



# TREASURE VALLEY

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## CLASSICAL ACADEMY

## EMPLOYEE HANDBOOK

2023-2024

General School Policies May be Found in the  
Treasure Valley Classical Academy Family Handbook

## List of Changes for 2023-2024

<u>Page</u>	<u>Section</u>	<u>Change</u>
p. 8	<i>School Leadership Structure</i>	added and updated
p. 13	<i>Business Hours, General Practices, and Expectations</i>	updated
p. 13	<i>Work Schedule and Attendance</i>	added
p. 15	<i>Curriculum Oversight</i>	added
p. 22	<i>Appropriate Dress for Women</i>	added

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## INTRODUCTION AND ACKNOWLEDGEMENTS

The mission of Treasure Valley Classical Academy is to train the minds and improve the hearts of students through a classical, content-rich curriculum that emphasizes virtuous living, traditional learning, and civic responsibility.

The vision of Treasure Valley Classical Academy is to form future citizens who uphold the ideals of our country's founding and promote the continuation of our American experiment—through a classical, great-books curriculum designed to engage the student in the highest matters and the deepest questions of truth, justice, virtue, and beauty.

The leadership and founding Board of Directors of Treasure Valley Classical Academy (“TVCA” or “the School”) developed this handbook to inform employees of employment policies, the benefits provided to employees, and the conduct expected from employees.

This handbook should not be construed as creating any kind of employment contract for any particular period. Treasure Valley Classical Academy employees are employed on an “at will” basis.

## OVERVIEW

### ABOUT THE SCHOOL

Treasure Valley Classical Academy is distinguished by a back-to-basics, liberal-arts and science curriculum that will be delivered in a small-school environment. Our peaceful, orderly classrooms are led by kind-hearted subject-matter experts who use the great books and primary sources to lead content-rich, Socratic discussions. Employees are expected to teach and model habits of intellectual inquiry, moral excellence, self-governance, and civic involvement, for these are the targets at which a classical education aims.

### SCHOOL LEADERSHIP STRUCTURE

The school's leadership structure is as follows: the Dean of Academics, Dean of Students, and Director of Operations report to the Principal; the Principal reports to the Executive Director; the Executive Director reports to the Board of Directors.

#### **Executive Director**

- The Executive Director oversees and guides strategic plans and policy for TVCA as a future member school within the American Classical Schools of Idaho (ACSI) network; coordinates with key stakeholders in order to promote that growth; and works to create public and private partnerships for the long-term well-being of TVCA and ACSI.
- The Executive Director oversees the growth and buildout of the school's facilities for the final K-12 campus layout.
- The Executive Director is responsible for the long-term well-being of the school; the Principal is responsible for all aspects of day-to-day school operations.

#### **Principal**

- The Principal implements a traditional, classical, liberal arts and science curriculum.
- The Principal makes final decisions on curriculum, subject to the approval of the Executive Director and Board.
- The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the School.
- The Principal employs teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom. Certification is not an initial condition of employment; the School will work with teachers who intend to obtain their certification in the State of Idaho.
- Treasure Valley Classical Academy teachers are considered professionals. Their professional development consists of required training sessions at the end and the beginning of each school year, to be coordinated by the Principal.
- **The Dean of Academics, Dean of Students, Assistant Dean of the Elementary School, and Director of Operations all report directly to the Principal.**



## Dean of Academics

- The Dean of Academics is responsible for day-to-day academic operations of the school.
- Duties include overseeing and supervising the following major areas: Faculty Chairs, teacher resource room, curriculum and adherence to the Hillsdale College K-12 Program Guide, quarterly and semesterly student academic reports, academic schedules, **academic aspects of standardized testing (MAP, IRI, ISAT, CLT)**, upper school final exams, faculty certification, high school credit and graduation requirements, and retention and advancement.
- The Faculty Chairs and Teacher Resource Room Manager report directly to the Dean of Academics.

## Dean of Students

- The Dean of Students is responsible for day-to-day student affairs at the school.
- Duties include overseeing and supervising the following major areas: student culture and discipline, Student Services Team (including Special Education, literacy remediation, MTSS, ELL, Academic Assistants, and Paraprofessionals), and Athletics and Physical Education.
- The Student Services Director reports directly to the Dean of Students.

## **Assistant Dean of the Elementary School**

- **The Assistant Dean of the Elementary School is responsible for day-to-day academic operations and student affairs for elementary grades (K-6), per the direction and delegation of the Dean of Academics and the Dean of Students.**

## Director of Operations

- The Director of operations is responsible for all non-academic, non-student affairs day-to-day operations of the school.
- Duties include overseeing and supervising the following major areas: front office team, emergency operations, registration and enrollment, information technology management, **operational aspects of standardized testing (MAP, IRI, ISAT, CLT)**, food service operations, school bus services, facilities management, communication systems, event planning, and coordination with key partners for back office services.
- The Assistant Director of Operations, Receptionist, Enrollment and Registration Coordinator, Facility Manager, Janitorial Assistant, and all Bus Drivers directly report to the Director of Operations.

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## WHAT EMPLOYEES CAN EXPECT FROM THE SCHOOL

With regard to employment, Treasure Valley Classical Academy is committed to:

- Selecting employees based on skill, training, ability, knowledge, attitude, and character without discrimination based on race, color, religion, national origin, age, disability, pregnancy, genetic information, sexual orientation, marital status, citizenship status, service member status, or any category protected by law.
- Promoting and compensating faculty and staff based on their ability and merit.
- Adhering to all federal and state employment laws.
- Reviewing wages, benefits, and working conditions with the objective of providing an attractive workplace, consistent with sound business practices.
- Developing competent employees who understand and meet the School's mission and who accept with open minds the ideas, suggestions, and constructive criticisms of School leaders and fellow employees.
- Respecting individual rights and treating all faculty and staff with courtesy and consideration.
- Maintaining mutual respect in our working relationship.
- Keeping faculty and staff informed of the policies of the School and of TVCA's overall goals and objectives.

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#### WHAT THE SCHOOL EXPECTS FROM EMPLOYEES

Employees are expected to know and support the mission and the philosophy of the School. Teachers' first responsibility is to develop the academic potential and personal character of the students.

Employees are expected to abide by and enforce the School's policies and procedures. Employees are expected to be collegial and professional at all times. Employees are encouraged to pursue opportunities for professional development. Violations of policies and procedures could lead to disciplinary action, up to and including immediate termination.

Employees are expected to model the School's core virtues, which are courage, courtesy, honesty, perseverance, self-government, and service.

#### GENERAL EMPLOYMENT

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#### EQUAL EMPLOYMENT OPPORTUNITY

The School does not and will not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, pregnancy, genetic information, marital status, service member status, or any other characteristics protected by law.

This policy applies to all terms and conditions of employment, including but not limited to, decisions to hire, place, promote, train, demote, terminate, lay off, recall, transfer, adjust compensation, and address leaves of absence.

Employees with questions, concerns, or comments about any type of discrimination in the workplace or the potential need for reasonable accommodation due to disability or religion should bring such issues to the attention of the Principal. Employees can raise concerns and make reports without fear of reprisal.

Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

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#### AT-WILL EMPLOYMENT

All employment with the School is "at will." Employment can be terminated with or without cause, and with or without notice, at any time, at the option of either the School or the employee, except as otherwise provided by law.

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#### ADVERTISEMENT OF EMPLOYMENT OPPORTUNITIES

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

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#### NOTE REGARDING IDAHO PUBLIC SCHOOLS

Employees are employed by Treasure Valley Classical Academy and are not employed by Idaho Public Schools.

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#### PERSONNEL ADMINISTRATION

The task of handling personnel records, insurance, benefits, and related personnel matters at the School is shared between the Principal and Bluum, Inc. Questions regarding an employee's compensation should be directed to the Principal or Executive Director.

