

# **Institutional Program Description**

## 5.00 Governance

### 5.01 Organization: Policy and Philosophy

- A. The Adamantios Koraes School is governed by a School Board which is subject to the supervision of the Parish Council of Sts. Constantine and Helen Greek Orthodox Church. The School Board, composed of seven members appointed by the parish Council, is responsible for overseeing the management and policies of Koraes School. The School Board makes recommendations to the Parish Council concerning the following: the school budget, tuition, and school personnel policies; hiring and dismissal, sick leave, and benefits. School Board functions are further detailed in the Handbook of By-Laws, policies, rules and regulations of Sts. Constantine and Helen Church.

The Koraes Student - Family Policy Handbook provides students and parents with the guidelines and rationale relative to the organization of the school. This document outlines operations and procedures in detail. It is revised and distributed annually to all parents and students so they may be made aware of school policies and operational procedures. The Koraes Teacher Handbook provides teachers and staff with detailed information regarding day to day operation, as well as duties and responsibilities of teachers and staff members.

- B. Our beliefs and our philosophy of education are based on the values of an Orthodox Christian environment stated in the Koraes Student - Family Policy handbook, page 8. Our philosophy is that our teachers, administration and staff understand that our children come first, therefore, all decisions will be based on what is best for our children while providing a safe environment in which to learn. That we must not only provide an integrated curriculum that ensures basic competency development for all grades, but one that recognizes and allows flexibility based on the abilities and development for all children. Technology is used as a tool to enhance the learning process whenever possible. We recognize and fully acknowledge that Koraes is not equipped to care for children that have severe learning or severe behavioral disabilities and pledge to direct parents to appropriate resources within their own public school district for help. We believe that a basic, solid elementary school education gives each child more depth in his/her core program of studies, enabling him/her to succeed not only in his/her high school studies but throughout his/her life as evidenced by the many success stories of our graduates throughout the school's history. With limited resources, our administration and teaching staff are more individually accountable and produce greater results than their public school counterparts. Our smaller class sizes allow for more individual attention to both the student and the parent. Using teaching techniques acquired through continual staff development, our teachers are able to use best practices and strategies and teach our children to become lifelong learners. It is our philosophy that the successful interaction with family, school and Church is a very subtle yet very powerful and necessary environment for raising stable, morally responsible and well-grounded children that can adapt easily to situations, interact successfully with others, make good solid decisions when necessary as well as excel in their future studies and in life. It is our philosophy that for productive learning to occur, the environment must be a place where children are disciplined in a fair and consistent manner. It is important at an early age to teach children both the beliefs and practices of their Orthodox faith so that before entering our diverse society as high school teenagers, our Orthodox practices have become their daily habits. This gives them a subtle but distinct and significant advantage over other children by

helping to “anchor” and guide them spiritually and morally from an early age through junior high. In this way they mature into stronger, more responsible citizens. It is our philosophy that by exposing children at an early age to our Greek language, heritage and culture, we are exposing them to a type of diversity that most children never experience. As 3rd and 4th generation immigrant families, or parents who are new to our Greek culture, learning and experiencing the culture behind a foreign language makes acceptance of other ethnicities easier for them as they grow up in our increasingly diverse and global world. Training in the Greek language at an early age also assures that students will excel in any foreign language studies they choose to pursue in high school and college.

At Koraes, our primary goal is to promote intellectual development, reinforce cultural awareness, social responsibility and inculcate the moral and ethical values of the Greek Orthodox Christian faith. Our students are prepared to think critically through a challenging curriculum, communicate effectively through a bilingual language arts program and act independently in preparation for life in a complex society with an accelerated rate of change.

Our consistent aim is to improve, enrich, support and continually reassess the curriculum in order to facilitate and improve the learning process. Emphasis is placed on the learner, on ideas and concepts rather than isolated facts and on inquiry which promotes critical thinking. We foster a feeling of self worth in our students by affording them a place for social interaction which espouses the ideals and values taught in the home and Church. Students are engaged in a formative process of spiritual growth through the guidance of the clergy and participation in the liturgical life of the Church. They are encouraged to put into practice the tenets learned by living and studying in a community environment and in exercising socially responsible behavior.

