

****Important Notice of Changes Due to COVID-19****

Additional addendums have been included in sections marked with a red asterisk (*) of this handbook.
(Parent Involvement, Academic Expectations, Evaluation and Student Promotion, Attendance, Illness and
Tardiness, Student Social Life, Basic School Information, and Signature Page)



ARCHWAY CLASSICAL ACADEMY

CICERO

A Great Hearts Academy

2020 - 2021

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LETTER TO FAMILIES

Dear Families,

Welcome to Archway Classical Academy Cicero!

We are honored that you have chosen our academy for your family and eager for you to join us in the pursuit of the true, the good, and the beautiful.

Parents/guardians, please take the time to read through our entire handbook. We encourage you to read pertinent portions with your students, such as the mission statement and honor code. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Archway Classical Academy (“ACA”) family as we share common values and expectations of one another. When you have finished reading the handbook, parents/guardians and the student(s) should complete and detach the mandatory signature page. Please return this page to the front office or your student’s classroom teacher.

The center of our school is the classroom and the mentoring relationship between the teacher and the student. Every family supports and participates in this relationship by shepherding their children through their homework after school. Yet our community needs to extend beyond the classroom to reach its full potential. As such, I urge every parent, student, and teacher to become wholeheartedly involved in at least one ACA activity. For a parent, this might mean volunteering in the classroom, leading or serving on a PSO committee, or chaperoning a field trip; for a teacher, coaching a sport or organizing a club; and for a student, playing a sport or being a leader in an extracurricular arena. Through work and friendship, let’s continue to build up each other’s spirits and develop our community.

Before you turn the page, I would like to quote from The Athenian Oath. The young men of ancient Athens took this oath when they reached the age of seventeen.

“We will revere and obey the City’s laws, and will do our best to incite a like reverence and respect in those above and below us ... We will strive to quicken the public’s sense of civic duty. Thus, in all these ways we will transmit this City, not only, not less, but greater and more beautiful than it was transmitted to us.”

What a powerful call to service from one of the great cities of the Western tradition! Each of us, as free citizens of ACA, should equally strive to make our school a better place - a city of truth, goodness, and beauty -for those students, parents/guardians, and teachers who will follow us.

Warmest regards,

Lea Ghishan
Headmaster

OUR MISSION

The mission of Archway Classical Academy Cicero (“ACA”) is to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

Students completing the ACA course of study will be well established on the path to developing scholarly habits and noble virtues. They will receive a comprehensive foundation in language through stories, poetry, a foreign language, and music; in thought and expression through grammar, composition, mathematics, and visual art; and in knowledge of the world around them through science and history. This course of study comprises the first steps along a rich and fulfilling academic journey that includes study at a Great Hearts Preparatory Academy (“GHPA”). As a graduate of a GHPA the student is prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, The GHPA graduate is ready to live the lifetime of learning that is possible for a human being.

ACA will fulfill its mission by the following means:

- Service to a rigorous, core liberal arts curriculum rooted in the Western tradition that is the same for all students
- Small teacher-to-student ratio
- Dedicated, enthusiastic, and intellectually excellent teachers who serve as models of learning and of character
- Detailed student evaluation, with an emphasis upon narrative evaluation of learning and growth rather than upon grades and percentages
- Regular and meaningful homework assignments
- High standards of personal conduct and polite behavior for students

Though the curriculum is rigorous and expectations of students high, ACA is not an exclusive school. We provide an environment that allows every student who is curious and diligent the opportunity to fulfill their potential.

OUR CHARTER AND AFFILIATIONS

Archway Classical Academy Cicero is a public charter school authorized by the State Board for Charter Schools.

Archway Classical Academy Cicero is a non-profit 501 (c) (3) corporation governed by a Governing Board of Directors and is a part of the Great Hearts network of academies. Great Hearts academies contract with Great Hearts Arizona, a non-profit management organization, to support its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, standard policies and procedures, and the development of funding and facility opportunities.

In 2020-2021, Great Hearts operates, in addition to this ACA, 20 other classical, liberal arts schools in the metropolitan Phoenix area.

ARCHWAY CLASSICAL ACADEMY'S PHILOSOPHY

"A Classical Education for Modern Times"

By Dr. Terrence O. Moore

Doctrina sed vim promovet insitam, rectique cultus pectora roborant.

Yet learning increases inborn worth, and righteous ways make strong the heart. (Horace)

ACA has deliberately taken a classical approach to education. That is, we adhere to an ancient view of learning and traditional teaching methods. Such a choice might at first seem paradoxical. Why, at the beginning of the twenty-first century, in the age of the internet, in a country that has long been addicted to the revolutionary and the novel, should a forward-looking school root itself so deeply in the past? Is not newer always better? What can young people learn from old books? We must answer these questions clearly from the outset.

Classical education has a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England and from the mother country to America through colonial settlement. At the time of this nation's founding classical education was still thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers' favorite books was Plutarch's *Lives of the Noble Greeks and Romans*. Fellow revolutionaries so admired Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Unlike the old classical schools, ACA does not make the medium of instruction Latin and Greek, although we do require all students to study both languages during their tenure at the school. Nonetheless, ACA remains classical by upholding the same standards of teaching, of curriculum, and of discipline found in the schools of old. ACA thus takes stock in the "tried and true" rather than in the latest fads popping out of the nation's schools of education.

