

Ivy Tutorial
Community Handbook
2025/2026

Guiding Principles

Our Mission

Ivy Tutorial seeks to provide a place of encouragement, fellowship, community and support for like-minded, Christian homeschool families. We strive to cultivate the natural curiosity and love of learning in every child so they can become lifelong learners.

Our Philosophy

Providing a Living Education: Ivy Tutorial follows the philosophy of education as designed by Charlotte Mason. That is, children are whole persons, created by God in His image, and endowed with the ability to learn about and relate to his creation. Charlotte Mason believed that students learn best when provided with an abundant feast of great literature, exposure to God's creation through nature, inspiration through noble ideas, and the formation of personal discipline (good habits).

- **Who was Charlotte Mason?** Charlotte Mason was a British educator from the late 1800's through 1923. She did not claim to be an innovator, but rather a compiler of the timeless, practical insights into the nature of children and education. Her methods have guided the practice of great teachers throughout the ages. Through the teacher training college she founded, the hundreds of schools which adopted her methods, and the voluminous publications of the Parents National Education Union, thousands of students were shaped by her ideas. To better understand these ideas, upon which Ivy Tutorial is founded, parents are strongly encouraged to read In Vital Harmony, by Karen Glass, For the Children's Sake, by Susan Macaulay, and The Story of Charlotte Mason, by Essex Cholmondley. (All are available to check out from our Ivy Tutorial library). In addition, parents are invited to participate in the once-a-month Charlotte Mason monthly reading group which is periodically offered by Ivy Tutorial.

Living In Right Relationships: We recognize that relational maturity can be encouraged and developed through a healthy community of varying ages, backgrounds, and perspectives. Relationships are enhanced and growth happens when children can listen and respectfully respond to those with differing perspectives and opinions as well as those of like-mindedness.

We talk about a Charlotte Mason Education as being a "relational" education. That is, learning happens best when children can develop a life rich in relationship to God, self, others, ideas and all of Creation. To that end, it is important for students to develop a trusting, nurturing, loving and positive relationship with learning and with others in a community.

Natural curiosity and love of learning: Within every child, there is a curious mind and a love of learning. We all have a responsibility to nurture these natural tendencies of a child. An intermediary is not needed and can even hinder a child's learning. More is accomplished through community and learning directly from the great minds in literature, math, science, etc. Children will engage, learn, and grow when directly exposed to great ideas versus the traditional model of being told by an intermediary upon what facts to focus on, what to think, and what to observe upon.

Lifelong learners: The love of learning is innate but can easily be crushed. Our entire educational model at Ivy Tutorial, and consequently our measure of success, is based upon keeping the love of learning alive in every child.

Empowering parents: Recognizing that God has given to parents the responsibility of child rearing and discipline (Ephesians 6:1-4, Proverbs 22:6, Colossians 3:20-21), we assert that parents have full responsibility for their child's education. The hours spent at Ivy Tutorial are only

a small part of the child's education. The responsibility to properly raise, train, and educate a child fully rests on the parents' shoulders. Our role is one of support and where appropriate, direction. The hope is that our parents will be better equipped and feel supported through being a part of Ivy Tutorial.

Educational depth: Ivy Tutorial's curriculum is a true liberal arts education and provides a depth of learning that goes well beyond answering questions on a test or filling in the blank. Our hope is that students will understand great ideas, how to communicate these great ideas, and how all of education relates together to form a whole picture once they have finished our program.

Character development: As the child develops mastery in a subject, the ultimate goal is for him/her to cultivate character habits such as discipline, patience, excellence, perseverance, etc. that develop the child's personhood. This is one of the ways we uphold Ivy Tutorial's motto: I am a child of God, I ought to do His will, I can do what He tells me and by His grace I will.

Community: At Ivy we strive to create a community that is counter-culture to what most children grow up in nowadays. As a community our goal is to stand strong together in cultivating an idea-rich atmosphere that cares about learning both in the Tutorial and in each of our homes. We value time out of doors in nature, time to create, time to play, time to rest and soak up all of these ideas we learn about and time to serve others and the larger community. We all should commit to be intentional about what we put IN FRONT of ourselves and IN FRONT of our children, recognizing that time is our most valuable resource.

Cultivating Mature Students

We believe:

- That disposition, intellect, and genius is innate.
- That character is an achievement; the one practical achievement possible to us for ourselves and for our children.
- That all real advancement, whether family, individual, or nation, pertains to character.
- That, therefore, to direct and assist the evolution of character is the chief office of education.
- That the Holy Spirit is the one true educator.