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#### EMPLOYEES' PERSONNEL FILES

Employees shall be responsible for keeping their own personnel files updated since the contents affect pay, deductions, benefits and other matters. If an employee has a change in any of the following items, he/she should notify the Director of Operations or designee as soon as possible:

- Legal name
- Home address or mailing address
- Home telephone number
- Person to call in case of emergency
- Number of dependents
- Marital status
- Change of beneficiary
- Driving record or status of driver's license, if the employee operates any School vehicles
- Military or draft status
- Exemptions on the W-4 tax form
- Any other matters that would affect an employee's status, to include the completion of educational or training courses, outside civic activities, and areas of interest and skills that may not be part of one's current position.

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## EMPLOYMENT CLASSIFICATIONS

Treasure Valley Classical Academy employees are generally classified as either faculty or staff. The faculty consists of the Administration and teachers. The staff consists of support positions that exist to support the mission of the School. These include, but are not limited to, positions such as the Director of Operations, receptionists, the School secretary, registrar, nurse, food service specialist, custodial staff, etc. Policies described in this handbook and communicated by the School apply to all faculty and staff unless specifically noted otherwise.

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## TEMPORARY EMPLOYEES

From time to time, the School may hire faculty and staff for specific periods of time or for the completion of a specific project. An individual hired under these conditions will be considered a temporary employee. The job assignment, work schedule, and duration of the position will be determined on an individual basis.

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## OUTSIDE EMPLOYMENT

The School expects that full-time employees consider the School their primary employment. Any outside employment must not interfere with the employee's primary job. The Principal must grant prior approval for any private tutoring performed on School property for a fee.

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## OUTSIDE USE OF CURRICULAR MATERIALS

The use of School curricular materials by School employees for any outside tutoring or support service with which the School has no prior memorandum of agreement is only permitted with pre-approval by the Principal.

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## BACKGROUND SCREENING

All employees will be subjected to criminal background checks that will include fingerprinting.

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## DRIVER'S LICENSE & DRIVING RECORD

Employees whose work requires operation of a motor vehicle must present and maintain a valid driver's license and a driving record acceptable to the School's insurer. These employees will be asked to submit a copy of their driving record to the School from time to time. Any changes in an employee's driving record must be reported to the School immediately.

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## INSPECTION POLICY

The School is not responsible for the theft or loss of personal property. Therefore, employees should take care to ensure that all personal and School property is properly stored at all times. In order to protect the safety and property of employees, students, and parents, the School reserves the right to inspect all areas on campus, on School buses, and at School-related events, including employees' personal property, lockers, tool boxes, desks, purses, briefcases, packages, computers, electronic devices, cabinets, and vehicles. Inspection of electronic devices includes inspection of their contents, such as emails, texts, photos, images, documents, and any other information contained therein. Failure to cooperate with such inspections will constitute a violation of this policy.

## BUSINESS HOURS, GENERAL PRACTICES, AND EXPECTATIONS

The School's regular operating hours are 30 minutes before classes begin to 30 minutes after classes end, Monday through Friday.

Full-time teaching faculty are expected on campus from 7:30am-3:30pm, except on faculty and grade-band meeting days. Faculty should plan for these meetings to last until 4:30pm.

Employees' particular hours of work and the scheduling of lunch periods will be determined and assigned by the Principal or supervisor.

Employees may be assigned other duties and required to attend meetings that extend beyond these business hours.

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## WORK SCHEDULE AND ATTENDANCE

To maintain a productive work and educational environment, Treasure Valley Classical Academy expects employees to be reliable and to be punctual in reporting for scheduled work.

Employees are expected to be at work at the beginning of the day and are expected to remain at work until the end of the day. During hours when students are assigned to an employee, the employee will be responsible for these students.

The School is aware that emergencies, illnesses, bereavement, or pressing personal business cannot always be scheduled outside working hours. Nonetheless, employees should strive to schedule personal appointments after the School day. A supervisor must be notified of any planned absences.

If an employee is unable to report to work or will arrive late, he or she must personally contact the Principal or designee with as much advance notice as possible so that the School can arrange for someone else to cover the position.

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

Employees should avoid departing from campus to the extent possible. When departures from campus are necessary, employees must notify supervisors and the front office.

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## RESPONSIBILITY FOR CURRICULAR MATERIALS

The Principal will establish a system for tracking books, textbooks, equipment, curricular materials, and non-consumable supplies. Teachers (and in some cases students) will be held accountable for caring for and returning materials issued to them. Missing textbooks without a record of issuance that are not returned may result in a charge for the responsible party.

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## PROFESSIONAL DEVELOPMENT AND REIMBURSEMENT

Professional development is a high priority. Coursework, conferences, or other forms of development that are pre-approved by the Principal may be reimbursed. Employees who wish to pursue professional development should discuss these opportunities with the Principal.

## ANNUAL PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION CREDITS

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The School offers annual or regular professional development opportunities of two kinds:

- Summer Conference: Full-time faculty members are expected to attend a Hillsdale K-12 Summer Conference in Classical Education at a location to be determined; travel and room and board expenses will be reimbursed by the School or its professional partners.
- Summer Training: All faculty and staff are required to report to the School campus in early August for summer training prior to the start of the school year.

The Summer Conference and Summer Training will translate into Continuing Education transcript credits through partnerships with mission-aligned institutions of higher education. In this way, certified teachers can meet—in fact, significantly exceed—the continuing education requirements necessary for renewing their teacher certificates.

## FINANCIAL ASSISTANCE FOR GRADUATE EDUCATION

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Treasure Valley Classical Academy supports teachers who seek mission-aligned graduate education and is prepared to contribute funds toward this purpose. Teachers should discuss graduate program choices with school leadership prior to matriculation to ensure mission alignment. Pending approval, TVCA is prepared to contribute 50% of semesterly costs (*after* grants and scholarships) up to a maximum of \$2,500 per calendar year, provided the recipient meets specified conditions (please refer to Appendix 6 for Graduate Education Financial Assistance forms and further details).

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### TEACHER CERTIFICATION AND MENTOR PROGRAM

The School will work with teachers to ensure they obtain and maintain certification as required by Idaho law. The School prescribes a Mentor Program for teachers who are working toward full certification.

As of the 2022-2023 school year, teachers who join the TVCA faculty without prior certification will be strongly encouraged to pursue the state of Idaho's charter school-specific teaching certificate. This certificate is renewable, valid for five years, and transferable from one Idaho charter school to another.

The School Leadership will provide assistance and oversight throughout the certification process and will reimburse teachers for required costs (e.g., application fees and tuition for required coursework or exams). Note: As of the 2022-2023 school year, certification courses offered by the American Board for the Certification of Teacher Excellence (ABCTE) will not be reimbursable, as these courses are not required to obtain the charter school-specific teaching certificate.

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### CURRICULUM OVERSIGHT

The Principal is the director of curriculum. The Principal will construct the curriculum so that it is consistent with the School's mission and the classical, liberal arts and science program as described in the School's charter petition. Teachers must design their courses with guidance from the Dean of Academics and under the Principal's direction. Teachers must inform the Dean of Academics and Principal of any significant changes made to a course or subject, whether it is being taught for the first time or has been taught for years. The Principal will inform the Executive Director and Board of any significant changes to a course or subject. The Principal will propose to the Executive Director and Board

in advance any changes in the curriculum as a whole. Teachers may not supplement the curriculum with outside materials or literature unless authorized by the Principal.

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## NO HARASSMENT POLICY

Treasure Valley Classical Academy does not tolerate the harassment of applicants, employees, students, parents or vendors. Any form of harassment relating to an individual's race, color, religion, sex, national origin, age, disability, pregnancy, genetic information, marital status, service member status, or any category protected by law, or any other category protected by federal, state, or local law is a violation of this policy and will be treated as a disciplinary matter.