Apart from this impressive history, ACA has embraced classical education for at least four reasons that separate it from modern, progressive education. Classical education:

- Values knowledge for its own sake;
- Upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- Demands moral virtue of its adherents; and
- Prepares human beings to assume their places as responsible citizens in the political order.

KNOWLEDGE AND THE GREAT BOOKS

The classical view of education holds that human beings are thinking creatures. Unlike other living beings, humans live by their intelligence. We want to know things. Specifically, we want to know the truth. From birth, the curiosity of children is astounding. Children observe everything around them. They pick up language at an astonishing rate. And as soon as they begin to speak, they ask the question "what is it?" of everything that catches their attention. Children demonstrate what is true of all people: we are natural learners. Therefore, any plan of education should take advantage of young people's natural curiosity. Schemes that stall children in their learning because "they are not ready for it," or that use various gimmicks that sugar-coat learning, as though children take to their books as they do their medicine, are not only unnecessary but counterproductive and insulting to humanity.

As children grow, their questions become more complex and their abilities to assimilate their observations more advanced. At every child's disposal is a veritable arsenal of mental capacities: memory, reason, imagination, a sense of beauty, a facility for language. Yet classical education does not simply leave children to their own inclinations. Rather, it feeds and directs and strengthens children's mental abilities in the same way that sports exercise their physical abilities. The mind, like the body, atrophies when not well-trained. The emphasis on rigorous mental training is an important difference between classical and modern, progressive education. By stressing childhood "creativity" and "spontaneity," without making children do much work or work on anything important, the modern school turns bright young children into bored adults who do not know very much. It is the old story of the tortoise and the hare. Falling in love with our talents without making any substantial effort to improve them, leads nowhere.

Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. E. D. Hirsch captured this idea in his book *Cultural Literacy*. For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James Bible, fables of Aesop, Euclid's geometry, and the documents of the American Founding. Few men in our history have been able to express so forcefully and with such economy the principles of freedom and human dignity:

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Lincoln's audience at Gettysburg instantly knew that he referred to the "proposition" of the Declaration of Independence. For this reason, the Gettysburg Address is not only one of the greatest speeches in our history; it is the shortest. Lincoln did not have to retell the history of the Revolution. His fellow Americans already knew it.

The danger we presently face as a nation is that, in the words of Hirsch, "many young people today strikingly lack the information that writers of American books and newspapers have traditionally taken for granted among their readers from all generations." The same observation applies to the realm of politics, the financial and industrial world, and all other facets of American life. Employers are constantly amazed at what their employees do not know and therefore cannot do. In politics, the pregnant allusions of a Lincoln would fall upon deaf ears. Make no mistake. Cultural literacy is not merely ornamental trivia. Our purpose is not to make Jeopardy champions. Rather, cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to the demands placed upon us by history and the present condition of the world. A culturally illiterate individual cannot comprehend vast areas of human knowledge necessary for his political, economic, social, and moral well-being.

By teaching a curriculum based on the Great Books of the Western tradition, ACA has resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. ACA's students study the traditional liberal arts—language and literature, math, history and government, the sciences, music and art—in a coherent and orderly program. The curriculum runs from fundamental literacy and math skills to the higher orders of thought and expression. All students are required to complete this classical curriculum. Admittedly, different children have different talents. Some students "catch on" more quickly than others. We shall always seek to challenge every student all the time. Yet ACA

regards any system of tracking that relegates certain students to an inferior curriculum as nefarious. Not all students will learn at the same speed, but all will complete the course.

UPHOLDING STANDARDS

In addition to requiring students to know certain things, a classical education also teaches young people judgment according to certain standards. To be “classical” means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old. They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideals of human existence. Each of the liberal arts has its own standard of correctness, logic, beauty, or importance. The study of a language offers the best example, especially since human beings live by communicating. Everyone can talk, and most everyone can read and write on a functional level. A classical education requires more than functional literacy, however. It teaches students high standards of grammar, precision in word choice, and eloquence. Throughout his education, the student will be exposed to the highest examples of eloquence attained by the greatest writers in the language.

“... I come to bury Caesar, not to praise him.” Shakespeare

“These are the times that try men’s souls.” Paine

These sentences are entirely grammatical. They could just as easily be used to teach grammar as “I come to help Jane, not to hurt her.” By preferring Shakespeare to an anonymous “See Jane” sentence we teach three things rather than one. We teach grammar. We teach cultural literacy. We also teach beauty. Our purpose is to introduce students to the masters of the language, so they will begin to emulate them.

Young people today are particularly in need of standards of thought and of real beauty. Their speech ranges from the sloppy to the vulgar. The person whose only expressions of approval and disapproval are “that’s cool” and “that sucks” lacks not only a copious vocabulary but also the ability to judge events according to their nature and gravity. ACA’s teachers do not shy from presenting students with standards that lift them out of the formless dross of the culture. Music is another area in which students are in dire need of high standards. The logical thinking that comes from mathematics and the sciences is no less important. Upholding standards is a principle of exclusion as much as of inclusion. ACA does not pretend that all writing is equally good, that all human endeavors are equally important or beneficial to society, or that all scientific theories are equally true. In choosing works of art, pieces of music, works of literature, and the like, our motto is that of Churchill: “I shall be satisfied with the very best.”