Ivy Tutorial Motto

"I am. I can. I ought. I will." ~Charlotte Mason

I am . . . a child of God, a gift to my parents and my country. I am a person of great value because God made me in His image. (Ephesians 2:10)

I can . . . do all things through Christ who strengthens me. God has made me able to do everything required of me. (Philippians 4:13)

I ought . . . to do my duty to obey God, to submit to my parents and my elders in authority, to be of service to others, and to keep myself healthy with proper food and rest so my body is ready to serve. (Mark 12:30-31)

I will . . . resolve to keep a watch over my thoughts and choose what's right even if it is not what I want to do. (Psalm 119:30-32)

Ivy Tutorial Key Character Traits

Respect, Excellence, Joy

"Humility does not think too much or little of itself; it does not think of itself at all."

-- Charlotte Mason

Respect: Each of us has been made in the image of God, the Maker of all things, who formed us and for whom we live to give praise and honor. We acknowledge God's authority when we

show respect toward His creation and especially toward others – their person, property, position, and ideas – even when these differ from our own.

Excellence: It is the relationship with God – our “most intimate and highest of all relationships” – that calls us to go beyond ourselves. The motto “I am. I can. I ought. I will.” speaks to our ability to do all things through Christ who has called us and gives us the strength to act contrary to our selfish desires. Then we are to respond based on good habits formed and practiced or humble awareness or self-sacrifice.

Our commitment to excellence shows in how we pursue accuracy and careful work every time we execute our tasks – regardless of how we feel or our familiarity with the subject matter. We build a firm foundation and do not move forward until we are habitually achieving excellence. Doing so not only improves our physical and mental capabilities and capacity for the task at hand, but often transcends to greater life habits and understanding to unrelated tasks and concepts.

“But we hold that all education is divine, that every good gift of knowledge and insight comes from above, that the Lord the Holy Spirit is the supreme educator of mankind, and that the culmination of all is that personal knowledge of and intimacy with God in which our being finds its fullest perfection.” -- Charlotte Mason

Joy: We CHOOSE daily to have an attitude and mindset of joy knowing we serve a sovereign God who is above all things. As we draw closer to Christ and experience the wonder of His Creation and His Word, our minds are renewed and our attitudes become like His. This demonstrates the sustaining joy of His spirit. We must be trained to see and gain the ability to have our eyes opened so that He can show us those things in which we are to be joyful for.

The indwelling of Christ is a thought particularly fit for the children, because their large faith does not stumble at the mystery, their imagination leaps readily to the marvel, that the King Himself should inhabit a little child's heart. -- Charlotte Mason

A High Standard of Attitude and Behavior

We strive to engage parents in the support of student growth. Whether conscious or unconscious, all behavior flows from an initial idea. Such ideas lead to the formation of a habit while that habit leads to the establishment of character. Thus, it is essential that tutors support students not only in maintaining a concrete standard of behavior, but by engaging the underlying ideas, attitudes, and habits that lead to concrete behavior. Ivy Tutorial is committed to this kind of formation of heart and mind but cannot succeed without the cooperation of parents and students.

It is particularly important that tutors and parents support and expect students to consistently display the habits of respectful obedience to appropriate authority. These efforts will cause diligence in completing assigned tasks.

Students are expected to obey the Ivy Tutorial policies and the authority of their tutors and administrative staff. Students should always show respect to tutors and other learners. Any student who is lax in these areas will be engaged in a wise and supportive manner that teaches them to maintain a high standard while maximizing the possibility of healthy obedience and not merely external compliance.

At Ivy Tutorial, every student is expected to put forth effort, give full attention to, and carefully complete all assigned tasks. Tutors are committed to giving each student the opportunity to actively participate in the learning process. This is accomplished by daily calling upon each student to read, demonstrate, and discuss. Students not completing their assignments or executing them in a haphazard manner will reap natural consequences like staying after school to complete work.

At Ivy tutorial we expect students to maintain a high standard for quality of work and responsibility by giving their best effort, attending classes regularly and by turning in weekly homeschool work. As of the 2024-2025 school year, Ivy has implemented a PASS/FAIL system to track these expectations as follows:

1. Full Program students must attend at least 85% of class days per term in order to receive a passing status for the term. (For example: no less than 40 of 47 total days). Friday Co-op Students must NOT exceed 2 absences per term in order to receive a PASS for that term.
2. When an absence is unavoidable, parents are expected to make every effort to reach out to their child's tutor and make arrangements to pick up missed school work for that day. *In the case where a student is on the brink of losing their Passing status, and an absence is unavoidable (excused), work must be picked up and completed to make up for the missed day and therefore maintain passing status.
3. 7th-12th grade students will have additional assignment requirements as well, relating to the pass/fail. Tutors will communicate, on the first day, what these entail.

A student must complete these requirements in order to receive a PASS for each term.

Ivy Tutorial Standards and Protocol

"A morning in which a child receives no new ideas is a morning wasted." --Charlotte Mason

Atmosphere

We teach in such a way as to invite the student to be inspired and connected with the material at hand and the living ideas found in their books and other curriculum!