**Violation of this policy will result in disciplinary action, up to and including immediate termination of employment.**

At a minimum, the term "harassment" as used in this policy includes:

- Offensive remarks, comments, jokes, slurs, or verbal conduct pertaining to an individual's race, color, religion, genetic information, national origin, sex, pregnancy, age, disability, citizenship status, service member status, or any other category protected by federal, state, or local law;
- Offensive pictures, drawings, photographs, figurines, or other graphic images, conduct, or communications, including e-mail, faxes, and copies pertaining to an individual's race, color, religion, genetic information, national origin, sex, pregnancy, age, disability, citizenship status, service member status, or any other category protected by federal, state, or local law;
- Offensive sexual remarks, sexual advances, or requests for sexual favors regardless of the gender of the individuals involved; and
- Offensive physical conduct, including touching and gestures, regardless of the gender of the individuals involved.

Treasure Valley Classical Academy absolutely prohibits retaliation, which includes: threatening an individual or taking any adverse action against an individual for (1) reporting a possible violation of this policy, or (2) participating in an investigation conducted under this policy.

Our managers, supervisors, and administrators are covered by this policy and are prohibited from engaging in any form of harassing, discriminatory, or retaliatory conduct. No manager, supervisor, or member of the Administration has the authority to suggest to any applicant or employee that employment or advancement will be affected by the individual entering into (or refusing to enter into) a personal relationship with the supervisor or manager, or for tolerating (or refusing to tolerate) conduct or communication that might violate this policy. Such conduct is a direct violation of this policy.

Similarly, no employee has the authority to suggest to a student that the student's continued attendance, grade, or promotion will be affected by the individual entering into (or refusing to enter into) a personal relationship with the employee, or for tolerating (or refusing to tolerate) conduct or communications that might violate this policy. Such conduct is a direct violation of this policy and our core virtues.

Non-employees are also covered by this policy. Treasure Valley Classical Academy prohibits harassment, discrimination, or retaliation of our employees in connection with their work by non-employees. Any

employee who experiences or observes harassment, discrimination, or retaliation should report it immediately according to the guidelines listed below.

**If you have any concerns that our No Harassment Policy may have been violated by anyone, you must immediately report the matter. Due to the very serious nature of harassment, discrimination and retaliation, you must report your concerns to one of the following individuals: Principal or Board Chair. You should report any actions that you believe may violate our policy no matter how slight the actions may seem.**

The School will investigate the report and then take prompt, appropriate remedial action. The School will protect the confidentiality of employees reporting suspected violations of this or any other School policy to the extent possible consistent with our investigation. However, consistent with the need to conduct an adequate investigation, complete confidentiality cannot be guaranteed.

**You will not be penalized or retaliated against for truthfully reporting improper conduct, harassment, discrimination, retaliation, or other actions that you believe may violate this policy.**

An individual who retaliates against someone who has reported a concern in good faith is subject to disciplinary action up to and including termination of employment.

The School is serious about enforcing our No Harassment Policy. We cannot resolve a potential policy violation unless we know about it. You are responsible for reporting possible policy violations to us so that we can take appropriate actions to address your concerns.

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## DRUG AND ALCOHOL POLICY

Treasure Valley Classical Academy does not tolerate alcohol abuse or the use of other intoxicants and mind-altering substances, including illegal drugs.

Applicants for employment may be asked to submit to pre-employment drug testing. In addition, employees may be required to submit to random drug screens, breathalyzer tests, and medical examinations under the following circumstances:

- when an employee suffers an on-the-job injury or is involved in an accident while at work;
- when an employee is suspected of working or reporting to work with intoxicants or mind-altering substances in his or her system;
- during random testing situations; or
- on a follow-up basis after random testing, if required.

The presence of any intoxicants or mind-altering substances in the body is a violation of this policy, regardless of when consumption or ingestion occurred. Refusal of an employee to undergo testing or to cooperate fully with any of these tests is a violation of this policy.

Employees are also prohibited from possessing, using, selling or purchasing any alcoholic beverages or other mind-altering substances in School vehicles or on School property. Off-premises possession, use, sale or purchase of mind-altering substances and off-premise alcohol abuse may reflect unfavorably on the School's reputation and is also prohibited.

This policy does not prohibit the proper use of medication under the direction of a physician. However, the misuse or abuse of such drugs is prohibited. Employees who are taking prescription or non-prescription



drugs that could affect their ability to perform their jobs in a safe and efficient manner must notify their immediate supervisor of this fact when they report to work.

An employee is responsible for notifying the Principal immediately of any alcohol or drug-related arrest or conviction.

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#### OPEN DOOR COMMUNICATIONS

Whenever an employee has a significant problem or complaint, that employee should resolve the issue by first speaking to Principal. If the issue is still not resolved, the employee should speak to the Board Chair.

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#### SECURITY OF FACILITIES AND PHYSICAL ASSETS

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

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

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#### CONFLICTS OF INTEREST

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

- influencing or attempting to influence anyone who is involved in making or administering a contract or arrangement with the School;
- soliciting or receiving any gift, reward or promise for recommending, influencing or attempting to influence the award of a contract or arrangement with the School;
- drafting, negotiating, evaluating, administering, accepting or approving any contract or subcontract or procurement or arrangement of any type on behalf of the School if he/she has, directly or indirectly, any financial interest in such a contract or subcontract or arrangement;
- non-School employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- tutoring students for compensation;
- any type of private business conducted during school time or on school property;

- the receipt of excessive entertainment or gifts of more than nominal value from any person, entity, or organization with whom or with which the School has current or prospective dealings;
- being in the position of supervising, reviewing, or having any influence on the job evaluation, pay, or benefits of any immediate family member employed by or otherwise associated with the School; and
- selling anything to the School or buying anything from the School on terms and conditions that are not pre-approved by the Principal.

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

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

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#### EMPLOYEE ABSENCES (EXCUSED AND PERSONAL DAYS)

The well-being of the School depends upon the consistent attendance of employees, both teachers and staff. The School's quality and efficiency are the result of dynamic, knowledgeable teachers and a lean, professional staff. In such a small organization, an absence is keenly felt and requires other employees to work harder. Nonetheless, there are obviously different circumstances and occasions that warrant employee absences. In order to balance planned absences with the needs of the School, employees should follow the criteria below.

The working year includes all the days on the School calendar, the staff days and the faculty training in late summer prior to the opening day, the required days the week following the end of the School year, the designated days for staff during the summer break, and the required annual teacher professional development time at Hillsdale College.

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#### EXCUSED ABSENCES

The following are normally excused absences during either the School year or any required work days mentioned above.

##### EMERGENCY/HEALTH/UNPLANNED

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- Sickness or injury of the employee
- Sickness or injury of an employee's child
- Bereavement

##### FAMILY

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- Unique personal or life-changing events (e.g., father at birth of his child, graduation of a child from college)
- One-time personal events, usually not an entire day (e.g., closing on a house)
- Unique events of close family member (e.g., sister's wedding)

## BUSINESS

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- Pre-approved professional conferences
- Travel for purposes that serve the long-term interest of the School (e.g., faculty recruitment)
- Required training or exams

## PERSONAL DAYS

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Employees are allocated three personal days per year, provided they are:

- not used to extend a holiday;
- not used during a major event of the School (e.g., Standardized Testing, Curriculum Day, Graduation);
- not disruptive to the flow of learning for students or become a burden to fellow faculty or staff members.

In addition, the following guidance applies to personal days:

- The wedding of a non-family member, family vacations, and family reunions are considered personal days.
- Unless required by the School, conferences will be considered personal days.
- Normally, only one personal day may be taken per month.
- **Employees should not plan to take a personal day during the last three weeks of school.**
- Planned personal days must be cleared with the Administration well in advance.

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## EMPLOYEE GRIEVANCES

Employees who have a concern or grievance with regard to the operation of the School should follow the chain of command in order to have their concern or grievance resolved as outlined below.