MORAL VIRTUE

Education is a moral enterprise. Young people are put into moral situations constantly. “Should I tell my mother that I broke her favorite vase or pretend like nothing happened?” “Should I copy the answers of the person sitting next to me?” “Should I argue with my teacher?” These are the timeless moral questions youth face today and have always faced. Anyone who thinks they are new should read the Confessions of St. Augustine. This patriarch of the church stole apples as a child. His knowledge of sin came from his own inner struggle. Schools can approach the moral lives of youth in three ways. They can try to ignore moral issues altogether. They can open up moral questions for students to explore in a non-judgmental and noncommittal environment. Or they can teach classical views of self-command using traditional teaching methods.

The first approach is simply impossible. All schools must maintain an atmosphere of order and decorum for learning to take place. Schools that try to ignore the character of their students either end up with major discipline problems or teach some forms of character without claiming to do so. As soon as you say,

“this is right” and “this is wrong” you are teaching virtue. The second approach might seem the most worthy of reasonable people. “Let us talk about morality in a non-judgmental way and let students come up with their own answers,” say the advocates of moral reasoning and values clarification. They even make moral discussion a part of the curriculum. What happens in these discussions is that teachers open up pre-marital sex, drug use, and other illicit activities as plausible life choices so long as students can explain those choices in terms of “their own values.” Predictably, research has indicated that students who are exposed to open-ended discussions of moral issues are far more likely to engage in vice (William Kilpatrick, *Why Johnny Can’t Tell Right from Wrong*, Ch. 4).

In contrast to the first two approaches, ACA teaches the classical virtues using traditional methods. We do leave religious questions entirely up to the students and their parents/guardians. But we agree with Aristotle’s dictum that one becomes virtuous by practicing the virtues. We believe that every young person has a conscience. It may be a conscience embattled against the individual’s own passions and the allurements of the culture, but it is a conscience nonetheless. Like the capacities of the mind, the conscience must be educated, or it will lapse into lethargy. We insist that students always be attentive and polite. We teach them how to uphold the school’s pillars of character. When students become capable of discussing virtue, we do not present them with moral conundrums that seemingly have no right or wrong answers. Instead, we confront them with the great stories of self-command and self-sacrifice found in literature and history. These narratives show that actions have consequences, and that there is a clear difference between right and wrong. Just as we encourage students to emulate the intellectual virtues of writers and scientists, so we lead them to emulate the moral virtues of heroes and heroines. The history of classical education is quite simply a history of the conjunction of learning and morality. The Roman teacher Quintilian made the connection explicit:

My aim, then, is the education of the perfect orator. The first essential for such a one is that he should be a good man, and consequently we demand of him not merely the possession of exceptional gifts of speech, but all the excellences of character as well.

ACA expects no less of our students.

CIVICS AND CITIZENSHIP

Classical education has always been concerned with the political order. Aristotle defined man as “by nature an animal intended to live in a polis.” Accordingly, for the Greeks education was essentially political. All free citizens bore the responsibility and the privilege of voting in the assembly and defending the polis from invasion. Young boys were taught from an early age how to speak and how to fight. The American Founders similarly hoped that schools would teach young people how to preserve the constitutional republic they had created. They realized that a free government depends not on the decisions of a few politicians but on the wisdom and virtue of a people. Political wisdom and virtue do not come easily. More than two centuries of American history have confirmed that this nation can be sustained only by citizens who understand, serve, and defend her founding principles. As much as they embraced free, constitutional government, the Founders feared the unchecked passions of an uninstructed multitude. In this light, ACA regards the decline in political knowledge in our day as dangerous as the waning of intellect and virtue. ACAs will provide a political education worthy of this nation’s founding principles.

We shall exalt the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. We shall ensure that our students enter the world as citizens fully cognizant of their rights and responsibilities. Such knowledge can only be gained by a thorough study of American history and government. If at times our political instruction verges on the

patriotic, we must remember that James Madison, the father of the Constitution, considered a “reverence for the laws” a prejudice which even the most enlightened nations cannot afford to be without.

COMMUNICATION

The **Headmaster** is Lea Ghishan. She reports to the Great Hearts Executive Director’s office and is responsible for overseeing the day-to-day operations of the school. She directly oversees the implementation of the ACA’s curriculum and has sole authority to manage all teachers and staff at the ACA.

The **Assistant Headmaster** is Edward Blair. He oversees areas relating to the curriculum, teacher support and supports discipline and daily operations.

The **Office Manager** is Ginger Brooks. She manages the front office and works closely with the Headmaster in communicating information to the families. She also assists families with records and school business unrelated to student discipline, curriculum, or the classroom.

The **Academy Giving Manager** is Kari Heetland. She oversees the financial wellness of our two primary areas of fundraising: The Community Investment Campaign and the Tax Credit Campaign.

The **Exceptional Student Services Team** is comprised of Christine Larsen and Jennifer Jakobi. They oversee programs for all students with IEPs and are responsible for screening incoming students for special needs and conducting evaluations for special education when necessary. The point of contact for the ESS team is Christine Larsen.

The **504 Coordinator** is Lauren Summa. She is responsible for overseeing the programs of students with Section 504 plans, including screening for, and evaluating student needs for 504 accommodation plans.

Questions or concerns about **curriculum** should be directed to the classroom teacher.

Questions or concerns about **student conduct or discipline** should be directed to the classroom teacher.

General questions regarding the school may be directed to the Office Manager. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate employee.

All inquiries regarding Athenaeum, the after-school program, should be directed to the Great Hearts Office of Co-Curricular Programs, which can be reached at GreatHeartsPrograms@GreatHeartsAZ.org or (602) 396-7574.