Tutors and parents act as loving authorities. Authority is not self-derived and independent, nor is it self-serving. We are all under authority to God and usually, in some regard, to someone else. This loving picture of authority and submission can only exist within the context of healthy relationships, infused with mutual joy and respect. Tutors will be held to a high standard of respect towards their students as persons to maintain an atmosphere of joy in the classroom.

Ivy Tutorial is diligent to speak of work and excellence with sincerity, anticipation, and joy. We do not allow disparaging comments about work or complaints from students or tutors. It is encouraged that hard work is something to be praised and revered at home by the whole family.

Classroom Discipline

The majority of discipline problems are minor and are dealt with at the classroom level. The tutor's office is one of authority and the tutor is obligated to maintain an atmosphere where all the students can learn and grow. Tutors should think of their students and class as a family. Students look solely to their teachers to hold everyone accountable to boundaries and establish an atmosphere where there can be growth, belonging, mutual respect and love. However, in the case where this is not happening, the Director and tutor administration staff will support the tutor in their role and become involved in the following cases:

- A lesser lapse in behavior has become habitual and the added authority or ideas from the Director would be helpful in facilitating student growth.
- A student becomes disruptive, uncooperative, or is extremely emotional and distressed, such that the attention of another authority is needed.
- A serious lapse in behavior (See Level 3 and Level 4 Misbehaviors below).

Typically, a tutor does not report corrections of routine weaknesses in the classroom unless the misbehavior is highly disruptive to the class, has become habitual, or is very serious (see Level 3 and Level 4 Misbehaviors below). In these cases, the tutor will contact the parents, and if necessary, a conference will be scheduled to devise a plan for the student's growth.

Above all, it is pivotal to have parental support when confronting student weaknesses. This will assist in raising the child to be self-governed and create positive relationships with their individual being, their peers, authority figures, and others. Parents are asked to assist in this process by peacefully and firmly confronting their child's weaknesses, developing a strategy for the replacement of poor habits with good ones, and consistently following through with them on that strategy.

Level of Misbehavior

For purposes of clarity, Ivy Tutorial classifies damaging behavior as follows:

- Level One: Lapses in behavior to include, but not limited to talking in class, mischief, impulsive disobedience, eating at inappropriate times, pranks, inattention, sloppy work, impulsive/disruptive body movements, impulsive speech that is hurtful, disrespectful, or demeaning to another, uniform infractions.
- Level Two: Lapses in behavior to include, but not limited to a pattern of impulsive disobedience and disrespect, deceitfulness, speech that is profane, speech that is intentionally hurtful or demeaning, less serious acts of aggression such as pushing, tripping, or hitting, continued uniform infractions.
- Level Three: Lapses in behavior to include, but not limited to deliberate or defiant disobedience and disrespect, refusal to do assigned work, deliberate deception, talk which is sexually perverse, graphically violent or sadistic, threatening talk, stealing, leaving campus, destruction of property, more serious acts of aggression such as throwing multiple punches or striking with an object, blatant disregard for uniform wear.
- Level Four: Lapses in behavior to include, but not limited to any act of violence which has the potential to do permanent harm, vandalism of the school facilities, violation of civil or criminal laws, use of illegal drugs, possession of illegal drugs, sexual immorality, possession of a firearm or other deadly weapon, or threatening harm with a firearm or other weapon.

Level One	Level Two	Level Three	Level Four
Handled by classroom tutor*	Handled by classroom tutor*	Immediate referral to the Director	Immediate referral to the Director
Single lapses elicit tutor correction.	Single lapses elicit tutor correction.	Probable suspension for the remainder of the day	Immediate suspension and probable expulsion
Repeated lapses elicit parent involvement and a strategy for new habit formation.	Repeated lapses elicit parent involvement and a strategy for new habit formation.	Parents are contacted and consulted as to response.	Parents are contacted for an immediate meeting with the Director
		Multiple lapses with lack of repentance will result in expulsion.	Multiple lapses will result in expulsion.

*In cases of a pattern of lapses, the tutor should seek the Director's counsel and involvement.

Policies for Student Suspension or Expulsion

Students may be dismissed from Ivy Tutorial for the following:

- Any Level Four Misbehavior.
- Repeated Level Three Misbehaviors or lack of repentance for a Level Three Misbehavior.
- A pervasive pattern of Level Two lapses in behavior which seriously undermines the tutorial atmosphere and for which the student is unrepentant.
- A pattern of excessive absence from the Tutorial.
- A continued unwillingness to dutifully engage the academic work.
- A determination by the tutor, Director, and Board of Directors that Ivy Tutorial is unable to meet the academic and/or personal needs of the student.

Any student guilty of a Level Three or Level Four Misbehavior for which the student is unrepentant, is subject to immediate expulsion at the recommendation of Ivy Tutorial's Director with the concurrence of the Board.

