.</p>
P		<p>Admission of students with special needs</p> <ol style="list-style-type: none"> 1. The Ambrose School does not have resources or expertise in dealing with learning disabilities, disorders, or syndromes. For this reason, we are limited in the services we can offer them. 2. If a student with such needs applies, we must clearly let the parents know what we are able to do. 3. Physical disabilities will be accommodated as we are physically able to do so. 4. Autism and Aspergers syndromes (except in very mild cases) are not typically something that we can accommodate. Certainly not if they require in-class aids.
P		<p>The principal will make a recommendation on the family based on the</p>

		<p>following considerations:</p> <ol style="list-style-type: none"> 1. The stability of the family (intact, traditional families are preferred) 2. Whether the family is Christian or not (see below). 3. The parent's life commitment to Christianity. 4. The attitude of the student or their behavior during the interview. 5. The likely success of the student in the grade for which they apply. <ol style="list-style-type: none"> a. Is the student too young or immature? b. Is the student academically capable? 6. The family's understanding and their commitment to classical Christian education. 7. The level of support the family can provide to the educational process (work commitments, etc.) <p>These factors will be recorded at the bottom of the form on a scale of 1-5 with 5 as the highest value.</p> <ul style="list-style-type: none"> • If they have favorable ratings on all points, they receive a 5. • If they have a favorable rating on all but 1 point, and that point is not the child's likelihood of success, they are a 4. • If 2, 3, 4, and 5 are in the affirmative, they are a 3. • If they are not Christians, but seem enthused about the school, they are a 2. • If they are not a good fit, they are a 1.
P/AM		<p>The principal's recommendation will go to the Admissions Committee with a recommendation on admission.</p> <ol style="list-style-type: none"> 1. During priority enrollment, applications will be held until the close date before admission decisions will be made. The exception is for averages of 4's or 5's on the scale. These families can be immediately admitted if the student has passed testing. 2. If a k-6 class has more than 19 students, only 3's, 4's, or 5's will be admitted to the class (total scores better than 12) 3. If the application comes in after open enrollment closes, each family will be considered on a first-come first-serve basis. 4. Total scores (classical vision + Christian testimony + family stability) must be above 12 for priority admission. 5. Students must be academically "green lights" for admission into nearly full classes or with a low scoring family (less than

		<p>10)</p> <p>6. 1's in any category will not be admitted.</p> <p>The principal must first consider the tone of the school. Any of these policies can be accepted on the judgment of the principal in a specific situation.</p>
P/HM/SD/BD	After enrollment	<p>After enrollment closes, an admissions committee will convene weekly as needed through the end of May. The committee will be comprised of the Headmaster, Dean of Students, Academic Dean and a board representative.</p>
P		<p>Classroom maximum count limitations (unless overridden by the board):</p> <ol style="list-style-type: none"> 1. Half day kindergarten—15 students 2. Full day kindergarten—17 students (higher due to tuition constraints—hold out 2 or 3 positions for flexibility late in the year.) 3. Grades 1-5 <ol style="list-style-type: none"> a. Target of 20 students b. Maximum = 23 without override (overrides only granted when we have already committed to more students than we can serve within the maximum limit. For example, when 2 classes of 12 must be merged for financial reasons, 24 will be allowed). c. Minimum class size = 13 (below this number, we will converge classes if there are two). d. Nominal class size = 15 (if a class reaches 30 applicants, we will double the class so that each class has 15). Above the 5th grade, we will sometimes separate part of the day, leaving 2 classes combined until the size exceeds 36. 4. Grades 6-8 <ol style="list-style-type: none"> a. Target of 25 students (when facilities permit). b. Writing & letters classes target of 20. c. Overrides allowed as physically possible, depending on the students. 5. Grades 9-12 <ol style="list-style-type: none"> a. Target of 25 per class on average. b. Classes may be as large as 40 for lecture oriented classes. c. Summa, advanced rhetoric, and letters target maximum is 15.

AM		<p>Once a student is accepted by the committee:</p> <ol style="list-style-type: none"> 1. Once a class reaches 20, the committee will carefully consider new applicants who will be waitlisted or admitted, with the goal of accepting only good or excellent student/families after that point. 2. The AM will assign a spot on the class roster for their students: <ol style="list-style-type: none"> a. In grammar school, slots in each class for students 1 through 20 will be granted automatically. b. Prior to July 15, Slot 21 and 22 will be granted to students from families with a “good” rating (about a 10 or better on the family interview). c. After July 15, slot 21 and 22 will be granted only to families with a 12 or better or who have 3 or more children entering in other grades. d. Slot 23 is only ever granted in two situations: 1) a new employee has children in that grade or 2) a family of 4 or greater with a very high family score of 14 or 15 is seeking enrollment and is held out by one class slot.
AM/P		<p>“Accepted” means the family and student are accepted by the committee, but it does not mean they are admitted.</p> <p>“Admitted” means the student has been placed in a class (we have room).</p> <p>Students who are waitlisted have been accepted, but are not admitted. To hold their position on a wait list, all families must go through the admissions process and be accepted.</p>
AM	FL-320 FL-360 or FL-361 F-302 F-301 I-272	<p>When a student is accepted, but waitlisted, they will be sent a letter (FL-321) congratulating them on their acceptance, but stating their position on the wait list.</p> <p>Once a student is admitted by the committee an enrollment packet is sent to the family including the following items:</p> <ol style="list-style-type: none"> 1. Acceptance letter 2. Enrollment and tuition agreement 3. Permissions and authorizations 4. Contact and medical information 5. School calendar 6. Uniform requirement sheet 7. Payment coupon book 8. School supply list for the appropriate grade

AM	FL-365	A request for records must be sent to the prior school. These are to be put in the student's file.
AM	RenWeb	The student will be put on RenWeb and they will be registered for those classes listed on the form. PROCEED TO "ENROLLING A NEW STUDENT"
AM	Rejection letter FL-321	If a student is rejected ("wait listed" is not considered rejected): 1. The HM will write "Not Admitted" on the family interview sheet. 2. The HM will call the family and inform them of the decision. 3. The AM will send a letter of rejection with a \$50 check as a ½ refund for the admissions process. The school keeps \$50 to cover the admission process and testing costs. 4. Hold the file for 1 year.
AM BK		If we are not able to offer space for a student who would otherwise be accepted, and we cannot find space by September 1, then we will refund the entire admission fee and any other fees paid that have not been used. When we reject a family, we return their application fee with their rejection letter as a token of good will.

PROSPECTIVE STUDENT/PARENT VISIT

AM	I-271	All contacts should be strongly encouraged to visit the school because "Our form of education is best experienced rather than explained". When setting up a visit: 1. Ask which classes they would like to visit and what time. Encourage them to come in the morning between 8:00 and 10:00. Use the class schedule to ensure that they will be in-session at the time. If possible, let the parent know what the students will likely be doing at that time. Schedule about an hour to meet with the headmaster if possible. If they don't have time, schedule a half hour. 2. The teacher should receive an e-mail if the parent schedules for a specific class. <ul style="list-style-type: none"> • A buddy should be arranged for students older than 3rd grade. • Whole day visits should be offered to 6-12th graders. • A tour of the school should be provided for the parents with the headmaster or AM. 3. The visit will be entered into Outlook for the office and the headmaster including the full names of the visitors.
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		When the visit is set up, we should get the name, address, phone number, names and ages/grades of all siblings and where they heard about the school.
AM		<p>On the day of the visit, the office staff will greet the visitors:</p> <ol style="list-style-type: none"> 1. Have the visitors sign in and give them a visitor badge. 2. Have them complete a visitor card. 3. Ask if the visitors have received an information packet. If they have not, provide them with one. 4. Ask the visitor if they would like to visit a classroom first or visit with the headmaster. Before doing this, ensure that the headmaster's schedule allow this flexibility. 5. Offer the visitors a drink (coffee, tea, water, or soda) from the refrigerator. Keep cold water in the refrigerator in the nurses room labeled "for guests only". 6. Before visiting the headmaster, the office staff member should come and announce their presence and remind the headmaster of their names.
HM		The headmaster will visit with the family about classical education and provide a tour of the facility.
AM		The office will review the "where we go from here" checklist for enrolling their student.
AM	Within 2 weeks	The office will send a postcard thanking them for their visit and inviting them to call with questions.

ENROLLING A NEW STUDENT MID-YEAR

AM		The parent should apply through the normal process shown under "Admissions process"
AM/P/T		<p>During the family interview, the principal must discuss any adjustments to the student's schedule that may be necessary due to a mid-year transfer:</p> <ol style="list-style-type: none"> 1. Forming in math or Latin 2. The teacher and parents should discuss the issues that may come up to smooth the transition into the new class. 3. Tutoring situations and costs should be discussed in case they are needed. This should be generally discussed so parents are prepared for the costs even if the student is not expected to require them.
AM/BK		<p>The AM should communicate and set the tuition arrangement according to the following schedule for mid-year transfers that begin after September 30. Before September 30, all fees are paid as though it were a normal year.</p> <ol style="list-style-type: none"> 1. New student application fee must be paid in full.

		<ol style="list-style-type: none"> 2. The family fee is waived for mid-year transfers, after November 30. 3. The enrollment fee is waived for the subsequent year when the student enters anytime during second semester. They must pay the initial \$100 new applicant fee, but not the re-registration fee. 4. The following formula is used for tuition. <ol style="list-style-type: none"> a. Divide the total annual tuition for the student(s) by 10. b. The family will pay for the number of part or whole months during which the students attends in the year plus one month. c. For example, a student entering on November 10 would pay for 8 months—November, December, January, February, March, April, and May plus one month, or 8/10 of the total tuition. d. The first payment is due immediately upon enrollment. The remainder of the total amount will be spread evenly on our standard schedule with the last payment on April 1.
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ENROLLING A NEW STUDENT AND TRANSFERRING STUDENTS IN

See also “Enrolling a new student mid-year” if applicable. Both sections apply in a mid-year enrollment.

AM		<p>Once the acceptance paperwork has been returned with signatures, a file will be completed for each new student. This file will be constructed as follows:</p> <p>Left side of file, top to bottom:</p> <ol style="list-style-type: none"> 1. enrollment checklist 2. report cards 3. progress reports 4. standardized testing results 5. yellow slips <p>Right side of file, top to bottom:</p> <ol style="list-style-type: none"> 1. emergency form 2. permissions and authorizations 3. family and friends form 4. returning student application 5. completed enrollment and tuition agreement form
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		<ol style="list-style-type: none"> 6. application for admissions with signed statement of faith 7. immunization records 8. birth certificate 9. vision/hearing screening results 10. admissions testing information
AM/BK	F-302	Families that enroll at Foundations are required to complete a financial agreement. The AM must put the completed tuition agreement form in the BK's box before the student begins attending school. The bookkeeper will then set up the recurring charges in RenWeb and the charges for the other appropriate fees. During the normal enrollment process the recurring charges will be set up by July 1.
AM		Complete the entire RenWeb file for the student.
AM/ office	F-301	<p>Verify and enter into RenWeb the following from the student's enrollment paperwork:</p> <ol style="list-style-type: none"> 1. Contact and medical information 2. Permissions and authorizations sheet
AM/P		<p>Create a schedule for the student based on the enrollment testing</p> <ol style="list-style-type: none"> 1. k-2 generally will not form initially (they'll be enrolled in the entire grade for which they are accepted.) 2. 3-6th grades will need to be enrolled in math according to their ability. 3. 5th-8th grade will need to be enrolled in Latin according to their ability. Some 4th graders might also form into 3rd grade, though this should be rare - only in cases where the student is particularly challenged. 4. Students are enrolled in the grade for which their reading ability and age is best suited. 5. 7th-12th grade will have a negotiated schedule discussed during the parent interview.
AM/P	FL-365	<p>Receive transfer of records from previous school</p> <ol style="list-style-type: none"> 1. Grades 1-8, file records in the student's file in file cabinet #1. 2. Grades 9-12, enter transfer grades into RenWeb. Consult with the principal on how to transfer credits. Transfers will be based on the following: <ol style="list-style-type: none"> a. Most classes will retain the names provided by the matriculating institution. The exceptions include our math and science classes. b. Credits will be calculated on the number of hours the student spent in class per week and transferred into our credit system. c. Credits transferred from other schools are entered

		<p>into RenWeb.</p> <p>d. Only AP and Concurrent Credit courses will be entered as “honors” course. All “honors” courses without an AP or Concurrent Credit designation will be entered as a general course.</p>
P	F-310 Transition plan	Once the credit transfer is complete for transfers into grades 9-12, a list of graduation requirements for that student will be created based on the Ambrose Course Catalog. The principal will conduct a meeting with the student to discuss the graduation plan as soon as practical.
P		Continuing students are covered under “registering continuing students.”

ENROLLING A PART-TIME STUDENT

		<p>The Academy philosophically supports home schooling. Home schooling is consistent with the biblical mandate for family-based education and, together with Christian schooling, represents the two most biblical ways of educating a Christian child in our view.</p> <p>Certain aspects of classical Christian education are difficult to accomplish at home. This is particularly true of grades 7-12. We believe classroom education is essential for logical (Socratic) teaching and for rhetoric. While full-time enrollment is encouraged because our curriculum works as a whole, not as parts, some families prefer to continue home schooling. To this end, we offer home school students the opportunity to take classes part-time at the Academy.</p>
AM		<p>The Ambrose School selectively allows part-time students in our upper school under the following conditions and parameters:</p> <ol style="list-style-type: none"> 1. This policy covers home school students only. 2. We accept part-time home school students only in grades 7-12. 3. Part-time students must take “Letters” and may take up to two additional classes. 4. The student and family must be interviewed by the headmaster or principal to verify the suitability of the arrangement. Our admissions standards for home schoolers are the same as those for full-time students. 5. The student must comply with all relevant policies applied to full-time students including wearing the uniform. 6. The student may participate in TAS events and extracurricular activities as space permits. They have a lower priority than full-time students if there are resource limitations. 7. The student’s behavior and involvement must contribute positively to the classroom tone.

		<p>Cost per credit: 1/20 of the full tuition per weekly classroom hour. For example, if the total tuition is \$4600 per year, and the student takes a 1 hour class that meets 5 days per week (5 hours), then the tuition amount will be $(\\$4600/20 * 5) = \\1150 per school year for 5 hours per week of instruction. Tuition prices are updated once a year.</p> <p>Fees are also required, except the family fee. Families will be asked to fill out an application as though they were an incoming full-time student. A reduced \$50 application fee applies to cover the application processing expenses.</p> <p>For billing and administrative purposes, we ask that tuition be paid in accordance with one of our normal payment cycles.</p>
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STUDENT GRADUATION REQUIREMENT PLANNING

	F-215	For 8 th graders who continue on through the program, we have a graduation planning worksheet. This worksheet can be used for transfers as well. It is due by March 1, even if the student later chooses not to remain with the school.
AM/P	F-365	For transfer students: Once the credit transfer is complete for transfers into grades 9-12, a list of graduation requirements for that student will be created based on the Ambrose graduation planning worksheet. The principal will conduct a meeting with the student to discuss the graduation plan as soon as practical.
A	End of January F-215	All TAS students will have a graduation requirement sheet attached to the inside panel of their student file. This sheet will be updated each year at the beginning of 3 rd quarter. The AM will call any student who seems to be off-track to graduate with their defined class.

RE-ENROLLMENT OF EXISTING STUDENTS

OM	F-302	Re-enrollment is the month of February. During this time, all current families must pay the re-enrollment fee and sign a re-enrollment application.
OM/BK	F-302	Students that re-enroll at the Academy are required to complete a financial agreement. The bookkeeper will be provided with the tuition agreements by the office manager at the end of the re-enrollment period and every time a form comes in subsequently to this deadline. The bookkeeper will then set up the recurring charges in RenWeb and the charges for the other appropriate fees. During the normal enrollment process the recurring charges will be set up by July 1.
AM	I-272 I-171 I-172	On or before July 25, Send all families a student welcome packet including: <ol style="list-style-type: none"> 1. 6-12 only student schedule (from RenWeb) 2. Tuition amounts for next year 3. I-272 Updated school calendar

		<ol style="list-style-type: none"> 4. I-171 RenWeb introduction sheet. 5. I-172 Reminder on pickup and drop-off routines 6. Class list (from RenWeb) 7. School supply list for the appropriate grade 8. Welcome letter from PTF president 9. Back to school picnic information 10. Information sheet about fundraising opportunities such as Scrip, Box Tops, Albertson's cards and Target credit cards. 11. Zip code list <p>For students who apply to enter mid-year, this packet will be sent as soon as the materials above are received.</p>
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FORMING A STUDENT IN K-8

T & Pa		The current teacher and parent should discuss the move before contacting the office.
P & T or Pa		<p>The teacher should consult with the appropriate principal about the prospect of advancing, dropping or adding the student to a class. The following criteria apply:</p> <ol style="list-style-type: none"> 1. The student must be an appropriate age for the class. In grades k-4, this generally means they must be no more than a year younger than the standard age for a student in the class. Age appropriateness is not a "hard" consideration after the 6th grade. 2. We are restricting all upward forming because in Math, it results in students advancing to algebra too quickly. In Latin, it forces us to align too many grades, resulting in Latin teachers who do not know Latin as well. In the event we ever do decide to form a student up, the student must be among the top 3 students in that subject in their previous class. 3. The move must have the recommendation of their present teacher and their previous teacher, as well as the teacher responsible for the inbound class. 4. There must be sufficient room in the class.
P/T/Office		If the principal agrees that the student should be formed to the proposed class, the teacher in whose class the student presently resides must submit the request to transfer the student verifying the four points above. This must be in writing, either as a memo or as e-mail.
P/Office		The principal reviews the criteria and then forwards the e-mail to the office where the change is made on RenWeb.
Office	RenWeb	Once the change is made, the office will print the RenWeb notification form and get the signature of the NEW teacher, the principal, and the

	form	parents.
Office		Once signed by all parties, the form will be put in the student's file. These forms can be discarded at the end of the academic year.

UPPER SCHOOL REGISTRATION (CONTINUING STUDENTS)

P	Late January	In the month of January, a meeting of the 8th grade parents and students will be held to explain the Ambrose graduation requirements and classes and take questions. Registration forms are distributed for 8 th graders at this event (see "Ambrose High School Night" under "Events.")
P/AM	F-304 F-215	Registration forms with options for the next semester are distributed to the 9 th -12 th graders with a return deadline . A graduation requirement worksheet and a copy of the student's transcript will be included. Also, there's an invitation to meet with the principal to counsel about classes, college, etc.
P		The principal will consult with any student who requests a meeting.
Student	F-304	The student must turn in a registration form for the following semester with their parent's signature.
AM/Office /Parent		Student registrations will be verified by the AM as plausible and quickly assessed as appropriate for the student. Then, the schedule will be entered into RenWeb. Any questions will result in a call to the parent. All students are expected to take a minimum of 20 hours of instruction per week. They must get special permission from the headmaster if they choose to take fewer.
Office		A schedule for the following semester will be e-mailed through RenWeb to each student as soon as they are finalized and entered.

UPPER SCHOOL DROP/ADD'S

S/Parent & T & P		The student and appropriate teacher(s) should discuss the move and then discuss the move with the parent. If the parent or student desire, they can discuss the change with the upper school principal for counsel or advice.
Parent/S and AM	F-216	The parent must fill out a drop/add/transfer form and submit it to the office for review. <ol style="list-style-type: none"> 1. AM-- Review the graduation requirements to ensure that the student can graduate given the new schedule. 2. Verify that the drop/add date has not passed. The last day for drop/adds is the <u>Friday of the 2nd week following the end of the quarter.</u> 3. Verify that there is sufficient room in a class to be added.
P/Office	RenWeb form	If the above checks out, the AM will initiate the change in RenWeb. Once the change has been made, the transfer notice will be printed and distributed. It will be sent home to the parent. No signatures are

		required since they come in the first step.
Office		The change order (from the first step) with signatures should be date stamped and filed in the student's permanent file.

TRANSCRIPT REQUESTS

Pa/S/ Office		<p>A request for a transcript can take two forms: official and unofficial.</p> <ol style="list-style-type: none"> 1. For unofficial transcripts, the parent or student may simply request a transcript from the office. Students are permitted two free unofficial transcripts per year. Additional transcripts cost \$5 each. The office should inform the student of this limit when they first request a transcript. They may make as many copies as they like. Unofficial transcripts are stamped "unofficial" and are not embossed with the school's seal.
Academic institution/ Office		<ol style="list-style-type: none"> 2. Official transcripts are sent directly to institutions. We do not provide official transcripts directly to students or parents. <ol style="list-style-type: none"> a. A student, parent, or institution may request an official transcript in writing. The form must indicate the institutional name, address, and registrar's name (to send in care of). b. Official transcripts must be printed in color and they must have a seal over the watermark crest. c. Official transcripts must be sent directly to institutions and may NOT be provided directly to students. d. We do not charge for official transcripts. 3. The office will print the transcript in color on buff letterhead paper and will emboss it with our seal. It will be tri-folded and put in an envelope addressed to the appropriate person at the receiving institution. The envelope must be printed on a color printer with our return address. The address may NOT be hand printed.

TRANSFER REQUESTS FROM OTHER SCHOOLS

R	FL-166	When another school calls and requests that we transfer records to their school, the registrar will ask for a fax number or an address. He/she will then check the file to make sure that it is not frozen for payment or missing books. If it is frozen, fax letter FL-166 to the school that requested the letters.
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STUDENT SCHOLARSHIPS

		There are 4 types of scholarships awarded at The Ambrose School. Each is covered by this document.
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		<ol style="list-style-type: none"> 1. Outside scholarship: These scholarships are directed by outside foundations, churches, or organizations. The school does not issue tax deduction receipts for these contributions due to IRS rules. They are not awarded by The Ambrose School board of directors. These scholarships need not use this agreement since they amount to tuition payments by a 3rd party to the school. However, they are included as part of our scholarship process at the option of the donor if there are requirements that must be fulfilled. For example, if a service requirement is part of the agreement with the 3rd party as a condition of the scholarship. 2. Funded scholarship: A scholarship funded by an outside donor directly to the school. These scholarships are always awarded by the board of directors. They cannot be directed by the donor and still represent a tax-deductible gift. Therefore, the board honors the general wishes of the donor for qualification (academic performance, single parents, etc.), but must make the actual designation of the recipient. 3. Board scholarship: These scholarships are awarded by the board of directors based on need. They are not funded and are therefore generally limited to available space. These scholarships are not “full ride” in the sense that they must recover variable costs (books, building fee, etc.). 4. Staff scholarship: These scholarships are granted as part of our compulsory policy that eligible students of FA teachers must attend the academy. This policy was created because we believe teachers should believe in our form of education sufficiently to place their students here. It also permits teachers to accept this benefit without tax consequence. We will allow exceptions upon request by the teacher, pending board approval of the rationale.
		<ol style="list-style-type: none"> 1) Outside scholarships <ol style="list-style-type: none"> a) In simple cases, these are awarded as cash to a student who uses them to pay tuition. A “Student Scholarship Agreement” (SSA) is necessary in the following situations: <ol style="list-style-type: none"> i) In cases where the awarding organization requires payment directly to the school instead of to the student. ii) In cases where the awarding organization requires conditions be placed on the student in order to receive the scholarship. iii) In cases where special reporting is required to the awarding institution.
HM	F-139 Scholarship Conditions Form	<ol style="list-style-type: none"> 2) Funded Scholarships <ol style="list-style-type: none"> a) Accounting: When an outside donor makes a contribution to our scholarship fund, the money is to be placed in the Designated Scholarship fund by the bookkeeper and withdrawn to pay tuition payments as they come due.

