



FACULTY HANDBOOK

KING'S VIEW ACADEMY 2017-2018



Our society tends to view education in general as a large building divided up into classrooms, labs and activity space. Within these walls, students hear bells and follow schedules, and follow teachers' instructions for content, pacing, and focus. Assessment is achieved along the teacher's schedule and is designed to assess all students simultaneously. Students generally have access to each teacher 5 hours per week during classtime, shared with the rest of the class.

Teachers at KVA experience a unique educational setting and model. In comparison with the above statement, KVA teachers do not follow schedules or provide mass instruction or assessment. The focus at KVA is on each individual student's learning, and fostering each student's ability to learn in a self-directed manner. As students are not restricted by location or scheduling in their pursuit of academic success at KVA, teachers are available all day to conference with students about their learning needs.

Our instructional model is student-centered, not teacher-centered. Each conference with students is focused on that individual student's unique learning needs, leading ultimately to student mastery of curricular outcomes. Assessment is used to support learning (also based entirely on what the student needs) and concisely to report on student mastery of outcomes.

By providing a flexible schedule, supporting self-direction, and minimizing assessment, students are allowed maximum time for learning.

TEACHER MISSION

The teacher's prime responsibility is to support individual learning while fostering self-direction and the development of the genuine, gentle and confident self.

TEACHER TRAINING

Teachers at KVA undergo contemplative teacher training as provided by Goldlake. This training stresses an experiential approach to learning in that intellect, intuition, and effective action are united in one's personal journey. The approach is very direct and immediate, and provides a common ground for varied understandings of the nature of

knowledge and the world. Teachers focus not only on individual student learning in the subject area, but take into account the total learning experience of the student. Team and thematic teaching are also included as specific methodologies during the training.

DECORUM

Webster's Third International Dictionary defines decorum as, "propriety and good taste, especially in conduct, manners, or appearance: correctness." Decorum allows us to express our own sense of personal dignity, and to offer generosity towards others' feelings and sense of propriety. Accordingly, we practice decorum in our mental attitudes, our speech, and our bodily actions.

Decorum of Body

The area of appropriate dress is extremely important. It is the first visible indication of our awareness and pride. It colours the environment with precision and upliftedness, or sloppiness and casualness. Our appearance reflects our state of mind. The clothing we wear, and how we are groomed, affects the attitude of those who approach and interact with us. KVA teachers thus follow a business casual dress code.

Decorum of Speech

Mindfulness of speech - how we speak and the content of expression reveals our sensitivity to ourselves and others. Being precise in the words we use demonstrates our awareness and concern for proper communication. Speaking slowly, enunciating properly and allowing for space to enter into our conversation allows for gentleness and heartfelt exchanges. It gives people time to hear what is being said, and for thoughtful responses. It provides the ground for genuineness to take place.

Swearing and foul language offends others and degrades oneself. It is inappropriate and unacceptable at KVA.

Rudeness and hurtful comments about others violate our rights. They are inappropriate and unacceptable at KVA.

Gossip about others undermines the sense of school and community, and is destructive of peaceful cooperation. It is inappropriate and unacceptable at KVA.

Decorum of Mind

The mind directs all activities and chooses how we respond to ourselves and our environment. It is the foremost indicator of our awareness and training. Everything is an outcome of mind.

The attitude we display in all aspects of our living colours our world. How we appear visually and move through space, what we say and how we communicate, as well as the attitude and texture of our presence in situations, affects others.

KVA attributes a high level of importance to student Decorum. It is expected that global leaders would be able to live their lives in an elegant and dignified manner with an appreciation for the aesthetic. Students are exposed to enrichment workshops such as flower arranging, feng shui, meditation, calligraphy, manners, etiquette, etc. Learning these paradigms of proper behavior facilitates the students' success in the global society. It is expected that the staff will model these behaviours at all times.