In all other cases, when a student is in danger of dismissal, the Director and tutor will schedule a meeting with parents and student. The purpose of the meeting is to:

- Clearly communicate that the student is in danger of dismissal.
- Clearly identify the behaviors that must change if the student is to remain at Ivy Tutorial.
- Develop a strategy for supporting the student in positive change.

The student's tutor and the Director will diligently seek to support the student in his/her weakness and will be in regular contact with their parents, notifying them of progress or lack of progress. After a minimum of four weeks, if the Director deems that there has been insufficient progress towards the needed change and that the student's continued presence at Ivy Tutorial is a disservice to the student or to the other students at tutorial, the Director will recommend to the Ivy Tutorial Board that the student be dismissed.

Should a majority of the Ivy Tutorial board vote for the student's dismissal, the Director and a member of the Ivy Tutorial Board will meet with the parents of the student and request that he/she be withdrawn from the Tutorial. If parents are unwilling to voluntarily withdraw their student, they will be formally dismissed from Ivy Tutorial.

Parent Concerns and Grievances

As a community, it is important that Board members, tutors, and parents all work together to maintain a positive, affirming, encouraging atmosphere, especially where our kids are concerned. The expression of negative feelings towards others and gossip can do much to undermine any group's atmosphere. The Board and administration of Ivy Tutorial do not seek to suppress the expression of any parent concern or grievance. However, we ask that any such concern or grievance be handled in a healthy and constructive manner. Thus, the Board requests that the process outlined below is followed for concerns within the community. Parents are encouraged to keep grievance discussions within this process.

1. Parents and staff are always directed to go, first, to the person responsible (the tutor, Director, staff or parent).
2. If a parent's concerns have not been appropriately addressed after consulting with the responsible parties, they may then seek a meeting with the Director.
3. If the concerned parent wishes to question a Board policy or should the Director be unable to resolve the parent's concern to their satisfaction, the parent may then file a formal "Statement of Concern" with the Board. The necessary forms will be made available from the office.
4. Upon reaching a decision, the Board will communicate its decision to the concerned parties.

Tutorial's General Guidelines

Electronic Devices

Electronic devices for children ARE NOT allowed when on campus grounds. Cell phones & other devices must be left at home or in cars. If devices are brought into the building they must be placed in the front office basket. We are working hard to create a screen free atmosphere at Ivy Tutorial. Devices include smart watches, iPods, smartphones, iTouch devices, tablets and the like. Tutors and parents serving in this community are expected not to utilize electronic devices during tutorial hours, unless there is an emergency or they are relevant to the class material (i.e. laptops/iPad for lesson plans, etc.). We model the same standards and behavior during the tutorial that we are asking of our students. If at any time a student or parent needs to reach each other, a call may be made through the main office line: (509) 675-7127

A Non-Competitive, Stimulating Atmosphere

Administration, faculty, and students are held to a high standard in their way of relating to one another. In an atmosphere of sincerity and truth, students are free to learn for the pleasure of learning. Students do not compete with their peers for rank, grades, recognition, or prizes. Learning is the focus at Ivy, not besting a classmate. Great ideas, great works of literature, great works of art, the glory of Creation, and the common experiences of life are placed before the students to study and to discuss. Students are inspired to observe, explore, and understand.

Discipline of Habit

While recognizing that students have various levels of gifting, it is the expectation of Ivy Tutorial Administration that every student will develop the habits necessary for producing work of the highest quality and that all Ivy students will grow to the fullness of their God-given potential.

We consider the process of student work to be as important as the end product. Rather than developing people who can study well for the next exam, we are interested in helping students develop a lifelong habit of study. We ask the questions: did he mentally attend? Did she put forth effort? And was he thorough? We believe school and learning is not just an institution to get through, but rather a place to develop habits (physical, intellectual, relational) that will serve students for the rest of their lives.

Dress Code

The purpose of our tutorial dress code is to minimize the social competition and distraction which often results from an excessive focus on what a student is wearing. Ivy Tutorial administrators and tutors reserve the right to forbid any form of dress that distracts from the goal of education or is considered damaging to the tutorial's atmosphere and culture. Please refer to the Student Dress Code, on page 16, for the most up-to-date information. Upon initial failure to comply with the dress code, a slip will be sent home with the student. Parents will be notified and expected to rectify the infraction as soon as possible.

Social Expectations

There are no closed games or friendships at Ivy Tutorial. Relationships amongst students are key to maintaining our atmosphere of belonging, acceptance, and safety. All students are expected to be kind and inviting to others. We do not tolerate cliques at Ivy Tutorial. Parents and tutors must watch diligently and be aware of interaction amongst the children during class and outdoor playtime. There is a ZERO tolerance policy for unkindness and cliques amongst the students. Parents should be thoughtful in communicating to their children these ideas. For example, if their child is having a party outside of school they should either invite everyone from class or they should keep it very discreet so as to not cause another student in class to feel left out of the group.