- A concern or grievance regarding a coworker should first, when possible, be addressed to that coworker before involving a supervisor; if the issue is not resolved, the employee would then address it with the supervisor (if applicable) or with the Principal.
- A concern or grievance unrelated to a coworker (e.g. regarding academics, overarching policy or philosophy, facilities, etc.) should be addressed to the Principal.
- Obviously, certain issues may affect more than one person, so more than one individual may bring a concern to the Principal. Nonetheless, experience has shown that when efforts are made to build a case with multiple employees, the effort can lead to misrepresenting their views. Thus, it is preferable to speak directly from one's own experience and to address one's concerns individually.

- The concern or grievance should be presented in such a way that it is understood to be a grievance and not just a long-term problem to be worked on as the School grows and improves.
- If the concern or grievance is not satisfactorily addressed by the Principal, then the employee would take up the issue with the Board Chair. Since the board communicates to the School officially through the Board Chair, the communication must be directly with that individual rather than with another board member.
- Questions about this policy should be addressed to the Principal.

## COMPENSATION AND BENEFITS

### INDIVIDUAL PAY

Employee pay will depend on sustained performance over time and the School's budget. Outstanding individual performance or increased job responsibilities may influence pay. In general, an employee's compensation and benefits are influenced by three factors:

- The nature and scope of the job
- Individual performance, qualifications, and experience
- School budget and fiscal status

Treasure Valley Classical Academy participates in the Public Employee Retirement System of Idaho (PERSI) and complies with all applicable Idaho statutes related to the Idaho teacher career ladder. Employees are encouraged to direct any compensation questions to the Principal rather than to their colleagues.

### PAYROLL

Faculty and staff of the School will be paid on the 25th day of each month (or earlier if the 25th falls on a weekend or holiday). Payments will only be accomplished via direct deposit to checking or savings accounts in the name of the employee. There will be no advances or alternative pay dates.

### BENEFITS

Full-time employees of Treasure Valley Classical Academy will be eligible to participate in the benefits provided by the School, including health, dental, vision, life, and disability insurance. Participation in these benefits will be subject to the terms and conditions described in the official plan documents. The employee's share of the premium cost for the insured benefits will be determined on an annual basis and communicated to eligible employees during open enrollment.

## STANDARDS OF CONDUCT

Since teachers are de facto role models for their students, all teachers should adhere to a high standard of personal conduct. To this end, they should speak and act with propriety at all times.

### PERSONAL RELATIONSHIPS

Employees will not discuss their personal relationships or sexual lives in the work place.

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## ETHOS OF A CLASSICAL EDUCATION

All faculty and staff must adhere to the principles of a classical education as set forth in the appropriate sections of the charter and as detailed in faculty training.

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## COMMUNITY RELATIONS

The success of the School depends in no small part upon the quality of the relationships between the School and the general public. Everyone who works at Treasure Valley Classical Academy is in a sense the School's ambassador. The more goodwill employees promote, the more the community will respect and appreciate the School. Pleasant relations are best fostered by observing the following habits of courtesy:

- Act competently and deal with individuals in a courteous and respectful manner.
- Employees are expected to conduct all school business on a last name basis (e.g. Mr./Mrs./Ms./Dr./ etc. and their last name).
- Employees will refrain from using social media or texting to communicate with parents of students or with students themselves. The only forms of acceptable official school communication are e-mail, USPS mail, or phone calls.
- Employees will use a formal greeting and salutation in all school emails and will use the following signature block:

Name (First and/or Middle Initial, Last Name)

Position

Treasure Valley Classical Academy

e: e-mail address

p: phone number (if desired)

*virtus . scientia . felicitas*

- When in a public setting always maintain your composure, and respond to questions in a polite, positive, and professional manner.
- When given the opportunity to promote Treasure Valley Classical Academy, refrain from doing so by disparaging other specific institutions.

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## MEDIA RELATIONS

Despite the foregoing policy, an employee is not an official spokesman for the School. That office belongs to the Administration and the Board Chair. Other employees may speak to members of the press with prior approval from the Principal. Any employee who is contacted by the press should defer comment and inform the Principal immediately.

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## DISCIPLINARY ACTIONS, SUSPENSIONS, AND DISMISSALS

Unacceptable behavior, violations of policies and procedures, and/or performance issues may lead to disciplinary action or immediate dismissal. Accusations of misconduct may result in suspension pending investigation.

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## DRESS CODE, PERSONAL APPEARANCE, AND HYGIENE

The success of Treasure Valley Classical Academy depends upon the level of professionalism exhibited by its employees.

All employees are expected to dress and conduct themselves in a professional manner whenever conducting School business or wearing clothing or uniforms that identify them as employees of the School.

The School considers each employee's dress and demeanor to be an important factor in evaluating performance. When an employee is inappropriately dressed or does not meet the requirements of this policy, the School reserves the right to send the employee home to change. Employees paid on an hourly basis will not be compensated for any work time missed because of failure to comply with designated School standards.

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## APPROPRIATE DRESS FOR BOTH MEN AND WOMEN

This policy applies to all employees. Only designated personnel who wear uniforms are exempt from this policy. Uniforms should be clean and pressed at the start of each day.

- Only physical education teachers and coaches are permitted to wear jogging type suits and shorts. They should dress in professional attire on parent conference days, back-to-school nights, and other occasions when not teaching or coaching.
- Jeans of any color are not acceptable at any time, except on designated days.
- No tee-shirts will be acceptable at any time except on designated days (e.g., a "spirit" day).
- Shorts are not permitted except during after-school sporting events or practice (unless specifically designated).
- Only physical education teachers may wear athletic shoes on a regular basis. However, if they are appropriate for specific school activities (e.g., field day, field trip), athletic shoes may be approved. Athletic shoes may be allowed on the playground and during other times when regular dress shoes may be a hazard.
- Professional 'work style' shoes are expected.
- Hair should be kept neat and clean; it should not impair vision nor be a distraction.
- Tattoos should be covered at all times. Pre-existing tattoos must be discrete: not offensive, not distracting.
- Hats or other non-religious headgear are not to be worn inside.
- Excessively tight, clinging, or form-fitting clothing is not permitted.
- Good personal hygiene is required at all times. This includes wearing neat, clean clothing. Strong/offensive body odors or excessive use of perfumes or cologne are inappropriate.

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## APPROPRIATE DRESS FOR WOMEN

- Dresses and skirts cannot be higher than 2 inches above the knee.
- Low cut, revealing blouses, see-through or sheer clothing, off-the-shoulder tops, spaghetti straps or halters, or clothing which reveals the midriff, and décolletage are not permitted.
- Earrings are the only visible piercing allowed; they should be appropriate and non-distracting. Women may wear no more than two earrings per ear in the ear lobe.
- Flip-flop style shoes, beach or shower shoes, or Croc-style slides or clogs are not permitted.
- Sleeveless shirts should extend to the edge of the shoulder.

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## APPROPRIATE DRESS FOR MEN

- During the school year, male faculty and staff members will wear a long-sleeved collared shirt and a tie. Suits, blazers, and sports jackets are optional.
- Shirts should be tucked in at all times.
- Ties should always be worn when making a formal presentation to an audience (e.g. to parents or at a professional conference).
- Facial hair should be kept neatly trimmed and clean.

## APPRAISALS

Employees will be provided both informal and formal feedback. Informal feedback may take the form of a side-bar conversation, a brief written note, or any other type of unstructured communication.

Formal feedback will be provided once annually via an established appraisal form. Employees will receive their documented annual appraisals in a private appointment with the Principal toward the end of the school year. A signature on the appraisal form signifies acknowledgement of receipt. Employees will be given a copy of their annual appraisal after all signatures have been collected.

Please refer to the appendices for more detailed information on the annual appraisal forms for faculty and staff employees.