Gold Lake Consultants Inc. - GOLDLAKESM PROGRAM

Teacher Training

Goldlake teacher training emphasizes a contemplative thematic approach that includes arts integration. It begins with the development of leadership and confidence, then expands outward to include relationships and team synergy.

Teachers learn to create:

- A nurturing learning environment
- Optimum student management techniques
- Individualized profiles
- Activities for different learning styles
- Inter-disciplinary teams
- Customized learning programs
- Curriculum integration of the arts and academics

Team Synergy Skills:

- Problem solving
- Creative thinking

Curriculum Program

The educational model begins with the creation of an environment based on the expression of genuineness, gentleness, and confidence. Creative leadership skills and self-confidence are key elements. It is an organic structure designed to meet individual

interests, talents, and abilities, and emphasizes a guided self-discovery experiential approach.

The junior high program stresses a hands-on approach to the sciences, peer community projects in the humanities, and wilderness programs to strengthen both independence and cohesion. Senior High School continues with the bulk of the academic and artistic curriculum coming from the apprenticeship and mentoring experiences of the larger community. The focus is on excellence in academics, integration of the arts and living artfully.

The GOLDLAKESM Educational Model contains the following five major areas that provide the foundation for the methodology, and structure of the learning environment:

Contemplative Arts Education has four basic areas:

Wholistic Education is designed to meet individual interests, abilities, and talents both academically and artistically. A multicultural theme is at the heart of the methodology, and is designed to mirror the developmental stages of the student.

Integrated Arts Curriculum is taught through the artistic expressions of music, dance, art and theatre woven into the learning process. This enables the students to assimilate their academic lessons through all their senses, intuitively as well as academically.

Thematic Instruction is the primary methodology used by team of on-site professionals, resource staff, and experts from various fields and educational institutions. As part of the In-Residence Program, acclaimed professionals, local and from abroad, present their disciplines via workshops.

Developmental Integration provides programs of instruction that mirror the student's developmental stages

Living Arts Program relates specifically to the awareness of aesthetics in everyday life. Refined culture and custom create eloquent and knowledgeable citizens of the world, able to pursue their goals with dignity, style, and grace. Decorum, public speaking, flower arranging, yoga, ballroom dancing, calligraphy, and marching are some examples of workshops offered throughout the year.

Enrichment Learning Program provides yearly assessments that develop profiles to identify student's strengths and abilities. Enrichment and remediation are provided. Community Program invites the community to take part in the KVA dynamic by

developing, sharing and providing resources based on the needs and interests of the student, family and community.

Experiential/Applied Learning Program encourages the young adult to step out into the world beyond the classroom and embody what has been understood. The experiential apprenticeship and mentorship programs are integrated into every grade level. Based on the student's individual interests, abilities, and needs, they work in 'real life' situations within the community and business world that are directly related to their development.

SCHOOL POLICIES AND OPERATION

Parent and Community Input into KVA Programs

The school provides support for parents and community to have the opportunity to request activities of interest such as classes, workshops, speakers, group sessions, etc. on an on-going basis throughout the school term.

Flexible Schedule

The Core of KVA's Educational Model is flexibility of the schedule, but there are conventions that we follow for logistical and planning reasons. Students may start to arrive at 8:30 am. Assembly is held at 9:00 am daily in a larger common area for announcements, housekeeping matters, curricular assignments, and check-in between students and teachers.

Academics are the focus from 9-12 daily and include teachers' presentations of curriculum and course progression, one-on-one student-teacher sessions, and independent work time. Teachers are available for individual or small group meetings with students all day. In the afternoons, enrichment and extra-academic activities are offered, including physical education and physical activity, dance, music, drama, yoga, debate, writing, improv, and any other extra-academic activities that are offered.

Lunch

No extra-academic activities are scheduled from 12:00 – 12:30 pm daily. A microwave, refrigerator, and toaster oven are available in the kitchen area for students and staff to use. A healthy lunch and a snack should be brought by students each day. Students should also have their own water. Students 16 years and older may go off-campus for lunch. A teacher or administrator should be informed if a student is leaving campus and when they plan to return. Students younger than 16 years are not permitted to leave campus without written parental permission.