		<p>Designated scholarships under \$2000 cannot be accepted.</p> <p>b) Awarding: All funded scholarships are to be awarded by the board of directors of The Ambrose School.</p> <p>i) Criteria for awarding scholarships may be recommended by the donor. However, the final say in what criteria will be used will be determined by the board of directors. The board strongly considers the criteria of the donor.</p> <p>ii) The board will consider funded scholarships in April for the following year. Special scholarships, such as those to cover immediate needs may be awarded during a different period.</p> <p>iii) Funded scholarships will be made known to the entire school body for application, unless an exception to this rule is recommended by the board.</p> <p>c) Conditions: Any conditions placed on the student as part of the student's scholarship must be communicated to the student in the SSA. A "Scholarship Conditions Form" will be included in the students file to validate that the conditions have been met.</p> <p>d) <i>Issuing:</i> Once the award has been decided, a Student Scholarship Agreement must be completed.</p> <p>i) The parent, board chairman, and headmaster must sign the form.</p> <p>e) <i>Reapplication:</i> Scholarships do not automatically renew.</p> <p>i) In March of each year, existing scholarship recipients must initiate contact with the headmaster to apply for an extension of the scholarship for the following year.</p> <p>If funding is discontinued and no further funding is available for this purpose, the scholarship will automatically terminate.</p>
HM/BC	<p>F-137 Student scholarship agreement</p> <p>F-138 Pastors scholarship application</p>	<p>3) Board Scholarships</p> <p>a) Accounting: Board scholarships are unfunded, so the bookkeeper is to be given a copy of the SSA and make the necessary adjustment to the billing.</p> <p>b) Awarding:</p> <p>i) Board scholarships are based on need.</p> <p>ii) The board does not accept unsolicited applications for these scholarships. However, if a family is in need, they may discuss the need with the administrator who can recommend scholarships to the board.</p> <p>iii) Board scholarships are not publicly announced. Recipients are asked not to discuss the scholarship with outside parties.</p>

		<ul style="list-style-type: none"> iv) The board selects individuals <i>based on their need and the contribution of the student to the school</i>. Generally, these are awarded in classes that are not full. v) The board may withdraw an offer of scholarship if the class fills. vi) The board will not issue a board scholarship if the class is full or expected to fill before the school year begins. <p>c) <i>Conditions:</i> Students are expected to remain in good standing academically and behaviorally throughout the school year. Failure to do so may result in an immediate termination of the scholarship. Other conditions may apply, including.</p> <ul style="list-style-type: none"> i) Parents may be asked for compensation through donated time or resources to the school. ii) A service component may be required of the student, equivalent to 1-2 hours per week of work. iii) Parents will be expected to pay variable costs of approximately 15% of the tuition (usually about \$500 per student per year) to cover books and facility rental. iv) Parents may be asked to verify their financial need through tax records or other means. <p>d) Issuing</p> <ul style="list-style-type: none"> i) Initially, parents are contacted regarding their need and asked about the nature of their need. ii) The board will offer a scholarship of up to 85% of the cost. The board will not cover the variable cost of the student (15%) iii) Parents will fill out an SSA and it will be signed by the HM and BC and placed in the student's file with a copy to the parent and the bookkeeper. iv) The bookkeeper will set up RenWeb to automatically credit the family with the appropriate amount each month. This way, the parent will see the cost and the amount paid by the board. In the bookkeeping software, the bookkeeper designates a budget category out of which board scholarships come. From this account, the amount will be deposited into the parent's account. This provides visibility to the outlay. <p>e) Pastor's Scholarship - A type of board scholarship, the pastor's scholarship pays up to ½ the tuition for those who meet the criteria.</p> <ul style="list-style-type: none"> i. The pastor must be a full-time pastor earning 90% of his income and 70% of his household income from his job as pastor. ii. He must pastor a church with at least 80 in
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		<p>regular attendance.</p> <p>iii. He must fill a traditional pastoral role in the church.</p> <p>iv. He must believe in compliance with our statement of faith and pastor a church with orthodox beliefs.</p> <ul style="list-style-type: none"> • We limit the total number of families on pastoral scholarship to 5 at any one time. • These scholarships are awarded annually. There is no guarantee they will continue from year to year. • The scholarship is publicly announced and a letter is sent to all pastors in the area on or around May 1. • Pastors' scholarships are accounted for in the same manner as board scholarships.
		<p>4) Staff scholarships</p> <p>a) All full-time, exempt staff (non-hourly) are eligible for a staff scholarship of 100% of their student's tuition. Fees are paid by the staff excluding the family fee, enrollment, and re-enrollment fee.</p> <p>b) As a condition of employment, full-time exempt staff must have their children enrolled in The Ambrose School. Exceptions will be made upon written request to the board of directors.</p> <p>c) Staff scholarships are documented on the employment contract as a non-taxable benefit.</p> <p>d) Staff scholarships are NOT limited to space available.</p> <p>e) Staff scholarship values are not to be included on the teacher's contract since they do not represent compensation.</p> <p>f) The bookkeeper will maintain a separate budget line item for students of staff and teachers from which the tuition line is paid. This will provide a view of the amount spent on staff salaries.</p>

WITHDRAWING A STUDENT

AM/Pa	F-128	<p>Parent/Administration should notify the teacher of the last attendance date and fill out a withdraw form in the front office.</p> <ul style="list-style-type: none"> • If materials need to be retrieved from the classroom during school hours, parents will be required to check in with the office and must be escorted to the classroom unless arrangements have been previously made with the student's home room teacher.
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T	F-128	Each teacher and the bookkeeper must initial the withdraw form so that: <ul style="list-style-type: none"> • The teacher will know the student has withdrawn • The teacher can check his/her records to verify that all materials have been returned in good order, administering fines for damage or lost materials. • The financial account can be closed.
BK		Verify account balance is zero in RenWeb, check that all appropriate charges have been posted and cleared. If they are found to have a zero balance, move from Active Accounting Families in RenWeb to Inactive Families. OK and initial withdraw form and return to the AM. If they are found to have a balance due, attach a statement to the withdraw form and forward to OM and HM to collect outstanding balances.
BK		To calculate the amount of tuition owed for the remainder of the year, follow the formula outlined in the The Ambrose School Student/Parent handbook.
AM		Change the status of the student from enrolled to withdrawn on the student's last day. Print a transcript for the student, if available, and provide it to the parent.
AM/HM	F-128	Send withdraw form to the principal for follow-up.

STUDENT DISCIPLINE

This procedure outlines the internal process for disciplining students. The student/parent handbook covers those activities for which we discipline. Further information on classroom tone and general expected student behavior is included under the “teachers and classroom” section.

The goal of discipline at our school is twofold:

1. To cultivate honorable students individually whose behavior comes from the heart rather than from avoiding punishment.
2. To maintain a tone that supports a strongly evident Christian culture of discipline and order. This desired culture is to be loving, kind, mature, respectful, excellent, and orderly.

Principles of discipline:

Teachers are required to develop their own internal classroom discipline systems that conform to the following standards:

1. Discipline comes from the same root as Disciple. Punishment comes from the root for “to avenge” or payback. As we discipline, it is imperative to think Christianly. If we ask a student to pull staples out of the carpet, he should not be paying for his sin—Christ already did that. We, as his Christian brothers and authority, are helping him to take things more

seriously. It is important that we never punish, but we do all things with a loving eye toward maturing students in the integration of faith and reason.

2. Dewey-v. Christ—Dewey sees discipline in the classroom as quality control. The more order you have, the more stuff you put in the students heads, the more skills you can teach them. So, for a public school, student behavior is a side show. As long as they tow the line, they're OK. In our school, Christ is the standard. We are first and foremost concerned with character. Discipline IS the reason we exist. We are disciple makers. This means that teachers are more accountable for disciplining students in the classroom. Only in situations where they cannot effectively serve other students and discipline an individual student should they be sent to the office. Also, if the violation is severe enough to merit a central office visit, then they should be sent for a higher level of discipleship at the office!
3. The tone of the classroom must be consistent with the expectations of the school. These are outlined in the "Expected Classroom Behavior" section in this document.
4. Public sins require public apologies. Private sins are to be dealt with privately, as long as doing so does not disrupt the class. Humiliation is not to be used as a form of punishment because it isolates the student and creates disunity. Having said this, all punishment has some humiliation that is not easily avoidable. The intent of this policy is to discourage ridicule itself from being a primary punishment tool.
5. We must be careful that a student does not develop the reputation of a problem student among the other students because he is consistently reprimanded. Students in this situation should either be removed from the classroom (suspended/expelled) or disciplined strongly enough to stop their behavior. This can be a delicate balance, particularly with younger students in K and 1st grades. In these grades, it may be necessary to constantly single out children. The problem with constantly making mild corrections with a student is that it can lack the restoration that Christian discipline should exhibit. It is better to send a student to the office for a spanking than to reprimand, nag or threaten him dozens of times per day. In short, do not put up with numerous small infractions that stay just below the line of discipline. If a student regularly pushes the limit without showing improvement, it's time to escalate the situation.
6. All adult staff, volunteers, and teachers are responsible to correct students who misbehave. Teachers are primarily responsible for the students inside of the classroom. However, teachers have a responsibility to uphold our ethos at all times. Within this section, "teacher" or "T" will refer to the person disciplining the student.
7. Teachers must develop rules consistent with the Trivium (see below).

STAGE APPROPRIATE DISCIPLINE

The three phases of the Trivium have corresponding discipline phases. Our goal is to cultivate students to be progressively more responsible with progressively more freedom. If students remain in grammar style discipline through the 12th grade, they will not be prepared to take on the responsibility of adulthood, nor will they grow in maturity.

Grammar students need structure, order, and narrow confines. Young children are most successful when they are tightly managed with very little freedom. They are not in the logic phase, so they should not question authority. Teachers should expect unquestioned obedience. However, this does not mean that you never give an answer to "why". Teachers should provide clear and detailed rules and systems around the classroom to create the appropriate structure.

Logic students need reasons for the rules they follow (though they may not agree with them). Teachers need to connect with students on a logical level. The most structured rules from grammar school are no longer important—lining up for lunch, folded hands while listening (occasionally used in grammar school), no talking in the bathrooms, standing whenever speaking. In fact, students must begin to learn to handle more responsibility. Teachers should allow freedom with the realization that logic-phase students are still child-like in their responsibility. They should *not* be allowed to wander off campus, play sports unsupervised for any length of time, or have free time unsupervised during school. Most importantly, teachers should begin to mentor the students’ honorable character. Young boys at this age are particularly responsive to positive reinforcement of chivalrous standards. Teachers should model and project a chivalrous standard of honor that will draw boys to love the good. Girls need to be mentored relationally to develop Christian love for each other.

Rhetoric—Rhetoric phase students are within 3 years of adult freedom. In many cultures, past and present, this age group has already entered adulthood. Rules in this phase should be similar to rules for adults, but slightly more controlled in an academic environment. The rhetoric phase establishes the students’ poise and their outward maturity. Too many grammar type rules (no talking in the hall, constant supervision, no flexibility in the rules that do exist) may prevent the student from truly taking on responsibility. Students who have been “over controlled” may be unable or unwilling to make decisions on their own, stand up for their beliefs, or respond to challenges with confidence. Teachers should use accountability to maintain discipline. For example, talking in the hall is allowed, but if two students have been loud enough to cause disruption, they should be warned the first time and be disciplined the second. As with adults, certain rules are not flexible. In college, if you miss a drop/add deadline, you’re stuck. Teachers should be firm but reasonable with most assignment deadlines and have a few clear black or white rules. “Black or white” rules include but may not be limited to being late for class, going off campus without signing out and eating in off-limits areas. However, as with adults, the consequences should be clear, obvious, and expected. The goal is to teach students how to be responsible with freedom within an ordered environment, not to conform them to a set of narrowly defined rules. Ideally, by the time students are seniors, they should demonstrate the maturity to be treated as adults—and teachers should treat them as such.

TWO CATEGORIES OF MISBEHAVIOR:

1. **To build character--** Due to immaturity, laziness, carelessness, or forgetfulness, the student needs correction. Examples include making messes, talking out of turn, forgetting homework, “following” in bad behavior, or horseplay. Code violations include lack of diligence or order.
 - a. Teacher’s response: Students need to be mentored with progressive consequences. These problems are best dealt with by the teacher and personalized to each student based upon their personality and weakness.
 - b. In some cases, a lackadaisical attitude originating from a lack of honor can manifest with disobedience that looks like character building problems. The teacher must be careful to differentiate the two.
2. **A lack of honor** —The student violates our code from an outwardly rebellious heart. Examples include cheating, behaving unkindly toward another, irreverence, purposely causing messes or damage, talking back to a teacher, or prideful arrogance with grades. Code violations include: lack of honesty, unity, or respect.
 - a. **Teacher’s response:** For #2, the goal is to bring the student to true repentance. Both #1 and #2 are sins, but they require different approaches. With #2, the heart issues can infect the school. Also, students who commit these types of rebellious

acts may falsely repent. For these reasons, lack of honor offenses must be dealt with much more abruptly and severely.

Character building discipline

		<p>For most issues, a simple word of correction will suffice.</p> <p>If the problem is chronic or serious enough, the teacher should consult with the parent. A plan should be worked out to hold the student accountable. These types of problems are best dealt with through parent/teacher cooperation.</p> <p>The punishment should fit the crime. A disorganized student might be kept after school to organize his materials and get a signoff from the teacher before he leaves.</p> <p>The principal should be brought into the situation if the parents request help, or if the teacher feels that he needs the support.</p>
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Lack of honor discipline.

		<p>Most of the issues in this category are serious even though they may not appear that way. A student's quiet sarcastic comment may seem less serious, but in reality it may be very serious.</p> <p>In either category of discipline, if a teacher sees continued bad behavior, the inclination will be to avoid confronting the situation. The school's desired response in these cases is to put the student in a situation where they will likely fail. For example, if a student is prone to disrespectful comments, he should be called upon more frequently. There are exceptions. If you have a student who easily loses concentration, don't seat him by the window (though this example is more of a character building matter).</p> <p>If a teacher foresees a problem with a student that will require parental intervention, internal classroom discipline is not appropriate. Without formal documentation through our official process, the office cannot provide support to teachers. For this reason, we encourage teachers to use the following processes.</p>
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K-6 DISCIPLINE PROCEDURES

T		<p>Teach, Train, Bless, Curse</p> <ol style="list-style-type: none"> 1. Before the first day of class, all teachers need to think through the classroom systems and rules that you want to impose. The school as a whole has certain systems in place (line up for recess, etc.). Please conform to these, but also define your own. 2. Beginning on the first day of class and extending for about the
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		<p>first week, teachers are expected to teach these rules. This means that you tell students, show students, play games using the rules, have fun quizzes on the rules, etc. You may begin training.</p> <ol style="list-style-type: none"> 3. After the first week, and until about the end of the 3rd or 4th week, you should train. This means that you practice the rules daily, reminding the students of what is expected and having them practice it. Remind students when you ask them to get up and get their books from the cubbies how you want the process to go and practice. If they are too noisy or slow, reset and do it again. 4. After about 3 weeks, you can start “blessing and cursing”. This means that you hold students accountable for what you have trained them to do. This is when checkmarks on the board, recess time, or other discipline should start being used. <p>The most critical part of this system is training. Students need to practice what YOU preach. This system is adapted from Matt Whittling’s “Sins of the Classroom.” And is based in God’s work with His people. He taught (wrote the Ten Commandments in stone, as well as the law), trained (in the desert, his people were trained by Moses to do what he commanded with the creation of the tabernacle, etc.), and then he blesses and curses them over the course of Judges, Samuel, and Kings when they are righteous or not.</p>
T	F-200 F-207 F-208	<p>Use the appropriate in-class discipline procedures to bring children under control. Do not avoid punishment. Yellow slips are a powerful tool for both the student and the process.</p> <p>Yellow slips are considered disciplinary for a heart (code) violation. Blue, Green, and Purple slips are reminders intended to coach the kids toward responsibility. These slips are not considered disciplinary. If a teacher believes a student is being non-diligent, disorderly or disrespectful in his or her heart after a few green, blue, or purple slips, then the teacher should issue a yellow slip for the appropriate offense.</p> <p>The following 1/2 sheet colored, duplicate slips are used for discipline:</p> <ol style="list-style-type: none"> 1. Yellow Slips (F-200a)—A violation of the code (respect, order, unity, diligence, honesty, or honor). These are the primary discipline notices for parents. 2. Blue Slips (F-200b)—Homework missing. RenWeb provides this service generally, but if a student is chronically missing homework, a blue slip raises the level of concern with the parent. 3. Purple Slip (F-207)—Attendance notification. Used when the students attendance becomes a problem. Normal attendance is shown on RenWeb. However, the purple slip provides a more effective communication tool with some parents. 4. Green slip (F208) -- Uniform or grooming violation. To be

		used when verbal warnings seem not to work for uniform violations. With younger kids, these should be used more frequently since their parents may never know of the problem.
T	F-200	<p>The Student/Parent handbook outlines the discipline progression. Teachers are primarily responsible for discipline in their classrooms. The administration is available to provide support when necessary. However, the administration's support requires that the following steps are carefully followed.</p> <ol style="list-style-type: none"> 1. Students who violate the code consistently or seriously must receive a yellow slip. When filling out a yellow slip, detail about the infraction must be included. Students must be reprimanded for a specific act. 2. Before sending a student to the office, the teacher must either: <ol style="list-style-type: none"> a. Visit the principal alone and tell him precisely what happened in DETAIL including the order of events, what the student said, and what other students did, said or saw. b. Write or type a quick note with these details and send it with the student. 3. And, the teacher must tell the principal what the teacher recommends: A verbal reprimand, a call to the parents, or the paddle. The recommendation is just that—the principal will own this decision. 4. Without the above detail, the student will not be disciplined by the office. The teacher cannot be supported for general accusations. "Johnny is disrupting the class" is not acceptable. Instead, follow this example: "Johnny has been disruptive today by dropping his pencil intentionally during our math test, kicking Sally's chair during history, and breaking the chalk. I gave him a yellow slip, but he does not seem repentant." Specific detail is necessary to appropriately punish students.
T/Office		Teachers will administer the appropriate color slip whenever a student's parent should be informed of a need for discipline. This may or may not require an office visit. A copy of the slip must be provided to the office so that it can be kept as a record.
P		<p>If an office visit is required, the parent must be notified through the use of a slip. This provides documentation of the problem.</p> <p>While there is no firm limit, a student must have at least 3 yellow-slip documented discipline incidents before the student can be considered for suspension or expulsion. As always, however, the severity of the student action may warrant more extreme disciplinary action without prior incident.</p>

7-12 ENTERING CLASSROOM INCIDENTS IN RENWEB

T/All Adults		<p>7-12 Teachers are expected to enter “yellow slip” level incidents in Renweb. Since we do not issue yellow slips in these grades, we need some way to record the matter. This will help teachers and administrators understand behavior that crosses classrooms because these students have multiple teachers in a day. The following guidelines should be observed:</p> <ul style="list-style-type: none"> • Enter issues that are more serious than a simple verbal correction, up through those sent to the office. • Please be complete if you are sending the matter to the office. • DO NOT send the discipline report to the parent through the RENWEB tool. As with all our policies, we do not allow teachers to communicate bad news through e-mail, even though it is a feature of the software. • DO include a description of the incident AND what you did about it.
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7-12 STUDENT DISCIPLINE PROCEEDURE

T/All Adults		<p>See Teach, Train, Bless, Curse above.</p> <p>All adult staff, volunteers, and teachers are responsible to correct students who misbehave. Teachers are primarily responsible for the students inside of their classroom. However, all upper-school teachers have a responsibility to uphold our ethos at all times. Within this section, “teacher” or “T” will refer to the person disciplining the student.</p> <ul style="list-style-type: none"> • Teachers are primarily responsible for discipline in the upper school: In both the logic and the rhetoric phase, discipline is best dealt with through the teacher. There are several reasons for this: <ul style="list-style-type: none"> ○ Students often need explanations, modeling, mentoring, and discipline from authority figures who know them and the situation well. Their teacher fits this need better than the administration. ○ Teachers are the primary contact point with parents and with the students, so they are in the best position to have a full view of the situation. ○ The ethos of the classroom and school is led by the teachers. • Teachers are encouraged to devise creative discipline (extra work, cleaning duty, lunch detention, etc.) to provide a first line of discipline. Discipline is further discussed in the next section.
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		<ul style="list-style-type: none"> • Most “work” oriented discipline (cleaning, weeding, etc.) should be reserved for “foolishness”. Typically, a foolish act, rather than a rebellious one, simply needs some physical way to make the point. A foolish student is not best dealt with through reason for obvious reasons. • Teachers must set reasonable standards and be consistent in enforcing them. Allowing a student to get away with a violation over time and then “coming down” on them is unfair. • US students should be sent to the office in two situations: <ul style="list-style-type: none"> ○ The student has seriously violated the code (cheated, lied, other unchristian behavior) as described in the handbook. This also includes disruptive behavior that compromises the classroom experience for other students. ○ The continued attempt at consistent discipline by the teacher has not worked despite action taken by the teacher such as after school work, lunch detention, cleaning desks, etc. the problems persist. ○ Teachers should realize that the office has only a handful of tools at our disposal, most of which are serious. If an administrator deems a minor disciplinary action is needed (cleaning the parking lot, etc.), the teacher who forwarded the student will be responsible for administering the punishment. • Before sending any student to the office, a teacher MUST: <ul style="list-style-type: none"> ○ Fill out the RenWeb discipline report. If the teacher cannot access RenWeb, he may write out the incident on paper and provide it to the office with the student. The teacher is responsible for ensuring that the incident is put into RenWeb within 24 hours (they may ask the office for help). ○ TEACHERS ARE ENCOURAGED TO ENTER DISCIPLINE INCIDENTS IN RENWEB, EVEN IF IT IS NOT AN OFFICE VISIT. ○ For character building matters and many lack of honor violations, the teacher should contact the parent before escalating to the office. Teachers are better able to aptly describe the circumstances surrounding the matter. Since the student will likely relay the matter with his own spin, it is best for teachers to communicate directly with the parents as soon as a sense of concern arises. ○ The discipline incident report MUST contain the
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		<p>specific details.</p> <ul style="list-style-type: none"> ▪ Unacceptable example: David was disrespectful to his class and teacher. ▪ Acceptable example: When asked to discontinue the argument, David responded “No, not until you answer my question.” Upon saying this, I asked him to apologize to the class for his outburst. He sat and sulked.
T		<p>Please note the earlier two categories defined for correction: character building and lack of honor.</p> <p>If a student requires discipline for character building:</p> <ol style="list-style-type: none"> 1. Use classroom discipline to motivate change. Extra work, organizing exercises, staying after school, and cleaning duty are good tools. Attempt to make the punishment fit the crime, i.e. chronically late homework should have a grade impact (begin requiring it on time or the student loses credit). 2. If this does not solve the problem, it may be necessary to send a student to the office. In this case, a parent may be called. 3. If the student does not improve, the principal must decide the nature of the problem: <ol style="list-style-type: none"> a. A student who is unable to meet the demands of the school. In this case, accommodations may be considered but it may be necessary to help the student find another academic option. b. A student who is unwilling to change. In these cases, the offense moves into the lack of honor category below.
T/P		<p>If a student requires discipline for lack of honor:</p> <ol style="list-style-type: none"> 1. Mild violations can be dealt with by the teacher. Examples include: <ol style="list-style-type: none"> a. Minor outbursts from emotion. b. Mild disrespect such as questioning a teacher’s order once, but complying upon correction. c. Simple shoving or low-key clashes that occur, particularly between boys. d. Gossiping and lack of modesty among girls—this should be corrected through private consultation with a teacher of the same gender. e. Boys or girls discussing inappropriate and or coarse topics. f. Complaining g. Acting immature (clowning, etc.), but not

		<p>exceptionally so.</p> <p>h. Blatantly violating rules of order.</p> <ol style="list-style-type: none"> For all but the lowest level offenses (like those listed above) in this category, a discipline report should be issued by the teacher. Parents should be contacted by the teacher. More serious problems require an office visit, with a phone call or visit with parents. Violations which MUST result in an immediate office visit include: Students who are caught lying, cheating, acting with malice toward another student or property, being purposefully unkind, extreme lack of self-control, purposefully violating school rules, acting particularly foolishly or immaturely, doing anything illegal, being overtly disrespectful, gossiping, corrupting or negatively influencing the morals of others, or violations of our dating policy. Also, any violation listed below as “mandatory suspension” in bold are included. The principal is responsible for completing the issue into the RenWeb system but the teacher must create the incident and describe it in the discipline section.
T/P		<ul style="list-style-type: none"> Violations that must result in long suspensions or expulsion include: <ul style="list-style-type: none"> Repeated offenses from above indicating a failure to truly repent. Activities that are tearing down the Christian fabric of the school. Responding to discipline for ANY offense by covering up, lying, or telling the story deceptively in order to protect oneself. Breaking the law (drugs, smoking, stealing, vandalism, etc.), an unrepentant attitude, striking or injuring anyone in unjust anger, bullying, or repeatedly acting in an unloving way to other students, sexual immorality or the appearance thereof, or acting unbecomingly toward members of the opposite sex. Expulsions are encouraged to be used after one suspension for a serious offense during the student’s high-school career. Parents must be involved in any serious violation early and often, being made aware of the consequence of their action. Expulsions are also to be used when a student’s actions are noticeably influencing others toward negative tone or behavior. Before expelling a student due to their influence, the principal

		will counsel with the teachers in the upper school to ascertain the level of affect the student is having on the other students.
P/HM		After suspending a student, they must be told they are on probationary status for the remainder of the year. Any further problems will be dealt with more severely—probably through expulsion.

UNIFORM & HOMEWORK VIOLATIONS (7-12 ONLY)

In the upper school, any time a student fails an assignment, progress reports and Renweb replace the blue slip.

Uniform violations are managed through green slips as they are in the grammar school. Students who repeatedly violate in a way that indicates a heart that is unwilling to submit are then to be entered into the RENWEB discipline system and handled by the office.

1) **Home Room Teacher Has responsibility:** Uniform and grooming compliance is the primary responsibility of the home room teacher—not the administration, not other staff or faculty.