GREAT HEARTS CEO AND MANAGEMENT TEAM

The Great Hearts CEO and Management Team work with the Headmasters and academies and offer essential support. For more information about Great Hearts, please visit the website, www.GreatHeartsaz.org. The Great Hearts management team, as of August 1, 2020 consists of:

Chief Executive Officer - Dr. Wade Dyke
President of Arizona Schools - Mr. Erik Twist
Executive Director of Upper Schools - Mr. Brandon Crowe
Executive Director of Lower schools - Mrs. Leanne Fawcett
Chief Administrative Officer - Mr. Robert Wagner
Chief Advancement Officer - Dr. Daniel Scoggin

Vice President of Operations - Ms. Marilyn Papke

Note to parents/guardians: Copies of resumes and fingerprint clearance cards for all faculty, Great Hearts staff and Governing Board Members are available upon request. Please direct your request to Great Hearts Human Resources via email at HR@GreatHeartsaz.org.

FACULTY AND STAFF PHONE/E-MAIL REFERENCE*

Faculty and staff emails may be found on our school website linked [here](#).

**Email is the preferred method for communicating with faculty members. Families may leave phone messages for specific faculty with the front office, if needed.*

504 Coordinator:

Thomas Doeblen
Exceptional Student Service Director
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045 EXT 345

Title IX Coordinator:

Leanne Fawcett
Executive Director of Lower Schools
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045

OFFICIAL SCHOOL CALENDAR

The official school calendar for each academic year is posted on the school website, www.archwaycicero.org and distributed to each family prior to the start of school, usually in June. Any updates and revisions will also be found on the web version of the calendar, which is updated as needed. This calendar should be carefully coordinated with each family's own calendar and should be consulted on a regular basis throughout the year. The calendar identifies school holidays, half-days, special events, mandatory student fine arts performances, year-end ceremonies, etc. We encourage families to visit our website regularly to view communiqués, faculty contact information, updates on extra-curricular schedules and locations, and other school related events and information.

OFFICIAL GREAT HEARTS WEBSITE

The Great Hearts website is an important tool for communication. We encourage families to visit our website regularly to view communiqués, faculty contact information, updates on athletic and extra-curricular schedules and locations, and other school related events and information. Great Hearts academies is committed to making its website usable by all people, including those with disabilities.

Our Commitment to Help

We are dedicated to meeting the accessibility needs of all students, parents/guardians, and members of the public. Should you have specific questions or concerns about the accessibility of this site or need assistance in using the processes found within this site, we have trained individuals here at Great Hearts academies to assist you. Please contact us directly at (480) 438-7045. We would be happy to assist in making your visits to our site as convenient as possible.

***PARENT INVOLVEMENT**

The primary way that parents/guardians are involved in the school is by supporting their student in their journey through ACA. Parents/guardians will want to have an established plan for listening to and then encouraging their students when they are working hard. Likewise, parents/guardians may want to

communicate frequently with their student's teachers, so the parents/guardians can develop an understanding of ACA's expectations of how classical, liberal arts studies form habits of learning. Also, parents/guardians should contact the teachers to share important information on how their child approaches the curriculum at home and if they are experiencing difficulty. ACA students invest a great deal in their education, and thus teachers and parents/guardians should be unanimous in their support of the students and one another.

The teachers of ACA are honored by the great trust that parents/guardians have placed in them. This trust between the parents/guardians and the school must be maintained not only by ongoing communication, but by a mutual understanding of the "big picture": what an ACA education will offer young people in the long run. It can be difficult for both young people and adults to maintain a focus on the long-term benefits that a liberal education offers. Likewise, students, especially younger students, may not fully sense the extent of their own intellectual and moral growth over time. When students are applying themselves on a particular part of their journey, they will look to their parents/guardians and their teachers for a reaffirmation that their investment is yielding positive gains. As such, mutual trust between parents/guardians and teachers is essential to convincing students that we have an achievable plan in place for them that is also in their best interest.

ACA offers a core curriculum in which each of the grades builds on previous grades over the student's six-year tenure. All parents/guardians and students should maintain a vision of what the ACA fifth grader will look like at graduation. Our graduates will be confident, articulate, and prepared to enter a Great Hearts Preparatory Academy. They will be confident readers, active participants, and accurate calculators. They will have been exposed to some of the best classical children's literature and will possess the foundational knowledge needed for further studies at the middle and high school levels. Of course, a liberal arts education is not one that can be completed hurriedly or with a sense only of its immediate benefit or material value. The formation of our students' characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation from a Great Hearts Preparatory Academy. ACA does not claim to offer a definitive or exhaustive education, for as the great American philosopher and teacher Mortimer Adler once wrote, "Education stops only with the termination of life; the only fully educated human being is a dead one."

VOLUNTEERS

At ACA we believe that the education of the child must involve the student, the teacher, and the parent. Parents/guardians are enthusiastically encouraged to volunteer at the campus. At the request of the teacher, they are welcome to come into the classroom to read, tutor, or help with clerical duties. They may offer to help in the media center or the reception desk. We ask that parent volunteers attend a volunteer orientation at the beginning of the year and undergo a background clearance before working with students.