The Koraes School Board, in consultation with the principal and faculty, makes recommendations regarding philosophy, purpose and objectives to the Parish Council, which has the ultimate authority. In 1922 the School philosophy, purpose and objectives were officially established. In 1922 the School was granted its first recognition by the Chicago Board of Education. The philosophy, purpose and objectives are annually reviewed and approved by the Koraes School Board. Members of the Koraes School Board are identified on all formal communications from the school.

- C. Koraes School believes in equal education opportunities for all. The School welcomes all children of the eastern orthodox faith regardless of race, color, gender, or national origin. The nondiscriminatory statement is on display in the school office in the Koraes Handbooks.
- D. Koraes School believes that educating and caring for the “whole child” is imperative. Therefore, our school has continually made a Wellness Plan part of our curriculum. It is a school priority that in addition to having high standards of academics, that we keep our children physically fit and nutritionally healthy. Our Wellness Plan includes: physical fitness is taught by a certified teacher four times per week, the habits of good nutrition and healthy food choices are taught in PE and science classes, the systems of the body and how to keep them healthy is part of our health/science curriculum and outdoor recess is held each day as weather permits. In addition, pre kindergarten through eighth grade students are taken to the Robert Crown Center for further instruction on health related issues. Dental hygiene

seminars have been held for our students in pre kindergarten through second grade. Daily recess is part of the regular school day for pre kindergarten through fifth grade. In addition, a letter is sent home to parents to make them aware of the importance of nutrition and how to make healthy choices for their children. Per the Koraes School Board, a “no snacks” policy (Student/Family Handbook and Policy Manual) has been adopted due to the numerous food allergies in children. All staff receive training in Food Allergy / Epi Pens and CPR through the Global Compliance Network (GCN) online training modules.

- E. Second Step - Social/Emotional skills, like math skills, build on each other. The Second Step social/emotional curriculum is designed to teach children how to understand and manage their emotions, control their reactions, be aware of others’ feelings and have the skill to problem-solve and make responsible decisions. Short weekly lessons, engaging songs and games, daily activities and take home materials reinforce this learning.
- F. Illinois School Bus Safety program - The objective is to cultivate conscientious, safety-minded school bus passengers in our school system. To accomplish this goal, comprehensive lessons have been developed that should benefit students throughout their school years and later in life as drivers. School Bus Emergency Evacuations drills are conducted yearly.
- G. Internet Safety - The school provides Internet safety classes for all students and parents. Therefore, all students/parents are acquainted with the acceptable use of technology at Koraes. The World Wide Web provides us with a global network of information but comes with certain risks. It is highly unregulated and there is growing concern surrounding students posting personal information about themselves on any number of social networks. Koraes School reserves the right to enforce disciplinary action if it is brought to the attention of the school that a student’s comments or pictures are inappropriate, are in violation of the school Acceptable Use Policy (AUP) for technology or represent Koraes School in a way that reflects poorly on the staff and/or mission of the school. Parents are urged to communicate openly with their children about the potential dangers and consequences of using the Internet inappropriately. Posting any student or teacher pictures on social networking sites (Facebook) without permission of said person is not allowed. All students receive Internet Safety instruction. Parents also have the opportunity to attend an Internet safety meeting.

## 5.02 Koraes Administration

A. Beth Lind, *Principal*

Laura Grachan, *Assistant Principal*

Despina Lianos, *Administrative Assistant*

B.Planning, operation, evaluation, and reporting are conducted daily by the administrators with the assistance of the clergy and by monthly School Board meetings where minutes of the proceedings are recorded. The school is owned and operated by the Church. A full financial report and education objectives report are submitted to the Parish Council and are available to the parents and the church community at large. Specific administrative functions are further stated in the enclosed

Administrative Job Description. Further documentation to show how Koraes is effectively planning, operating, and reporting is identified by:

1. Files containing a copy of all forms sent to the Greek Orthodox Archdiocese and the State are kept in the Principal's office.
2. A binder containing school forms and correspondence is located in the school office.
3. An administrator's binder is located in the principal's office.
4. Copies of the weekly bulletins are kept for the current year.