- If you teach a student with a uniform or grooming problem who is not in your home room, you need to talk with the home room teacher about uniform violations that you observe in your classroom. The only exception is on-the-spot adjustments within your room (wearing a coat or hat, pulling up pants, tucking in shirts).
- Be aware that your interpretations can cause mixed messages, which is confusing and disrespectful toward students. We need to make sure they get consistency. The only way to ensure consistency is for there to be one point of responsibility—the home room teacher. Comments from other teachers to the home room teacher are purely ADVISORY. Home room teachers own this issue. Only administration can insist upon correction.

2) **If you are not the homeroom teacher** and have no instructional responsibility for a student, you are not responsible for the student’s uniform violations. Please do not talk to students who are not in your class about their uniforms. Please talk to their teachers only if you see a serious violation consistently.

3) Homeroom teachers are expected to enforce the uniform code consistently. This means that clear violations are to be green slipped, not allowed until they get to be a problem. Gray areas and grooming (hair, etc.) are to be treated as an opportunity to shepherd the student toward self-less service rather than “look at me” posture. This responsibility spans into areas that technically comply, but may be an attempt at “look at me.” However, do not disrespect students by assuming their motives. Sit them down and talk to them (this is an upper school thing—below the 6th grade is pretty much a parent thing).

ATTENDANCE DEFINITIONS

Absence Planned—An absence for which a student receives advanced homework and has parental or school permission.

- Planned absences are allowed without consequence unless the student exceeds the number of days outlined in the handbook. The Principal may discuss such a situation with the parent because of the added load on the teacher.

- Planned absences must be scheduled ahead of time and class work managed with appropriate teachers.
- The responsibility to contact the teacher, get assignments and complete them is the student's.

Absence Excused—An absence for which the parent (or the administration) sends a note after the absence excusing it (within 48 hours generally). Letters of excuse that simply make an excuse for a student's irresponsibility are not acceptable.

Absence Unexcused—An absence for which the student provides no note.

Tardy --

A Tardy may be entered into Renweb at the teacher's discretion for his or her own records. However, we do not manage late students from the office. This means the teacher is responsible for disciplining late students when necessary.

“Students who miss more than 6 classes during a semester must do all makeup work on their own, without tutoring from the teacher. Exceptions may be made if a student has a major illness or injury. The teacher will offer help after school, but will not re-teach lessons and may need to let the parent know that they need to hire outside tutors. Teachers will not be allowed to offer this paid tutoring.”

WORK PUNISHMENT OPTIONS

C/P/HM/ OM	F-219 Work Detail Request List	The work must be menial and undesirable. The following are standing opportunities: <ul style="list-style-type: none"> • Sweep the gym • Vacuum hallways • Pick up trash & weeds on the grounds • Sweep the parking lots • Clean walls thoroughly, particularly in the bathroom • Clean scuffs off walls • Remove staples and other small items from floors by hand (using pliers when necessary) • Clean air vent returns (vacuum and polish) • Clean windows on interior doors throughout the building • Clean classroom windows (high school only) • Condition white boards • Clean toilets • Dust furniture and moldings in front office, principals'
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		offices and hallway
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EVENT RELATED

Each of our major events has an instruction binder and, when applicable, a box of information related to past events. These are maintained by the event organizer each year so that subsequent volunteers or employees are able to execute the main elements of the event consistently. These boxes are located in the storage area near the library.

ACADEMIC CONTESTS

GEOGRAPHY BOWL

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SPELLING BEE

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VOCABULARY CHALLENGE

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MOCK TRIAL COMPETITION

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HALLOWEEN

P		<p>We do not allow celebrations of Halloween at the school because it conflicts with some Christian's faith (this policy is in the spirit of 1 Corinthians 8). The celebration of the occult that is ostensibly connected with Halloween is clearly scripturally forbidden. Many Christians celebrate Halloween as a dress-up and candy event. Others see it as making light of something serious. In deference to these varied beliefs, we are consistent with our principle: Provide an environment that does not conflict with conservative Christian families.</p> <p>Few will be offended by a lack of celebration of Halloween. However, by not celebrating it, we must be careful not to be judgmental of those who celebrate the day with good judgment.</p>
T		<p>Here are some guidelines for Halloween</p> <ul style="list-style-type: none"> If you desire, you may celebrate an alternate event, i.e. harvest parties, All Saints Day (November 1), Reformation Day

		<p>(October 31), or you may host a carefully considered dress-up day as a masquerade party - but this must be done carefully to prevent it becoming a wink-wink Halloween party. Masquerade parties must be cleared with the principal and should be held some distance from Halloween. Students may not wear occult costumes (ghosts, goblins, monsters, witches, warlocks, etc. unless they are dressing as great literary characters).</p> <ul style="list-style-type: none"> • Students may not come dressed in their Halloween costumes. They may not show them at show and tell. We ask teachers to discourage talk about Halloween with k-3 students. With older students, a discussion about the true meaning of the occult should be considered if students seem to become preoccupied with the holiday. • Please be careful not to say things like “Christians don’t celebrate Halloween” or “Halloween is an evil holiday.” This might conflict with their family’s position and both are difficult to support.
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VALENTINES DAY

P / T		<p>St. Valentine’s Day was originally a day celebrating several martyrs by the name Valentine in ancient Rome, the most famous of which attempted to convert Claudius himself, just before he was martyred. In the 14th century, Geoffrey Chaucer wrote of a romantic encounter on St. Valentines Day and this started the tradition of romantic love and its connection to the holiday. In essence, the only connection seems to be coincidental - Chaucer wrote at a time when many days were associated with saints, and he told of a chance encounter on that day.</p> <p>Though from its inception it has been associated with courtly love and infidelity, Valentine’s Day can be a positive day. Our charge as Christians is to reclaim and redeem that which is distorted by sin. God ordains romantic love, brotherly love, and other forms of loving relationships. We need to be sure this is what is conveyed as we celebrate the day.</p>
K-4 T		<p>In the lower grades, the following should be considered on Valentine’s Day:</p> <ul style="list-style-type: none"> • Romantic love should not be encouraged with this age group, except to value this type of love between moms and dads. This means that no direct or exclusive valentines should be sent, unless they are sent by some means that does not allow children to “pick” their partner (random selection, or sending to the whole class is OK.) • Valentine’s Day can easily degrade into a popularity contest. We should discourage activities that do this. • Parties should center on the love of Christ for his people, and

		the love we are called to give God and our neighbor.
5-8 T		<p>In addition to the above, teachers must be particularly vigilant to avoid allowing candies, cards, or other items that say “be mine” or other romantic overtones. Don’t overreact if they are used, but warn against them early so as not to see problems later. Make sure they are not part of any planned school activities.</p> <p>Interpersonal valentines (between two people) violate our rule about dating (we shouldn’t see it). Teachers are to discretely manage these engagements to prohibit cards from one boy to one girl (unless they are siblings).</p> <p>Valentines that encourage brotherly love, say between siblings or much younger students (5th grade buddies and K), are fine.</p>
9-12 T		Valentines must not violate our dating rule: No exclusive or romantic relationships are to be seen at school. Any personal gifts, cards, or behaviors should be addressed in a discipleship way with the upper school students.
All T		<p>Valentine’s Day parties:</p> <ul style="list-style-type: none"> • We encourage some recognition of Valentine’s Day with a “love” theme in a healthy, Christian sense—particularly in grammar school. This can take the form of “love God, love your neighbor.” etc. • When you have these parties, be sure to remind students of the prohibition in school of romantic valentines.

TEACHER TRAINING WEEK (WEEK BEFORE SCHOOL)

HM		<p>Prepare, program, and plan a week worth of training that lasts from 9:00 a.m. to noon, and from 1:00 to 3:00 p.m. for special classes. The content should be as follows:</p> <ol style="list-style-type: none"> 1. Health insurance information (1 hour) 2. Retirement information (1 hour) 3. Training DVD’s from conferences (as much as possible) 4. Training sessions on selected topics. 5. Handbook & operations book overview. 6. RenWeb refresher and tips and tricks. 7. Special sessions for new teachers <ol style="list-style-type: none"> a. Teaching 101 - Grading, lesson planning, discipline, and classroom management at Foundations b. RenWeb - 4 hours of training in using our computer system
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		c. Lesson planning workshop - Develop two weeks worth of lesson plans under the guidance of an accomplished teacher at the academy
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BACK TO SCHOOL PICNIC

HM/T/BC	Late August	<p>This event welcomes our new families back each year. Refer to the event binder for more information.</p> <p>All teachers, board and staff must attend the event if at all possible. While the event is not mandatory for parents, it is strongly encouraged.</p>
OM	Early June	<p>The event takes place on a weekday the week before school starts, typically beginning at 5:00.</p> <p>The event takes place in a city park, most often Winstead Park on Northview. This must be scheduled with the city by the OM before June 15.</p>
PTF	End of May	A volunteer coordinator must be assigned before the close of school in May. The volunteer is responsible for arranging games, food, and logistics for the event.
OM	2 weeks before the event	The OM sends invitations out from our office to all enrolled parents on postcards two weeks before the event. E-mail reminders are sent out by the OM in the early summer and three or four days before the event.
VC/PTF/HM/HD		<p>Typically, we have the following order of ceremonies at the event:</p> <ul style="list-style-type: none"> • Name tags are provided for all guests. • Food is available for a fee. Typically chicken, subs, or some other bulk food item is arranged by the PTF. Families pay and simply come, with no need to bring food. • Some large-scale inflatable games are often available, as are snow-cones. These are paid for out of school funds. A budget of about \$300 is allotted for the event. • A PA system is provided for the headmaster to MC the event. The following are typically covered: <ul style="list-style-type: none"> ○ Important information before the first day of school - drop-off and pick-up, etc. ○ Introduction of board and teachers. ○ Dividing up the students into their teacher groups. • The PTF organizes a system for dividing up the students into their classes with their teachers in grades k-8. Students get to know each other and the teacher. Grades 9-12 do not participate in teacher meetings, but rather have an organized game during that time period. • A house tug-of-war typically is conducted by the HD. Afterward, a game between houses is often conducted. This is done during the student-teacher meetings in the k-6.

NEW PARENT COFFEE

PTF	Week before school	Each year, the PTF sponsors at least one, sometimes two coffees at the beginning of the school year. Often, these happen during the week before school and the first week of school, respectively. The purpose is to initiate new parents into the Academy's unique environment.
PTF	Before 1 st day of school	Each new family is contacted by phone prior to the first day of school. PTF will attempt to match each family with a contact mom in the same grade. They are welcomed and invited to the newcomer's coffee that is usually held the first week of school. It is primarily intended to be a social vs. informational event.
PTF/DD/DA		<p>Issues covered at the new parent coffee include:</p> <ul style="list-style-type: none"> • Introductions and fellowship. Everyone is introduced. Established families typically share their favorite thing about the school and then the newcomers share what brought them to the school. • Members of PTF, an upper school representative, fundraising representative and DD or DA share briefly about the school. • Volunteer opportunities are presented and sign-up lists are provided for homeroom moms and the Chili Cook-off. • Small door prizes are given for the family that has moved from farthest place, the family entering with the most children, etc. Marketing items such as license plate covers or water bottles can be used as prizes.

AMBROSE HIGH SCHOOL NIGHT FOR 7TH THROUGH 10TH GRADERS

	Late January	Within a month after the start of second semester, the school will hold High School Night where 8 th graders and their parents can become acquainted with the high school experience. The goal is to retain as many 8 th and 9 th graders as possible.
HM/AM	F-215	<p>The following items will be covered:</p> <ol style="list-style-type: none"> 1. High School overview - What we offer academically, extracurricular activities, the student experience, and our plans for future changes. 2. Sell the school - promote the value of a classical Christian education for college and life. <ol style="list-style-type: none"> a. Show results of our graduates. b. Show the transcripts and school profiles. c. Show the results of other classical Christian high-schools. d. Go over our plans to make our graduates more marketable.

		<ol style="list-style-type: none"> 3. Go over the graduation requirements. 4. Pre-registration worksheet - Students will be given a worksheet to help them understand the graduation requirements and plan their high-school program. 5. What would it take: <ol style="list-style-type: none"> a. Ask parents to be honest and upfront about what they would like to see in our high-school in order to continue educating their students here. 6. Set deadline of March 1 to turn in pre-registration worksheets.
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BACK TO SCHOOL NIGHT

OM/T	August/ September	Back to school night provides an opportunity for us to communicate with parents directly regarding the school, its program, or its philosophy. We use this night to build parent understanding of the classical Christian difference. We also use it to build support for the school's system of operation.
		Typically, back to school night for the grammar school is held on a Thursday during the first week of school. Back to school night for the upper school is held on the following Tuesday.

EXORDIA (K-6)

Exordium means "first things," particularly, the beginning of a sermon or teaching. We hold exordium first thing in the morning in grammar school for several purposes.

1. First, it provides an opportunity for unifying the school around the chants, songs, and other recitations so the participating classes can demonstrate their learning, and so other classes can appreciate their accomplishment.
2. Second, it provides an opportunity to provide a spiritual exhortation to students from scripture.
3. Third, it provides a forum for the whole grammar school to develop a common tone and formality. Specifically, they participate in character catechisms which, using the term catechism loosely, is a responsive exercise as follows:
 - a. The leader says the beginning of a character phrase. Ex. "To whom much is given..."
 - b. The students respond "Much is required."
 - c. These build and are repeated until all students in the school know the proper response in the hallway, etc.

OM/P/ PTF	I- 273	<p>Preparation</p> <p>The OM arranges for students to set up chairs on Tuesday afternoon just before school lets out.</p> <p>The students rotate from grades 6 through 12 and are scheduled on the exordia schedule.</p> <p>The chair layout is set at the beginning of the year by the OM and</p>
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		<p>placed on a diagram included in a file with signs that hang on the chairs, reserving the front chairs for the youngest, etc. Parent chairs are marked in the back.</p> <p>The PTF provides snacks and coffee for the parents following exordium in the foyer.</p> <p>Order</p> <ol style="list-style-type: none"> 1. Students line up in the hallways outside of the gym between 7:55 and 8:00. 2. A song leader positioned at the entrance begins the hymn of the quarter. This hymn is taught in the classroom with sufficient time that students know the first 3 stanzas. 3. While singing, the students enter the gym. The song leader remains at the entrance leading the singing while the principal leads from the front of the room. 4. Students stand until the song ends, then they are invited to be seated by the host (principal). Girls sit first, boys last. 5. The principal gives a brief exhortation and teaches and/or practices responsive character catechisms. 6. On occasion, a local pastor is invited to give an exhortation of between 5 and 7 minutes. 7. 1 or 2 classes perform. This usually includes a creative chant, song, or play demonstrating what they are learning. Examples include history chants, Shirley grammar, scripture passages, or Latin sayings or declensions. 8. Following the performances, the principal will again review the character catechisms and dismiss the students as they sing either the Doxology or the Gloria Patre. They then file out in lines and return to class. 9. The exordium should begin at about 8:00 and end no later than 8:30. 10. Following exordium, the parents stay for coffee and snacks.
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EXORDIA (7-12)

Exordium for this grade serves a different purpose than in grammar school:

1. The students assemble for a common understanding of tone and exhortation. This helps to motivate the tone in the upper school.
2. To practice rhetoric. Rhetoric needs an audience. This provides a forum for that purpose.
3. Unity in the school.

		<p>What:</p> <p>Exordia in 7-12 are primarily composed of:</p>
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		<ol style="list-style-type: none"> 1. Speeches 2. Dramatic presentations 3. Thesis defense 4. Lincoln-Douglas debates with challengers. 5. Mock trial samples <p>A brief spiritual exhortation will be made either by the headmaster, a teacher, or a local pastor.</p>
HM/OM	I-273	<p>When:</p> <p>Upper school exordia take between 30 and 45 minutes during second period.</p> <p>Exordia are scheduled twice each month on the same Thursday as the grammar school exordium. However, the daily schedule changes for the entire school.</p> <ul style="list-style-type: none"> • All class periods are shortened by 10 minutes. • Twice per year, an all-school exordium will take place that integrates older and younger children. <p>The OM will work with the HM to develop a schedule for upper school exordia.</p>
		<p>Where:</p> <p>The exordium will be in the gym. Students will use the chair setup from earlier in the day or they will set them up when they need them.</p> <p>After the exordium finishes, students will tear down the chairs.</p>
OM		<p>Follow these procedures for tearing down the chairs:</p> <ul style="list-style-type: none"> • Stack chairs 7 high in neat, straight stacks. • Distribute stacks between the two storage rooms in the back, putting stacks in neat rows. <p>The OM will assign setup for the Wednesday prior to the event.</p> <p>Each exordium will be hosted by a house. That house is responsible for:</p> <ul style="list-style-type: none"> • Tearing down after the event. • MC'ing the event and providing an exhortation. • Organizing the program. • Setting up sound, lights, or other needs for the program. • Coordinating with the responsible teacher for the event. • Selecting and providing a theme for the 5 minute exhortation from the headmaster/ teacher/ pastor. <p>Two teachers will be assigned for each exordium to provide content. The content will be split between the two for the sake of</p>

		<p>variety:</p> <ul style="list-style-type: none"> • 6- Letters teachers - disputatio & debates. • 3- Mock trial coach - speeches, trial exchanges. • 2- Drama - Dramatic scenes • 2- Summa - Thesis defense • 2- Science - Presentation and defense. • 2- Rhetoric
		<p>Lincoln-Douglas style debates:</p> <ol style="list-style-type: none"> 1. Two teams of students take opposing sides on a current event or some other debatable issue. They are expected to research the topic prior to the event. Individual competitions are acceptable as well. In this case, we recommend that the letters teacher assign the debate to the whole class and use the best two debaters. 2. Generally, the exact debate topic may not be known ahead of time. The topic should be chosen from a recent area of study. The debate topic is stated in the affirmative. For example: "Christians are biblically required to give 10% of their income as tithe." 3. Teams may be between 2 and 5 students who will collectively create the argument. 4. The format of the debate for the exordium is shortened to: <ol style="list-style-type: none"> a. Affirmative position debater presents constructive debate points. (4 minutes) b. Negative position debater cross-examines affirmative points. (2 minutes) c. Negative position presents constructive debate points. (4 minutes) d. Affirmative position cross-examines negative points. (90 seconds) e. Affirmative position offers first rebuttal (2 minutes) f. Negative position offers first rebuttal (2 minutes) g. Affirmative position offers second rebuttal (2 minutes) <p>Two of these debates can be conducted in one exordium.</p> <p>The attending faculty will judge the debate and assign one spokesman to explain their decision.</p>
		<p>Thesis defense:</p> <p>The student develops a thesis and prepares a 5 minute support</p>

		<p>statement for it.</p> <p>A panel of 2 teachers & the headmaster are each allowed two questions with follow-up for the student.</p> <p>The panel will decide if the statement has been sufficiently defended.</p>
		<p>Mock trial samples:</p> <p>The mock trial coach will conduct a partial court proceeding. For example:</p> <ul style="list-style-type: none"> • Jury selection • Witness examination/ cross examination. • Opening statement/ closing statement.

FRIDAY HALL HYMN (LAST FRIDAY)

On the last Friday of every month, the hymn of the month will be sung in the hallway.

- Teachers will have students memorize one verse per week of the Hymn of the Month. (7-12) as part of devotions.
- Upon the announcement at about 7:45, teachers will escort their students into the hall (with their music if necessary, but bonus points go to the teachers who do them WELL without music!)
- Students sing with the PA system the hymn for the month. After the song, they return to their classroom

CHILI COOK-OFF TEACHER FUNDRAISER

This is an annual fundraiser for the teachers' Christmas bonus. It is also one of our most festive traditions as a school family. While it is generally an internal crowd, grandparents and others are welcome to attend.

HM/PTF	May	Find a volunteer to head the Chili Cook-off. The first duty of the volunteer is to secure a location for a date falling in the middle two weeks of October.
VC	May	<p>Lock in a location for the Chili Cook-off. As a rule, with a student load of about 250 in the school, the feed has traditionally required room for about:</p> <ul style="list-style-type: none"> • 250 number of children • 250 number of adults • 15,000 square feet of space • 50 crock pots of chili • 250 hotdogs • 500 cookies • 500 12 oz. drinks. • 5 gallons of coffee

		<ul style="list-style-type: none"> • 30 electrical outlets for the above
VC	Mid-October	<p>Chili Cook-off details: Each year, the organizing committee puts their own flair in the event. However, there a few traditions that have become consistent.</p> <ul style="list-style-type: none"> • The event opens to the public at 6:00 with the chili judging at 5:30. It typically ends around 8:30 or 9:00 when people wander out. • The theme is decidedly western with cowboys and girls in old-time dresses or cowgirl outfits. Adults are encouraged to wear western attire. Children are encouraged to dress as cowboys with guns (for the jail event). The musical theme is traditional bluegrass and old-time western music. In the past, old-time fiddling has been a centerpiece from students. • The contest for the best chili has 3 categories - hot, medium, and mild. Contestants provide the chili in a large crock pot the afternoon of the event so that it can be kept warm. Judges are selected from the faculty, staff, board, and parent community. Each category is judged by different judges. The winners are announced at the Chili Cook-off and given an award. Typically, there are 20-30 pots of chili. • Plenty of hotdogs and buns are available for the kids. • A children's carnival is arranged for the young children with pony rides and various game booths including "prize fishing," sawhorse roping, ball toss, and other events. These each cost money - \$3-\$5 tickets are typically sold. • Those who attend the event are asked to pay \$20 at the door for their family to cover the costs of the event. This amounts to what a family would typically pay to go out to pizza. • The event is all you can eat - chili, cornbread, chips, salsa, hotdogs, and dessert. The committee should ask local businesses for donations for the hot dog buns, chips, drinks, etc. This is done by sending out a few letters with a follow-up letter or call. A sign-up sheet is posted on the wall of the school 3 or 4 weeks before the event asking people to bring the remaining things needed. Some people will bring chili that is not judged. Whatever else is needed is purchased by the committee. • The theme of the event is western, decorated in checkered table cloths, harvest pumpkins, saddles, straw, and other western props. A stage is essential for a few events. • "Hats" are passed by the deputies (see below) to collect money. • A very popular fundraiser/event every year is the jail. This is

		<p>usually the last event since it lasts a while.</p> <ul style="list-style-type: none"> ○ An announcer is assigned to the stage with a jail set up on the stage (usually a prop with some straw bails or bleachers on which to sit). ○ Dozens of grammar school students are “deputized,” and given badges. ○ Anyone at the event can give the announcer a “bounty” to arrest someone - usually a teacher, principal, parent, or friend. The bounty can vary from \$1 to hundreds of dollars. ○ The announcer puts out a “warrant” over the PA, and the “deputized” students find and arrest the suspect and lead him or her to the jail. ○ Once in jail, that person’s friends post “bail” in the amount of the original bounty. They remain in jail until the money is raised. ○ This typically goes on for almost an hour with students putting each other in jail and adults putting the principal or others in jail. <ul style="list-style-type: none"> ● A skit or other performance by one or more of the classes has been done in the past. It can be difficult to properly stage it so that it can be heard. A parent typically takes this on. ● One of the best events of the evening, taking place just before or just after the jail time, is the singing of “Happy Trails”. The kindergarteners and first graders sing “Happy Trails” on stage to a taped soundtrack.
P		<p>Event proceeds are distributed as follows: The costs of the event are paid first. All remaining money is divided up as follows:</p> <ol style="list-style-type: none"> 1. The money goes only to teaching staff. The headmaster, administrative staff, principals, and others do not receive a portion unless they teach. If they teach, they receive according to the number of hours they teach (see formula below). We do this to show specific appreciation for our teachers. 2. A full-time equivalent (FTE) number of teaching employees is calculated. Each full time teacher counts as 1. Part time teachers are counted by the fractional number of hours they teach in a week with 25 hours being full-time. For example, a teacher who teaches an hour every day counts for 5/25 (1/5) of an FTE. 3. The net revenue from the event is divided by the FTE number. 4. This provides the total amount per full-time teacher. Each full-time teacher receives the amount calculated above. 5. Part-time teachers receive 1/25 of the full-time amount for every hour they teach in a week. Most classes are 1 hour every

		<p>day, so a teacher who teaches 1 hour per day for a week would receive 5/25 (1/5) of the amount a full-time teacher is paid.</p> <p>6. Teachers may choose to change their IRS withholding for this bonus so they are not taxed at the bonus rate.</p>
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GRANDPARENTS DAY