Elementary volunteer activities are coordinated by ACA's Classroom Volunteer Coordinators. All volunteers must have a signed and current volunteer form on file with the school. The teacher's individual teaching style sets the tone for the classroom. Volunteers who wish to volunteer in the classroom need to learn the teaching style of the teacher they wish to assist. If the teaching style conflicts with a volunteering style, the volunteer will need either to adjust their style or find a more compatible setting within ACA to volunteer. The teacher has primary responsibility for student learning in the classroom. Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in this handbook. Under **NO CIRCUMSTANCE** is it ever acceptable for a volunteer to confront a teacher about an issue when students are present. Volunteers who will tutor in a specific subject or skill may be required to receive prior training.

ACA encourages every adult—parents/guardians, stepparents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of ACA’s students, to act as mentors and tutors, and to instill in every student a love of learning. Volunteers work in conjunction with the faculty to ensure the most effective education possible for their children. To this end, volunteers are responsible for knowing and understanding the contents of ACA’s family handbook and are encouraged, but not required, to participate on school committees and provide other volunteer services. As indicated on the ACA volunteer form, volunteers may be removed for conflicts of interest or violation of confidentiality. Volunteering is a privilege. The privilege of volunteering may be removed by the Headmaster if it is believed to be in the best interest of the school.

***OBSERVATIONS**

At ACA we believe that parents/guardians should have the opportunity to visit and observe in their student’s classroom. Please feel free to schedule a time to observe in your student’s classroom with the teacher. Please limit your visit to no more than 45 min. and do not bring other children into the classroom. You may visit your child’s classroom once per quarter. An observation form should be picked up at the front office and filled out during the visit. A copy should be made for the teacher and the Headmaster. During an observational visit, as opposed to volunteering, there should not be any interaction with students or the teacher by the parents/guardians visiting. We want to limit the distractibility this may cause in the classroom. Visits will be allowed from September through March.

****Please note: Observations may be suspended due to COVID-19.***

VOLUNTEER CONFIDENTIALITY POLICY

Volunteers often inadvertently have access to sensitive information. Any information about students, grades, faculty, etc. is to remain confidential. Volunteers may observe situations of a sensitive nature. These are also to remain confidential. If a volunteer has a concern involving something that is witnessed, observed, or overheard it may only be discussed with the faculty member, Headmaster, or a member of the Governing Board of Directors. If a volunteer disregards this policy, the privilege of volunteering may be revoked.

VOLUNTEER BACKGROUND CHECK

All volunteers shall undergo a yearly criminal background check and be approved before working with students or going on field trips. Volunteer status must be renewed after July 1st each year. This process can be completed online by going to <https://www.GreatHeartsamerica.org/volunteer/> and filling out an application. The system checks applicants for sex offender status and compiles criminal background results which are reviewed and approved by the school, usually within 48-72 hours. The cost for the application is \$5.00. Once approved, the volunteer status will be acknowledged by our Raptor system with your state issued ID, and a badge with the date and room number will be issued each time you come to volunteer. If you have any questions or concerns you can reach out to John Lund, Great Hearts Safety Manager at jlund@GreatHeartsaz.org.

THE ACA VOLUNTEER AGREEMENT

The success of our volunteer program depends very much on our ability to keep confidences and remain impartial. Maintaining confidences and avoiding conflicts of interest are required of all who volunteer at ACA. In doing so, we accomplish these two purposes:

- Fairness to all students, faculty, staff, volunteers, and visitors
- Protection of ACA’s reputation, which in turn impacts the future of our school

While not all volunteering involves activities of a confidential nature, matters of confidentiality and potential conflicts of interest can arise at any time when a volunteer may be present. Therefore,

volunteers are expected to follow the guidelines listed and maintain confidentiality at all times. Possible situations are too numerous to specify individually. Common expectations include:

- Not discussing the names or any other information regarding students, teachers, staff, or other volunteers with anyone other than the volunteer's specific supervisor
- Not participating in discussions about suspected wrongdoing by students, teachers, staff, or other volunteers
- Participating in discussions regarding confidential information only in settings where such confidences can be maintained and not jeopardized (1 to 1 with volunteer supervisor or in writing to the administration)
- Exercising judgment in situations where public statements of personal opinion may be detrimental to the reputation of ACA
- Maintaining the confidential status of information obtained as "confidential forever"
- Wearing appropriate attire
- Leaving student discipline to faculty and staff
- Not using volunteer time as extra quality time with your students...etc.
- Not grading or evaluating your own student's work
- Full cooperation with your supervisor regarding but not limited to following specific directions, making judgments regarding "fairness" or "appropriateness" of assignments given, classroom management, or equity in treatment of individual students (if concerns arise these must be submitted in writing to the volunteer supervisor or the administration)
- While volunteering in the classroom no discussion of the volunteer's student may occur; if a volunteer needs to discuss their student an appointment must be scheduled through the office

All persons involved in volunteering are required to inform the classroom teacher of potential conflicts. Due to the seriousness of violations in confidentiality and conflicts of interest, the consequence of such behavior is removal from classroom volunteering.

Volunteers at ACA must be prepared to interact supportively and positively with students, faculty, staff, and other members of the parent community. Volunteers are required to uphold standards of dress and comportment.

I have read this agreement, understand it, and have asked any clarifying questions necessary. Based on this, I agree to maintain confidentiality and understand the consequences of not doing so.

Signature: _____ Printed Name: _____ Date: _____

MATERIAL SUPPORT OF ACA: TIME, TREASURE, AND TALENT

ACA provides an outstanding educational offering unprecedented in the public arena, “in the tradition of the finest private schools” but free of tuition. ACA is a state-funded public school, but the state funding formula does not provide sufficient dollars to offer our program to our students. Consequently, we must regularly seek outside charitable funding from individuals, foundations, and support to develop and maintain the high level of our program as well as capital improvement projects.