Classroom and Hallway Etiquette

Students are expected to represent Ivy Tutorial, their families, and themselves well each day and cultivate an atmosphere of respect and gratitude. Students and staff should strive to set a good example for peers and others who they encounter. There are a few ways that this can be accomplished by:

- Not wearing hats when arriving on Ivy Tutorial Property
- Walking quietly and in single file line while in hallways and doorways
- Address others with appropriate greetings (“Good morning”, “Have a nice day”, “Thank you”, etc.)
- Use appropriate classroom behaviors
 - Address adults with appropriate terms (Mr., Mrs., Miss)
 - Raise hands to speak when in class
 - Speak only when called upon
 - Respect others' personal space
 - Do not speak over others
 - Respect others' opinions
 - Correct peers gently & respectfully if necessary
- Wear uniform proudly
 - Tuck-in shirts appropriately
 - As otherwise stated in the Dress Code section of handbook
- Complete end of day duties
 - Remove trash from rooms
 - Wipe tables down
 - Clean and straighten as necessary

Student Safety

Ivy Tutorial aims to be above reproach in our safety, watchfulness, and care over the staff and students. Below are our protocols to help ensure protection for all.

1. All tutors and parent helpers are required to pass a background check before participating at Ivy Tutorial.
2. For the safety of all parties, tutors and parent helpers are not to be alone in a room with a single student unless they are an immediate family member. If this situation must occur briefly, the door **MUST** remain open.
4. Bathrooms: An adult or teen should never be alone in the bathroom with a child. If this is necessary only in the case that a younger student needs assistance from a tutor, the Director or another trusted adult should be notified just before assisting the child, while the main door to the bathroom is to remain open when applicable.
5. Younger students (TK-2nd) will use the bathroom located between their classrooms.
6. Middle grade students (2nd-8th) are to use only the separate girl and boy bathrooms located at the back of our building.
7. Older students (9th-12th) are to use the single toilet handicap bathroom. Older students may use the separate boy/girl bathrooms when tutors give special permission.
8. All leadership, tutors and parents at Ivy Tutorial will be constantly aware of the potential for younger students being with older students or adults without proper supervision.
9. Children will not remain in classrooms or running about the property unsupervised when classes and lunch hour are over. There will be a tutor with or nearby students at all times. We expect parents to pick up their children promptly at 1:30 (Fridays at 2:30).

10. Parents must be the ones to pick up their students unless otherwise specified to the front office or the child's tutor.

11. Absent Days- if students will be gone from tutorial, parents are expected to call the office and notify Ivy Tutorial of their absence. This is a courtesy to let us know your kids are safe and you know they are absent so we don't have to make sure.

Facility Use Guidelines

Students are expected to show appropriate regard for all Ivy Tutorial properties. The facility belongs to Ivy Tutorial and must be stewarded well by maintaining our indoor and outdoor spaces. The stage and piano is off limits in the sanctuary, except to those leading morning music and chapel. Students may use the piano, but only with permission after asking.

Running, shouting, or horseplay in the hallways or classrooms is strictly prohibited at any time. This is a learning environment, and we must maintain a respectful standard of conduct. Good hallway and classroom habits will be maintained by our tutors. We will have scheduled times throughout the day when students can let out their energy. Students should avoid leaning on walls or placing hands on glass doors, marking in or bending backward the spines of books, and scraping or scratching furniture. Students will be fined for damage to any books, materials or property not determined to be normal wear and tear.

Arrival and Dismissal Procedures

Arrival

**Parents MUST be intentional to teach their children respect for others' time by being PROMPT!*

Full Program (Tues-Friday):

- Arrival- A drop off line will form in front of the building between the cones. Children should enter and exit the vehicle by the main sidewalk in front of the entrance and come straight into the building and then straight into the sanctuary, or play outside if weather allows.
- Please have your students arrive no later than 8:50 a.m. If students are later than this, parents must walk them into the building and this will be counted as a tardy. Students can arrive as early as 8:30a.m and can hang out in the sanctuary during winter months. In warm months they can set backpacks along the building & play outside.
- All students will line up at 8:53 to head to their classrooms. Tutors will be ready at the classroom door waiting to welcome them. Students will place book bags, jackets, lunches, etc. in their classroom, prepare their desks, and line-up to report to the sanctuary for morning time.
- We will begin promptly @9:00 a.m. with the singing of hymns, pledge of allegiance & prayer.

Friday Tutorial (Friday only):

- Co-op begins at 10:30am this year. Please have your student(s) arrive no later than 10:25 a.m on Fridays. Students should go straight into the sanctuary during winter months or stay outside to play during warmer months. Parents are required to stay until chapel time begins.
- During Friday arrival, we expect ALL Friday only parents to walk their students into the building. Because our numbers are so large and because many of our tutors are with full-program students, this becomes necessary.