## COMMUNICATIONS, COMPUTER SYSTEMS SECURITY AND USAGE POLICY

All electronic communications to, from, about, or on the School premises or at School-related events shall reflect the principles upon which the School is founded in support of its educational goals.

This Communication and Computer Systems Security and Usage Policy contains guidelines for the use, access, and disclosure of communications using any type of electronic device (including, among other things, telephone, mail, email, voice mail, desk and laptop computers, pagers, mobile/smart phones, camera phones, video cameras, text messages, electronic game devices, faxes or facsimiles, internet, and intranet) sent, received, viewed, used, or shared by employees using any School-provided Communication or Computer Systems or other personal electronic devices on campus or at School-related events ("Systems").

Communications via personal electronic devices at home or away from campus are covered by this policy where such communications impact the School (as, for example, between employees and students, parents, or third parties on social networking sites or elsewhere on the internet).

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## CONFIDENTIALITY AND ACCEPTABLE SYSTEMS USAGE

The School's Systems are intended for school business only. Use of the School's Systems for accessing or acquiring information and materials inappropriate to a school environment is against School policy and is prohibited. All information transmitted or stored in School systems (e.g., employee lists or information, student lists or information, donor lists or information, documents relating to policies and procedures) is the sole and exclusive property of the School and should be treated as confidential.

Such information may not be disclosed to any person outside of the School nor may any such information be removed from the School's premises without the express permission of the Principal.

Employees are strictly prohibited from accessing, reading and copying data or information stored in the School Systems and from accessing, reading and copying communications not directed to them without prior authorization.

All Systems messages are School records. The contents of our Systems may be disclosed to the School without your permission. Therefore, you should not assume that messages and communications are confidential.

## PRIVACY

### FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

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

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Principal or appropriate School official a written request that identifies the record(s) they wish to inspect. A School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend records that they believe is inaccurate or misleading. They should write the Principal or appropriate official; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another School district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office



U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

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#### PERSONALLY IDENTIFIABLE INFORMATION (PII) POLICY

PII is defined as a person's name in association with any information that can be used to distinguish or trace an individual's identity, such as Social Security number, date of birth, birth place, mother's maiden name, driver's license number, passport number, or any biometric, medical, educational, financial, or employment records. It is the policy of Treasure Valley Classical Academy that PII shall not be sent in a plain text email or other unencrypted means. In general, PII should not be disseminated electronically. If electronic transmittal is unavoidable, then PII must be encrypted. Acceptable means of encryption include password protected files from versions of Excel, WinZip, and Adobe Acrobat (2010 or newer). The Principal will determine whether an encryption method is suitable or not. Physical PII (e.g. paper copies of records) must be kept in secure locations (locked file drawers in lockable rooms), and access to these records must be limited to authorized individuals only in connection with official, School-related duties.

## APPENDIX 1: POLICY FOR TEACHER EVALUATION

### PROFESSIONAL PRACTICE

All faculty members (certificated instructional employees) will be afforded the opportunity for fair and consistent evaluation and will receive a documented annual appraisal (summative evaluation) aligned to the Charlotte Danielson Framework for Teaching domains and elements. In accordance with the advice and approval of the Coordinator of Title IIA/Supporting Effective Instruction for the Idaho Department of Education, and for the purpose of fulfilling its distinct mission and vision, TVCA will place special emphasis on certain elements of the Framework. This is not to say that the other elements will be ignored: rather, teachers will be presumed to meet the Framework's proficiency standards for these elements until or unless their performance reveals otherwise.

The annual appraisal (summative evaluation) will be written based on a minimum of two (2) documented observations per quarter, with at least one (1) observation being completed by the end of the first quarter of the academic year. The annual appraisal (summative evaluation) will include a rating for all components of the applicable professional standards used for evaluation of certified personnel and will incorporate an individualized summary of parent feedback based on TVCA's annual parent survey. Please refer to Appendix 2 (Faculty Observation Form) and Appendix 3 (Faculty Appraisal Form) for the standard documentation.

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#### PLANNING AND PREPARATION [DOMAIN 1]

The TVCA curriculum contains a great inheritance of knowledge (*scientia*). The transmission of this inheritance requires effective planning and preparation on the part of teachers. Teachers must, in the first place, know their subjects. They must also know the BCSI curriculum and their lessons and units accordingly. Further, they must know or must learn how much time to allot to particular lessons and how to present lessons to their own particular students. Teachers who are well prepared in these respects will contribute decisively to their students' intellectual development and, ultimately, to their happiness (*felicitas*).

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#### DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY [ELEMENT 1A]

- The teacher demonstrates firm knowledge of the subject matter.
- The teacher's lesson and unit plans align with the prescribed BCSI Scope and Sequence.
- The teacher makes effective use of available resources: BCSI materials, BCSI subject coaches, BCSI Resource Pool on Box, etc.

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#### DESIGNING COHERENT INSTRUCTION [ELEMENT 1E]

- The teacher's lesson and unit plans reflect sound judgment in the ordering and sequencing of material.
- The teacher's plans reflect sound judgment in the scheduling of lessons and the allotment of class time.
- The teacher plans lessons that are teacher-centered and teacher-directed.

## DEMONSTRATING KNOWLEDGE OF STUDENTS [ELEMENT 1B]

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- The teacher's lessons promote students' cognitive development and avoid cognitive overload. By exercising students' short-term memories without overwhelming them, teachers encourage students to commit material to long-term memory.
- The teacher's assignments and assessments are challenging but fair, in alignment with what students have been taught in class.
- The teacher allows sufficient time for in-class practice, student questions, and review—review at the beginning and end of each lesson; review at the beginning and end of each week; and review at other opportune times.
- The teacher provides accommodations for students who require them.

## THE CLASSROOM ENVIRONMENT [DOMAIN 2]

TVCA aims to educate students toward self-government; toward the responsible exercise of liberty and citizenship; toward true happiness. To this end it is necessary not only to transmit to them a rich inheritance of knowledge but to cultivate in them habits of virtue (*virtus*). It is first and foremost in the classroom that these habits may be cultivated. The classroom must be an orderly place, and the school day must proceed in an orderly manner. Teachers must serve as models of intellectual and moral virtue for students to emulate. They must also establish appropriate standards of student conduct and enforce these standards justly and charitably.

## ESTABLISHING A CULTURE FOR LEARNING [ELEMENT 2B]

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- The teacher consistently promotes and takes responsibility for students' intellectual and moral formation.
- The teacher sets high intellectual and moral expectations and cultivates an atmosphere in which every student is encouraged to meet them.
- The teacher conveys to students the nobility and goodness of the knowledge, virtue, and happiness toward which their common efforts are directed.

## MANAGING STUDENT BEHAVIOR [ELEMENT 2D]

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- The teacher maintains an orderly classroom environment in which school uniform standards are upheld and standard procedures are followed.
- The teacher corrects misbehavior respectfully and intentionally—that is, with a view to promoting character development.
- The teacher is especially concerned to inculcate in students the school virtues of courage, courtesy, honesty, perseverance, service, and self-government.

## INSTRUCTION [DOMAIN 3]

Effective instruction is the *sine qua non* (“without which, nothing”) of TVCA's mission and vision. The elements of planning and classroom management outlined above, while important in their own right, are also important as means to the end of effective instruction in the classroom. Effective instruction requires decisive leadership on the part of teachers and active participation on the part of students. Yet it is teachers who solicit this participation from students: by artfully asking questions and leading discussions, teachers cultivate in students a love of truth, goodness, and beauty.

### COMMUNICATING WITH STUDENTS [ELEMENT 3A]

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- The teacher makes clear to students the goals and purposes of every lesson—what will be learned and why it is important.
- The teacher makes directions clear to students, modeling where appropriate—as in mathematics, for example.
- The teacher delivers lessons in language that is clear and elegant, offering thereby a model of good speech for students' imitation.
- The teacher's methods of instruction are traditional—that is teacher-centered and teacher-directed.