C. To ensure continuity and articulation of the curriculum and academic program: teachers meet monthly for faculty meetings, when needed for committee and department meetings, attend Institute Days on campus and schedule at least one professional growth activity annually. Review of the curriculum also occurs in committees and/or department meetings and collaboratively among colleagues.

Teachers have access to the cumulative records of each student located in the school office. Each teacher uses the Illinois Learning Standards and Common Core Standards in conjunction with the publisher's guide for the implementation of the curriculum. Lesson plans are submitted to the principal online on a weekly basis. Each teacher is responsible for: the review of each student's cumulative folder and standardized test scores at the beginning of the year, student placement at the end of the year, final grades, and the end of the year report. The Individual Service Plan (ISP) is implemented by teachers for children who have been identified with minor learning/behavioral disabilities.

School progress is monitored by the principal reviewing data driven instruction. At approximately six-week intervals, progress reports are sent home for students grades K-2 and available online for students grades 3-8 which indicate student academic progress and social behavior. Parent/Teacher conferences are held after the first and second trimesters. MAP results are sent home to the parents of each student each trimester. The School's results are compared to the national norms. The School's overall performance is given to the community during open-session school board meetings. All test data are available online. When scores are received, meetings are set with teachers and the principal to discuss student needs. Data driven instruction is based on standardized test information, local school testing, and teacher input.

Articulation occurs with area high schools and elementary schools in order to ensure a developmental program and a curriculum that is compatible. The principal or designee attends three to four articulation meetings per year coordinated by the curriculum directors of Districts 117, 118, 135, and 230.

When students transfer to another school, we require the proper record release documents to be filled out by parents or legal guardians indicating where the records are to be sent. We include cumulative grades, attendance, standardized test scores, and health records. Special testing of students is included in the transfer papers with parental requests. Records may not be held due to non-payment of tuition in accordance with Family Educational Rights and Privacy Act (FERPA).

## 6.00 INSTRUCTIONAL PROGRAMS AND SERVICES

### 6.01 Instructional Programs: Educational Philosophy and Curriculum

- A. The Adamantios Koraes School offers a complete elementary school program for Kindergarten through eighth grade. In addition, Koraes School offers a Pre-Kindergarten program for students ages 3-5. Founded in 1910 under the auspices of Sts. Constantine and Helen Church, Koraes School continues to meet the needs of the Greek-American community no longer of immigrants but of a diverse population of first, second, and third generation Greek descent, as well as inter-faith marriages of non-Greek heritage. Students acquire not only the academics, but values in a close-knit, family environment. With the exception of our Greek Studies Program, our curriculum is entirely in English and is competitive with area schools.
- B. The State of Illinois Standards have served as a guide for the development of the Koraes Curriculum template which is available for review on the Illinois State Board Education (ISBE) website. Our curriculum K-8 includes language arts, mathematics, science, social studies, physical education and health, fine arts and Greek. Illinois history is covered in the fourth grade. Civics and United States history are covered in the fifth, seventh, and eighth grades. The State of Illinois Constitution is covered in the seventh grade. Seventh grade students take an exam of both the Illinois State and Federal Constitutions. In addition, our Pre-Kindergarten programs are in accordance with Illinois Early Learning Standards.
1. The core of the curriculum in grades K through Five (K-5) concentrates on a program of basic studies in the five academic disciplines, language, arts, mathematics, science, social studies, and Greek. In grades K-8, the curriculum is supplemented by the instruction of reading, religion, physical education and art. Instruction is conducted in heterogeneous classrooms and supplemented by small group instruction before, during and after school support reading, math, and the Greek language.