All Families

- Upon arrival, ensure students have a backpack, coat, water bottle and a (filling, PROTEIN rich) late-morning lunch. Please avoid packing candy, soda, and other less healthy snacks or treats.
- A record of late arrivals (arriving after the start of morning time) is maintained and reported on each student's report of growth each term. A pattern of excessive tardiness will result in the student missing break or having a natural consequence that is given. Excessive tardiness affects the entire group and will NOT be tolerated.
- Chapel- On FRIDAYS ONLY we will have a 25-minute chapel service in the sanctuary from 10:30-10:55 a.m. Parents are asked to attend and stay for these chapel services every Friday. This is a rich time of learning as well as a time when parents can meet and get to know one another.
- If parents or visitors plan to stay for an extended time, they need to go to our main office first to check-in and put on an Ivy Tutorial name badge. This helps us identify that you belong with our group. No parking between cones where drop off and pick up line forms.

Dismissal

Full-Program (Tuesday-Friday):

- Pick-up time for all students is 1:30 p.m (Tuesday-Thursday) and 2:30 (Fridays).
- During pick-up (Tuesday-Thursday), students will wait near the main entrance with tutor supervision and listen for their name to be called. Students will then proceed to the loading area between the cones.

Friday Only

- On Fridays only, parents are expected to come inside to pick up their K-8 children from the sanctuary, unless tutors take them outside on nicer days. 9-12th grade students may wait outside with their tutors & classes. Tutors will not release students until parents come to get them.
- Pick-up time for all students is 2:30 on Fridays

All Families

If the person who will be picking up your student(s) is different from who typically arrives for pick up, please communicate this to your student's tutor, as early as possible through the office or verbal communication during drop off. .

Parents are welcome to stay and visit during pickup, but students MUST be picked up from the sanctuary first before staying to visit after hours. Our tutors often have meetings or lesson planning they need to attend to after classes.

Please send a message to your student's tutor (not the director) if an emergency arises and the parent or guardian will be late to pick up the student(s).

Emergencies: Tutors do not routinely check their phones during the day. In the case of an emergency or you need to speak with someone immediately, please contact the Ivy Tutorial office, at (509) 685-7127

Parents will be informed immediately if their child is injured or has an accident at Ivy Tutorial. If an emergency occurs, 911 will be called first. Please ensure your contact information is current.

Illness and Absence: Since fall and winter are seasons when illness can run rampant through families, we ask that each parent considers the well-being of the group and not bring a child who is displaying ANY symptoms of illness to include major cold or flu symptoms, such as fever,

nausea, runny nose and cough unrelated to allergies. If a child has suffered from influenza, strep throat, or a stomach bug, in the 48 hours prior to tutorial, we ask that they not attend that week. Since several of our member families have 3+ children. One child who gets sick at tutorial could leave a family sick for the next month. If a student has had a lingering runny nose or tickling cough for more than a week and is definitely no longer contagious, they may still attend tutorial. Tutors will be diligent to take preventive measures in class to avoid spreading germs. Parents should also remind their children of good habits. While at Ivy, measures such as having students wash hands before eating, keeping hands out of mouths, wiping surfaces, etc. will be practiced.

Communication: The need for excellent communication cannot be overstated for a successful and enjoyable experience this year. Our hope is to have close and cooperative partnerships between tutors, students, and parents. Please take the initiative to reach out to your student's tutor with any areas of concern you may have with class or your student. (See list of tutors and contact information on page 15.)

Any concerns you may have about your student or child's tutor that would require a meeting can be expressed through contacting the Director. We prefer face-to-face meetings or phone calls to discuss issues or concerns that may arise.

Our primary means of communication for general tutorial information is through the Ivy Tutorial BAND group. It is recommended that parents have notifications turned on and periodically check the app for important, often time sensitive, communication and details. In case of closure days (snow days) an announcement will be sent out over the BAND app & nowhere else.

Parent/Tutor Partnership (Full Program): At Ivy Tutorial parents are responsible for maintaining a partnership in the educating of their children. Ivy is not just a drop off program like a typical private school. We are a hybrid homeschool program where parents and tutors partner together on Monday Homeschool days, afternoons, and monthly check-in calls with tutors. Parents are expected to hold up their end of this partnership by scheduling & attending monthly check-in calls with tutors, also by helping their students with reading aloud practice 3-4 nights a week, and lastly, by completing & turning in ALL Monday homeschool work. If these expectations are not being done at home consistently a call will be made by the director to set-up a meeting with parents. If parents are not able to maintain their side of the homeschool expectation with Ivy Tutorial, this could be grounds for dismissal from Ivy.