### USING QUESTIONING AND DISCUSSION TECHNIQUES [ELEMENT 3B]

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- The teacher regularly asks questions of students—whether to test or to aid in recollection; to stimulate curiosity; or to accomplish some other useful aim.
- The teacher mediates discussions, or selects students to answer questions, with a view to fostering an eagerness to participate on the part of all students.
- The teacher corrects students' misconceptions and grammatical mistakes, as revealed or made in their answers to questions, in a charitable and encouraging manner.

### ENGAGING STUDENTS IN LEARNING [ELEMENT 3C]

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- The teacher's written assignments and in-class exercises are clear, challenging, and aligned with material covered in lessons.
- The teacher's presentation of lessons and selection of curricular materials attract students' attention and rouse students' interest in the subject matter.
- The teacher engages students in conversations about how one does the good, drawing examples and illustrations from the curriculum and from daily circumstances.

## PROFESSIONAL RESPONSIBILITIES [DOMAIN 4]

The primary professional responsibility of TVCA teachers is to educate students toward true happiness by transmitting a great inheritance of knowledge to them and by habituating them toward virtue. Yet teachers' professional responsibilities extend further. Parents and families have an indispensable part to play in the fulfillment of the TVCA mission and vision, and teachers must therefore communicate with them accordingly. Furthermore, as members of a great and cooperative enterprise, TVCA teachers must be disposed to learn from their own professional experiences and from one another's—disposed, that is, to become ever better at their profession.

### COMMUNICATING WITH FAMILIES [ELEMENT 4C]

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- The teacher regularly and gladly makes information about students' performance available to families.
- The teacher responds to parental questions in a prompt fashion, usually within 24 hours.
- The teacher's communications and interactions with families exhibit courtesy, honesty, and charity.
- The teacher effectively articulates the distinct mission and vision of TVCA to families.

### SHOWING PROFESSIONALISM [ELEMENT 4F]

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- The teacher maintains high ethical standards and complies with all policies and procedures as outlined in the school and employee handbooks.

- The teacher's active support of TVCA is evident in his or her interactions with fellow faculty and staff and students, both inside and outside the classroom.
- The teacher shows a clear interest in reflecting on his or her performance and a readiness to accept suggestions and directions for improvement.

## STUDENT ACHIEVEMENT

Faculty evaluation ratings will incorporate measurable student achievement, as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught. TVCA uses the NWEA MAP assessment as a universal screener. The MAP assessment is administered in the beginning of the academic year and at the end of the academic year. Student growth data from MAP Class Reports as well as MAP Student Growth Summaries will be incorporated in faculty annual appraisals. TVCA may supplement MAP data with additional student growth and achievement data from Idaho standardized testing (IRI and ISAT).

## EVALUATION POLICIES

All faculty members (certificated instructional employees) will be evaluated by either the principal or assistant principal.

Staff (non-instructional employees) will receive an annual appraisal in accordance with the professional standards as listed on the TVCA Staff Annual Appraisal Form (please refer to Appendix 4) and will be evaluated by either the principal or the assistant principal.

Documented annual appraisals will be presented to employees in person after the conclusion of the academic year and no later than June 30 of that year. In the event that the appraisal results in a discontinuation of an employee's at will contract (at will contract as defined in the TVCA Employee Handbook), the employee will be notified no later than the annual appraisal in writing. TVCA will ensure that procedures as outlined in Sections 33-513 through 33-515, Idaho Code are followed in order to assure the due process rights of all employees. If an employee wishes to appeal or rebut an annual appraisal and/or any resulting personnel action, employees should follow the appeal and grievance policy as outlined in the TVCA Family Handbook.

Faculty members (certificated instructional employees) will be evaluated using the following standardized rating system: Unsatisfactory (1), Basic (2), Proficient (3), or Distinguished (4). Faculty members who are rated below proficient (3) in any domain or element will be placed on an individualized learning plan in order to become proficient in that domain or element.

## PERMANENT RECORDS POLICY

Permanent records of employee evaluations will be maintained in each employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). TVCA will report the ratings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes.

## OPPORTUNITIES FOR REVIEW AND INPUT FOR FACULTY EVALUATION

As TVCA's premier process improvement mechanism, the Mission Support Team (MST) is a readily available tool to consider opportunities for review and growth in how TVCA evaluates its faculty members. The MST is a cross-disciplinary process improvement team chaired by parents (the two Parent Teacher Community Association co-chairs) with two parent representatives (upper and lower grades), two faculty representatives (upper and lower grades), two board representatives, and two administration representatives. As such, the MST is uniquely positioned to review and recommend areas for improvement in the faculty evaluation system. In particular, the MST is charged with putting together the mid-year and end-of-year parent and employee surveys. In this capacity, it can seek both feedback from parents as well as faculty members.




**DANIELSON FRAMEWORK DOMAINS AND ELEMENTS\*\***

*\*\*Teachers are Proficient in all other Danielson Framework Elements unless noted in comments above.*

1 <b>PLANNING AND PREPARATION</b>	2 <b>CLASSROOM ENVIRONMENT</b>	3 <b>INSTRUCTION</b>	4 <b>PROFESSIONAL RESPONSIBILITIES</b>
<p>a <b>Demonstrating Knowledge of Content/ Pedagogy</b></p> <ul style="list-style-type: none"> <li>- teacher demonstrates firm knowledge of subject matter</li> <li>- teacher aligns lesson, unit plans with BCSI Scope/ Sequence</li> <li>- teacher aligns lesson, unit plans with BCSI Scope/Sequence</li> <li>- teacher makes effective use of BCSI resources</li> </ul>	<p>b <b>Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>- teacher promotes, takes responsibility for students' intellectual, moral formation;</li> <li>- sets high intellectual, moral expectations, cultivates atmosphere in which every student is encouraged to meet them;</li> <li>- conveys to students the nobility, goodness of the knowledge, virtue, happiness toward which their efforts are directed</li> </ul>	<p>a <b>Communicating with Students</b></p> <ul style="list-style-type: none"> <li>- teacher makes clear to students goals, purposes of every lesson</li> <li>- teacher makes directions clear, modeling where appropriate</li> <li>- delivers lessons in clear, elegant language</li> <li>- employs traditional (teacher-centered, - directed) methods</li> </ul>	<p>c <b>Communicating with Families</b></p> <ul style="list-style-type: none"> <li>- teacher makes information about students' performance available to families</li> <li>- teacher responds to parent questions promptly</li> <li>- teacher communicates, interacts with families courteously, honestly, charitably</li> <li>- teacher effectively articulates school mission, vision to families</li> </ul>
<p>e <b>Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>- teacher's lesson, unit plans reflect sound judgement in ordering, sequencing of material</li> <li>- teacher's plans reflect sound judgement in scheduling of lessons, allotment of class time</li> <li>- teacher's lessons are teacher-centered, teacher-directed</li> </ul>	<p>d <b>Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>- teacher maintains orderly classroom environment in which school uniform standards are upheld, standard procedures followed</li> <li>- teacher corrects misbehavior respectfully, intentionally—with a view to promoting character development</li> <li>- teacher is especially concerned to inculcate school virtues of courage, courtesy, honesty, perseverance, service, self-government</li> </ul>	<p>b <b>Using Question/ Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>- teacher regularly asks questions of students</li> <li>- teacher mediates discussions, selects students to answer questions, with a view to fostering eagerness to participate on the part of all students</li> <li>- teacher corrects students' misconceptions, grammatical mistakes in charitable, encouraging manner</li> </ul>	<p>f <b>Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>- teacher maintains high ethical standards, complies with all policies, procedures outlined in school, employee handbooks</li> <li>- teacher's active support of school is evident in interactions with faculty, staff, students</li> <li>- teacher reflects on performance, accepts suggestions, directions for improvement</li> </ul>
<p>b <b>Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>- teacher's lessons promote students' cognitive development, avoid cognitive overload;</li> <li>- teacher's assignments, assessments are challenging but fair, aligned with lessons</li> <li>- teacher allots sufficient time for in-class practice, student questions, regular review;</li> <li>- teacher provides accommodations for students who require them</li> </ul>		<p>c <b>Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>- teacher's written assignments, in-class exercises are clear, challenging, aligned with lessons;</li> <li>- teacher's presentation of lessons, curricular materials attracts students' attention, rouses students' interest in subject matter;</li> <li>- teacher engages students in conversations about how one does the good, drawing examples, illustrations from curriculum, daily circumstances</li> </ul>	