DD	November	<p>We hold an annual Grandparents Day to honor grandparents, build our donor base, and build our relationship with grandparents. The tradition began to express recognition of and appreciation for the key role they play in the education of their grandchildren. This event provides an opportunity to show grandparents the benefits of a classical Christian education and a forum to showcase the trivium. In 2005 about 150 grandparents attended plus numerous parents and staff.</p> <p>This day is typically held just prior to Thanksgiving break—historically Tuesday or Wednesday, whichever is the last day of school before the break. Please see the associated binder for more information on conducting this event.</p>
DD/T	During teacher work week	Director of Development advises teachers as they develop their curriculum and lesson plans for the year to keep Grandparents Day in mind. Encourage cooperative work between teachers & grade levels within each school to best showcase their particular portion of the trivium.
DD/VC/OM	Early September	Recruit members for Grandparents Day volunteer committee and begin planning event in coordination with Grandparent Association leadership. This event should be organized from the grandparents prospective so that they enjoy the special time with their family. Apply for donations from the local business community to help reduce costs for refreshments and the amount of food parents donate. Office manager fills out event form for CCC to include request to have food in the gym, additional tables/chairs, and special permission for grandparents to park in the slanted parking spaces in front of the church offices.
DD/T	Mid-October	Director of Development attends a teacher's meeting to talk with teachers and get their input on the program details. Brainstorm ideas on how to incorporate grandparents with large class sizes. Create and assemble all information to be included in Grandparents Day packet. Include Grandparents Day information in newsletter.
OM/VC/PTF	3 weeks prior	Mail invitations to grandparents with map to school. Set up RSVP tracking system for secretaries. Parent volunteers will fill out and assemble personalized packets for each set of grandparents as they RSVP. In the past packets have included information about Foundations, an invitation to the Christmas program, information about classical education, Grandparent Association information, Barnes & Noble fundraiser, SCRIP information, etc...) Parent Teacher Fellowship sends out notice to homeroom parents regarding

		<p>refreshment needs and instructions to bring all non-perishable food items the day before the event. Include Grandparents Day information in newsletter.</p> <p>Order name tags.</p>
DD/T	2 weeks prior	Attend teacher meeting to give agenda and overview of day. Arrange practice session with teachers for the program 2 days prior to the event. Teachers make recommendations for high school greeters. Recruit volunteer greeters as suggested by teachers (about 12-15 needed). Include Grandparents Day information in newsletter and ask all parents and students to reserve parking lot spaces for our distinguished guests.
DD/OM	1 week prior	Secretaries print out final program and volunteers continue to track RSVP's. Office Manager sends reminder to church and custodian. Advise Parent Teacher Fellowship President of the RSVP count to date to ensure enough food has been requested from parents and a reminder to bring all non-perishable food items the day before the event has been sent. Include Grandparents Day information in newsletter with reminder to reserve parking spaces. Arrange group of students to set up chairs the day before.
OM	2 days prior	Office Manager sends reminder to custodian. All RSVP's to date counted and packets completed. Advise Parent Teacher Fellowship President the revised head count and discuss all refreshment details. Dress rehearsal and practice for the event. Train all greeters. Review all printed materials packets, and plans for the event. Ensure extra materials are available.
VC/OM	1 day prior	Volunteer committee sets up buffet tables, welcome tables, signs, special parking signs, and prints all name tags for volunteers and grandparents. Ensure school and all materials are ready for the event. Office Manager sends reminder to church.
DD/VC	Day of event	Welcome grandparents to the school and enjoy the event. Clean up and return all equipment to the appropriate place.
DD/VC	After the event	<p>Meet with all volunteers to conduct tactical review to incorporate information in the Grandparents Event binder. It should include what worked, what didn't and what should be done differently. Enlist ideas from teachers as well.</p> <p>Update the binder with all documentation from the event, event program, invitation, and the like. Return the binder to the event section of the shelf and complete the check-in process with the office.</p>

GRANDPARENT ASSOCIATION

		<p>The Grandparent Association provides an opportunity for volunteerism and prayer support for the school. The board of directors appoints the association leadership, who are called Presidents and must be Christians. Applicants must have grandchildren in the school for at least one year prior to serving and it is suggested they live locally in order to participate in school events. The association fee is</p>
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		annual and renewable at the beginning of each school year. The fees cover the cost of the Grandparent Association activities and help promote The Ambrose School academic services. Premiums are included with the association fee which will change each year. The Director of Development oversees the association.
VC	June	Create GPA documents for coming year.
VC	August	Mail GPA Association packets.
VC/DD	September	Working in coordination with volunteers, Grandparents Day Committee and DD begins preparation and planning for Grandparents Day committee in November. As members join send a welcome letter and follow up on their volunteering preferences as outlined on the participation form. Begin monthly mailings and fulfillment of premiums as outlined in benefits of joining the association.
VC	November	GPA presidents assist with Grandparents Day and attend the event with an opportunity to speak.
VC	December	In December to April, monthly mailings continue to each member and the presidents attend school events.
VC	May	A thank you letter is sent to all members for their participation. If the presidents are no longer willing or able to serve, the board will appoint new leadership.

CHRISTMAS PROGRAM

HM/MD	On or before July 31.	Assemble a program team to plan the Christmas program schedule. This should include: 1. k-6 choir director 2. St. Ambrose orchestra leader 3. Others who consult on musical program 4. Program director
MD	Second week of school	Begin practice with k-6 students for the Christmas choir. Conduct auditions to select a 20-40 member choral group out of the k-6 students. Arrange for practices with these members between 2:00-3:00 after school once per week.
Program Director/MD	October 1	Hold auditions for solo and ensemble parts in grades 1-12.
Orchestra Leader	October 1	Begin working with the overall orchestra on its portion of the program. Select out a small orchestra to support the choral.
Program Director	October 1	Finalize and lock-in location for the event.

Music Team	October 15	Meeting to finalize the planned program.
Program Director	November 1	Ensure that the following have been arranged: <ul style="list-style-type: none"> • Sound system and engineer (& lighting if necessary) • Video production is arranged • Food and concessions are arranged • Ushering is arranged. • Transportation for rehearsal is organized. • Facility for rehearsal is organized. • Risers and other necessary accoutrements reserved.
DD	November 15	Promotion for the event is arranged: <ul style="list-style-type: none"> • Regular mention in newsletter throughout November. • Promoted in Grandparents Day mailing. • Sample song at Grandparents Day. • Invitations sent 2 weeks prior to event.
Program Director/ Office	3 days before program	Program created and printed including order form for DVD.
Program Director	1 week before program	Rehearsal for program at our facility.
Program Director	Day of program	Dress rehearsal for program.
Music Team	1 week before program	Prayer session for program
Music Team	Night of program	Program performance with collection taken to support the music program and building fund.
Program Director	1 week after program	DVD of program mailed out. Advertising in newsletter for more copies.

OPEN HOUSE

(See admissions)

SENIOR TRIP

VC	Fall of junior year	The senior trip is planned as a culmination to the students' classical studies; thus a European trip is our goal. Trip planning begins in the fall of the class's junior year. Ambrose, while missions-minded, sees the senior trip as primarily an educational experience. The trip leader is
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		<p>usually the senior class humanities teacher and the itinerary is set in accordance with the humanities teacher and administration.</p> <p>Parents and school-related persons (at the discretion of the trip leader) are welcome to join the senior trip. There should be one adult traveling for each 8 students.</p> <p>The trip is typically planned to coincide with the students' fall break, as well as during a few school days.</p> <p>The trip should be booked through a world-wide tour group.</p> <p>Payment for the trip is the responsibility of each student and their family. Students' earning power is far greater than the time and effort for many fundraisers. However, fundraisers may be coordinated by a lead parent. Refer to Fundraising Opportunities for more information.</p> <p>All monies from fundraisers in the school's name will be kept in a school account for the senior trip. The lead parent will keep a spreadsheet with fundraiser monies divided up by student. The spreadsheet will be made available for all to see after each fundraiser.</p> <p>If a student does not attend The Ambrose School their senior year or does not go on the senior trip, their fundraising money will go into the general senior trip account to be used for the senior trip as needed. No money will be paid to students in the way of cash. All fundraising money which is held in the fundraising account will be paid directly to the tour company on behalf of the student.</p> <p>If parents are allowed to work at fundraisers for a portion of the proceeds, all funds raised will go to the students' accounts. There will not be accounts for adults.</p> <p>If a student makes over and above the amount needed for their trip, the extra money will go into the general account to be used for the senior trip as needed. No fundraising money will be used for a parent to attend the senior trip. All parents are responsible to fund their own way. Fundraising monies are to be for students only.</p>
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EPILOGOS (CLOSING CEREMONY AND 8TH GRADE GRADUATION)

		<p>Epilogos is our closing ceremony for The Ambrose School. Graduation is a separate commencement. The ceremony's primary purpose is to graduate students from the schools of Grammar and Logic, as well as grant awards.</p>
HM		<ul style="list-style-type: none"> • This event is held on the Thursday morning of our last week of school. • We hold the event from 8:45 until 10:00, with a compressed schedule. <ul style="list-style-type: none"> ○ During the event, we give out the awards specified in the handbooks for both academics and character. ○ We also give out the National Latin Exam awards and

		<p>other school awards issued by outside organizations.</p> <ul style="list-style-type: none"> o We graduate the 6th and 8th grade classes.
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GRADUATION

		{TBD}
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PROTOCOL DINNER (9-12)

		{TBD}
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END OF YEAR PICNIC

OM/PTF/ HM	End of May	<p>This event provides an opportunity for our students, their families, and their teachers to say good-bye for the summer.</p> <ul style="list-style-type: none"> • The event takes place the last day of school, beginning at 5:00 p.m. • The event takes place in a city park, most often Winstead Park on Northview. This must be scheduled with the city by the OM in January. • The picnic is announced in the weekly newsletter for four weeks prior to the end of school. E-mail reminders are sent out by the OM in April and again 3 or 4 days before the picnic. • A volunteer coordinator must be assigned by March 1. The volunteer is responsible for arranging games, food, and logistics for the event. • All teachers, board and staff must attend the event if at all possible. While the event is not mandatory for parents it is strongly encouraged.
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FACILITIES & EQUIPMENT

ANNUAL BUILDING SCHEDULING

Each year in mid-August, the Facilities Manager will program all systems for the coming year's schedule:

FM		<p>The following Door schedule systems will be programmed:</p> <ul style="list-style-type: none"> • Building doors (external) during operational hours: <ol style="list-style-type: none"> 1. The front doors will be programmed open from 7:15 AM-4:30 PM. 2. The North and East doors will be open from 7:15-8:15 AM and from 1:30-4:30PM. 3. The Providence Room external doors will be open from 7:15 to 3:00. 4. The gym east entrance is locked and used with a FOB by teachers entering from outside. 5. The external doors can be opened with a student key from 7:15-4:30 PM. 6. All external doors will not open until someone enters the facility with a key. This can happen up to 1 hour prior to the scheduled opening. • Building doors (internal) during operation hours: <ol style="list-style-type: none"> 1. The Media room and library (2nd floor) will remain locked, but may be opened by any student with a fob. 2. The downstairs library, copy room, and offices will be open from 7:15-4:30. These are opened only by staff keys. 3. The Mechanical room will be locked at all times. 4. The Providence room (inside) will be unlocked from 7:00-5:00 PM. • During non-operational hours, all doors are locked.
FM/R		<p>The following scheduling will be set for the doors:</p> <ul style="list-style-type: none"> • The FM will get the annual calendar from the Registrar and set the operations and non-operations times for the doors for one full year, including the start date of the following year.

		<ul style="list-style-type: none"> This includes setting holidays, long breaks (fall, Thanksgiving, Christmas, Spring break, and Summer breaks), and teacher work days. These are all considered Unoccupied for the purpose of the doors.
		<p>The following scheduling will be set for the HVAC</p> <ul style="list-style-type: none"> Filter change days will be added to the FM's calendar for the year. All Holidays and vacations during the school year will be set to unoccupied except Fall, spring, and summer breaks which will have normal hours in the offices, but unoccupied hours elsewhere. Office hours for HVAC during breaks will be 8:00 AM to 4:00 PM.
		<p>The following scheduling will be set for the Phone System</p> <ul style="list-style-type: none"> All non-office hours will be scheduled for the year as "after hours". Working "holiday hours" are from 9:00 AM to 3:00 PM (phone system only) <ul style="list-style-type: none"> Single-day holidays are "after hours": These include Labor Day, Memorial Day, President's day, etc. Multi-day holidays are generally "holiday hours" including fall, spring, Summer, and Christmas break are "Holiday schedule", not after hours. Exception to above: The following are "after hours": Thanksgiving and the Friday after, Christmas Eve, Christmas Day, New-years eve, and New years day. All fall, spring, and summer days are "holiday hours". During operation, including one week before the first day of class and one week after the last day of class, will be scheduled from 7:30 AM to 4:30 PM.
		<p>The following scheduling will be set for the alarm system</p> <p>At present, the alarm system arms year round at 10:00 PM.</p>

RENTERS AND AFTER HOUR USE

Staff/OM/R		<p>Opening the building for a special event</p> <ul style="list-style-type: none"> All special events need to be placed on the office
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		<p>calendar kept by the Registrar.</p> <ul style="list-style-type: none"> • One designated person is responsible for opening the building. That person is issued a FOB which opens all magnetic locks in the building including the Mechanical Room Door. • The designated person uses the timed switches located on the north wall of the mechanical room between the fire panel and the main electrical panel to unlock the exterior doors and turn on the common hallway lights. <ul style="list-style-type: none"> ○ The ropes and stanchions should be placed to prevent visitors from wandering into other areas of the building. • Unless absolutely necessary, no one is allowed upstairs during special events. If numerous students are in the building, chains should be placed over the stairways to prevent upstairs access. • Gym renters must access directly through the east gym entrance and <p>Closing the building after a special event</p> <ul style="list-style-type: none"> • In the event that another group is using the building directly following the event, the event manager (the one who opened the facility) is responsible to get the name of the responsible person and verify with them that they will be responsible for closing the facility. • The person who opened the facility, or their designee, must ensure that all lights have been shut off and the front, rear, and any other doors that were used are closed and locked, and that no one remains in the building. This may involve manually turning off the timed switches in the mechanical room. • Upon leaving the building, the event manager is responsible to double check the front door to ensure it has closed and locked. <p>In either event, the event manager is responsible to return the key to the office within 24 hours. The key MAY NOT be used during any time other than what was specified on the request to use the facility.</p>
T		All teachers must turn out their lights, close and lock windows, and, at their option, lock their doors when they leave.

T-Upstairs		All upstairs teachers leaving after 2:30: turn off the hall lights when you leave.
All		<p>Everyone leaving after 4:00 PM must ensure:</p> <ul style="list-style-type: none"> ▪ That all hall & gym lights are out, upstairs and downstairs. ▪ That the doors are fully shut behind you. The left door will often remain ajar and must be closed first ▪ That the office door is closed. ▪ That your classroom is closed and locked ▪ That the teachers work room is closed. ▪ The office door will be closed and locked at 4:00 unless a teacher places a note on the door indicating your name and that you will close the door when you leave.

CLEARING ICE AND SNOW

		Under the terms of our lease, the church has the responsibility to clear the sidewalks of ice and snow. However, given our primary use of the building during the week, we are likely to have to do some work in the early mornings. The following outlines the procedure.
OM	November 1	The office manager will ensure that the snow shovel, a bucket of de-icer, and an adequate scoop are available under the stairs in the entry.
HM/T		<p>Upon arrival at 7:30 am, the HM will shovel the snow from the ramp leading to the front doors if necessary.</p> <p>If icy, he will scatter de-icer on the ramp AND in the entire drop-off area to prevent falls.</p> <p>The first teacher out the back door of the school will scatter de-icer if necessary. The de-icer is found under the stairs by the entry.</p>

BUILDING ACCESS AND KEY MANAGEMENT

OM		A lockbox with keys to the building and classrooms is kept in the front office. The office manager checks out keys from this box. Anyone checking out keys must comply with the following rules.
OM		<ol style="list-style-type: none"> 1. Building access keys are restricted to employees or coaches only. 2. Those who wish to check out keys after hours on a regular basis (coaches turning on lights, etc.) may obtain PRIOR approval from the OM, but must only access the keys as they indicated they would when obtaining permission.
T/ Staff		<ol style="list-style-type: none"> 3. To check out a key, the lockbox key must be obtained from the OM. 4. If the borrowed key is to be returned within 15 minutes, the

		<p>lockbox key can be left in the lock while the borrowed key is used.</p> <ol style="list-style-type: none"> If the key is to be borrowed for longer than 15 minutes, the user must checkout the key by filling out the checkout roster posted on the outside of the box. In emergencies, the headmaster also has a key to the lockbox.
OM		<p>Access to the facility:</p> <ol style="list-style-type: none"> The Academy controls the facility from 6:30 AM to 5:00 PM on Monday through Friday during the months of September through May, including the last 2 weeks in August. Outside of these hours, CCC controls the building except the office space. The entry way, downstairs bathrooms, main office, and the principal's offices are exclusively rented by The Ambrose School. Employees may enter these areas at any time. The principal's actual offices are not to be accessed when the principals are not present except by the secretarial staff. With prior written permission, we may access the facility on an exceptional basis for sports or meetings as coordinated with CCC. This must be pre-arranged through a form provided by the OM. It is the responsibility of the OM to verify that the proper paperwork has been done prior to checking out the key. Those who check out the keys MAY NOT access the building during any time other than what they specified when checking out the key. Teachers may access their rooms on an occasional basis after hours with the following restrictions: <ol style="list-style-type: none"> Hallway lights are NOT turned on. Room lights may be used. The outside doors are NOT to be unlocked. Heat may not be used. Teachers are not allowed to access the facility if a CCC event is taking place. Teachers are asked not to overuse this privilege.
All		<p>Anyone who opens the building assumes responsibility for damage done while they are using it. They also assume responsibility for closing the facility according to the processes outlined in this manual.</p>
All		<p>The only exits and entrances to be used are:</p> <ol style="list-style-type: none"> The front door.

		<p>2. The door through the airlock into the gym.</p> <p>All other entrances and exits are restricted and must not be used.</p>
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OPERATING THE BELLS

FM		
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CUSTODIAL CARE

C		<p>Schedule: Clean the facility each day, Monday through Friday between 2:00 PM and 6:00 PM, as arranged around the school schedules.</p> <p>Each day, the following duties are accomplished:</p> <ul style="list-style-type: none"> • The upstairs and downstairs bathrooms are cleaned and sanitized. Floors are to be mopped in the bathrooms at least every other day. • The hallways are cleaned. This includes vacuuming, drinking fountains sanitized, and articles removed from the floor either to the hooks above or to the lost and found. All hallway trash cans should be emptied. • The classroom garbage should be bagged and waiting for removal outside the door. This must be removed. • The library is vacuumed, straightened, and the trash emptied. • The office trash is emptied (rooms 105, 106, & 108). • The gym is picked up (balls put away and lost and found items stored). If students are still using the gym, disregard. • Sweep or vacuum the stairways. <p>Weekly or as needed:</p> <ul style="list-style-type: none"> • The gym floor must be vacuumed (approximately weekly). Near the east outside door may require more frequent vacuuming to remove grass brought in from the playground. • The gym cleaned as needed (wipe down switch plates, clean airlock, etc.) • The offices downstairs (105, 106, & 108) should be vacuumed and dusted weekly. • Clean windows & mop front entrance. Generally dust and clean front entrance. • Deep clean some areas around as time permits (clean hand
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		<p>rails, doors, etc.)</p> <ul style="list-style-type: none"> • Mop the stairways. <p>Daily cleaning extends for approximately 36 weeks during the active school year excluding Christmas break and holidays. Cleaning over spring break and from June 1 until school resumes will be once or twice each week as needed. Total number of days worked is estimated at around 196.</p>
C		The custodian must ensure the building is clean before 5:00 PM each evening, Monday through Friday, unless a later time is coordinated with the church.
C		<ul style="list-style-type: none"> • Custodial supplies are obtained from Unisource. 1-800-447-1570 • Our rep is Douglas Morgan and our account number is 751475. • The custodian orders and manages the inventory of towels, TP, hand soap, air freshener, trash bags, and cleaning supplies. We keep 1 month of incremental inventory at all times. • All orders for delivery must exceed \$300 • In the event that items run out unexpectedly, we can pick up supplies at the Unisource store on Chinden.

INVENTORY MANAGEMENT

This section covers the management of our inventory. The purchasing and inventory addition is covered under the accounting principles.

		All items that meet inventory criteria (see receiving and inventory under accounting) must have an FA-xxxx number clearly showing.
		Inventory numbers are physically kept and tracked in a file that is in the office. The inventory tracking sheets are stapled and included in the “receiving” folder which contains invoices that must be checked off when items arrive. The inventory number system is a simple incremental number added as each item is added. The numbers begin at 1000. Numbers under 1000 predate our present inventory system and are recorded on a separate sheet of paper.
		In June of each year, the inventory sheets will be copied and put into the annual operations record binder.

LIBRARY PROCESSES

		The Ambrose School has 2 libraries: A curriculum library for teachers and a student’s library. Both libraries are maintained on RenWeb’s library system. All books and other media are entered into the system for tracking.
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L/S		<p>The student library opens the September 15 and closes May 15.</p> <p>Each book in both libraries has a label with the book's inventory number on the spine. Another label is affixed to its back with a bar code. These labels are generated by RenWeb and associated with a specific book when the book is entered.</p> <p>New books are labeled and cataloged in RenWeb when they come in. A due date tag is pasted into the front of the book.</p> <p>To check out a book, the bar code is scanned and the student who is checking it out is selected from the list.</p> <p>Books are due to be returned within 4 weeks.</p> <p>Each week, the librarian will send out e-mails to anyone who has an overdue book.</p>
L/S/BK	May 15	<p>Around May 15 a report will be generated for all books that are checked out to students. No books are checked out after this date.</p> <p>Students are reminded to return the books. A report of outstanding books will be provided to the bookkeeper by May 25 and parents will be charged for the books on their RenWeb account.</p>

CURRICULUM LIBRARY, AV, & EQUIPMENT CHECKOUT

OM		<p>All materials and equipment must be checked out in the front office.</p> <p>The OM will maintain a checkout notebook for the curriculum library and AV equipment. The items can be checked out by filling in the date, name of borrower, expected date of return, and actual returned date.</p> <p>The OM will follow up on all borrowed books and equipment to make sure they are returned in a timely manner.</p>
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PRIORITY FOR GYM USE

T		<p>The following priorities are assigned for Gym usage:</p> <p>During the academic day:</p> <ol style="list-style-type: none"> 1. Athletic games with other schools 2. PE 3. Other academic uses (Drama, etc.) 4. Athletic practice (interscholastic) 5. House (they have 1st priority during house hour, however.) 6. Recess, except on rainy days (rain is actively falling at the time of recess) when recess is 3rd in this priority list.
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USE OF FACILITIES FOR DRAMA AND OTHER PERFORMANCES

T		This section refers to dramatic presentations, musical performances, and other uses of the gym or other parts of the facility for performance or house activities.
T		<p>When possible, the gym will be scheduled for 3 days for a major performance. This includes the day of the event. So, a presentation on Saturday night will result in a stage setup on Thursday morning at the earliest. The only exception to this rule is that the setup can be done after the last activity scheduled in the Gym the night before.</p> <p>No earlier setup of the gym is allowed. The set cannot be setup previous to this timing, even if the gym is available.</p> <ol style="list-style-type: none"> 1. During calendar setting early in the year, or with at least 4 months' notice, the performance is to be scheduled by the producer with the office calendar (registrar). 2. Within 2 weeks of the setup/performance, the producer will coordinate any time during that three days during which practice is to be scheduled with the users scheduled in that place. 3. The scheduler (registrar) will send a notice of gym use for those days to the scheduled users. Outside renters will be cancelled. Inside users (pe, etc.) will have lowest priority for these 3 days. At all other times, PE has priority. 4. The performance group is not guaranteed exclusive access to the gym for the 3 days, they just have priority. Performances should not use the facility during the entire 3 day period. <p>Performance practices using the gym prior to this 3 day period must be scheduled, may not setup sets, and may not put tape on the floors. Producers are asked not to "request" that users move or accommodate their needs. In other words, performance practices prior to the 3 day rehearsals have lowest academic priority. Recess has the lowest priority overall.</p>
T		All stage material must be approved by administration. Building components of the set must be approved. We will NOT store materials outside of the approved pieces.
		Costumes owned by the school must be returned unaltered and cleaned to the costume racks in the drama storage area no later than 1 week after the event.
T		No props or other materials may be used on the gym floor that does not have proper padding. Do not use school furniture on the gym floor.
T		The lights are not to be redirected or moved for any performance. These have been pre-aimed and may not be moved. No modification of school equipment is permitted.