Charitable support is thus encouraged from our parent community and volunteerism is strongly encouraged. ACA humbly asks for each parent’s time, talent, or treasure. We ask each family to consider making all of the following a part of their tenure at ACA: 1) volunteering regularly to assist in the office and/or on campus 2) supporting ACA’s material structure through donation of a unique talent or service, and 3) providing financial assistance to ACA via participation in our annual giving campaigns—the Community Investment Campaign and Arizona Public School Tax Credit Drive. ACA is a non-profit, 501(c)3 corporation; as such, your gifts to ACA are tax deductible.

Since only 80% of ACA’s budget income actually comes from the state, your donations are absolutely vital to the health of the school. These donations directly address the reality (the bottom line) that ACA is not just a public school, but an institution that relies on our partnership with our families to help provide our students with a unique and worthwhile education.

The ACA Parent Service Organization (PSO) helps in the planning and management of school community events. The PSO supports aspects of the community through periodic events and activities, and through many acts of kindness and school spirit.

TOLERANCE AND PLURALISTIC SENSITIVITY

ACA is a public, non-sectarian institution serving a variety of Arizonans. All members of the ACA community—the administration, teachers, parents/guardians, and students—should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at ACA in actively promoting tolerance, civility, and sensitivity. Although the curriculum will include studies of world religions, teachers are not permitted to encourage or endorse a particular religious or political perspective in the courses they teach. Rather, they encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus.

REGISTRATION AND RECORDS

In order to complete the registration process, parents/guardians must have records transferred from the child’s previous school to ACA. This documentation should include your child’s immunization history and a copy of their birth certificate or other legally acceptable identifying documents, as well as their complete academic and disciplinary records, including any special needs or information. A request form may be obtained at the school office. Official transcripts should be sent to ACA directly by the previously attended school or, if hand delivered, the transcripts should arrive sealed with a signature across the back of the envelope. If your child was home-schooled, a signed description of the curriculum and course content mastered must be submitted to ACA. A more complete explanation of the documents that may be submitted is included in the Enrollment Policy which is part of this handbook.

Additionally, in order to complete student registration or re-enrollment, a parent must provide proof of Arizona residency. This proof must be re-submitted annually; acceptable forms of residency verification are listed in the enrollment packets issued by the school and described in detail in the Enrollment Policy which is part of this Handbook. Parents/guardians have the right of access to the records of their

children. The school reserves the right to have a **72-hour waiting period** in order to maintain the smooth flow of school business, although there may be an additional delay during certain times of the year when administrative staff is involved with other tasks, and to charge a reasonable fee for the cost of copying records. Non-custodial parents/guardians also have the right of access to records, unless the school has received a court document to the contrary. Please review the FERPA notification which follows for more information regarding access to and disclosure of student information.

OFFICIAL RECORDS

To request student records, please submit a request to your school's Office Manager. Please make note of whether an unofficial or official record is needed. Unofficial records are given directly to the family. However, official records will be sent directly to the institution. Exceptions may be made in extenuating circumstances, but official student records are usually requested to be sent directly from the school.

PRESCRIPTION AND OVER-THE-COUNTER MEDICATION POLICY

Parents/guardians must fill out an Emergency Information Card that will remain on file in the front office. This form will also allow parents to indicate permission for the student to take specific standard over the counter (OTC) drugs (acetaminophen or ibuprofen) as well as prescription medications.

If a student must take prescription or regular doses of non-prescription (OTC) drugs while at school, the parent must bring the prescription/OTC medication to the school office and complete an additional permission form with signed instructions for administration. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or OTC drug shall be documented in the school's database by the administering office staff. The school will maintain a limited supply of OTC medications in the office for dispensation to students in acute need (not chronic). This includes cough drops, ibuprofen, antacids and acetaminophen. Written permission to take specific OTC medications must be on file in the office before a student will be administered any by staff. If front office staff reasonably believe that a student is misusing school-stocked OTC medications, such as seeking them every day, staff may refuse to issue requested OTC meds to a student.

Students are not permitted to keep prescription or OTC medications on their person or in their lockers on campus (all drugs, including cough drops, are kept locked in the front office). School administration must be notified immediately of students suspected of breaching these regulations. Violation of these policies places the student and others at great risk of personal harm, and as such, will result in disciplinary action. More information can be found in the Academies Standard School Policies Guide, [linked here](#).

ASTHMA AND ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

It is the responsibility of an anaphylactic/potentially anaphylactic student's parents/guardians to inform the school health personnel of their student's allergy. Anaphylactic children who have been cleared by their physician to carry their own auto-injector (EpiPen) may do so. The physician will need to provide the school with an Action Plan to support the self-carry instructions. More information can be found in the Academies Standard School Policies Guide, [linked here](#).

POLICY FOR MEDICATION DISPOSAL

Disposal of medications should occur after the parents/guardians have failed to pick up medications after the specified time or at the end of each school year. The health office may contact parents/guardians before disposal, but not required. The following procedure should be followed in destroying medications:

- Read label for appropriate disposal instructions.