**APPENDIX 3: FACULTY APPRAISAL FORM**

<b>Part A. EMPLOYEE INFORMATION</b>			Version 7/18/2019	
<i>Employee Name (Last, First, Middle Initial)</i>		 <b>TREASURE VALLEY</b> CLASSICAL ACADEMY <b>Faculty Annual Appraisal Form</b>		
<i>Annual Appraisal</i>	<i>From</i> 08/2019			<i>To</i> 06/2020
<i>Faculty Position</i>				
<i>Position Description &amp; Responsibilities</i>				
- Primary Duties: - Additional Contributions:				
<b>Part B. IMPACT ON MISSION ACCOMPLISHMENT</b>				
- - -				
<b>Part C. SPECIFIC FEEDBACK AREAS**</b>				
<i>The letters below indicate performance levels in Danielson Framework Domains and Elements: "U" stands for Unsatisfactory; "B," for Basic; "P," for Proficient; "D," for Distinguished.</i>			<i>Comments</i>	
<b>Planning and Preparation [1]</b>				
- <b>Knowledge of Content and Pedagogy (a):</b> <i>teacher demonstrates firm knowledge of subject matter; lesson, unit plans align with BSCI Scope and Sequence; teacher makes effective use of resources—BCSI materials, subject coaches, resource pool.</i>		U B P D		
- <b>Coherent Instruction Design (e):</b> <i>teacher's lesson, unit plans reflect sound judgement in ordering, sequencing of material; plans reflect sound judgement in the scheduling of lessons, allotment of class time; lessons are teacher-centered, teacher-directed.</i>		U B P D		
- <b>Knowledge of Students (b):</b> <i>teacher's lessons promote students' cognitive development, avoid cognitive overload; assignments, assessments are challenging but fair, aligned with what has been taught in class; teacher allots sufficient time for in-class practice, student questions, and regular review; teacher provides accommodations for students who require them.</i>		U B P D		
<b>Classroom Environment [2]</b>				
- <b>Establishing a Culture for Learning (b):</b> <i>teacher consistently promotes, takes responsibility for students' intellectual and moral formation; teacher sets high intellectual, moral expectations, cultivates atmosphere in which every student is encouraged to meet them; teacher conveys to students the nobility, goodness of the knowledge, virtue, happiness toward which their efforts are directed.</i>		U B P D		
- <b>Managing Student Behavior (d):</b> <i>teacher maintains orderly classroom environment in which school uniform standards are upheld, standard procedures followed; teacher corrects misbehavior respectfully, intentionally—with a view to promoting character development; teacher is especially concerned to inculcate school virtues of courage, courtesy, honesty, perseverance, service, self-government.</i>		U B P D		

<p><b>Instruction [3]</b></p> <ul style="list-style-type: none"> <li>- <b>Communicating with Students (a):</b>  <i>teacher makes clear to students the goals and purposes of every lesson; teacher makes directions clear, modeling where appropriate; teacher delivers lessons in clear, elegant language; teacher's methods are traditional—teacher-centered, teacher-directed.</i></li> <li>- <b>Using Questioning/Discussion Techniques (b):</b>  <i>teacher regularly asks questions of students; teacher mediates discussions, selects students to answer questions, with a view to fostering eagerness to participate on the part of all students; teacher corrects students' misconceptions, grammatical mistakes in charitable, encouraging manner.</i></li> <li>- <b>Engaging Students in Learning (c):</b>  <i>teacher's written assignments, in-class exercises are clear, challenging, aligned with lesson material; presentation of lessons, curricular materials attract students' attention, rouse students' interest in subject matter; teacher engages students in conversations about how one does the good, drawing examples, illustrations from curriculum, daily circumstances.</i></li> </ul>	<p style="text-align: center;">U B P D</p> <p style="text-align: center;">U B P D</p> <p style="text-align: center;">U B P D</p>	
<p><b>Professional Responsibilities [4]</b></p> <ul style="list-style-type: none"> <li>- <b>Communicating with Families (c):</b>  <i>teacher regularly, gladly makes information about students' performance available to families; responds to parent questions promptly; communicates, interacts with families courteously, honestly, charitably; effectively articulates school mission, vision to families.</i></li> <li>- <b>Showing Professionalism (f):</b>  <i>teacher maintains high ethical standards, complies with all policies, procedures outlined in school, employee handbooks; teacher's active support of school is evident in interactions with faculty, staff, students; teacher reflects on performance, accepts suggestions, directions for improvement.</i></li> </ul>	<p style="text-align: center;">U B P D</p> <p style="text-align: center;">U B P D</p>	
<p><i>**Teachers are Proficient in all other Danielson Framework Elements unless noted here:</i></p>		
<p><b>Part E. CERTIFICATION</b></p>		
<p><i>Principal (Signature)</i></p>	<p><i>Date</i></p>	
<p><i>Employee (Signature)</i></p>	<p><i>Date</i></p>	

**APPENDIX 4: STAFF ANNUAL APPRAISAL FORM**

<b>Part A. EMPLOYEE INFORMATION</b>			Version 7/21/19	
<i>Employee Name (Last, First, Middle Initial)</i>		 <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p style="margin: 0;"><b>TREASURE VALLEY</b></p> <p style="margin: 0;">CLASSICAL ACADEMY</p> </div> <p style="margin: 10px 0 0 0;"><b>Staff Annual Appraisal Form</b></p>		
<i>Annual Appraisal</i>	<i>From</i>			<i>To</i>
<i>Position Title</i>				
<i>Position Description &amp; Responsibilities</i>				
-				
-				
-				
-				
-				
-				
-				
-				
-				
<b>Part B. IMPACT ON MISSION ACCOMPLISHMENT</b>				
-				
-				
-				
-				
-				
-				
-				
-				
-				
<b>Part C. SPECIFIC FEEDBACK AREAS</b>				
<i>The number lines below are a continuum of performance: a "1" represents the need for significant improvement, while a "10" requires little to no improvement.</i>		<i>Comments</i>		
<b>Job Performance</b>				
- Actively contributes to the school's mission	←1 2 3 4 5 6 7 8 9 10□			
- Executes with excellence and shows pride in work	←1 2 3 4 5 6 7 8 9 10□			
- Seeks to demonstrate the school's core virtues	←1 2 3 4 5 6 7 8 9 10□			
<b>Organization</b>				
- Plans and schedules work effectively	←1 2 3 4 5 6 7 8 9 10□			
- Adapts well to new demands or tasks	←1 2 3 4 5 6 7 8 9 10□			
- Uses the organization's resources effectively	←1 2 3 4 5 6 7 8 9 10□			
<b>Communication</b>				
- Listens carefully and without interrupting	←1 2 3 4 5 6 7 8 9 10□			
- Oral communication is effective and engaging	←1 2 3 4 5 6 7 8 9 10□			
- Non-verbal communication is clear and organized	←1 2 3 4 5 6 7 8 9 10□			
<b>Initiative</b>				
- Anticipates problems and offers potential solutions	←1 2 3 4 5 6 7 8 9 10□			
- Independently follows up and drives to completion	←1 2 3 4 5 6 7 8 9 10□			
- Leads/manages/embraces change effectively	←1 2 3 4 5 6 7 8 9 10□			
<b>Leadership &amp; Followership</b>				
- Eager self-starter; requires little-to-no supervision	←1 2 3 4 5 6 7 8 9 10□			
- Enthusiastic follower (when appropriate)	←1 2 3 4 5 6 7 8 9 10□			
- Skilled leader and organizer (when appropriate)	←1 2 3 4 5 6 7 8 9 10□			
<b>Team Work &amp; Customer Service</b>				
- Skilled and comfortable working in a group setting	←1 2 3 4 5 6 7 8 9 10□			
- Welcomes feedback from faculty and staff	←1 2 3 4 5 6 7 8 9 10□			
- Provides prompt and friendly customer service	←1 2 3 4 5 6 7 8 9 10□			
<b>Part E. CERTIFICATION</b>				
<i>Principal (Signature)</i>		<i>Date</i>		
<i>Employee (Signature)</i>		<i>Date</i>		