All students must clean up after eating. On a regular basis, students will be expected to clean the school environment and remove waste, green bin and recycling to the appropriate bins.

STUDENT ATTENDANCE PROCEDURES

Attendance is taken early every day and parents are notified by their preferred method of contact (email, text message, phone call) if a student is absent (if KVA has not been previously notified.)

Emergency School Closures

As a rule, if the Halifax Regional School Board schools are closed to students for holidays and “snow days,” KVA is closed to students. KVA follows the HRSB announcements/postings at <http://www.hrsb.ca/about-ourschools/parents/school-cancellations> or through the HRSB Twitter account at [Twitter.com/HRSB_Official](https://twitter.com/HRSB_Official) or by calling 902-464-INFO (4636).

If KVA is closed, and HRSB schools are open, KVA administration will notify parents and students through social media and telephone, and update the news section of the website (on the main page). Every effort will be made to let parents and students know about school closures by 7:30am. Please make sure that KVA has the most up-to-date contact information for all students.

If KVA is to be closed, given the self-directed learning model of KVA, it is expected that students will still work on their assignments and projects. Ultimately it is at the parent’s or guardian's discretion if it is safe to come to school. No student is penalized academically or otherwise if a parent/guardian deems it unsafe to commute to KVA, even if it is open. We ask that parents/guardians notify the school of their decision.

ASSESSMENTS/REPORT CARDS

Students will be issued report cards on an as-requested basis, in addition to four planned reporting periods during the school year (“terms”). The school year, for simplicity's sake, is divided into four terms, roughly corresponding to the terms of public school in Nova Scotia. Please see 2017-2018 KVA school calendar for details. Following each report issuing of report cards, except the year end, there will be a scheduled Parent/Teacher interview day to provide parents/guardians an opportunity to meet with teachers, however, teachers are reachable at any point in the year by email, and the Administration should be able to provide a snapshot of student progress at any point in

time. The reports will include two marks for each course: total mastery of outcomes; and progress toward total mastery of outcomes

STUDENT RIGHTS AND PRIVILEGES

Leaving campus privileges: Students 16 years of age and above are allowed to leave campus after notifying a teacher or administrator. Students younger than 16 are only allowed to leave campus with parental consent (preferably a signed consent form on file).

Computer use: KVA computers, laptops, and other technology are valuable learning resources, but they require care and maintenance. Viruses and malware can quickly render these things useless as learning resources. For this reason, please use KVA technology only as learning resources. Files or programs may not be downloaded without permission. Instant messaging services are not to be used. Sites that have offensive or inappropriate content should not be deliberately accessed. If in doubt refer to staff. Misuse of computers leads to suspension of computer use. Students and/or guardians will be asked to sign an Acceptable Use Policy document which will be kept on file at KVA. Violations will result in suspended computer use for a day. Longer suspensions of privileges may be deemed necessary by an Administrator. Suspended computer use does not constitute a legitimate excuse for late assignments.

Electronic Devices Use: Cell phones, tablets, computers, and any instant text messaging devices are permitted during school hours. If any device is used in a way that diminishes a student's ability to learn, steps may be taken to eliminate the problem.

VIOLATION OF KVA POLICIES

Many KVA policies are designed to ensure the safety of all students and staff, and to create and maintain an educative atmosphere in the school. Violation of the policies of KVA may result in a meeting involving the involved parties, parents and administration, depending upon the severity of the alleged violation.

STUDENT DISCIPLINE PROCEDURE

Any serious violation of KVA Policy or disruption of the learning environment shall be dealt with through a meeting between a KVA Administrator, the student or students' concerned, and the teacher. Parents/guardians shall be contacted if deemed necessary. Each case shall be examined individually. Any illegal action necessitates involvement of the proper authorities.