Assessment and Evaluation of Student Learning: Students are expected to pay attention and demonstrate effort while attending Ivy Tutorial. All students are active participants in the learning process and are called upon to narrate and discuss each reading and presentation. They are also expected to produce written narrations, compositions, drawings, diagrams, maps, and charts, all of which demonstrate and deepen knowledge. This work is kept in student notebooks and copybooks accessible to parents at any time. Parents are encouraged to contact their child's tutor to arrange for a review of this material. Tutors evaluate the students daily in areas of comprehension, skill, and habit development. Knowing that learning is a process that manifests itself in a product, tutors are attentive to both individual student growth and the achievement of expected mastery. Tutors communicate with parents regarding their child in the following ways:

Parent/Tutor Conferences (Full-Program only): Parent/Tutor conferences are held a minimum of two times a year to inform the parents of their child's progress. Parents are expected to share in a dialogue regarding how Ivy Tutorial staff can best assist their child to progress and mature. During the week before the conference day, parents are to reserve a conference time by signing up through the paper posted on each Tutor's door. Parents will need to come into the building to sign up for a timeslot. Students K-6th do not attend the Parent/Tutor Conference, and childcare is not provided. Students in grades 7-12 attend Parent/Tutor Conferences.

Reports of Growth (Full-Program only): Reports of Growth are issued three times a year. They will communicate items such as attendance record, assignments turned in, effort given during exams as well as assessments from many of the narrations given on subjects. There will be

notes from tutors on the student's relationship to self, others, ideas, and work while noting both the student's strengths and areas where growth is to be encouraged.

Examinations (Full-Program only): Examinations are given near the end of each term and attendance on those days is mandatory. Missing these exams may affect the pass/fail status of students. Exams are administered each morning for three days. Classes are dismissed at 1:00 during exam week, allowing the tutors to begin reading exams. Students are given broad questions covering aspects of the semester's study in each subject.

Younger students dictate their answers, which are scribed for them on a laptop. All parents of students in grades K-4 are required to help with at least 1-2 exam days. Tutors need extra help typing answers from the students orally given responses. Parents must bring a laptop. Please sign-up for a slot to help for each term's exams.

Older students write their answers. Exams in disciplinary subjects may also include solving equations, reproducing maps & tables, & studying nature study specimens and works of art. There is to be no extra study or review in anticipation of exams. Each student's exam is to reflect what the student has truly learned during a term's studies. Examination results & the exams are returned to parents about one week after exam week to give them a chance to review the results. Beginning this year, Math and Language Arts scores will be scored with traditional percentage grades.

Tuition and Building Payment: The tuition rate, due date, and payment options are set each Spring for the upcoming school year by the Ivy Tutorial Board. It will take into account the "cost to educate" the students, building costs, tutor pay, supplies, equipment, curriculum, activities & other administrative costs necessary to provide the education expected by families. Students MAY NOT begin attending classes unless tuition & other payments are current.

Current fees are as follows:

Full-Program (Tuesday-Friday)

Student tuition- \$300/month (1st student), \$190 (2nd student), \$150 (3rd student), \$100 (each after)

Student tuition payments are to be made out to Ivy Tutorial by the first Friday of every month, for Ten Months. (September-June) June is not a partial payment.

Friday Tutorial (Attending Friday only):

All yearly tuition & building fees are to be paid in full at our Back-to-School Night unless other arrangements have been made. Be prepared to pay next year's enrollment deposit by Spring.

All Families

It is essential your payments be made on time for the sake of paying our tutors on time. PLEASE send payments through Venmo or drop check/cash off in the cream colored payment box, located just outside the main office. There is a \$25 late fee for any monthly payments that are past the due date of the 10th of the month.

Enrollment and Re-enrollment Deposit: For Friday and 4-day families, an enrollment deposit (an amount set by the Board each spring) will be due upon formal acceptance of a student into Ivy Tutorial. A re-enrollment deposit (amount and due date set by the Board) will be due for students returning to Ivy Tutorial for the upcoming school year. See the calendar for the re-enrollment due date in the Springtime. This deposit represents the mutual commitment of the parents and Ivy Tutorial. The commitment of the parents to provide financial resources in exchange for the education of their child. Once the parents provide the financial commitment, Ivy Tutorial will reserve a seat for the child and ensure proper resources are available to include hiring faculty and staff, classroom space, books, and necessary resources for the upcoming school year. This deposit will be applied to the registration & supplies and is non-refundable.

Ivy Tutorial Tutors & Administration:

1. TK/Kinder class: Mrs. LeCaire
 2. 1st/2nd grade: Ms. Herring
 3. 2nd/3rd grade: Mrs. Taft
 4. 4th/5th grade: Mrs. Wilkerson
 5. 5th/6th grade: Mrs. Day
 6. 7th/8th grade: Mrs. Delp
 7. 9th-11th grade: Mrs. Brookover.
 - +Mrs. Heard- Office Manager
 - +Mrs. Brown- Director
- Friday Only:*
8. 4th-6th grade: Mrs. Johnston
 9. HS class & electives: Mr. Gillette
 10. Art Class: Celeste Engell
 11. Music Class: Mr. Fish
 12. Science elective: Mrs. Murphy
 13. Science & other electives: Andra & Ella Owens