T		<p>Any activity requiring faculty support outside the normal school day operations (not including administrative events) shall pay support personnel; this includes drama, music, athletic and speaking events.</p> <p>Expected support costs per event are as follows:</p> <ul style="list-style-type: none"> • Sound/lighting (\$150) • Custodial care (\$60) unless set up and tear down are required. • Open and close event (\$50) • Any extras are to be paid @ \$60 per two hours, unless otherwise negotiated.
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IT RELATED

BACKUP PROCEEDURES

IT		<p>At the end of each quarter, the IT manager will perform a system backup of the following Directories:</p> <ul style="list-style-type: none"> • OperationsShare • OfficeShare • TeacherShare • StudentRecords
IT		<p>The backup will be kept in the locked file cabinet in the office. The previous quarter's backup will be taken offsite and kept by IT for one quarter and then destroyed.</p>

PASSWORD MANAGEMENT (EXTERNAL SERVERS)

OM		<p>All external passwords (those not managed by our server) are in the IT files in the server room.</p>
IT		<p>The IT manager will populate this list with all passwords except local network logins and external passwords that can be accessed through the use of the administrative password (which should be on file).</p>

PASSWORD MANAGEMENT (INTERNAL SERVERS)

IT		<p>All administrative usernames and passwords for internal equipment, software, and operating systems must be documented on a separate sheet of paper, which is sealed in an envelope and kept in the passwords file listed above.</p>
IT		<p>Password requirement for internal system is a minimum of 6 characters. We do not require numbers, capitals, or extended characters.</p>

TECHNOLOGY USE AT THE SCHOOL

T		Full-time teachers will have access to a computer to operate RenWeb. This computer may be a laptop, but it may be a dedicated desktop. Teachers will keep all RenWeb computer systems up to date within a week.
	F-402	Computers are checked out to teachers as follows: <ol style="list-style-type: none"> 1. Form F-402 must be filled out before a computer is checked out to a teacher. 2. Teachers are responsible for damage to laptops caused by mishandling. If a teacher prefers not to be responsible for damage, he or she may choose to have a desktop or leave their laptop at the school.
T- Part time		Part-time teachers will have access to a desktop computer that may be shared with others and may be in a shared location (teacher's resource room).
S/T		Student computer use is covered in the Student/Parent Handbook. Any computer system accessed by students must be disconnected from the network unless the teacher has ensured that we have internet security systems to prevent open access to the internet. Students may not use school equipment (printers, etc.) unless specially arranged by the teacher who is willing to manage all technical requirements of such a use.
T		Teachers must clear any internet tools used with students with the administration. Networking tools such as MySpace and Facebook will not be approved.
T		When a student computer use is desired, the mobile computer lab must be checked out by the teacher.

TEACHER MANAGEMENT OF MOBILE COMPUTER LAB

T		<p>When a student computer use is desired, the mobile computer lab must be checked out through the RenWeb system. Teachers who use the MCL are responsible to ensure that all computers are returned. ONLY STAFF MEMBERS will be checked out the key to the MCL.</p> <ol style="list-style-type: none"> 1) Each time a teacher unlocks the MCL, he is responsible to ensure that all computers are present (they are numbered). The teacher must report missing computers immediately to the office. 2) Once unlocked, the teacher assumes responsibility for all computers until it has been relocked and the key has been returned. Teachers must have the MCL as close as possible to the computers. Teachers are asked not to allow students to carry computers around. They should be within 20 feet of the MCL. In cases where the classroom is very crowded, the MCL
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		<p>can sit outside in the hall, but within a few feet of the door.</p> <p>3) When locking the cart, teachers are expected to ensure that all computers are returned to the cart. Any missing computers must be found or reported to the office.</p>
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SUPPLIERS OF IT SERVICES

		<p>The following is a list of IT services vendors:</p> <ol style="list-style-type: none"> 1. High-speed internet connection: Cable One 2. E-mail services: WebHost4Life.com 3. Web address leases: godaddy.com 4. Web hosting: WebHost4Life.com 5. Anti-virus contract: Sophos <ol style="list-style-type: none"> a. L162753 6. Content filtering: Sonicwall 7. RenWeb: Renaissance School Management Software

SOFTWARE LICENSE MANAGEMENT

		<p>All software used within the school shall be licensed in accordance with applicable laws and regulations. Software which is classified as freeware or shareware, shall be used in accordance with the license terms documented within the freeware or shareware.</p>
		<p>Documentation of software licensing</p> <ol style="list-style-type: none"> 1. Software license documentation will be tracked. Copies of sales receipts and original software license documentation (or copies where appropriate) will be stored in filing cabinet #4 in the office. Software licenses will be available for viewing whenever necessary. 2. When new or upgraded software is purchased, a copy of the sales receipt and the software license sheet will be placed in the file. A master list of licensed software will be maintained within the file.
		<p>Maintenance agreement management</p> <p>Some software licenses include annual maintenance agreements. Maintenance agreements will be tracked. Copies of sales receipts and maintenance agreement documentation will be stored in filing cabinet #4 in the office.</p>
		<p>Monitoring of software licensing</p> <p>Software in use on school computer systems will be tracked in an inventory and monitored against the file of software licenses to</p>

		assure that unlicensed software is not used on school computers.
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TEACHER OR CLASSROOM RELATED

TRUSTING THE VISION

One note to preface this section: The Ambrose School is administrated by people who are often wrong. Or, sometimes, there is simply a better way to do things. Our administration and board are open to input and ideas for improving things. In fact, we desire them.

Due to our nature, we are often constrained by unseen factors, we don't do things the best way, or we simply don't have the time or resources to address an issue right away. We believe we will be successful if we continue journeying toward the vision. Constant, continual improvement is our goal. So when you see something that could be better if done another way, or if you just disagree with our decision, we ask that you consider the vision. We may all not agree on what priorities will get us there, but if you believe in the vision, please trust that we will continually be progressing toward that vision.

We welcome your input, but request that you accept our flaws charitably. However, we do ask that you conform to the standards in this manual until they are changed. It will make for a better school when it is consistent.

IMPORTANT TEACHER DO'S AND DON'TS

DO NOT:

- Physically shake, spank, or grab a child harshly. All physical discipline is to be handled by the principal. Guiding a student with your hand is permitted, but not harshly.
- Touch a child's private areas unless circumstances necessitate it **ONLY** as listed below:
 - For students under the age of 8, if cleanup is necessary, do so only on students of the same gender and **ONLY** with a witness of the same gender in an open area, but screened from view. **DO NOT** cleanup students over the age of 8.
 - For all students who may have sustained an injury to such an area, inspect the injury only with a witness and in an open area screened from public view.
 - Open areas screened from view include principal's offices and the open area of the bathroom (not in stalls).
- Administer any type of medicine, over the counter or prescription, to any student. This is done only by the office manager.
- Place yourself alone with a single child with the door closed screened from view.
- Yell at a student in anger.
- Allow a student to do anything dangerous for their age i.e. push heavy carts, use cleaners or other chemicals, carry heavy items such as vacuums, etc.
- Allow students under the age of 12 to empty trash outside or otherwise leave the building alone.
- Allow students to endanger each other by throwing or playing roughly, etc.
- Allow the use of fire in your classrooms i.e. science experiments, birthday candles, decorative candles, etc. Science experiments may be done with fire in our science lab by our science lab instructor. If you wish to use the science lab for these purposes, you may arrange it.

- Lean on or over high drop offs or allow students to do this.
- Allow k-6 students to be unsupervised. They must always be passed directly into the care of an adult.
 - Students may go to the office or bathroom with a hall pass but the teacher is responsible to time them to ensure prompt return. The purpose of the hall pass is to remind you of missing students in case of fire or emergency.
 - Teachers may briefly (less than 5 minutes) leave their classroom as long as it is in good order and completely quiet. Teachers remain responsible for the activities that happen during their absence.
 - Students must be released for club activities, after school, or at lunch directly into the control of a responsible adult. Never assume an adult is present. Personally confirm the transfer of authority.
 - Once custody of a student is passed to their parent, the school (and teacher) are no longer responsible. For example, if a parent picks up a student and then gets talking in the hall and the student returns to your room, stays for 10 minutes, and you have to leave, you are not responsible to stay with the student because you already turned custody over to the parent or another adult. However, if any child is misbehaving at a school event or on school grounds, any staff or employee is responsible to address the problem.
- Allow 7-8th graders to be unsupervised during any type of play.
- Block open locked doors. Use your FOB.

DO:

- Keep positive control of all k-6 students in the pickup line, releasing each only to those whom you know.
- Escort all children through the first line of cars if they must go to the second line.
- Keep positive control of all children on the playground.
- Ask visitors to the school if they have signed in at the office; or verify they have an office-issued badge.
- Make yourself aware of the fire escape procedures.
- Report any student injuries to the office.
- Report any personal injuries to yourself to the principal if you sustained them on the job.
- Time students who go to the bathroom and check on them if they do not return within 5 minutes.
- Watch for unsafe building issues and report them and if necessary, mark them with an orange cone i.e. electrical outlets, sharp edges, and slippery conditions.

COPIER USAGE

Copies, as a whole, are a major expense for our school. We also realize that they comprise an important part of the teaching process. For this reason, we do not monitor or restrict teacher copies. We do ask that you be judicious in the use of the copier.

T		<p>Guidelines for using the copier</p> <ul style="list-style-type: none">• Black and white copies are unrestricted. Please use them intentionally and avoid waste.• All teachers are REQUIRED to go to start, settings, printers, and right click on the copier (Ricoh 7600 usually) and choose properties. Then, on the first screen, set the “Hold print”. This will hold your prints at the copier and not print them until you select them from the menu.• Color copies are restricted. You need permission from the front office staff to print color copies.• You may use the color printer (Laserjet 4600) without permission. Use it judiciously.• If the copier jams, have the office staff help you remove the jam if possible. DO NOT leave the copier in a jammed state unless you are unable to do otherwise.• If you insert color paper, please remove it when you’re done.• Place faxes in the fax bin.
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ATTENDANCE TAKING (K-6)

Attendance is important, particularly given the rigor of the Academy. However, we also recognize the parent’s right to determine when their child is at school. With this in mind, teachers are asked to respect parent’s wishes, but recognize the limits in the handbooks.

T		<p>Each morning, the first period teacher who leads devotions takes attendance. He records tardies and absences on RenWeb.</p> <ul style="list-style-type: none">• If RenWeb is unavailable, the teacher will take roll on a printed roster that they keep (either in their paper grade book or printed from RenWeb).• Absences and tardies are to be recorded in the class designated “home-room” in RenWeb.• Tardies/absences should be changed depending on when or whether students show up. Inputting in RenWeb as soon as possible is important.
T	F-122	<p>If a student leaves or comes mid-day, or for part of a day, the student must sign in and out at the front office. After 8:45, RenWeb will not be updated. If the student is absent past 8:45, they will be marked absent all day. If the student leaves after first hour, they will be considered present the whole day for RenWeb’s purposes. We will use the sign-out</p>

		sheet to track the presence of children.
ST/OM		Substitute teachers will be provided with a roster by the host teacher. They will mark the roster and provide it to the office by 9:00 AM. The office will enter these into RenWeb as soon as possible.

ATTENDANCE TAKING (7-12)

T/ Registrar		<p>7th & 8th grade:</p> <p>Absences:</p> <ul style="list-style-type: none"> Teachers will take day attendance once for the day following devotions in the first period class. If a student misses more than 2 hours of the school day, they will be considered absent for the day. The teacher who excuses the student who leaves early will report the absence if it exceeds 2 hours of class-time. The teacher who accepts a late student after first period into the classroom will record the student as “present”, and notify the 1st period teacher to change the student from “absent” to “tardy.” <p>Tardies:</p> <ul style="list-style-type: none"> Teachers may note tardies for every period in which the students transfer between classrooms. Students who are tardy will be disciplined by the teacher whom they offend. There is no central tardy discipline unless the teacher sends the student to the office for a related heart issue. <p>Teachers who cannot access RenWeb can take attendance on a printed roster and enter it later. This must be done as soon as possible the same day.</p>
T		<p>9-12 grade classes: Teachers will take attendance in every class. This is necessary to track students who have the freedom to leave the campus. Absences will be recorded class-by-class.</p> <p>Teachers who cannot access RenWeb can take attendance on a printed roster and enter it later. This must be done as soon as possible the same day.</p> <ul style="list-style-type: none"> Absences are planned, excused, or unexcused. <ul style="list-style-type: none"> “Planned” have been previously scheduled with the teacher and homework has been pre-assigned. This can be for a school event or a planned vacation, etc. Planned absences have no consequences unless they become excessive (see student handbook for excessive). “Excused” are absences with a note from the parent

		<p>excusing the absence. Excused absences are counted as absences, but have no immediate consequences. There is a limit of 10 per semester before a parent conference may be called.</p> <ul style="list-style-type: none"> ○ “Unexcused” are absences without a note. If a student exceeds 4 unexcused absences in any given class, the teacher will detain the student from lunch or for 1 hour (or a comparable punishment) after school within the same week as the 5th absence. For every unexcused absence after the 5th, the teacher will detain the student for another hour. Since this is per class, a student who misses his or her 6th full day “unexcused” will spend 5 or 6 hours in detention with different teachers during the week. ○ Excuses for unexcused absences are to be given to the registrar, not to the teacher. Tardy excuses can be given to the teacher or the office. ● If a student requires detention because of absences or tardies in a part-time teacher’s classroom who is not present over the lunch hour, detention will be administered by the student’s home-room teacher (the teacher of the Letter’s course).
T ST/OM		<p>Substitute teachers will be provided with a roster by the host teacher. They will mark the roster and provide it to the office by 9:00 AM. The office will enter these into RenWeb as soon as possible.</p>

BOOK AND MATERIALS REQUISITIONING (SCHOOL OWNED & STUDENT OWNED)

T/OA	EF-250	<ol style="list-style-type: none"> 1. Teachers review the curriculum and add any necessary textbooks or materials to EF-250. Teacher must count their existing texts and provide the number of existing texts with their Material Request.
T/OA	<p>Before July 1</p> <p>EF-250</p>	<ol style="list-style-type: none"> 2. Complete the Materials Request form and submit it along with supplier’s ordering information (name and edition of book, ISBN #, any relevant ordering number from the supplier, and supplier’s contact information) to the headmaster for approval before July 1. 3. If a teacher wishes, he may fill out the EF-250 form in MS Word and save the file in his personal directory. This way, future forms can simply be altered without retyping the data. 4. For items not listed in our curriculum guide, a separate sheet must accompany the request with a justification for purchasing the items. Single reference copies for the teacher require no justification. Class copies require a complete justification for adding the items to the curriculum. 5. OA will compile orders, get pricing, and prepare a single sheet with materials and pricing for each grade, totaled by grade. On a separate sheet, a similar list of books bought by students will

		be placed. OA will provide this to the AD. The AD will ensure that the list of books for purchase for each grade does not exceed the limit of \$140 per student.
AD	July 1	<p>6. AD approves or denies and forwards the request to the OA who will place and track the order.</p> <p>7. If not approved, the AD will return the request to the staff member with an explanation. A new request must be returned within 5 days.</p>
OA		<p>8. The secretary will place and track all orders. She will also process all orders received and notify the teacher when the order is ready.</p> <p>9. Orders placed by the teacher before July 1 will be placed as soon as necessary before August 1. OA will attempt to place orders that have long lead-times first (for example, those coming direct from publishers vs. those available to ship from Amazon). However, due to late enrollments, books will be ordered at the last possible time to guarantee their arrival with a safety margin.</p>
T		10. Employees who purchase supplies before receiving approval for their request do so without guarantee of reimbursement from the school.
OA/T		<p>11. When materials come in, the OA will verify with the teacher that the correct books have arrived.</p> <p>12. Once confirmed, books will be stamped with The Ambrose School's property information, numbered, and recorded into RenWeb.</p> <p>IMPORTANT: If materials are for resale to parents (under the direct purchase program for books that are kept by students), we will not number or stamp the books.</p>
OA/T		13. The books, after step 12, will be held for pickup by the teachers. Teachers are responsible to pick up and verify their orders to ensure that they have the necessary items before the beginning of school.
T		<p>14. Teachers will have every student write their name neatly and in small print inside the front cover of the book.</p> <p>15. Students are NOT to be allowed to borrow extra books off the shelf for a day. They must officially check them out if a teacher chooses to allow this. Or, a teacher may collect something of value from the student such as their ID in return for an in-class loan of the book.</p>
T	F-209	16. Teachers are responsible to check out the books and track the checkout either on RenWeb or on paper. If a teacher chooses to track checkout on paper, he must turn in copies of the paper to the office.

		<ul style="list-style-type: none"> a. Students are NOT allowed to put stretchy covers on their books. Paper covers are permitted. b. For books costing more than \$10 and owned by the school, teachers must have students fill out form F-209 listing defects in the book at the beginning of the year. If the books were new at the beginning of the year, no defect list is required. <ul style="list-style-type: none"> i. The teachers are to keep these forms on file to collect fines for the books in the spring. ii. Teachers should inspect the binding, independent of the student and mark it on the form. To determine if the binding is compromised, check to see if the spine freely moves independently of the covers - to assess, rest the closed book on the side opposite the binding. <ul style="list-style-type: none"> 1. If the weight of the book allows the pages to touch the surface upon which the book is resting (hardback only), the binding is compromised. 2. If the covers seem to freely float relative to the spine, the book is much compromised. 3. If the covers are missing, the cover on the back of the spine is damaged or missing, or the inside cover papers that attach the binding to the cover are beginning to tear away, the book binding is considered ruined. c. Teachers will fine students at the end of the year for damage done to school-owned books. Fines follow these guidelines: <ul style="list-style-type: none"> i. Unless a book is unusable, the fine cannot exceed ½ the value of the book. ii. Spine damage: up to \$30. Roughly \$10 for each degradation in condition on the above scale, assuming a bound book cost of \$50 or more new. iii. Missing or torn away pages or pages falling out: up to ½ the value of the new book. iv. Tears that do not affect the academic value of the book: up to \$5. v. Marks, stickers, etc.: Up to \$5. vi. If the book is unusable or lost, the fine will be:
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		<ol style="list-style-type: none"> 1. New books: 100% of the value of the book. 2. Used books: For books starting the year in the following condition: <ol style="list-style-type: none"> a. Excellent: 100% of the value of the new book. b. Good: 70% of the value of the new book. c. Poor: 60% of the value of the new book. d. Fines are imposed judiciously. The primary purpose is to avoid irresponsible damage, not to nitpick every detail. Normal wear and tear is to be expected. e. Teachers must send an e-mail to parents informing them that they have checked out the books and their value. Indicate that they will be inspected at the end of year and damages assessed, so encourage parents to encourage their students to keep their books in good order.
T		17. Teachers must fully inventory their student texts and provide an accounting for those missing. They must turn over any fines that were collected from students to the office with their materials order form at the end of the year.
OM/OA		18. OM will deposit the fines. OA will verify that the number of books listed on the material requisition sheet matches the number issued to the teacher at the beginning of the year, and continue with the ordering process outlined above.

ONGOING MATERIALS REQUISITIONING

T	F-103	If materials or supplies are to be purchased by staff, the appropriate Purchase and Reimbursement Approval form must be submitted (unless purchased with the classroom allowance).
T		<p>All materials purchased must follow these guidelines</p> <ol style="list-style-type: none"> 1. Books and teacher resources that are specified in the curriculum are paid for directly by the school according to the above process (some books may be required to be purchased by the parents). Also, if it's not in the curriculum and you think it should be, you must first get it added through the Academic Dean before placing the request. 2. Student consumable materials (notebooks, pens, art supplies, tissues etc.) are to be purchased by parents. Mid-year supply requests are allowed, but should be rare. Teachers are asked to police this to ensure that it is reasonable. Buying a \$7 folio book

		<p>for art is reasonable. Buying a \$30 set of oil paints for every student is not. If in doubt, check with administration. Some supplies can be purchased in bulk at a cheaper price or with a teacher discount. If you choose to do it this way, you need to collect money from the parents for this need. Do not collect money for items costing less than \$5—Let the parents pay the higher price.</p> <p>We <u>discourage</u> teachers from asking for money and buying the supplies because this because it “nickel and dimes” parents (supplies lists should be aggregated and only sent out occasionally—For example, one or two art supply lists should go out per year.) Parents expect to buy school supplies for their children.</p> <p>3. Colored paper or office supplies are not for use by students, even if obtained by the teacher. If a consumable is consumed by a student, it must be part of the classroom supply list or purchased from other classroom funds. The only exception is paper that is copied upon (permission slips, worksheets, etc.). The school will purchase this paper if it is basic copy paper or colored copy paper, but it must be copied on! You may not use it blank.</p> <p>Construction paper, like pencils, may be purchased by parents as a supply and used as a “pooled” resource. This goes for cardstock and other materials as well.</p> <p>4. Classroom décor and miscellaneous classroom supplies are to be purchased with the “classroom allowance” given to each class at the beginning of the year. This check will usually amount to between \$50 and \$100 per class (not per teacher).</p> <p>5. Cleaning supplies are provided by the school for your classroom. This includes the following stock items: 1) Disinfectant spray/cleaner (409 equivalents). 2) Rags. 3) Window cleaner. 4) Dry erase board cleaner. 5) Trash bags. 6) Paper towels. Hand sanitizer and Kleenex is to be purchased with the classroom allowance or by parents. If there are other special needs for CLEANING, we will consider those as requested.</p>
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FIELD TRIP REQUESTS

T/P	F-210	Complete the field trip portion of the Field Trip/Multimedia Request form and submit it to the Principal for his approval at least <i>two weeks</i> prior to the proposed activity.
T/OM		Upon approval, please complete the bottom portion of the Field Trip Request form and return the entire form to the secretary. OM records field trip on calendar in office, puts copy of request in Field Trip notebook, and returns original form to teacher.
T		Obtain consent of the other teachers and staff concerning any schedule

		conflict.
T		Arrange for coverage for duties in your absence.
T	F-217	<p>Receive all permission slips/parent acknowledgement forms after they have been signed. The trip's slips are to be due at least 5 school days before the event to allow parents planning time and to allow time for late slips before the day of the field trip. No student may go on the trip without a signed form.</p> <p>In the event that a student does not provide a signed form:</p> <ol style="list-style-type: none"> 1. The form may be faxed to the office. 2. The form may be sent as an e-mail from the parent. However, instead of a signature, we require that the e-mail word itself identically to our permission form and that it come from an e-mail address on-file with the school. It must also contain the typed signature of the parent.
T		<p>Fees for field trips are to be taken from the classroom allowance obtained from parents as part of the re-enrollment/admission fee. This money is given directly to the homeroom teacher in the following increments.</p> <ol style="list-style-type: none"> 1. K-8 homeroom teacher receive \$17 2. 9-12 moneys to be distributed as follows (\$8.00 to homeroom teacher, \$5 to each science class (Added directly to the science class budget), and \$4 for all school in house field trips)
T		Arrange drivers. Drivers should be over 23 and under 70 years old. Drivers should be parents or grandparents of students (exceptions approved by the office). Drivers should not make detours and must leave and arrive at about the same time. Caravan if possible.
T		Proof of insurance must be given to the office by drivers for trips outside of Ada or Canyon County.
T		Students with a valid driver's license and written parental permission may drive themselves and their own siblings to field trips, but not other students. When students are released by their teacher during the field trip, they are not required to return to the school.
T/V		Assign students to drivers/vehicles and attach information. Attempt to record the driver's license numbers before leaving on the trip.
T/V		Gather and attach cell phone numbers for the drivers.
	F-210	Return the Field Trip Request form to the office.
OA		Office will retain form with the list of drivers/vehicles and the cell phone numbers.

USE OF MOVIES AND MULTIMEDIA

T		Before a movie or other multimedia is shown in a classroom, the teacher must check the list of approved media in the curriculum guide.
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T / P	F-212	If the movie has not been previously approved, permission must be obtained from the principal. Complete the multimedia portion of the Multimedia Request form and submit it to the principal for his approval at least <i>two weeks</i> prior to the proposed activity.
OA		Upon approval, return the form to office. OA records the movie or other media in the curriculum addendum.
T	F-219	Send out both parent acknowledgement forms and e-mail on RenWeb. Students are to be excused to a study hall at the parent's request.