The curriculum in grades six through eight (6-8) provides an academic program concentration of the five disciplines, English, mathematics, science, social studies, and Greek. The student makes a transition from a self-contained classroom under the direction of his/her primary classroom teacher to a middle school program of study where the student is placed under the direction of a number of different teachers: a literature/language arts instructor, science instructor, math instructor, a social studies instructor and a Greek language and history instructor. Individualized instruction is available for all academic subjects. Our focus is to prepare students academically for entry into high school. In addition, our Second Step social/emotional curriculum for grades Kindergarten through eight teaches students about topics such as decision making, avoiding risky behaviors, drug education, bullying, conflict resolutions, responsibility, violence prevention, and peer mediation. The curriculum is based on Illinois State Standards for Social Emotional Learning (SEL) and on National Standards set forth by the American School Counseling Associations.

2. The Koraes Curriculum is available online via the Koraes School website which gives further information regarding the development of students' skills. In addition, the

Koraes Handbooks elaborate on the process of the development of students' skills. A separate curriculum guide is also available through the school office at request.

3. Black history is covered in social studies and we observe Martin Luther King Day as a non-attendance day. Our students are taught respect of other cultures such as modern and ancient civilizations, as well as the events in black history and the impact of African American slavery on our nations's history.
- C. See enclosed official School Calendar and enclosed master schedule.
- D. Various provisions have been made for students with different talents and interests. Small group instruction in math, reading, Greek and technology enables us to adapt the curriculum to maximize results for all students. Students with special needs are accommodated by an individualized service plan (ISP), small group instruction, tutoring and referrals for special testing. The following are some modifications made for students who require extra support: tests are read aloud, the number of test questions are reduced as well as answer choices, special seating, teacher tutoring, verification of daily assignment notebook, parent communication, and assistance with organizational skills, Detailed explanation of academic interventions is outlined on pages 14-17 of the Student handbook.

Students placed on academic probation are monitored closely to be certain that they become successful in areas of weakness. If a student in grades 3-8 receives an "F" in any two or more of the core subjects (reading/literature, math, social studies, or science) the student is placed on academic probation for the remainder of that trimester. In the event that two or more failing grades are received in any one trimester, the parent will be contacted and a Student Support Team (SST) meeting will take place so that a plan can be developed and implemented to help the student become more successful. Further testing with District 118 can only be initiated after at least (3) SST meetings have occurred and no response to the interventions tried has been observed. The principal is the designated contact person for the District 118 should further testing be needed. If a learning problem is diagnosed as a result of further testing at District 118, an individual Service plan is written to help support the student at our school. Our teachers then work closely with District 118 in order to implement strategies, teaching techniques and modifications to the curriculum as needed by the individual child. Koraes is the optimal environment for implementing such support for students with minor learning disabilities. It is our belief that students with minor learning disabilities at Koraes are already in a learning situation that allows them to be academically, socially and emotionally better served as they are receiving a combination of instruction in the regular classroom along with the supports that have been specifically designated to help them learn to the best of their ability. In addition, we consult with District 118 to work with students with Limited English Proficiency (LEP).

Retention is a serious step, taken only after many other efforts to assist the students academically have not resulted in the expected academic progress. The teacher will notify the parents of any student in danger of retention due to poor academic progress by the end of the second trimester at a formal Student Support Team meeting (SST). Students in grades 3-8 who have failed a subject in two or more of the major core areas (reading/literature, math, social studies, science) will be required to provide documentation

that they attended a summer school program such as the reading and math programs offered at Moraine Valley Community College before they can be promoted to the next grade in the fall. Eighth grade students must complete all assignments and pass their classes to earn a diploma.+

In the event that a child fails a test in math, science and/or social studies (69% or below), an individual plan may be initiated by the teacher to offer remediation that will lead to an opportunity for the student to retake the exam.

All students in grades K-5 receive math enrichment each week. Students who are having difficulty with reading comprehension in grades K-8 work in small, flexible groups with a teacher to concentrate on developing greater reading comprehension and fluency.