- If no instructions are provided, take medications out of their original packaging, place them in an impermeable and non-descriptive bag or can with used coffee grounds or kitty litter. Any preparation that includes a needle should be disposed of in an approved sharps container.
- All identifiable information on the containers should be scratched out to protect a student's identity and personal health history.
- Empty inhaler containers may be disposed in regular trash.
- Additional information regarding medication disposal may be obtained at <https://azdeq.gov/Sharps>.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA") NOTIFICATION

Required annual notification to parents and eligible students regarding student records

This Notification is required by the FERPA and provides you with important information regarding your rights as they relate to student educational records. It is directed to parents (including a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian) and eligible students (students aged 18 years or older or attending an institution of postsecondary education).

Your Right as A Parent or Eligible Student

The Right to Inspect and Review the Student's Educational Records.

If you wish to inspect/review the student's educational records, please contact the Headmaster to make an appointment to do so. You will be provided access to records within a reasonable period of time, but in no case more than 45 days after your request is received. School personnel will respond to reasonable requests for explanations and interpretations of the records. ACA will provide you with a copy of the records or make other arrangements for inspection and review of the requested records if its failure to do so would effectively prevent you from exercising your rights to inspect and review the records.

The Right to Consent to Disclosures of Personally Identifiable Information Contained in the Student's Educational Records. Except to the Extent the Law Authorizes Disclosure Without Your Consent.

ACA will limit the disclosure of information contained in a student's education records except: (1) By your prior, written consent; (2) as directory information; or (3) under certain limited circumstances permitted by FERPA. Some instances in which disclosure is permitted without your consent are set forth below.

Directory Information. Your consent is not required for ACA to release the following student information designated as "directory information":

- | | |
|--|---------------------------------|
| • Name | • Extracurricular participation |
| • Date of birth | • Wt. & Ht. for athletic teams |
| • Class designation | • Parent name |
| • Address | • Student photograph |
| • Place of birth | • Dates of attendance |
| • Previous school or district attended | • Email address |
| • Telephone number | • Achievement or honors |

If you wish to **refuse** to permit ACA to release directory information, you must submit your written refusal to the Headmaster's Office **within two weeks** of the date of this notice.

Disclosure to School Officials. ACA may disclose personally identifiable information from a student's education record without your consent to school officials who have a legitimate educational interest in the information. School officials include, but are not necessarily limited to:

- Headmasters, supervisors, and teachers

- Counselors, therapists, and other non-teaching personnel
- Authorized volunteers or interns
- Temporary substitutes for administrative, supervisory, or teaching personnel
- Members of Board of Directors, when acting in their official capacity
- Contracted consultants or other professionals (i.e., attorneys, auditors, evaluators)

A “legitimate educational interest” is the person’s need to know in order to fulfill the school official’s professional responsibility and/or to provide a service or benefit to the student or the student’s family.

The Right to Seek Amendment of the Student’s Education Records that the Parent or Eligible Student Believes to Be Inaccurate, Misleading, or Otherwise in Violation of the Student’s Privacy Rights.

If you believe the student’s records contain information that is inaccurate, misleading, or in violation of the student’s privacy or other rights, you may ask ACA to amend the record. You are also entitled to a hearing to present evidence that the record should be changed if ACA decides not to alter it according to your request. A form for this purpose and additional information is available in the Headmaster’s office.

The Right to File a Complaint with the U.S. Department of Education Concerning Alleged Failures by ACA to Comply with the Requirements of FERPA.

You are entitled to file a Complaint with the U.S. Department of Education if you believe ACA has violated FERPA. Complaints may be sent to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

ACA complies with FERPA (20 U.S.C. § 1232g and § 1232h; 34 C.F.R. Part 99); the Individuals with Disabilities Education Act (20 U.S.C. § 1400; 34 C.F.R. Part 300); and A.R.S. §§ 15-151, 15-142.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (“PPRA”)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

ACA has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ACA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ACA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their student out of participation of the specific activity or survey. ACA will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

***ACADEMIC EXPECTATIONS, EVALUATION, AND STUDENT PROMOTION**

ACADEMIC EXPECTATIONS

Our mission is to provide an environment that allows every student who wants to learn the opportunity to engage with the subjects, ideas and great works of our curriculum, the practice of which will prepare them to lead rich and fulfilling lives. To exclude any student from this opportunity would cause us to fall short of our mission; though the curriculum is rigorous, and expectations of students are high, we are not an exclusive school only for those with particular aptitudes or exceptional capacities.

A key philosophical assumption ACA holds is that every student can learn. As human beings, we are equal in that we all have the capacity to learn and grow. But this equality in capacity cannot be confused with equality of capability, and certainly not with equality of academic results. Just as individuals differ in their physical gifts and characteristics, we all have different gifts and challenges in the subjects of learning. ACA is committed to helping every student to learn and grow as much as they can, to employ a metaphor we seek to pour the same “rich cream” of a Great Hearts education into all vessels, no matter their size, shape,

or appearance. True excellence across the curriculum is a rare and worthy achievement – to be admired by all, but not to be unreasonably expected of all, or even most, students.

A student's willingness and desire to learn and grow– in short, their curiosity and perseverance– is the key to the pursuit of excellence and fulfillment at ACA. While the school understands that some students are more talented than other students in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies themselves diligently on a daily basis will succeed at ACA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of their years at ACA, to be demonstrated in their character as a senior and graduate; a truly impressive young man or woman.

STUDY MATERIALS

In order to do well at school, the student must be prepared with the proper tools. Supply lists are available for each grade level on our website.