NEW TEACHER TRAINING AND MENTORING

T		<p>Teaching values: We require that every full-time teacher read/watch the following during their first year of employment:</p> <ol style="list-style-type: none"> 1. The Case for Classical Christian Education - to gain conviction of why our form of education is important. 2. Recovering the Lost Tools of Learning - to better understand the method and early origins of our school. 3. The Seven Laws of Teaching, John Milton Gregory (unabridged) - to follow classical teaching methodology.
T		<p>Teacher development: The following books, videos and CD's are recommended development for teachers. These should be watched/listened to in the first two years.</p> <ol style="list-style-type: none"> 1. Media <ol style="list-style-type: none"> a. Trivium Sketches (Logos school - n our library) - To better see how the trivium works. b. The Emperor's Club (Video) - To gain an appreciation for the value of a teacher's integrity. c. Teaching in the Light - Matt Whitling (in our library) d. Education and the Trinity - Matt Whitling (in our library) e. The ACCS conference tapes available on the resource server.
MT/P		<p>During teacher training, new teachers will be taught by the lead mentor teacher the essentials of:</p> <ul style="list-style-type: none"> • Classroom management • Grading • Grade-books and lesson plans • Discipline • Dealing with parents
T/MT		Within the first two months in the classroom, the MT and new teachers will plan a series of visits to help observe and provide

		<p>guidance.</p> <p>Over the course of the first semester, each new teacher will be allowed to observe another experienced teacher at the academy at least twice. The new teacher is to arrange a substitute teacher for this purpose and the time will not be deducted from the teacher's allotted time off.</p>
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PEER MONITORING FOR EXPERIENCED CLASSICAL CHRISTIAN TEACHERS*

T		<p>Each year, all full-time teachers will arrange for a substitute for 1-2 hours during which time he or she will visit another teacher's classroom to observe. At times, the headmaster may recommend a particular teacher based on his observation of their classroom work.</p> <p>After observing, the observing teacher should discuss the session with the teacher conducting the class. We recommend that both parties talk about what works and why they do what they do.</p>
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ANNUAL TEACHER TRAINING AND ACCS CERTIFICATION

T/HM		<p>The Academy sends teachers to summer classical Christian teacher training to establish a foundation of classical methodology in the school. The frequency of these trainings for individual teachers varies. We attempt to budget for between 3 and 5 teachers per year to be trained. The following priorities determine which teachers are chosen to go:</p> <ol style="list-style-type: none"> 1. All new, full time teachers are required to be trained within their first year, preferably, the summer before they begin (alternatively, the summer following their first year.) 2. Full-time teachers in the schools of logic and rhetoric who have not been to summer training for at least 3 years. 3. Full-time teachers in the grammar school who have not been to training in 3 years. 4. Part-time teachers who are under consideration for more extensive teaching roles. 5. Part-time teachers who teach more than 2 classes. <p>These priorities are only 1 consideration of the headmaster in choosing those who will go to the training. Teachers may request to attend particular training sessions if they desire. However, selection will be made based on the overall benefit to the school.</p>
T/OM	RenWeb	A record of training is kept in RenWeb and in the teacher's file.
HM/T	October	<p>In-service training</p> <p>Each fall, if funding is available, the Academy brings in a teacher workshop for the in-service day near the end of 1st quarter. This will generally regard classical education in some way.</p>

		<ol style="list-style-type: none"> 1. Schedule the seminar in July or August of the same year. 2. If practical, host an evening for parents to hear the instructor speak on a matter of importance to parents. 3. Require attendance by all teachers, allowing partial attendance for part-time teachers.
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LUNCH PROCESS

T		<p>k-6:</p> <p>Grammar students eat for 15 minutes in their room, followed by 25 minutes on the playground. In some cases, the order may be reversed.</p>
T		<p>7-8:</p> <p>Students in 7th through 12th grade have open lunch for the first part of their lunch period and may play on the playground when done. After this time, students may choose to go to the playground, the gym, or remain in the classroom. For 7th and 8th grades, students must have a teacher with them in the gym or on the playground.</p>
T		<p>9-12:</p> <p>Students in the high school are free to leave campus for lunch. However, students are not to bring food back into the school.</p>

RECESS

T/VC		<p>k-6:</p> <p>We stagger our lunches to accommodate as few students on the playground as possible. However, with our new facilities, the playground is designed for more students. More than one grade may be on the playground at a time.</p> <p>The following rules apply:</p> <ol style="list-style-type: none"> 1. If more than 20 children are on the playground, there must be two adults monitoring them if at all possible. In some cases, it is impossible to have 2 adults monitoring the students on the playground. These should be rare. 2. Students are not allowed out of sight behind the picnic enclosure other visual obstacles. Students are not allowed on the south or east side of the portable during recess. 3. Adults who monitor recess must keep their attention and eyes on the students. Monitors must have been given the volunteer playground guidebook. 4. K-6 students must be escorted in lines across the driveway on the way to and from the playground. They may cross back and forth with permission. 5. If a student is injured or must be escorted back into the
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		<p>facility, one of the two adult monitors can accompany him with the remaining adult watching the students. As soon as the student is transferred to the care of the office or another teacher, the playground attendant must return to the playground.</p> <p>6. Adult playground monitors are encouraged to organize games and activities for students. They may require that students participate in these events.</p> <ul style="list-style-type: none"> a. Organized games are important to encourage activity during recess. b. Monitors should encourage physical activity. c. Cliques and other unchristian and unkind behavior begins as some students are left out or groups of students refuse to associate with other students. Sometimes, girls who play quiet games are unintentionally or intentionally being exclusive. This leads to trouble. Organized sports help to occasionally integrate the class when this occurs. While some cliques is inevitable, the play activities “stir the pot” and create more opportunities for unity. d. Any games must be carefully monitored to ensure that students are not playing dangerously or boys are not overly aggressive with girls (or other boys, to a dangerous degree). <p>7. To minimize cliques and control cultural influences, some teachers choose to restrict playing with toys, particularly those that have a “have/have not” value. For example, the latest Star Wars gadget or Barbie Doll can promote scoffing and coveting. However, simple Legos or common dolls are unlikely to create this response. Also, a group who plays with Legos that excludes others can be a problem. Finally, students may always play quietly with toys and get no exercise. All of these things make it reasonable to restrict some types of toys. On the other hand, some students enjoy playing in this way and do not enjoy games. They will feel more comfortable playing with toys quietly once in a while. It also promotes healthy social activity among the children.</p> <p>As is typical, this creates a balancing requirement. Teachers must adjust their rules accordingly. Rules without purpose are not our goal. Teachers are to consider these factors as they make judgments on this matter. Some teachers allow 1 day a week for toys. Others restrict the type of toys. Balance is the deciding factor.</p>
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DROP-OFF AND PICK-UP

OM		Drop-off - Students are allowed in the building at 7:15, but some may come earlier. We have instituted a policy that the school's doors will be locked until 7:15.
		Students are not allowed to be disruptive and wander the halls loudly before school. Teachers may ask students who are disruptive to go to their classrooms—particularly in the younger grades. In high school, disruptive students who have been reminded and warned should be sent to the office.
ALL		Drop-off- Drop off is conducted according to the parent handbook page.
T		<p>Pickup - Pickup is conducted according to the parent handbook.</p> <p>Initially, pickup will go according to the old plan in 2010. We will open the blue line, which will invoke the following:</p> <p>k-6 students are to be managed at pick-up:</p> <ol style="list-style-type: none"> 1. Each student will have a backpack tag indicating where they will be sent after school. <ol style="list-style-type: none"> a. White, Gold, or Blue tags indicate which pickup zone the student resides in. b. Green is for after school activities (homework club, choir, chimes, or other clubs). c. Parents are responsible to put the proper tag on the student's backpack at the beginning of the day. Parents put the list of people who are authorized to pickup on the tag, as well as a cell-number to call if there are questions. d. Parents are also issued a white, gold, or blue dash card for their car so we know who goes in what car. The teacher will have to manually confirm with families who forget their cards. You may wish to take some extras to give them to families who don't have them after confirming who they are. 2. Students are to line up and be led, in an orderly line, to the designated pick-up area (white, blue, gold, green) <ol style="list-style-type: none"> a. A chime will sound at 1:47 and at 1:52. All grammar school classes must be in the hall lined up by 1:52. K-1 teachers will combine into 3 groups: White, Gold, and Blue. 2-3 teachers will do the same. 4-5 teachers the same. Teachers will assign a rotation where all 4 teachers change between lines once per quarter and get one quarter off. This rotation helps teachers to "know" the vehicles. b. 6th grade teacher will assign 3 line leaders—one to each color. The teacher will then lead down the north

		<p>stairs, with the Gold line departing at the north exit, the blue line at the east exit, and the teacher leading to the white exit.</p> <ol style="list-style-type: none"> 3. Teachers must remain with the students in their lines, dismissing each individually to leave when they have identified their ride. <ol style="list-style-type: none"> a. For k-3, the car must have a 1/3 page card with the family name of the kids to be picked up written in black sharpie. The teacher can use this to dismiss the younger students. b. If a car is missing its card, the teacher must confirm the name of the person picking up from their backpack tag. If they aren't on the tag, call the number on the tag unless you're pretty sure its OK. 4. Students who cross the first line of cars (nearest the building) to reach the second line (furthest from the building) must be escorted. <u>Teachers must escort them across the first line of cars and through the pull-through</u> to prevent accidents. In the blue zone, use the crosswalk. Young children are not easily seen, so be sure and stop the traffic each time. 5. While the teacher is escorting a student across the lines of traffic, other students may not leave the line. The teacher must return to the line and release each student. 6. Students going to the first line do not need an escort because they do not cross lines of traffic. 7. Any children who are not picked up must be brought into the entry way by the teacher and instructed to remain there until their ride comes. They must stay on the stone entry area or in the seating area outside the office. If they are staying after school, they must be in the appropriate study room or other destination. If they are disorderly in the waiting area, they are to be brought into the office and the parents will be charged for being late.
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RAINY DAY DISMISSAL

OM/HM		On rainy days, students can remain under porticos on the white and gold lines, so no special effort needs to be made. We will try keeping the blue line kids just inside the door and having one designated teacher call out the students as their cars arrive.
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K-2 PARENT TRAINING DAYS

T		On the first day of Grammar School k-2 parents are asked to come with their students for 1/2 day. The first day is a 1/2 day for all students,
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		<p>with a morning session and an afternoon session for 2 hours. Half of the class attends each session so there is room for the parent(s)</p> <ul style="list-style-type: none"> • Both parents are encouraged to come, but only one is necessary. • Teachers will prepare an organized expectations sheet in writing with categories for every area of parental responsibility. • The teacher is responsible to send out a class roster listing which families come at which times. The teacher will provide their contact information so the parent can switch if necessary for scheduling. • Parents will help setup their child's cubby, etc.
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STUDENTS WHO STAY LATE

All		<p>Students who remain in the building after 2:15 must either be in the custody of their parents or in the designated study hall room. (except late students left in the front entry).</p>
T/P		<p>In grades 7-12</p> <p>From 2:00-3:00, secondary students are in arts hour. This means they must be in class or in:</p> <ol style="list-style-type: none"> 1. The designated quiet study room where students may talk quietly for academic purposes. 2. The designated silent study room where students must be silent while they study. 3. A designated lab hosted by a particular teacher (writing, math, etc.) 4. On Fridays, students can choose to join house on the play field. This may be later expanded to other days. 5. Leave early with regular permission slip (not variable by day). <p>Between 3:00 and 3:15, students must be picked up or preparing for athletic practice. 6th-8th grade students waiting for a 3:15 practice must be getting ready and are under the authority of their coach.</p> <ul style="list-style-type: none"> • No Jr. High practices may take place starting after 3:15. When Jr. High games start later, the coach needs to either take ownership of the students at 3:15 or have them picked up and returned to school by their parents if the game starts after 4:00. Jr. High Students left after 3:15 must go outside to the playground. • 9th through 12th graders can remain in the school unsupervised after 3:15, but they must be in a visible area (Library, Providence room (11th & 12th only) or

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TEACHER AVAILABILITY TO STUDENTS

T/OA		<p>1. Teachers who teach 3 or more classes must provide student availability from 2:55-3:30, at least 3 days per week. Teachers who teach fewer may arrange hours more flexibly. Teachers are to make an effort to help students outside this time-period as well except:</p> <p>a. When a student has exceeded the absence limits stated in the handbook.</p>
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GRADING, PROGRESS REPORTS, LESSON PLANS, SYLLABI & REPORT CARDS

US-T	EF-253A EF-253B EF-253C	<p>A general syllabus for each semester must be given on punched paper to each student on the first day of the semester, including:</p> <p>All test dates</p> <p>Dates when major projects are due.</p> <p>General weekly plans for the material to be covered.</p> <p>Grading point system (how many points for homework, tests, quizzes, projects, etc.)</p> <p>All materials required for the class, including books. Books kept by the student after the class will be denoted with an *.</p> <p>Sample syllabi are available on the operations drive in the forms directory.</p>
T		<p>All teachers must put their lesson plans and homework assignments on the RenWeb system in the week prior to the week covering the plans. This goal begins the first week of school. Lesson plans must be associated with the curricular objectives which are already entered into Renweb.</p> <ul style="list-style-type: none"> Teachers may not add objectives directly to Renweb. Rather, a teacher may submit new objectives for consideration to the curriculum to the Academic Dean. If approved, they may be used.
T		Teachers will have their grades on RenWeb within 2 weeks of collecting the assignments. However, it is imperative that they be posted as soon as possible, particularly for students who are struggling.
T/ADn		All books and materials used in the course must be included on the curriculum guide. If they are not, the teacher is expected to apply to have them admitted with the Academic Dean.

T		Where a scope and sequence is available, teachers must report to the Academic Dean if they do not meet one of the quarterly scope and sequence benchmarks.
T		<ul style="list-style-type: none"> • No single assessment may constitute more than 20% of a student's grade per quarter. • Spelling may not count for more than 5 percentage points on any assignment, unless it is only a spelling assignment. Teachers are encouraged to separate spelling on their report card into its own category. • Required coursework must have at least 12 recorded grades per quarter (assumes a 5 credit course—Fewer days = see below). • Elective coursework must have at least 8 recorded grades per quarter. • Each class will be expected to have a minimum of three (3) categories of assessment; each category must contain a minimum of 3-4 assessment (excluding final exam). • 2 or 3 credit classes may have fewer grades than 8. • Any class with a Socratic dialogue component is encouraged to use the Socratic dialogue rubric. • Any class with a graded Socratic dialogue component or conversation grade will be expected to be recorded at least once each week per student. • The class average should be a minimum of 85% in every class in the secondary. If the class average falls below 83% at the end of any grading period, the teacher must obtain permission from administration. Exceptions will be granted when justification is based on: An exceptionally low class situation (rare), the average is brought down by a handful of very low performers (F's), an AP or concurrent credit class where the standards are externally set, or some math courses with objective measures and justification for the lower average. • Guideline: Letters and summa courses are expected to be 40% Socratic in the 7th-9th grades and 60% Socratic in the 10th-12th. • Guideline: 20% of the grade must be oral evaluation in the Logic school, 40% in the Rhetoric school. This includes class

		<p>participation, presentation, and Socratic response.</p> <ul style="list-style-type: none"> • Guideline: Late work is generally to be accepted for the following 3 class periods at 10% per school day. Work accepted any later cannot receive more than a 60%. This is a guideline which can be adjusted by the teacher with good reason. • Guideline: Any test retakes that are not proactively offered to the entire class must be averaged with the original test score. They can only replace the original test if everyone was given the opportunity to retake the test. • Guideline: Makeup tests must be under similar circumstances to the original test. Teachers are not allowed to send home makeup tests unless the original test was a take-home test. • Guideline: Teachers are expected to pace the course based on the unique needs of a particular class. This may mean that the pace is slowed for some classes or accelerated for others. Please communicate with the Academic Dean if major adjustments are made.
T		Tests and high-value assignments must be graded by an adult. In-class grading is not allowed for these types of assignments.
T		Teachers will send out progress reports through RenWeb as needed electronically. During the first three (3) days of the 5 th week of each quarter, teachers are to review their grade books and send out progress report to any student in danger of a D or F for the quarter. All progress reports are electronic. If a parent cannot receive electronic reports, the teacher will arrange for paper progress reports.
T		Parent teacher conferences are conducted the last 2 days of the week following the week during which the quarter ends. Grades are due in the office by the morning two days prior to parent teacher conferences. Parent teacher conferences occur after the 1 st and 3 rd quarters.
T		End of year grades are due before the teacher checks out—no later than 5 days after the last day of school.
US-T		High school teachers who teach required courses need to be aware that grading may adversely affect the student's ability to graduate more than at other schools. Most high-schools require a certain number of units in each area (English, social studies, etc.). Instead, we require that students take particular courses and pass with a D. If a student receives an F in a required course, they may not be able to retake that course due to scheduling conflicts in future years.

		<p>In being mindful of this, teachers are asked to do the following:</p> <ol style="list-style-type: none"> 1. Apprise parents early and often if a student is doing poorly in a required course. 2. Make sure students and parents realize the consequence of failing the class early, even if they have a low C. 3. Be careful that your expectations for the course are not inadvertently too high, especially if giving an F. Use a D if reasonable. 4. Call in administration as early as possible if you are concerned about a student's performance or attitude. 5. Students who get an F or D in a required class at semester will be put on academic probation. This will mean that administration will seek an alternate way of meeting the requirement with the Parent. In the case of a D, the probation is to emphasize the importance of improvement. 6. Given this, we do not want to compromise the integrity of our coursework. If a student is not capable or continues not to try, the grade should be given as necessary.
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WRITING STANDARDS IN THE UPPER SCHOOL

T	I-276	All teachers must require MLA standards for typed work. A school guide is provided to each student during initiation week. This is the general reference for all school papers in grades 7-12. 6 th grade is encouraged to introduce the simplified MLA to students.
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THE GREAT CONVERSATION TEACHING PROCESS IN THE SECONDARY

T	I-276	All teachers must require MLA standards for typed work. A school guide is provided to each student during initiation week. This is the general reference for all school papers in grades 7-12. 6 th grade is encouraged to introduce the simplified MLA to students.
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COMMUNICATION AND RENWEB

T		<p>We strongly recommend that k-8 homeroom teachers communicate with all parents on the phone or in person about once per month.</p> <ul style="list-style-type: none"> • Greeting Cards are provided for you to send out to parents with positive comments. About 3 per week is recommended. • Never send bad or corrective comments via e-mail. • DO NOT USE renweb's discipline e-mail system. • High school and part-time teachers should communicate verbally once per quarter.
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T		RenWeb provides much of the information parents need to meet their responsibility for the education of their children. Teachers are encouraged to spend the time organizing and developing the classroom portion of the site to maximize the experience for students.
T		E-mail is an effective way to provide simple information to parents. However, it is often not received and can be easily misread. For this reason, we encourage the use of class e-mails only when it is not imperative that the e-mail is received and when the subject is not tense or potentially inflammatory.
T		Teachers must clear any internet tools used with students with the administration. Tools such as MySpace and Facebook will not be approved.

GENERAL SUBSTITUTE PROCEDURES

T	F-114 I-270	<p>The teacher will fill out F-114 Request For Leave and have it approved by the principal.</p> <p>A substitute will be selected by the teacher from the current year's list of substitutes (I-270). Substitutes will be called with as much notice as possible by the teacher for whom they are substituting.</p> <p>The teacher will provide the substitute with a substitute folder containing:</p> <ul style="list-style-type: none"> • Class schedule including the beginning and ending times for each class period. • Instructions on running the classroom such as the morning ritual, the flow of each class and recess protocol. • Instructions for hot lunch days including what to do with a student's lunch if they are absent. • Discipline or health issues including allergies. • Roster for attendance. (see Attendance, taking). <p>The teacher will add to this basic information, if possible:</p> <ul style="list-style-type: none"> • Lesson plans for the day(s) to be substituted. • Materials (handouts, books, etc.) for student use. • Answer keys for anything that will be graded. <p>The materials listed above should be on the teacher's desk when the substitute arrives unless it has been provided to them earlier.</p>
ST		The substitute will dress modestly, according to the same standards as teachers. See the employee handbook for specifics.
ST		The substitute teacher is expected to arrive at school by 7:30 AM at the latest and report to the office. The office will check out a key for the

		day.
ST		The substitute will open the classroom before 7:30.
ST		Attendance will be taken on paper (on the roster provided) and sent to the office by 9:00 AM to be entered in RenWeb.
ST		<p>At the end of the day, the substitute may leave as soon as all children are picked up. The substitute MUST:</p> <ul style="list-style-type: none"> • Make sure the classroom is clean and the trash has been taken out. • Turn out the lights. • Shut and lock the windows. • Turn off any computers or other electrical equipment. • Lock the door. • Close the door. • Return the key to the office.
ST		The substitute will leave a report on the teacher's desk on disciplinary issues, lesson progress, and any unusual observations through the day.
ST	F-114	The substitute must sign the F-114 Request For Leave that the teacher previously filled in so that they will be paid. If the teacher was not able to fill in an F-114, the substitute must sign a blank form and put it in the teacher's box to be completed by the teacher.

SUPPLIES AND INDIVIDUAL CLASSROOM MATERIAL REQUIREMENTS

T		<p>School supply lists are to be turned into the office by May 1st for the following year. Any new teachers will use the list of the other teacher in the same grade or the previous year.</p> <ul style="list-style-type: none"> • No additions may be made after May 1st, until the end of 1st quarter. • Ongoing requests (additional Kleenex, project boards, etc.) should be minimal in cost and happen only once or twice during the year. • All teachers must keep the cost of their supplies, not including the backpack, at about \$50. This is determined by non-sale prices. • Teachers need to include Kleenex, Paper Towels, Pens, Pencils, and construction paper on the list and not order it through the office for classroom use. We do not generally centrally buy anything that is consumed by students individually or as a class.
T		Teachers should exercise restraint in adding classroom specific requirements that are not common across grades, unless they are age specific. This burdens parents and creates a sense of "why doesn't the

		<p>other 3rd grade do it this way.” Here are some guidelines:</p> <ul style="list-style-type: none"> • Requiring particular footwear for recess (tennis shoes, snow boots) should not be done commonly. On rare snow days, it may be appropriate to restrict students without boots from staying off the grass, but it should not be a common policy. • Requiring expensive equipment/materials for class plays, art projects, or other projects should be done very cautiously.
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K-6 EXPECTED CLASSROOM BEHAVIOR AND TONE

T		<p>Teachers are expected to follow and enforce these guidelines for behavior in their classrooms:</p> <ol style="list-style-type: none"> 1. Students are to be seated and generally still when the teacher is conducting a lesson. A general sense of order and quiet is required in the classroom. A classroom with an underlying “bustle” is unacceptable. <p>Our classes are expected to remain well below the threshold typical at other schools. For this reason, teachers are not to employ common modern tactics such as flashing classroom lights, counting as a means of bringing order, tapping or pounding on a lectern or other object, or other attention getting tricks. If these seem necessary, the teacher’s class is out of control.</p> <p>In rare circumstances, classes may be overwhelmed with excitement due to an event (Egyptian Day, medieval feast, art projects). Allowing students latitude on occasion is acceptable, but should things get too loud or out of control, a teacher should be able to bring the class back into control with a simple command.</p> <ol style="list-style-type: none"> 2. When a teacher issues an instruction (get out your math books), students are expected to immediately comply. Students are expected to move quickly, quietly, and orderly as they prepare for the next subject. 3. When an adult crosses the threshold of the door to the room, all students must rise. The teacher should ask the names of the visitors (unless they are known). Once she repeats them to the class, the class must say “Good morning Mr. . . .” The class may be seated when the visitor acknowledges the students. 6th graders may simply stand without a verbal greeting. Teachers may suspend this practice at their discretion for regular visitors on a case by case basis. 4. When a student is excused from class, he is to walk quietly and quickly to his destination, do his business, and return directly, quickly, and quietly.
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		<ol style="list-style-type: none"> 5. Student materials must fit inside the cubbies including their coats, extra footwear, backpacks, and books. The cubbies are designed to take a coat and empty backpack snugly put into the space. They are also designed to have one cubbie per student for binders, etc. 6. When the class moves from room to room, they are to line up in a straight and orderly line outside of the classroom. No talking is allowed. The students move through the building in a line, keeping tight distance between the students. When turning, lines should make “square” corners where each successive student waits to turn until they reach the place in the carpet where the previous student turned. Running is not allowed. Fast walking is allowed and expected to close gaps in the line. Students may talk quietly in line when the line is outside or when they need to arrange something (books, line-order, coats, etc.) 7. No unnecessary talking is permitted in the restroom. Students are expected to flush the toilets, wash their hands, and make sure towels are in the trash. 8. When students are under the control of a guest or supplemental teacher, their primary teacher should help coach this person in the desired tone.
T		<p>The classrooms are expected to be decorated and kept clean according to the following principles:</p> <ol style="list-style-type: none"> 1. All art and decoration must conform to the standards of the school. This is not to say that we want Spartan, uninteresting classrooms. On the contrary, we encourage the display of great art, examples of proper lettering, relevant subject material (i.e. posters displaying Egyptian paraphernalia), maps, timelines, poems, a Bible verse, and other textual material printed on nice paper in a pleasing type. Beauty is central to classical education and should be evident in the classroom. 2. The classroom must be orderly, with cubbies and other materials that are necessary to keep all paper and classroom material neat and orderly. 3. The classrooms must be clean. They are to be vacuumed and dusted as needed (at least every 2 or 3 days). Desks and common surfaces are to be disinfected daily. Common surfaces include the door knob, light switches, pencil sharpener, hall passes, etc.) Interior rooms are to use the air filtration devices provided.