SEARCHES OF STUDENT PROPERTY

The school has a zero tolerance for theft and the possession or use of illegal substances. As a consequence student totes, bags, and backpacks may be searched at the discretion of an Administrator. Such searches shall be conducted, whenever possible, in the presence of the student, at which time they may be asked to reveal the contents of articles or clothing on their person, including pockets, and may be asked to reveal the contents of other personal property. If necessary, parents/guardians, or appropriate authorities will be involved.

VISITORS

All visitors to KVA must report to the office for specific permission to be on campus, and receive a visitor's pass.

CLASS WITHDRAWALS

Due to the flexible and independent nature of KVA's education model, a student can choose how many and which courses in which to enroll. At any time the student may choose to drop a course. If it is a mandatory course for graduation requirements it will have to be completed at a later date. Although there is no maximum or minimum number of courses in which a student may enroll this year, a teacher may recommend a different number of courses to the student (smaller or greater). All course enrollments and program creation will be made involving teachers, administration, and parents or guardians, in the best interest of the student.

TEXTBOOKS/SCHOOL MATERIALS

Students are held responsible for lost, stolen or damaged textbooks (replacement value), and school supplies. Teachers issue and collect textbooks. Students who do not return books are responsible for the replacement or purchase of equivalent books.

STUDENT SCHOOL SUPPLIES

All students will be responsible for providing their own school supplies for the courses in which they are enrolled, as determined by the teacher.

COMMUNICATION

A newsletter and calendar are emailed home monthly. Other announcements, school updates and reports of achievement are emailed when required.

FIRE DRILLS

A few times each year students participate in a given a fire drill. The Fire Exits and other emergency procedures will be outlined by administration on the first day of school for students, posted in various rooms, and students will be reminded of these as needed.

GENERAL FIRST AID POLICIES

It is important for KVA to be informed of all student health problems. If the student has specific concerns or questions please let us know in writing so they are not overlooked. Parents are notified of all injuries requiring standard first aid. If it is a serious injury or there is doubt as to the severity of the injury, the student is taken to the emergency room or 911 is called.

LOST AND FOUND

From time to time items go missing or are found in the school. If the owner is unknown, these items will be placed in the designated space for Lost and Found items. Periodically KVA will display these items for the owners to retrieve them. Items left unretrieved will be donated.

STUDENT UNIFORM POLICY

School uniforms serve many purposes including creating and sustaining student and school identities, school pride, and decorum. Uniforms are to be worn from morning assembly at 9:00 until dismissal at 3:00 – this includes lunches and breaks, even if the student is going off campus. Students should plan on arriving early enough in the morning to allow time to put on their uniforms prior to morning assembly, or they should put on their uniforms before leaving home. Exceptions to this policy include Drama, Dance, Art, Yoga, and Physical Education classes. Appropriate attire for those programs must be worn as determined by the teacher.

It is also important for shirt tails to be tucked in and ties appropriately tied. Sneakers are not to be worn in place of black shoes. If a student is not properly attired in their uniform, a call will be placed to the parents informing them. With parent consent the student may be excused to leave campus until properly attired.

Required items for young men:

Navy blue blazers
School tie (from KVA)
Long or short sleeve white shirt *
Grey pants
Black belt
Navy blue or black dress socks
Black shoes (solid black, black laces, no logos)

Required items for young ladies:

Navy blue blazers
School tie or scarf (from KVA)
Grey kilt skirt or pants
Long or short sleeve white shirt
Navy blue knee socks, tights or leotards or panty hose (navy blue or black colour)
Black shoes (solid black, black laces, no logos, no heels)

For gym classes young men and young ladies:

Navy blue shorts (from KVA)
Navy t-shirts (from KVA)
Socks white or navy (solid colour)
Sweat shirt and pants (from KVA) optional

Further Uniform Guidelines:

Hats are not worn in school. Ties must be properly tied. Shirts are tucked in and buttoned properly. Shirts worn under the uniform must be solid white with no logos or designs. During warm weather blazers may be removed.