Board Members:

1. Andrea Brown- Chairman, began September 2020
2. Celeste Engell- Vice Chairman, joined September 2020
3. Molly Jo Evans- Secretary, joined February 2023
4. Debbie Wilkerson- General Ivy business, joined July 2023
5. Jessica Cockerham- Community Events Director, joined August 2024
6. Anahlise Pond- General Ivy business, joined November 2024
7. Katrina Robison- Treasurer & business operations Director, joined December 2024
8. Heidi Donnelly- Media Director, joined December 2024
9. Anne Carleton- General Ivy business, joined January 2025

Parents hold all schooling records and are the primary educators. As education-related regulations vary, parents are solely responsible to fulfill all legal schooling requirements. Ivy Tutorial serves as a consultant only and (although this is our goal) is not responsible to fulfill any educational standards or requirements.

2025/2026 Ivy Tutorial Dresscode

<u>BOYS K-12</u>	
Tops	Polo Shirt, Navy Blue must be plain, have no generic logo. Can have Ivy logo (long or short sleeve) Button-front Shirt- Navy Blue only, have no generic logo (long or short sleeve)
Sweaters, Cardigan & Jackets	V-neck Sweater- Navy Blue Only- White Shirt underneath Land's End official fleece Ivy Jacket (must have logo) -Navy Blue Only No generic <i>sweatshirts, undershirts</i> or <i>hoodies</i> are allowed this year *Outerwear w/o Ivy logo is permitted outside the building for inclement weather
Pants, Bottoms	<i>All bottoms must be worn with shirt tucked in when applicable & Belts should be worn</i> (K-2nd students can forego the belt) Pants must be KHAKIS. Straight leg or bootcut. No jeans allowed this year Shorts must be KHAKI & have belt loops Khaki Pants & Shorts must be cleaned regularly & free from Stains
Shoes	Close-toed shoes only / No open-toe sandals (see girl exceptions) Shoes must be neutral- No bright or neon colored shoes No Sweaty Boots- Ugg or winter style boots cannot be worn into the classroom No Gothic/combat style boots
Head, Hair	NO HATS of any kind are allowed to be worn on campus property w/out special permission Hair should be clean, of natural color & neatly combed or styled upon morning arrival
Hygiene	Boys should arrive with a clean face, hands, teeth & deodorant applied as needed
<u>GIRLS K-12</u>	
Tops, Dresses	Polo Shirt- Navy Blue must be plain, have no generic logo. Can have Ivy logo (long or short sleeve) Button Front /Peter Pan Shirt- Navy Blue Polo Dress- Navy Blue- must be just above the knee, have no generic logo (long or short sleeve) Peter Pan White Blouse w/Pleated Navy Blue Romper over the top
Sweaters Cardigan & Jackets	Cardigan-Simple button front- Navy Blue only Land's End official fleece Ivy Jacket (must have logo) -Navy Blue Only <i>No generic undershirts, sweatshirt or hoodies are allowed</i>
Bottoms	<i>All bottoms must be worn with shirt tucked in when applicable</i> Pants must be KHAKIS, straight leg or bootcut. No jeans or cargos style aloud Jegging Pants- KHAKI- must have belt loops and pockets. See Amazon list for options Skirts or Skort- KHAKI - must be just above the knee. Cotton or pleated style options
Shoes	All Shoes must be neutral- No bright or neon colors Closed-toe casual shoes Closed-toe Mary Jane style shoes Dressy opened-toe Sandals can be worn only with skirts & dresses No Gothic/combat style boots No Sweaty Boots- Ugg or winter style boots cannot be worn into the classroom
Socks, Tights, leggings	Knee high Socks in Navy Blue or White Tights in Navy Blue or White Leggings in Navy Blue or Light Gray are allowed ONLY underneath- skirts or dresses
Jewelry	Jewelry should be limited in amount, modest & in good taste. No big chunky jewelry
Hair	Simple Headbands are allowed Hair should be clean, of natural color & neatly combed or styled upon morning arrival
Hygiene	Girls should arrive with a clean face, hands, teeth and deodorant applied as needed

Affirmation of the Ivy Tutorial Parent Handbook

Both parents, and/or guardian must sign below that they have FULLY read through the Ivy tutorial handbook and that they are in agreement with the expectations held within it.

I have read the Ivy Tutorial Community Handbook and will comply with it's expectations and all of the supporting documentation.

Mother's Signature:

_____Date:_____

Printed Name:

Father's Signature:

_____Date:_____

Printed Name:

Parents must return this signed affirmation paper before students can begin their first day.

Full Program: Drop at the office by the morning of **Tuesday, September 2nd**

Friday Only Program: Drop at the office by the morning of **Friday, September 5th.**

*Papers can be dropped off at the Main office or in the metal drop box located on the wall just outside the office.