**TREASURE VALLEY**  
CLASSICAL ACADEMY

**Graduate Education Financial Assistance Application Form**

Treasure Valley Classical Academy supports teachers who seek mission-aligned graduate education and is prepared to contribute funds toward this purpose. Teachers should discuss graduate program choices with school leadership prior to matriculation to ensure mission alignment. Pending approval, TVCA is prepared to contribute 50% of semesterly costs (*after* grants and scholarships) up to a maximum of \$2,500 per calendar year. As conditions of receiving these funds:

- The applicant agrees to continue teaching at TVCA for as many years after graduation as funds are received; failure to do so will necessitate the repayment of some or all funds.
- Recipients must maintain a grade point average of 3.0 or higher.
- Recipients are expected to graduate no later than 4 years after starting a degree program; failure to do so will necessitate repayment of funds.
- Recipients must verify satisfactory performance with the Dean of Academics after each semester.

**Section 1** (to be completed by the Applicant):

Name: \_\_\_\_\_

Graduate Program (Degree and Institution):  
\_\_\_\_\_

Anticipated Start Date (Semester and Year): \_\_\_\_\_

Anticipated Completion Date (Semester and Year): \_\_\_\_\_

Please attach the following:

- a statement describing the professional goals this program will help you to achieve
- undergraduate transcripts
- evidence of costs to be incurred (for example, a statement of tuition and fee costs)

**Applicant Signature/Date:** \_\_\_\_\_

**Section 2** (to be completed by the Principal)

I approve / disapprove this request (circle one).

**Principal Signature/Date:** \_\_\_\_\_

*current as of 5.26.22*



# TREASURE VALLEY CLASSICAL ACADEMY

## Graduate Education Financial Assistance Reimbursement Request Form

This form should be filled out by teachers whose applications for TVCA graduate education funds have been approved by the Principal.

Recipients of funds should submit this form to the Principal after each semester for which they seek financial assistance.

This form should be accompanied by evidence of costs incurred and transcripts indicating satisfactory academic performance.

### Section 1 (to be completed by the Applicant):

Name: \_\_\_\_\_

Semester and Year: \_\_\_\_\_

Costs Incurred: \_\_\_\_\_

Funds Requested: \_\_\_\_\_

**Applicant Signature/Date:** \_\_\_\_\_

### Section 2 (to be completed by the Principal)

This graduate education funds reimbursement request is approved.

**Principal's Signature/Date:** \_\_\_\_\_

*current as of 5.26.22*



**TREASURE VALLEY**  
CLASSICAL ACADEMY

Employee Acknowledgement Form

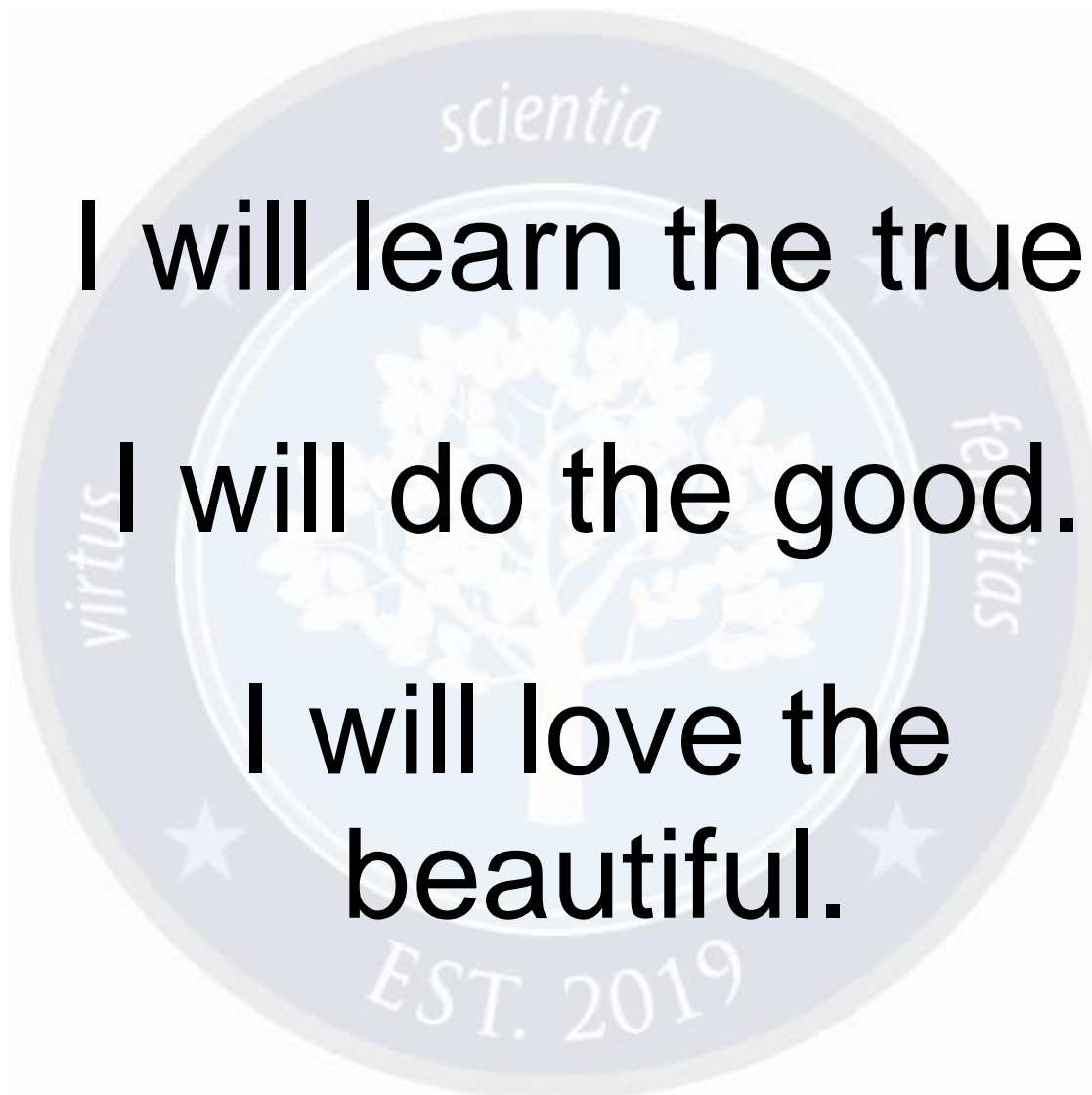
I have received a copy of the Treasure Valley Classical Academy Employee Handbook and have carefully read through its contents. I understand that all employees are expected to know and adhere to the policies and standards outlined therein.

\_\_\_\_\_  
Printed Full Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Version 7.25.19



**I will learn the true.**

**I will do the good.**

**I will love the  
beautiful.**