We have also developed our program to include enrichment activities through academic competitions in Greek, language arts, science, and social studies. A Science Fair is held annually, as well as a Spelling Bee, Geography Bee, Law Day Essay Contest, and Greek Essay Contest. Regularly scheduled programs which revolve around events in Greek history help students acquire a meaningful understanding about our heritage. In addition Koraes has several after school clubs such as: Band, Student Council, Geography Club, Homework Club, Chess, Reading Enrichment Clubs, Koraes School Store, Greek Tutoring Club, Art Club, Reading/Math Tutoring Club, Science Fair, Yearbook Club, Drama Club, Ellinomatheia-Prep Club for Greek Level Tests, Altar Boys, Sign Language Club, video gaming and National Junior Honor Society.

An Honor Program is held in the spring to acknowledge academic excellence, effort, responsibility, and leadership. To enrich student learning, we have included two or more field trips each year, cultural events and theatrical productions. A Christmas Program and programs honoring Veterans Day, and Greek cultural days are held annually. Historical events such as the Presidential Inauguration are viewed by the entire school. The Greek Studies Program allows opportunities for students to participate in cultural events that incorporate public speaking in a bilingual format as well as ethnic dance instruction. We plan motivational school assemblies, as well as a Career Day/Dr. Seuss Day so that students may explore career development skills and gain appreciation for reading literacy.

E. Various components are integrated in the development of our instructional strategies.

1. Each teacher incorporates instructional objectives consistent with the school's educational philosophy using in combination and as a reference the Illinois State Learning Standards, Next Generation Science Standards, National Council of Teachers of Mathematics and the Illinois SEL Standards. The entire program is geared to the developmental needs of each student. Lesson plans are submitted electronically and reviewed by the principal on a weekly basis. Pacing is done by trimester and for the entire year.

2. Teacher Leaders meet to discuss short/long term projects as well as to brainstorm and share ideas. A committee chairperson meets with the principal and provides a summary report of the committee meetings. Monthly staff meetings are held to disseminate information and discuss concerns. Each teacher has daily planning time allowing for organizational tasks.

3. The selection of material involves the joint effort of the principal and the faculty. The School Board reviews and assesses all recommendations. Textbooks and material for all grade levels are provided by the school. The principal takes a yearly inventory of what materials are left and with the average projection of enrollment for the next school year, orders all material needed at the beginning of June. Shipments are received in August and materials are ready for distribution during Institute Week. Included in the instructional components are library resource materials and books, computer software, art supplies, laboratory equipment, calculators, math and phonics manipulatives.

4. The entire program at each level is designed to meet the developmental needs of the child. At the teacher's discretion the curriculum is adapted to the pupil's level. In addition, adaptation to pupil needs is accomplished through large group instruction, small group instruction, and tutoring.

5. An assessment audit is completed each school year. Evaluation instruments and procedures for student instruction are informal testing by questions, oral reading, public speaking, special reports and projects. Formal evaluation instruments include teacher-designed tests, achievement tests, rubrics and report cards. Faculty members and staff are evaluated both formally and informally through teacher observations and individual meetings. Teacher evaluations are conducted annually and use the Charlotte Danielson model for teacher evaluation,

F. Illinois history is covered in the fourth grade. Civics and United States history are covered in the fifth, seventh, and eighth grades. The State of Illinois Constitution is covered in the seventh grade. Seventh grade students take an exam of both the Illinois State and Federal Constitutions.

G. The in-service education program includes an Institute Week, and a minimum of two Institute Day sessions per year. At these meetings, teachers are provided with in-service training. Teachers are also asked to attend at least one off campus educational seminar or workshop per year as allowed by school funding, Teachers of the Greek Department attend a workshop on an annual basis that is sponsored by the Greek Orthodox Metropolis of Chicago. An orientation day is scheduled for new teachers as well as a general orientation session for all teachers and staff members. Policies, instructional procedures, and operations are further detailed in the Koraes Faculty Handbook which is updated and revised annually and distributed to all staff members during orientation. Additional committees are formed as needed, to address issues such as classroom management, supervision and discipline. Mentoring for new teachers is provided by the administration and members of the Building Leadership Team (BLT).