TEACHER POLICIES

The following are written policies of King's View Academy (KVA), notwithstanding employment contracts in place. If there are any contradictions, the contract is to be considered definitive. All of these policies are notwithstanding the Criminal Code of Canada and Nova Scotia Labour Standards legislation.

Hiring Policy

KVA is an equal opportunity employer. KVA is dedicated to the practice of equal opportunity and will not discriminate on the basis of race, colour, religion, sex, age, national origin, sexual orientation, marital status, or disability in its employment practices.

Sexual Harassment & General Anti-Harassment Policy Statement

Notwithstanding the Criminal Code of Canada, , sexual harassment is defined as unwelcome advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual, or (3) such conduct has the purpose or effect of interfering with an individual's work performance or academic performance or creating an intimidating, hostile or offensive working, living, or learning environment.

Specifically, no person shall, and no person has the authority to, imply or state, either directly or indirectly, to any individual, that an individual's refusal to submit to sexual advances will adversely affect any term or condition of a person's employment or academic status (e.g. continued employment, compensation, grades, professional future).

Moreover, no supervisory employee or faculty member shall or has the authority to promise or suggest, either directly or indirectly, that a person's submission to sexual advances will result in improvement in any term or condition of employment or academic standing.

Other sexually harassing behavior, regardless of how conducted or communicated, even if done in the guise of humor, is also prohibited. Such behavior includes, but is not limited to, verbal abuse of a sexual nature (e.g. cat calls, sexual/sexist jokes, comments regarding a person's attire, body or reputation); offensive touching (e.g. brushing, grabbing, pinching); propositions; offensive sexual flirtations: displaying lewd or graphic material; or displaying or discussing materials pertaining to males or females in a demeaning manner.

Retaliation against any individual who makes a complaint of sexual harassment or cooperates in an investigation of such a complaint is strictly prohibited.

Internal Grievance Policy Procedure

1. Employee gives written statement of grievance - the employee must explain the grievance in a written statement to any one of: the Principal, Vice-Principal or Headmistress.
2. A conference will be held, attended by at least 2 administrators, and chaired by the administrator receiving the grievance. If the grievance is about an administrator, that person will be excused from attending the conference. The grievance will be reviewed and all relevant evidence will be gathered as

determined by the chair. All involved parties will be informed of any decisions made, and notified of their right to appeal. Any appeal would be made first to the chair of this committee, then to the KVA Board if necessary.

3. Any person who files a grievance, seeks information, or appears as a witness or representative in any subsequent proceedings is protected from current and future retaliation and reprisal by KVA administration or employees. Retaliation or reprisal is a separate violation of the anti-discrimination laws.
4. Not more than ninety (30) days shall elapse between the submission of a grievance and a definitive response by the KVA Board of Directors.

Performance Evaluation

At the end of the academic year, a final teacher evaluation is conducted at the direction of the KVA Administration. The KVA Principal may also conduct an evaluation during the course of the school year to help in strengthening and supporting staff performance with respect to enhancing the quality of the learning environment. At any review, the teacher/employee may have an advocate present and will be given all courtesy and ability to respond to any concerns.

STAFF AREAS OF RESPONSIBILITY

Principal/Director, Dr. Derek MacDonald:

HR	teaching assignments, hiring teachers and consultants, teacher in-service
Curriculum	curriculum and program development (overall), overall school learning environment, student assessment and evaluation systems, developing systems and contexts that support individual student learning, creating and maintaining partnerships to enhance KVA programs and curriculum
Teaching	Oversee all programs, Oversee Mathematics and Science Programs, teach Mathematics to all KVA students, support individual student learning wrt Mathematics, maintain a collection of Mathematics resources (text and web) to support individual student learning
Students	developing and supporting individual learning contexts, student performance assesment, creating individual student programs and scheduling, student life, student discipline,

	student enrichment, creation and maintenance of student records
Families	Communications about all matters related to student life and individual students' experiences at KVA
PR	main contact for any communication with public and business community, oversee development and maintenance of web presence, prepare monthly newsletter and calendar, yearly calendar, events/networking, enrollment interviews and procedures
Business	liaise with accountant, all KVA finances, all payroll, all banking matters