7-8 EXPECTED CLASSROOM BEHAVIOR AND TONE

T		<p>Teachers are expected to follow and enforce these guidelines for behavior in their classrooms:</p> <ol style="list-style-type: none"> 1. Students are to be seated and generally still when the teacher is conducting a lesson. A general sense of order and quiet is
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		<p>required in the classroom. However, in the logic phase, less use of hand-raising and more conversational discussions are desired. In this circumstance, students must learn to speak in order and must not be allowed to drag the class off subject. A classroom with underlying secondary conversation is not allowed. Students must remain respectful and not distracting, silly or sarcastic.</p> <ol style="list-style-type: none"> 2. Bags and coats must be hung on hooks, in lockers or stored in overflow lockers (black) or in the instrument storage room. If all space is taken, they may be set under the hooks, but this is a last resort. All bags must be closed and zipped. Small items must be inside the bags. 3. The instrument storage room must be kept orderly. 4. Students are freer to move about the room than in k-5, but must be corrected if they abuse this privilege. 5. When an adult crosses the threshold of the door to the room, all students must rise. 7th-12th graders simply stand and then are seated when asked to do so. 6. When a student is excused from class, he is to walk quietly and quickly to his destination, do his business, and return directly, quickly, and quietly. 7. When classes move as a group through the building during class time for other classes, they must be in line. Between classes, students may move freely, but must be quiet, orderly, and respectful. After school, students are dismissed and must proceed to the pick-up lines on their own, but quickly and in order.
T		<p>The classrooms are expected to be decorated and kept clean according to the following principles:</p> <ol style="list-style-type: none"> 1. All art and decoration must conform to the standards of the school. Generally speaking, we reject the use of cartoon or kitschy art that is simplistic and gaudy. All decoration must serve a purpose. This is not to say that we want spartan, uninteresting classrooms. On the contrary, we encourage the display of great art, examples of proper lettering, relevant subject material (i.e. Posters displaying Egyptian paraphernalia), maps, timelines, poems, a Bible verse, and other textual material printed on nice paper in a pleasing type. Beauty is central to classical education and should be evident in the classroom. 2. The classroom must be orderly, with files and other materials that are necessary to keep all paper and classroom material neat and orderly. 3. The classrooms must be clean. They are to be vacuumed and dusted as needed (at least every 2 or 3 days). Desks and

		common surfaces are to be disinfected frequently. Common surfaces include the door knob, light switches, pencil sharpener, hall passes, etc.
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9-12 EXPECTED CLASSROOM BEHAVIOR AND TONE

T		<p>Teachers are expected to follow and enforce these guidelines for behavior in their classrooms and in the hallways and common areas:</p> <ol style="list-style-type: none"> 1. High-school students are to be treated and expected to behave with maturity. When irresponsible, youthful, or silly behavior is observed, teachers are expected to coach students to be more mature. If a student consistently behaves immaturely, teachers are responsible to mentor and, if necessary, keep the principal aware of the situation. 2. Teachers are to be particularly aware of boy-girl relational developments. We do not allow “pairing up” of students. If students are dating or a couple, they must be so discrete that no one at the school could infer that the relationship exists.
T		<ol style="list-style-type: none"> 3. The classrooms are expected to be decorated and kept clean according to the following principles: 4. All art and decoration must conform to the standards of the school. We encourage the display of great art, maps, timelines, and material supporting the content of the class. Beauty is central to classical education and should be evident in the classroom. 5. The classrooms must be clean. They are to be vacuumed and dusted as needed (at least every 2 or 3 days). Desks and common surfaces are to be disinfected daily. Common surfaces include the door knob, light switches, pencil sharpener, hall passes, etc.) Interior rooms are to use the air filtration devices provided.
T		<p>Classroom & hallway rules:</p> <ol style="list-style-type: none"> 1. Students may eat only in the classrooms and only at the designated lunch time. 2. Students must keep their books and supplies in their lockers, not in their bags. 3. Bags and coats must be hung on hooks, in lockers or stored in overflow Lockers. Lockers must be completely closed with nothing hanging out! If all space is taken, they may be set under the hooks, but this is a last resort. All bags must be closed and zipped. Small items must be inside the bags. 4. The common areas (hallway, etc.) are divided into sections, each controlled by their respective house. The house is responsible for keeping their area clean and orderly. The house is also responsible for decorating the area, but it must be done tastefully. The house manager will regularly inspect the common area and issue points for cleanliness or deduct

		<p>points for a lack of cleanliness.</p> <ol style="list-style-type: none"> 5. Exiting via fire exits is not allowed. 6. Students passing to and from lunch, science lab, or other school locations must be sufficiently quiet as to not disturb other classes. Students are not allowed to loiter or linger around classes. Students are expected to behave and act maturely in the halls.
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ACCOMMODATING THE FAITHS OF STUDENTS IN THE CLASSROOM

We treat all students as though they are Christians. This does not mean that we assume they ARE Christians, just that we can assume they, for example, agree that the Bible is the revealed word of God when talking to them.

T		<p>Since The Ambrose School does admit non-Christians, our classroom policies for dealing with these students are clarified below.</p> <ol style="list-style-type: none"> 1. Unbelieving students <ol style="list-style-type: none"> a. In k-6, non-Christian families are occasionally admitted based upon other criteria. <ol style="list-style-type: none"> i. No special accommodations are usually necessary for unbelievers of this age. We encourage teachers to pray for these students and to answer questions as they come up. Teachers should remember that we act en loco parentis. Teaching the gospel is appropriate. Coercing or pressuring a child of this age to believe it is not appropriate. b. In 7-12, students are admitted as much on their own testimony as on their parents. Students are expected to have an attitude of openness to Christianity (not hostile, agnostic or uncaring toward it) and evidence of a respectful, compliant heart (not rebelling in their present school or in other visible ways). These students can enhance the discussion environment. <ol style="list-style-type: none"> i. Teachers are expected to treat these students as any other. Out of respect for the student, teachers should not make these students the outsider in debates. Rather, the student's opinion should be respected, though clearly corrected when it conflicts with the school's statement of faith or orthodox Christianity. 2. Students of other persuasions or faiths <ol style="list-style-type: none"> a. Members of non-Christian religions: These
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		<p>include Jews, Muslims, Hindus, Buddhists, Kabala followers, and others. As a Christian school, our first principal is to teach according to the gospel. As such, we admit students of other faiths to the extent that we influence them rather than the other way around (not coercively though, as mentioned above).</p> <p>We do not expect teachers to do anything extraordinary for these students. However, whether a class has these students or not, we must speak carefully and with respect about other religions. We should clearly teach where they are wrong, but not in such a way that amounts to an ad hominem or unloving reproach. Be firm, be true, but do not insult. Students who are admitted from this category are warned beforehand that their children will be submitting to Christian teaching.</p> <p>Our principles for teaching history require that we not whitewash any historical event. Both those who act in the name of Christ and those of non-Christian religions commit atrocities.</p> <p>a. Admitting members of heretical or errant religions: Heretical or errant religions are defined by our school as a religion that has teachings which conflict with our statement of faith or orthodox Christianity in a substantial, if not overt way. This includes Mormons, Christian Science followers, and Oneness Pentecostals. We do not compromise the truth in our classrooms. Parents are told this clearly when they apply.</p> <ul style="list-style-type: none"> i. Teachers should be dogmatic in matters that regard our statement of faith. One God means one, not many as with the Mormons. The trinity means 3 persons, one God, not one person, one God as with the Oneness Pentecostals. ii. Teachers in discussion classes may ask students who are questioning our dogma to bring this matter up outside of class. iii. When teaching these things, give reasons. Dogma supported by reasons plants seeds. iv. Love is always the proper attitude in these cases. However, it may be tempting to avoid difficult areas given those who are in the class. We expect teachers to address all Truth, especially when error is present. We will support teachers who lovingly, sensitively, and gently correct students who articulate error in
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		<p>the classroom.</p> <p>2. Christians with conflicting beliefs</p> <p>a. Admitting members of Christian sects that have potential conflicts with the traditional Protestant perspective. This group includes Catholics, Eastern Orthodox, fundamentalists that adhere to KJV inspiration and extra-biblical lifestyle limitations (diet, women's dress, Sabbath day worship, spiritual gifts, and others), and to a lesser degree, Seventh-day Adventists.</p> <p>i. We consider these groups to be Christian, but disagree with some of their doctrines.</p> <p>ii. Accommodations should be made when it provides little disruption. For example, allowing students to memorize or quote non-standard translations (as long as it isn't an in-class reading).</p> <p>b. In grades k-6, these differences are of little consequence. We must clearly state that we require our students to memorize the New KJV text when reciting as a class. Other accommodations will be made at the discretion of the administration. We will dogmatically teach according to our statement of faith and according to the Protestant understanding of that statement (for example, grace is a free gift of God and does not depend on the sacraments of the church).</p> <p>c. In grades 7-12, we must clearly and unequivocally state that we may teach some material that will conflict with their family's understanding of history and the church. Since we are a Christian worldview school, we teach a lot of history and use a biblical lens to make judgments. This is a dogmatic process. However, we will adhere with dogma only to those principles that are outlined in our statement of faith. Our view of scripture is influenced by the Protestant view held by the reformers. This will inevitably come through in our teaching.</p> <p>b. While we do not consider these groups non-Christian, we also realize that too much influence can shift a class toward unproductive discussions. We invite discourse, but not to the degree that it disrupts the learning process. For this reason, we may limit the number of any one of these groups to 3 or 4 per class.</p>
T		<p>Secondary doctrine and controversial subjects in the classroom</p> <p>Due to the number of students from various denominations in the</p>

		<p>school and the depth to which we teach Christian worldview, the likelihood of conflicting with some beliefs of some of the children is expected, particularly in the 6th through 12th grades. The following guidelines address our approach when the subject is controversial:</p> <ol style="list-style-type: none"> 1. Matters covered in the statement of faith are to be taught dogmatically—that is, as assumed truth. They should be defended if questioned, and are worthy of extended class time. 2. Many matters are not covered in our statement of faith. Generally, our philosophy is to cover all sides of these issues and then discuss them without making definitive conclusions. However, teachers are expected to Socratically lead students to the best conclusion while leaving room for other interpretations. The following examples provide guideline. <ol style="list-style-type: none"> a. Creation: There are 4 major categories of belief: Naturalistic evolution, theistic evolution, old-earth creation, young-earth creation. The latter 3 of these positions all require a transcendent God and are therefore treated as consistent with a Christian worldview. However, they each have strong and weak points. There is clearly stronger evidence against theistic evolution than fiat creation. While both are possible, fiat creation more closely fits with scripture. This should be evident in the Socratic teaching. b. Eschatology: While dispensationalism is the most common belief among students, the historist and pretorist positions will also be brought out through Socratic discussion. c. Reformed/Arminian theology: A conundrum not easily comprehended by the greatest theologians, we have two choices: Avoid it or tackle it. Obviously, we promote pursuing Truth, so this is a key area for discussion. But dogma one way or the other is not appropriate.
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REPORTING CHILD ABUSE

T/HM		<p>Idaho Law (S. 16.1619) requires that any teacher, volunteer, principal, or other adult associated with the school has an obligation to report child abuse to 1-800-926-2588. If the following criteria are met, any adult must:</p> <ol style="list-style-type: none"> 1. Immediately inform the principal or headmaster. 2. After discussing the situation with the headmaster, the teacher may need to report the alleged abuse to the number above. 3. The call must be made within 24 hours of when it was reported. <p>Definition of abuse (from “Idaho Careline”):</p> <ol style="list-style-type: none"> 1. Physical abuse means harming a child in a way that leaves
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		<p>physical marks or injuries. Call if you see a child with:</p> <ol style="list-style-type: none"> Injuries such as bruises, welts, cuts, bite marks, or broken bones with no appropriate explanation. Burns or bruises that look like the object with which they may have been inflicted. Clothing too warm for the season which may hide injuries to arms or legs. A pattern of repeated injuries. A disclosure that he or she was hurt by an adult. <ol style="list-style-type: none"> Sexual abuse. Call when a child has told you <ol style="list-style-type: none"> They have been touched in a private place About having to play games the child doesn't like. They have to keep something a secret. That someone will be hurt if they tell the secret. Neglect. Call when a child... <ol style="list-style-type: none"> Is young and is left alone. Has nothing to eat and the child appears hungry and underweight.
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WEEKLY TEACHER MEETING

All full-time teachers are required to attend the daily prayer and administrative meeting from 7:20-7:25 AM in the Library. The weekly teacher meeting at 3:00-4:00 on Wednesday afternoon is for training purposes. Part-time teachers are encouraged to attend when they can. The meeting will go from 3:00 to 4:00. It may be broken into upper school and grammar school, or united, depending on the needs of the administration.

ACCOMMODATING SPECIAL NEEDS (PSEP'S)

T		<p>We will make accommodations for mild learning disabilities like dyslexia as long as they do not consume inordinate teacher or staff time and do not distract the class. The measure here will be based on the teacher's assessment: Will making the accommodation take time away time or resources from the class as a whole? If it does, we cannot afford to compromise the whole class for one student.</p> <ol style="list-style-type: none"> Examples of acceptable accommodations include moving students to the front of the class, allowing more time for tests, allowing students to type some work, or allowing parents to administer spelling tests orally. We cannot afford to have teachers spending time constructing separate tests, doing extensive long-term tutoring, or taking time away from the class to make adjustments.
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		<p>3. In some cases, teachers may be asked to modify their course if it does not create extensive work (as defined by the principal) and we have a plan to resolve the situation (it's not long term).</p>
P		<p>The decision to place the student on an improvement plan (Parent/Student Education Plan) will be based on:</p> <ol style="list-style-type: none"> 1. If the student is an existing student, we will be more likely to make extended accommodations. We are very cautious about admitting new students with learning disabilities. 2. If the level of work required of the teacher given the teacher's current class load is not excessive. 3. The student has a high probability of success within 3 years so they can remain at the school. If they are not likely to be successful, the action will likely just frustrate all parties. 4. Are the parents committed to taking ownership for the arrangement and working hard to make the arrangement work? 5. Is the disability one that we recognize? Some learning disabilities are less concretely defined than others. We are more likely to make accommodations for documented cases like dyslexia than for concentration disorders.
T/Pace		<p>When a student is struggling, the Teacher is the first line of defense.</p> <ol style="list-style-type: none"> 1. The teacher should watch for students who struggle and keep a finger on the homework load of each individual student. Some students struggle through with hours of homework (see "homework" in this section.) 2. For a student who is in the bottom 1/3rd of the class and struggling, or who is doing fine in most areas but seems to have a struggle in one area, the teacher needs to recommend that the student be tested. Our goal is to find out which of the following three causes might be involved: <ol style="list-style-type: none"> a. The student may have a cognitive deficiency in one area. Pace testing should pick this up. b. The student may have a learning disability. We include dyslexia, dysgraphia, and other disabilities valid, but do not have services to help with this. These types of problems are referred out to doctors like Dr. Levell. c. While ADD/ADHD are the most common problem cited at other schools, we leave this in the domain of parents. Often, these are excuses, but sometimes they seem to be real. Sometimes drugs do resolve the problem. We take a hands-off approach to these problems, but we do not excuse them. We expect all students to meet our classroom standards and do not make accommodations that may disrupt the classroom for these students. d. Study habits: Parenting practices are a common

		<p>source of problems in the classroom. If a student does their homework in front of the TV or leaves their 1st grader to read on their own without help, we cannot be successful in school. Teachers should interview parents about their expectations at home and help advise them. Administration has and will continue to develop tools to help parents learn to do a better job at home.</p> <ul style="list-style-type: none"> e. Preparation: In many cases, students are simply not up to speed because they have missed some content area. For example, if they don't understand fractions because they transferred into the school, they won't be able to succeed in math. In these cases, outside tutoring or tutoring from our own student body should be considered. f. Family problems: Often, divorce or other problems at home result in bad performance in school. Sometimes, there is overt behavior. Sometimes, the student lashes out. The teacher should attempt to understand this situation. g. Sin: Sometimes academic problems are just laziness. We encourage teachers to assume the best of students and not to jump to this conclusion. However, sending students through PACE or PSEP's will not help if the student and parent are disengaged. h. Natural ability: God didn't make everyone to be a scholar. Some students struggle generally. It's important to remember that a 4th grader who struggles with reading may be exceptional at Rhetoric when they get to high school. We need to let students be who God made them. If their abilities are so low that they cannot be passed to the next grade, the parents may need to find a better fit for them at another school. <ul style="list-style-type: none"> 3. Once the teacher has attempted to assess based on the criteria above, they should refer the parent to our PACE coordinator to see if the problem is cognitive. Our PACE coordinator will also try to assess what areas the problem might come from. 4. The PACE coordinator will make an appointment with the parent, the teacher, the PACE coordinator, and the appropriate administrator (usually the principal) to discuss the assessment. Before the meeting, the PACE coordinator will go over the assessment candidly with the Principal. The principal will lead the meeting with the objective of establishing a PSEP or otherwise resolving the issue. 5. The PACE coordinator will write the PSEP following the meeting and pass it to the Principal. This will provide for the
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		<p>following:</p> <ol style="list-style-type: none"> What modifications will the teacher make in the classroom and on homework. What will the parents do to resolve the problem, possibly including PACE. What subjects will be suspended or altered. What outside tutoring will be required. What will the benchmarks be to measure success and what specific timeline will be met to ensure that the student comes on track with their class.
P/T/Pa		<p>In the event that special accommodations are requested by the parent, a corrective plan must be written. This plan will outline the accommodations that will be made and must include an improvement timeline that sets a date when the student can return to a normal program.</p> <p>Since we do not have professional staff that can prepare such plans, they must be prepared by an outside professional paid for by the parent. To qualify for this type of exceptional treatment, the parent must have:</p> <ol style="list-style-type: none"> A diagnosis from a professional specifying the nature of the problem (except for PACE, which we can do here). Specific recommendations for accommodations from that professional. The professional's assessment of when the student can resume a normal curriculum. A plan written by the parent or professional and signed by the professional.
P/Office		<p>The plan will be put in the student's permanent file. The execution of the plan is the primary responsibility of the parent. Teachers are not expected to naturally track these accommodations.</p>
P/Office		<p>Quarterly the plan will be reviewed by the PACE coordinator and if there is not sufficient progress, the principal will be brought in. At the end of each year, the principal will review the plan with the parents to ensure that progress is made according to the plan.</p>

HOMEWORK MONITORING

T/P		<p>Teachers are responsible for ensuring that students and parents do not fall through the cracks.</p> <ol style="list-style-type: none"> From many parent's prospective, we are "in the know" and they just do whatever is asked of them. When a child has 3 or 4 hours of homework regularly, some parents suffer through without saying anything. Others complain at 45 minutes. It's important to remember that the families we want to keep are
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		<p>the ones who do what's asked without complaining. However, if we are doing something wrong and don't know it, these families won't tell us until they are overwhelmed and leave. Teachers are our first line of defense for this issue.</p> <ol style="list-style-type: none"> Teachers should regularly check with parents on the homework load overall. Remember, you may not be the only one assigning homework, even in the grammar school. If you suspect an individual student might be struggling, help the parent understand ways of limiting homework to a reasonable amount of time. Often, this involves limiting math homework time. Call and have a dialog with parents on what is taking the time. For example, some students take longer than others to copy their work in complete sentences. Boys, especially, may struggle with handwriting and this may extend their homework time beyond what is reasonable. Take the time to ask parents what is taking so long and give permission for them to limit the time spent on these activities. Education is not a one-size-fits-all. Explain to parents why you have them do some things. It seems like busy work to parents to copy a question or write a complete sentence. You can help by explaining why. For example: "In second grade, we have them recopy the sentences they missed because the students need to improve the speed at which they write. That's done through practice. Rather than having them write practice sentences, we use the history questions to serve both purposes. When your child gets older and better at handwriting, the school doesn't require this level of copying." This will help parents understand and appreciate what you're doing. Don't be afraid to cut out a subject or limit a subject's homework to help a student who has a shortcoming in another area. For example, if a student is a slow reader, it might be fruitful to suspend Latin homework for that student IF the parent agrees to have the student read and extra hour each night supervised. Obviously, this needs to be tracked and we must ensure that parents do what they say they'll do. But, it shows how we can help a student improve. If grades are getting in the way, don't use them. In cases where a student is fixated or defeated by grades, it may be time to stop grading their work. Perfectionists often become so bent on getting an A that they fail to learn. A student who regularly gets an F in Latin may deem themselves incapable and quit trying. You need to communicate proficiency with a parent, so suspending grades cannot be a long term solution, but this type of creativity in working with students keeps the process humane, rather than conveyor belt education.
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		8. When things don't get better, speak with the principal and begin the process for a PSEP.
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PROMOTION CRITERIA (K-8)

T/P		<p>The criteria for advancing students to the next grade at the end of the year are always somewhat qualitative, particularly in the younger grades. However, the following criteria provide a guide which should be followed unless there are extenuating circumstances.</p> <ol style="list-style-type: none"> 1. A student must average at least 70% in math, reading, writing, and grammar at the end of the year. 2. The student is allowed an F in one course, not listed above. The F may be in every quarter of the year. 3. New students may fail two subjects in their first year, as long as they are not math, reading, writing, and grammar. 4. If a student is near the boundary of both 1 and 2 or 1 and 3, they may still be recommended to repeat the grade.
T		<p>Teachers must recommend repeating the grade to the principal before the beginning of the fourth quarter. Teachers must be communicating with parents on the possibility of repeating the grade for the entire second semester or earlier unless there has been a sudden change in behavior or performance. If this occurs, a special meeting with parents must be immediately called. Students will not be held back unexpectedly in the 4th quarter.</p> <p>Since these policies are not published in the handbook, teachers who expect difficulty with a student should inform the parent of the school's requirement early in the year.</p>
P		The principal (k-6 or 7-8) must be informed by the teacher at the beginning of the 4 th quarter unless the teacher desires to bring the principal in earlier.
P		The principal makes the final decision to hold a student back or recommend another education venue.