## **6.02 Co-Curricular Activities: Development of Leadership and Social Skills**

Co-Curricular activities and programs are offered by Koraes School to foster leadership, group interaction and social skills. Special time is set aside from classroom time to conduct these activities. Our programs commonly stress the integration of students, their families, and the Church community into the joint effort of the child's education. Leadership skills are acquired by student participation in the National Junior Honor Society and Student Council. To encourage the healthy life choices and to promote wellness an annual presentation given by the Robert Crown Center and/or parent/local community volunteers takes place to learn about topics such as health, dealing with feelings, peer pressure, and drug awareness.

A variety of school programs also enhance student social skills. Our students participate in Greek cultural programs and a Christmas Program. These programs provide an opportunity for students to perform musical instruments, act, dance, recite poems, and gain experience in public speaking in a bilingual format.

In addition, we provide Second Step, a social-emotional curriculum that deals with decision-making, peer-pressure, conflict resolution, drug-awareness, learning about self and others, coping skills, loss/transition/relocation, and character education such as responsibility, citizenship, and trustworthiness. We discuss relevant events such as Red Ribbon Week that increases drug awareness and aims to prevent drug use.

The Junior Choir, Greek ethnic dance instruction (K-8) and membership in G.O.Y.A (Greek Orthodox Youth of America) for grades 8-12 provide creative outlets and opportunities for social interaction. Our children are given the chance to participate in the rich liturgical life of the community by attending worship services and are offered opportunities for community service that are consistent with the values of our Orthodox faith. Religious instruction, taught by our clergy, for all grade levels.

### **6.03 Pupil Services: Diagnosis and Service**

Records of health exams and immunizations are kept in the student cumulative folders organized by grade in alphabetical order.

1. The school office staff, under the supervision of the principal, handles all medical records, completion of accident reports, first-aid procedures, and immunization compliance. Minor cuts and scrapes needing cleaning and a band aide are provided by the office staff. A file drawer in the school office is kept stocked with first aid items. A medication policy is published which states that we may not administer medication to any student. This is in compliance with the guidelines of the IDHS and the ISBE. Any student requiring medication for exceptional reasons must have a doctor's and/or parental letter on file. Students may take medication at school only if he/she self-administers the medication under the supervision of the principal or principal's designee.
2. Physical, social/emotional, and psychological testing and diagnoses are provided through Palos School District 118. Referral services to private clinics and health providers are also suggested to the parents if requested. Each of these services is available through referral by the teacher and the principal. All records of new students are reviewed by the administrator to identify areas of concern.
3. Medical and dental exams are in the student cumulative folder. Vision and hearing screenings are conducted by District 118. In addition, teachers notify parents if they suspect that a child is experiencing vision or hearing difficulties. Parents/guardians are instructed to consult their physician annually. Medical records maintenance is provided by the office staff and principal.
4. Educational services are provided by our annual contact hours with the students. Social-civic services are provided by individual classroom discussions. Personal guidance services are provided by Palos District 118, ABCTherapy and the clergy. Further assistance is given by our clergy to families and students for counseling services with referrals.
5. Special Education services are provided by District 118. When the classroom teacher observes persistent academic concerns with a high-risk student, a conference is scheduled to discuss recommendations upon completion of assessment in order to develop an individualized service plan.

## **7.00 NON-PUBLIC ELEMENTARY & SECONDARY SCHOOLS FACILITIES AND SUPPORT SERVICES**

### **7.01 Building Safety and Fire Standards**

A. The school is accessible to all school population in an area that is free from traffic hazards and noise. Specific information is stated in the Student-Family Handbook and Policy Manual regarding arrival and dismissal procedures. The building is clean and in good repair.