Vice-Principal, Mr. Paul Lenarczyk:

HR	teaching assignments, teacher in-service
Curriculum	curriculum and program development (English Language Arts, Social Studies),
Teaching	Oversee English Language Arts, Social Studies, teach English Language Arts and Social Studies to all KVA students, support individual student learning wrt English Language Arts, Social Studies, maintain a collection of English Language Arts, Social Studies resources (text and web) to support individual student learning
Students	developing and supporting individual learning contexts, student performance assesment, creating individual student programs and scheduling, student life, student discipline, student enrichment, creation and maintenance of student records
Families	Communications about all matters related to student life and individual students' experiences at KVA
PR	secondary contact for any communication with public and business community

Founder, and Head of GoldlakeSM Consultants Inc., Ms. Rina Otero:

HR	teacher development, in-service, curriculum needs
Students	decorum, student profile composition and compilation

PR events/networking, alumni

TEACHERS

Learning spaces: inventory (materials and rooms, book assignments),
decorum – students acting responsibly in the learning
environment, and aware of their individual needs and others
Students individual preparation, needs assessment, delivery of lesson
content, evaluation/reporting outcome completion to admin,
communication of expectations and outcome achievement,
assessment
Curriculum materials/resources assigned, evaluated as to completion of
outcomes
Family parent communication regarding student work

Teacher In-service

The week of August 28 to Sept 1 is inservice week for KVA teachers. During this week teachers and KVA administration will discuss all matters pertaining to the coming school year, including but not limited to the following:

- Student Orientation Week (Sept 5 – 9) activities
- KVA101: University-Preparation Learning
- Orientation of all students to KVA policies
- Uniforms and Uniform Policy
- Camp Mush-a-Mush (Sept 13-15)
- Core Academics, Core extra-academics, other programs, clubs and activities to include in the 2017-2018 school year
- Accomodating all KVA programs, including core academics areas and extra-academic programs. Scheduling and Space
- Other programs, field trips, competitions, activities to add
- Staff responsibilities and assignments
- Technology use and training
- Daily schedule and procedures
- Facilities
- Fire Drills

CURRICULUM

PHILOSOPHY

King's View Academy provides a strong individualized pre-university program which includes education through the arts and living artfully. Nourishment of the inner person is one of its unique factors. Students have the opportunity to explore, discover and perfect their creative potentialities as the curriculum can be "custom designed" to meet individual interests, needs and abilities.

The curriculum courses are approved by the Nova Scotia Provincial School Board and are easily transferable from the provincial school system. Although the curriculum goals and objectives appear to be quite traditional, the learning environment and methodology used to attain these goals are completely unique to KVA.

The student's education is individually designed to meet individual interests, talents, and abilities. A yearly developmental assessment is given to identify the student's strengths and weaknesses with academic and social skills, and to identify physical developmental patterns which influence the ability to build those skills. An individual profile is then created as a reference point to nourish, balance, and train the intellectual, intuitive, and physical faculties of each student thus enabling them to naturally develop to their full potential.

To encourage the young adult to step out into the world beyond the classroom and embody what has been understood, experiential apprenticeship and mentorship programs are integrated into every grade. Students work in "real life" situations within the community and business world that are directly related to their development. In this way, learning is presented as a life-long process where every situation is regarded as part of the learning process.

The school's staff are specially trained to act as facilitators guiding the learning process. Integrated thematic instruction is the primary methodology used by a team of on-site professionals, resource staff, and experts from various fields and educational institutions around the world. As part of the In Residence Program, acclaimed professionals, local and from abroad, present their disciplines via workshops throughout the school year. Many of these workshops are available to community members and students from other schools.

DRESS CODE

Teachers and staff have a dress code of 'business casual'.