PROMOTION CRITERIA (9-12)

		See the TAS Graduation Requirements in the Student Parent Handbook Addendum.
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END-OF-YEAR TEACHER CHECKOUT PROCEDURE

T	<p>F-211 Final Duties Checklist</p> <p>EF-251 Books & Equipment</p>	<p>After the final day of school, both part and full-time teachers must continue to report to work each day until they have completed all final duties, listed below:</p> <p>Student placement</p> <p>Teachers of grades which will have more than one class in the following year will have the responsibility to propose class rosters for</p>
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OM	Classroom Inventory EF-250 Materials Request	<p>the fall. If in doubt, a roster must be proposed.</p> <ul style="list-style-type: none"> Teachers should consider healthy friendships as they place students. Often, the difference for some students in enjoying school is who they enjoy it with. When friends are separated, this can be detrimental. Unhealthy relationships should be separated. <p>Report cards</p> <p>Grades and comments must be entered and report cards created in RenWeb.</p> <p>Preparing classroom and equipment for summer</p> <p>Teachers who will remain in their same grade should clean and prepare their room for the next year at the end of the school year. This allows tours during the summer to show well. Teachers are allowed to come and go as they please in the summer and can setup their room as they wish.</p> <p>Personal Items</p> <p>The Ambrose School will not be responsible for personal possessions left over the summer. If left, please box and label them properly. I suggest that you also secure your files and desk equipment in locking file cabinets or sealed boxes. All boxes should be labeled with your name since they may be moved over the summer.</p> <p>Keys—Teachers may keep their keys.</p> <p>Library</p> <p>Please be sure to return books before the end of the school year to both our main library and our curriculum library. Be sure to repeatedly remind your students of this before school lets out.</p> <p>Inventory</p> <p>Teachers must inventory all their equipment.</p> <ol style="list-style-type: none"> Desks and chairs must be checked for inventory numbers. If they lack them, the office will issue numbers and the teacher must apply them. If they have numbers, the teachers must simply count the desks and chairs and put that number on their inventory form. Do not inventory any materials that do not belong to your room, but return them to the proper room. Please do not inventory any personal books or equipment. Inventory of overhead projectors, chairs, and other equipment must match the inventory from the previous year. Books and Equipment Classroom Inventory Form—Inventory all books and materials related to your class or subjects. Include all teaching materials (maps, globes, etc.)
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		<p>that are used in your classroom.</p> <p>Materials Request</p> <p>See Book and Materials Requisitioning.</p> <p>Curriculum Updates</p> <p>Any updates or adjustments made by the teacher during the year to the curriculum must be requested from the headmaster or curriculum director before new books or materials can be purchased. Any books on the materials list that are not in the curriculum must be justified and may not be permitted.</p> <p>Maintenance Request</p> <p>If there are repairs, maintenance, touch-up painting, etc. that need to be made to your room or equipment, please itemize these on a separate paper.</p>
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OFFICE RELATED

COMMON OFFICE FILES

Due to the number of people involved in a number of activities, a common office file is placed in a vertical holder on top of the file cabinets. This file contains the following:

1. The open PO file.
2. The clipboard with the misc. checkout ledger.

TELEPHONE ANSWERING

Office		<p>All calls on the main line will be answered:</p> <p>“The Ambrose School, may I help you?” or</p> <p>“The Ambrose School, this is <your name></p>
Office		<p>If the call is:</p> <p>An inquiry about the school:</p> <ul style="list-style-type: none"> • Ask about the age of their student(s). • Try to work in this whenever possible: We have about 250 students in grades k-12. We’re a classical Christian school emphasizing academics in a traditional academic setting with uniforms. If you would like more information, we would love to send you an information packet. • If the question is: <ul style="list-style-type: none"> ○ What is your tuition? Answer: That depends on the grade and several other factors. May I transfer you to our admissions department? [Have the AM take the call if available. If not, give them a range] “Between \$1850 and \$4400, if I could have your name and number, I’ll have the Admissions Director return your call today (or tomorrow if appropriate).” ○ What grades do you serve? Answer: We have about 250 students in grades k-12. We’re a classical Christian school emphasizing academics in a traditional academic setting with uniforms. What grade is your student in? ○ Where are you located? Answer: Where are you coming from? [Consider their location in whether you disclose our potential move] Presently, we’re in Garden City near the intersection of Veterans Parkway and Chinden. We are anticipating a move to

		<p>the Meridian area in the next several years.</p> <ul style="list-style-type: none"> ○ Are you affiliated with a church? Answer: We are a non-denominational evangelical Christian school, but are not affiliated with a specific church. We have families from over 70 different churches represented here. We're a classical Christian school emphasizing academics in a traditional academic setting with uniforms. What grade is your student in? ○ Are you accredited? We are undergoing accreditation by the ACCS, which should be complete in 2006. However, there are many different types of accreditation. Could I send you a packet of information and include a sheet explaining our accreditation? ○ How do you students do on the ISATs or other standardized tests? Our average student scores in the 80th percentile—most schools score near the 50th percentile. We do not have recent ISAT scores available. We use a more rigorous test called the ERB, typically used by private schools in the east and around the world. It provides more specific information on the progress of our students. ○ How many students are in a class? We have a target of about 20 in grades 1-6. Some have a few more, some a few less. Kindergarten has around 15. ○ What are your hours of operation? We begin at 8:00 in the morning and end at 2:00. Our students have a little more homework than the average school, so we let them out a little earlier. [If applicable] We offer ½ and full day kindergarten. ½ runs from 8:00 to 10:45 or 11:15 to 2:00. Full runs from 8:00 to 2:00. The academic content of both programs is equivalent. The full day adds some enrichment. ○ Do you offer after school care? No, but the YMCA and Imagymnation both offer this care and pick up with a van here. ○ In any event, try to work in the following: “We strongly encourage you to visit the school. Most parents comment that our school is at its best in the classroom. May I set up a visit for you this week? [Attempt to set up the visit as soon as possible - the farther into the future, the more likely they'll find someplace else] ○ You can also find out about us on-line at www.FOUNDATIONSacademy.org. <p>A request from an existing parent for information. Attempt to answer the question or leave a message for the appropriate person</p>
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		<p>including the name, phone number, date, and time.</p> <p>A request to excuse a student—Transfer the student to the registrar or leave her a note.</p> <p>A call for the headmaster or principal from an outside organization:</p> <ul style="list-style-type: none"> ○ Request the caller's name, name of business, and reason for calling. Then say "I'll check and see if he is available." ○ If the headmaster is in, check to see if he's in a meeting if possible. If he is, take a message. If not, ask him if he wants to talk to the person. If not, pick up the line and ask to take a message. <p>A call for the principal or headmaster from a parent:</p> <ul style="list-style-type: none"> ○ Check to see if the principal or HM has someone in his office. If not, ask if he would take the call. ○ If he has someone in his office, take a message and immediately give the message to the headmaster unless his door is closed. If closed and the call is somewhat urgent, tape it to the glass.
Office		<p>Inquiry information binder:</p> <p>All information gathered from the potential parent is to be entered into RenWeb under New Student Inquiry.</p>
Office		<p>Telephone use instructions:</p> <ol style="list-style-type: none"> 1. To dial out, select an available line and dial number. 2. To place on hold, press hold. To take off hold, press the line number on the Lucent phones. 3. To call an extension, press the intercom button and the extension. 4. To conference someone in, press Conf, press an idle intercom or line button, call the next party, and press Conf again.

SENDING AND RECEIVING MAIL OR PACKAGES

All USPS mail must be sent to our PO Box. We do not receive mail sent to the street address. FedEx and UPS packages must go to our street address.

OM		<p>Receiving Mail:</p> <ol style="list-style-type: none"> 1. At least once each week, twice if possible, the mail is picked up from the main Boise post office from PO box 2701. 2. The mail is sorted in our office and put in the appropriate person's box. 3. All inbound invoices are stamped with the "Received <date>",
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		<p>stapled to a copy of the appropriate Purchase Order number, and placed in the bookkeeper's box.</p> <ol style="list-style-type: none"> Other inbound mail may be stamped with the "Received <date>" if it seems official (standardized testing, AP paperwork, government mail, personal correspondence, etc.). The stamp goes on the cover letter, not the envelope. All Com 10 business envelope mail is opened to verify that there is no invoice enclosed and for sorting purposes if it is not addressed to an appropriate person.
OM		<p>Sending Mail:</p> <ol style="list-style-type: none"> All outbound mail is put in the outbound mail box in the front office. Personal mail must not use school postage. Non-standard envelopes (requiring more than a standard first-class stamp) must be weighed and posted with a minimum of excess postage. The following classes should be noted: <ol style="list-style-type: none"> Information packets must go first class. Letters must go first class. Official documents (tests, checks, etc.) must go first class. All other post must go the most economical way and still meet the delivery schedule.
OM		<p>Sending Bulk Mail:</p> <ol style="list-style-type: none"> Bulk mailings must meet either of these minimum requirements: <ol style="list-style-type: none"> 200 pieces of mail 50 pounds Mailings must be separated by zip code into the following categories: <ol style="list-style-type: none"> 836xx 837xx mix of all other zip codes 979xx (Ontario/Vale area) Mailings must meet size requirements as denoted in bulk mailing folder in file cabinet #4 (Mailing Information). Each category must be counted, placed in a tray and that tray is labeled by zip code (first 3 digits). Trays and labels are available at the bulk mailing center. Mailing must be paid by check. Request a check from BK a week before the mailing. Make sure check will cover costs. USPS will keep any extra monies in our account to be used

		<p>with next mailing.</p> <p>6. Bulk Mailing Center is located at 2201 South Cole Road.</p>
OM		<p>Sending Packages:</p> <ol style="list-style-type: none"> 1. See instructions in UPS folder in file cabinet #4. 2. UPS account information is: Account Number: R75E67 User ID: faschool Password: @cademy
OM		<p>Receiving packages or shipments</p> <ol style="list-style-type: none"> 1. Inbound packages are to be signed for by one of the office staff. Before signing, the following must be checked: <ol style="list-style-type: none"> a. The address must be verified to ensure the package is intended for us, not the church or another entity. b. The outside of the package must be visually inspected. If there appears to be damage, the package must be opened and the contents inspected. 2. Once signed for, the boxes are stored in a private area until they can be open and inventoried by the designated person (designated by the office manager). They are then run through the receiving and inventory process under accounts payable. <ol style="list-style-type: none"> a. If boxes are to be discarded, they must be broken down before being placed in the dumpster.

MEDICAL EMERGENCIES

T/Others/ OM	F-203 or F-204	<p>An injury report must be filled out under the following circumstances:</p> <ol style="list-style-type: none"> 1. Severe head injury 2. Problems breathing 3. Any accident requiring the student to be sent home
T/Others/ OM		<p>Accidental Injury:</p> <ol style="list-style-type: none"> 1. Skinned knees, bloody noses, & bumps: <ol style="list-style-type: none"> a. The responsible adult must look at the student's injury and assess its severity. For all but the most basic injuries (skinned knees, bloody noses, & bumps), the student must be brought to the office. Do not leave the rest of your class outside unattended while you do this. b. The office manager or headmaster, if necessary, will assess the injury and decide a course of action. Parents will be called in if the injury is potentially

		<p>threatening or serious (knocked loose or broken teeth, bleeding that doesn't stop within 15 minutes or severe bleeding, any broken skin on the face, deep bruises to the abdomen, joint injuries.) Parents must come get the child as soon as possible.</p> <p>2. Falls, collisions, smash, crush, or "knock down" injuries:</p> <ul style="list-style-type: none"> a. If the student falls or is hit hard enough to be on the ground, do NOT move him. Leave him in place until he is able to get up on his own. Stay with him and comfort him. If the student is unable to get up under his own strength within a minute, send a runner to the office to have the parent called depending on how the child feels (see below). If he is unconscious, send a runner to tell the office to call an ambulance immediately. b. If the injury was to the head or a limb, the student must be taken to the office and a parent called immediately. If the student has difficulty moving the limb, the parent should be advised to pick up the child for medical evaluation. <p>3. Eye or ear injuries: If the student gets anything in their eye or if the eye is impacted by an object, the parent should be called if the matter does not resolve itself within 15 minutes OR:</p> <ul style="list-style-type: none"> a. If the adult involved believes that a chemical has entered the eye (anything from hand cleaner to cleaning fluid), the student must be rushed to the drinking fountain (non-refrigerated unit outside the office) and his eye should be flushed with lots of water. It may be necessary to hold the eye open in the stream of water. Wash the eye for at least 60 seconds. Parents should be called in this instance. b. If a foreign object enters the eye, evaluate the severity. Have the student remain in the office and do not allow him to rub his eye. If the item is very small (a speck), flushing the eye in the fountain may be appropriate, but take care not to push or rub the eye. If the problem persists for half an hour or if the object is large or there seems to be reason for concern, call the parent immediately. c. For injuries to the inner part of the ear (the student's hearing is affected), attempt to assess what is wrong (water in the ear, a blow to the ear, a foreign object in the ear). If there is water or the ear is cold, causing it to ache, send the student to the office for observation and determine if a call is necessary. If there is a foreign object in the ear canal, DO NOT attempt to remove it. Have the parent take the child to a
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		<p>physician. Even simple objects have the potential of puncturing the ear drum. If there was a blow to the ear, and the child is complaining of it hurting “inside” (the ear drum as opposed to the outer ear), call the parent.</p> <p>4. Difficulty breathing, choking, weakness, or feeling faint</p> <ul style="list-style-type: none"> a. Attempt to assess the severity of the problem. If it seems life-threatening (student is unconscious, delusional, or extremely short of breath (asthma, etc.), send a runner to the office to call an ambulance. If the attack is less severe, try to calm the student since excitement causes the reaction to get worse. If a student has an inhaler, it is kept in the locked cabinet in the office. Instructions from the parent are attached to it. If symptoms persist or return, the parent should be called. b. If a student chokes on a piece of food, attempt to calm them and, if necessary, perform the Heimlich maneuver. Do not “pat” them on the back. Do not use the Heimlich maneuver unless the student changes color (blue) or seems to be unable to breathe at all. If you do not know the Heimlich maneuver, call for assistance from the office immediately. c. Diabetic reactions may be possible with some children. If a child becomes unconscious who is known to be diabetic, 911 should be called immediately. If the student has glucose tablets or gel, this can be put inside the cheek to help revive them. <p>5. Seizures:</p> <ul style="list-style-type: none"> a. If a child has a seizure who is not known to have a disorder that would cause it, 911 should be called immediately. If the parent has previously warned us this might happen, follow their directions (call 911, the parent, or wait for it to subside). After calling 911, the area around the student should be cleared and the head protected to help prevent injury. If the student vomits, he should be turned on his side to prevent choking. Never place anything in his mouth.
		<p>Illness:</p> <p>1. Contagious illnesses:</p> <ul style="list-style-type: none"> a. Colds, diarrhea, vomiting, severe coughs, fever, red, swollen or draining eyes, etc. are indications of a contagious disease. Students with these symptoms should be sent home. Send them to the office and the OM will call home. Certain types of rashes should

		<p>be evaluated by staff as well (chicken pox, etc.).</p> <p>2. Allergic reactions:</p> <p>a. Reactions to peanuts, bees, or any reaction where breathing difficulty, swelling (beyond a minor swelling near a bee sting), or hives begin can be very serious because they may be a precursor to the closing of the air passages. This can be life-threatening. The office will have, on record, any known serious allergies (parents are asked about this on their application form). Some students have an “epi-pen” with them or in our office for use under such circumstances. Once we administer epinephrine, we must call the parents and an ambulance since the reaction might continue after the epinephrine wears off. If we do not have such information on a student, call his parent immediately and an ambulance if breathing seems to be restricted. Any reaction of this severity must be recorded in the student record.</p>
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DISPENSING OF MEDICINE

OM	F-301	All parents will return (signed or unsigned) a general waiver to give Tylenol and Tums to their student.
OM		When a student requests Tylenol or Tums, the OM will call the student’s parent to obtain permission for dispensing medicine.
OM	F-121	If the permission has been granted, the OM will provide the specified dosage (specified on the permission slip) to the student AND record dispensing the medicine in the medication disbursement log.
OM/P	F-129	<p>In the event that a parent asks to have a special medicine administered to his student at school, the OM will obtain written instructions for the dispensing of the medicine from the parent on the medication disbursement authorization form. The medicine will be kept in a cabinet in the office with the medication disbursement authorization form wrapped around the bottle, secured by a rubber band, carefully separating bottles to avoid confusing the medicine.</p> <p>Because we do not have a school nurse, we may refuse to dispense any medicine, at our discretion. We do not advertise this service to parents because it is for exceptional cases only. If the OM has any questions about the appropriateness of the medicine, she will contact the principal.</p>
OM	F-120	The medicine will be kept in a secured box (not open) in a cabinet in the front office. Any medicine dispensed will be logged on the medicine log.

COMMUNICABLE DISEASES

T		Teachers who have reason to believe a student has a contagious disease should refer to the student handbook for instructions and contact the
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		student's parent.
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CONFIRMING HEALTH DEPARTMENT COMPLIANCE

OM	RenWeb	<p>The OM will:</p> <ol style="list-style-type: none"> 1. In RenWeb, click on Medical. 2. Run Check School Compliance. 3. Go to Report Manager, choose Medical, and choose Immunization Reports. 4. Select "immunization details" for report type; choose the students or classes you need to report for immunizations. Print report. 5. Call or contact those students who are not compliant or do not have records on file. 6. Compile the information in accordance with the Health & Welfare's requirements they have sent. Use the form on their website to help compile this information. 7. Go to Website: https://iris.idhw.state.id.us/irisweb/main.jsp 8. Go down the page to "School Immunization Report Entry." 9. Click on School Report bar and use this report to compile your immunization numbers. 10. Immunization file from previous years is found in file cabinet #4 under Immunizations. 11. Login information to record immunization numbers on-line is: User Name: IDHW223105 Password: A94105 12. Follow the on-line instructions. Print out completed report and file print out in Immunization file.
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SALES OF ITEMS THROUGH OUR BOOKSTORE*

		<p>The Ambrose School maintains a small supply of items that may be purchased by families including:</p> <ol style="list-style-type: none"> 1. Books on classical education or of interest to our families. 2. CD's or other media of past events. 3. Promotional items such as logowear.
OM		<p>A stock inventory of the following books is to be maintained for sale to parents:</p> <ol style="list-style-type: none"> 1. The Case for Classical Christian Education, Douglas Wilson.

		<ol style="list-style-type: none"> 2. Recovering the Lost Tools of Learning, Douglas Wilson 3. Repairing the Ruins, Douglas Wilson 4. Ending the Homework Hassles, John Rosemond 5. How to Read a Book, Mortimer Adler. 6. The Abolition of Man, CS Lewis 7. From Dawn to Decadence, 500 years of Western Cultural Life, Jacque Barzun 8. Amusing Ourselves to Death, Neil Postman 9. Classical Education, Gene Veith and Andrew Kern 10. State pf the Arts. Gene Veith 11. A Man for All Seasons, Robert Bolt 12. The Universe Next Door, James Sire 13. Ideas Have Consequences, Richard Weaver 14. Any marriage series books by Douglas Wilson
OM		Two to five copies of each book are to be kept in stock for sale. We charge what the book cost, rounded up to the nearest dollar plus \$1 per book for shipping.
OM		The amount of money collected is entered in Excel. Refer to accounting process.

SALES OF MATERIALS TO OTHER SCHOOLS

		The Ambrose School produces a few pieces of material that are used by other schools as curriculum or promotion. The process for selling these is articulated here.
OM		<p>The following is presently sold by the academy:</p> <ol style="list-style-type: none"> 1. Discovering Classical Christian Education (supplied in cases of 25 or more to other schools)
OM	<p>F-107</p> <p>F-103</p>	<p>An order is received over the phone.</p> <p>The OM quotes a price to the other school based on the following:</p> <ul style="list-style-type: none"> • The price of the materials. • \$21.00 for shipping and handling for 100 books. To give a more accurate shipping charge, enter the information in UPS.com. • \$3-5 for a box from UPS. <p>After a check and shipping instructions arrives, the OM takes the item(s) to UPS. UPS will box the materials and wrap them for shipping. The UPS attendant can demonstrate how to create a shipping label.</p> <p>Shipping is paid with a credit card or with the The Ambrose School</p>

		UPS account #R75E67. Attach the receipt to a completed Purchase and Reimbursement Request.
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WEEKLY FAMILY NEWSLETTER

OM		<p>Each Thursday, a family newsletter is published and sent home. The newsletter contains updates, news and information for families. It is printed on yellow paper to identify it as our newsletter.</p> <p>All articles and announcements need to be given to the office manager by noon on Wednesday to be included in the newsletter.</p> <p>The Office Manager will change the issue number and date in the heading each week, collect information from the headmaster, the teachers, the coaches, and volunteer parents to publish, and refer to calendars and schedules for upcoming events.</p> <p>The newsletter needs to be completed by 10:30 a.m. on Thursday to be given to the early kindergarten class. The newsletter may be distributed two ways: in the family packet which is distributed to the oldest child in each family or to each student in the school.</p> <p>On the last Thursday of the month, the Family Bulletin Board is published on the back of the newsletter. This consists of personal ads and business ads for families in the school. Only those with children in the school may advertise in the newsletter as space is available. Other businesses pay \$20 per issue for an ad not to exceed 5 lines.</p>
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QUARTERLY NEWSLETTER

Our quarterly newsletter is sent to a large mailing list, including nearly everyone in our RenWeb Donor database. Its purpose is to educate our constituents on the value of classical education and inform them of the school's status, as well as to solicit donations.

HM		<p>Prepare the content for the newsletter in MS Word. Content typically includes:</p> <ol style="list-style-type: none"> 1. Front page: News about the school, building, awards, etc. 2. An article from a national source on worldview, classical Christian education, etc. 3. An article from a teacher or board member relating to the theme of the quarterly newsletter. 4. An article from the headmaster. 5. A fundraising/promotion article from the development director or another source. 6. Some interesting facts or statistics set apart in the margins.
OA		Retrieve the content from the Newsletter-Quarterly folder in the Operations/newsletters & communication directory in the appropriate

		<p>quarter and year. Format the articles in the predefined format.</p> <p>Run labels from RenWeb Donor and print a sufficient number of copies for the labels plus about 100. Postage bulk indicia must show on every copy. They must be stapled together or glue tabbed to allow for bulk postage.</p> <p>Print the newsletter on custom 11x17 stock pre-printed with the color formatting.</p> <p>Place labels on and sort in zip code order.</p> <p>Stock the extras in the display case outside the front office.</p>
OM		Take sorted newsletters to the Bulk Mail Post Office. Refer to the procedure for sending bulk mail.

PERSONAL USE OF SCHOOL PROPERTY

OM	F-404	<p>Generally, school property shall not be used for personal purposes. However, on rare occasions, staff-members or teacher may use school property for personal reasons with the following restrictions:</p> <ul style="list-style-type: none"> • Video projectors, laminators, and other equipment that has a high-operating cost and no chargeback amount may not be used. • Electronic equipment taken off-site must be checked out through the general office checkout procedure. The equipment must be adequately secured. If damaged while checked out, the borrower is responsible for the costs. Equipment may not be borrowed during school hours. • Media and books may be checked out through our normal processes. However, media that may potentially be used in class may only be checked out for 2 days. • Tables, chairs, etc. may be borrowed if returned so as not to disrupt the operation of the school. They must be checked out through the office and must be returned in the conditioned borrowed. <p>Before anything is taken from its designated place, it must be checked out through the front office general checkout sheet.</p>
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MONTHLY PRINCIPAL REPORTS

R/HM/P	RenWeb	<p>The registrar will provide monthly reports to the appropriate principal.</p> <p>Attendance - required on about the first day of the month and at the end of the quarter. This report must contain:</p> <ol style="list-style-type: none"> 1. Upper school students with unexcused absences during the current semester. 2. Grammar school students with more than 10 absences or tardies.
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R/HM/P	RenWeb	Discipline reports: A summary of all entered discipline reports.
R/HM/P	RenWeb	Any student who is receiving a grade in the current quarter below a C.

MILEAGE REIMBURSEMENT

Office Staff		<p>Eligibility for mileage:</p> <p>Office staff who are running errands or on official business on behalf of the school during which they depart from the school facility and return directly to the facility are eligible for reimbursement according to a per-mile rate. If the employee does the errand on the way to or from school, they may ONLY be reimbursed for the net mileage calculated as follows: Total distance traveled including this errand less the typical distance from home. For example, if the secretary traveled 12 total miles from home to the post office and then to school, and the direct route would have been 10 miles, the employee may be reimbursed for 2 miles. If an employee mixes personal and school errands, the mileage is not deductible. The reimbursement rate is \$0.25 per mile.</p>
Office staff/ BK	F-111	Office staff who qualifies for the above must fill out a log with their mileage and turn it in to the bookkeeper at least once each month.
Staff, teachers, volunteers, parents		<p>Those who travel outside of the city (more than 30 minutes), retreats, training, or other official purposes:</p> <ul style="list-style-type: none"> • If approved ahead of time, volunteers and parents may be reimbursed for gas only by submitting a receipt. This reimbursement is not forgone and is used only when one parent is carrying an inordinate amount of the burden. • We rarely reimburse for common sports trips unless the parent carries a number of students.

VISITORS TO THE SCHOOL

OM/Office staff		<p>The front door is alarmed and in clear view of our office staff. Each person entering the front door must check in and sign in.</p> <ol style="list-style-type: none"> 1. If they are visiting the school as a prospective parent, the appropriate process outlined under admissions should be followed. 2. If they are visiting the offices, or an individual, they must be escorted to that person unless they are known to the school. 3. Parents and relatives may enter, sign in, get a name badge, and may freely move through the building once they are confirmed (we've checked RenWeb to know who they are). 4. Other visitors must have a badge and be escorted. 5. Maintenance or CCC employees must also check in if they are in the building from 7:30 to 3:00 unless they have been
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		previously cleared.
T		Be vigilant in what you have volunteers do. For example, do not allow irresponsible parents to take the students to recess alone. Never allow a parent to take students to recess alone unless you have watched them do duty before and are comfortable with them. Be very careful with male volunteers spending time alone (reading) with children.

VOLUNTEER RELATED

PARENT TEACHER FELLOWSHIP ANNUAL DUTIES

The Parent Teacher Fellowship is our parent volunteer coordination and service organization. It also provides input (suggestions, etc.) directly to our board on input from parents. In this regard, we ask that parents take specific complaints through direct channels (the teacher, principal, or headmaster). The Parent Teacher Fellowship is headed by a president who is selected annually by our headmaster. Those who are interested in this role should let us know.

VOLUNTEER QUALIFICATIONS

PTF		Volunteers at the Academy must meet the following qualifications:
HM		1) Volunteers must not be engaged in open, public sin. This includes homosexuality, extramarital affairs, or unmarried “living together”.

FUNDRAISING OPPORTUNITIES

HM		<p>Fundraising comes in many forms, some good, some not. The following guidelines govern fundraisers at The Ambrose School:</p> <p>Fundraisers may be promoted by advertising in the newsletter. Flyers may be posted on approved bulletin boards only and may be included in weekly newsletter emails. Flyers must be produced by the fundraiser organizer, not through the school office. Fundraisers on school grounds must be approved by the headmaster. Not more than one fundraising event per month may occur on school grounds and must be scheduled through the school’s scheduler.</p> <p>We do not allow the following types of fundraisers:</p> <ol style="list-style-type: none">1. Soliciting or one-on-one sales, including on school grounds.2. Fundraisers that involve door to door or high-pressure sales.3. Fundraisers that use guilt as a sales tool—particularly taking pledges for reading, running, or other types of activity.4. Fundraisers that yield a relatively low return for the school. This is particularly true for high-work, low return fundraisers.5. Fundraisers that conflict with our organization’s values. Examples include candy machines or non-Christian media.6. Fundraisers that may endanger the students. <p>All fundraisers must have an adult sponsor who is willing to take responsibility for the completion of the project.</p>
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