B. Koraes School is maintained daily by one full-time employee and a cleaning service that comes in each school day to clean and sanitize. The entire facility is cleaned daily and as needed. Areas of concentration are vacuuming corridors, washroom facilities, sweeping floors in classrooms, entrances, gymnasium, lockers, multipurpose room, and kitchen, all of which are maintained and cleaned thoroughly on a daily basis and as needed. The school has an Asbestos Maintenance Plan in place that is in compliance with the Illinois Department of Public Health Asbestos Program. The school was re-inspected on March 1, 2022 by Mark J. Brumwell of Environmental Solutions Inc. IDPH Licensed #100-06717, and a report was filed in accordance with the Illinois Department of Public Health AHERA Three Year Reinspection Asbestos Abatement Program stating the following: "Materials identified as asbestos containing were found to be in good condition, with little or no damage and that no materials were identified that pose an immediate health hazard or restrict the use of the facility if left undisturbed." Furthermore, "No additional samples were collected, and no additional suspect materials were identified." A full copy of the *3-Year Asbestos Reinspection Report* is available online at [www.koraes.org](http://www.koraes.org).

C. For crisis management procedures please refer to the Crisis Management Plan.

D. The school has a heating/furnace system inspection every two years prior to the start of the school year by the Illinois Office of the State Fire Marshal Division of Boiler and Pressure Vessel Safety. The school does a complete inspection and maintenance of fire extinguishers by J. Anthony Services, Lieutenant Brian Hughes from the North Palos Fire Protection Department conducts a fire inspection for our facilities. Fire and disaster drills are conducted on a regular basis in compliance with the Illinois State Board of Education and Illinois School Code Laws.

### **7.02 Food Services**

A. School food services are not provided and students bring their lunch from home. Students are instructed by their teacher and physical education teacher about nutrition and the importance of well-balanced meals.

B. Koraes School participates in the milk-only portion of the Child Nutrition Program through the Illinois State Board of Education. Required documentation is kept on file in the School Office.

## **8.00 PERSONNEL QUALIFICATIONS**

8.01 Koraes School welcomes all children of the Eastern Orthodox Faith regardless of race, color, gender, or national origin. Koraes School recruits the most qualified teachers without regard to

gender, ethnic origin, race, religion, or physical disability. In addition, background checks are conducted on all possible employees.

8.02 All full time, non-Greek teachers must have a minimum of a Baccalaureate Degree from an accredited four-year college or university. The Greek Department teacher may meet all requirements as stated by the System of Education of the Greek Orthodox Archdiocese of America and are required to have a minimum of two years of higher education.

8.03 Teacher competency is assessed by formal and informal observations, staff meetings, and individual conferences. A performance review is scheduled annually by the principal to assess performance. A follow-up meeting is held between the teacher and principal regarding the results of this evaluation. To assess performance, a formal evaluation instrument in the form of the Charlotte Danielson Rubric is used. The evaluations of teachers are kept on file in the principal's office. Teacher evaluations are conducted by the principal through individual meetings, informal discussions with staff, classroom observations, and the annual review. Classroom observations and individual meetings are arranged throughout the academic year for the purpose of instructional improvement and classroom management issues. Professional growth activities are fostered through workshops and seminars on and off campus. Consultants in the areas of learning disabilities and counseling have been invited to coordinate program development. In addition, the principal and/or designee attends articulation meetings with local schools, attends workshops as well as sends teachers to other schools for observations of instructional practices. An evaluation of the administration is conducted by the school board or its designee.

8.04 The principal meets bimonthly with the School Board and presents a report. Several members of the School Board are experienced educators and act as consultants to the principal. An evaluation instrument is used to assess the principal's competency in the 6 areas as stated on the ISLLC standards for school leaders. The principal is evaluated on an annual basis by the School Board or its designee.

8.05 This does not apply to our School because we do not have a teacher or administrator in this category. If the need arises to hire a full-time teacher who has less than a baccalaureate degree, the principal will consult with the School Board.