TEXTBOOKS

Textbooks will be issued to each student for use during the academic year, but they remain the property of the school. A one-time book deposit of \$150 is required upon enrollment to the school and is refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year. If a student misplaces a book, they will be charged for the full replacement cost of the book, which is significantly more than the per-book deposit amount of \$25-\$35. (Students may also be charged a return fee by the reception desk to return assigned textbooks found by staff on the campus.). Deposit is due when you submit your completed registration packet to the school. Financial assistance for book deposits is available in certain circumstances. Please speak with the Headmaster or Front Office staff for information.

LITERATURE CONSUMABLES

Your student's class will utilize classic works of literature during the upcoming school year. At Great Hearts Academies, it has always been the tradition for students to develop a personal library of books that they mark in, keep and return to during their time at Great Hearts, and treasure for years to come. We call these books "Classics to Keep". Your student's class will utilize these classics during the upcoming school year. Parents/guardians and students are strongly encouraged to purchase these books for their own personal collections, so that they can mark them and keep them, allowing students to develop their own impressive personal library of classics over the course of their academic career with Great Hearts. For families who do not purchase the texts, their student will be given access to a copy of these books as part of their curriculum. Students should not mark these books provided by Great Hearts and will be asked to return the books in good condition once their class has finished working with the book. **Financial assistance is available in certain circumstances. Please speak with the Headmaster or Front Office staff for information.**

TEXTBOOK CONSUMABLES

Your student's class will utilize workbooks, writing and marking in them extensively. While we ask that parents/guardians consider contributing to offset the cost of these consumable workbooks that have to be purchased each year, a full set of workbooks will be provided to all students during the first week of school. Contributions can be made online. **Financial assistance is available in certain circumstances. Please speak with the Headmaster or Front Office staff for information.**

ALTERNATE VENDORS

Families may purchase books and other school supplies from whichever vendor they choose, although some academies have partnered with particular vendors as a convenience for families. Please check with

the school office for vendor information. All books must match the ISBNs listed on our website. This ensures that students can all follow along on the same page when reading and discussing in class.

HOMEWORK

Research provides strong evidence that the right kind and quantity of homework benefits student learning. Too much homework, or the wrong kind, can be counterproductive to learning. No homework, or too little homework, does not maximize student learning.

The homework assigned at ACAs will have the following characteristics:

- Purposeful: Homework may involve practicing a skill students can do independently but not yet fluently, may be designed to deepen, extend, or apply a student's knowledge of content covered in class, or may introduce new content to be discussed in an upcoming class.
- Appropriate level of difficulty: manageable and "completable" (usually independently) with a good effort on the part of the student. The independent reading students do at home will be at the "just-right" reading level as identified by the teacher.
- Limited but important parent involvement: Parents/guardians are involved in reading, Spalding, and listening to students recite or explain content, but not doing the homework or acting as teacher. In most cases parents/guardians should not police homework completion or correct the homework but help students set up systems that assure their success in monitoring their own homework completion/correctness. Students make the subject and learning their own and develop personal time-management skills. (As important as homework completion is for school success, the family ritual of reading together each night is even more important. Studies show an extremely high correlation of school learning success and students whose parents/guardians read to or with them regularly.)
- Carefully monitored by teachers: Teachers have exercises in the classroom to help them determine quantity and kind of homework assigned. Teachers welcome parent input on how students are doing on homework and how teachers and parents/guardians working together can help the student be successful in completing appropriate quantity and quality of homework each night. Two major exams will not occur on the same day nor will two major projects/essays be due on the same day.

Students will need to make up missed homework after any excused absence, planned or due to illness, in a timely manner. Parents/guardians or the student should contact teachers (not the office) to inquire about assignments, handouts, and materials needed but not received due to absence.

Official "R and R" weekends (usually one a month) are listed on the school calendar. These are schoolwide no-homework weekends. Teachers will not assign homework over these weekends and tests and quizzes will not be administered on the first day following an "R and R" weekend. It may be the case that a long-term or multi-day project is given well before and due a few days after an "R and R" weekend; students will need to stick to a disciplined work schedule so as to enjoy the "R and R" time off.

Homework success goes a long way toward assuring school success and student growth in virtue, knowledge, and academic skills.

EVALUATION

At the end of each quarter, each student's academic progress will be thoroughly evaluated, and a report will be sent home. Once a year, a longer narrative semester evaluation will be emailed home. If you require the evaluation in alternative format, please notify the front office staff or Headmaster. One required parent teacher conference will be held each year. Students do not attend these conferences. A liberal arts education requires a special kind of evaluation – one that offers a narrative account of the student's development in sense of wonder, depth of inquiry, specific areas of mastery and needs for

improvement, and dispositions toward learning and others. The narrative evaluation is much more meaningful than the assignment of a single letter grade or a percentage. Students will also be assessed according to state requirements using the state standardized achievement test, AzM2. Parents/guardians will be notified of the dates of administration of these tests, which take place in the Spring. Under Arizona law, there is no right of opt-out from these mandatory assessments required in all public schools.

For its own internal assessment of student growth and educational effectiveness, ACA will also administer other assessments at different points in the year. None of the results of these tests have any bearing upon student grades at the school. No individual students' test scores will be released to any third parties.

Teachers at ACA do not merely crunch numbers to determine grades. It is true that there can be tests, etc., where there are clear right and wrong answers that can be tallied in an unambiguous and indisputable fashion. Which grade to assign to such results is still, however, a judgment of the teacher and takes into consideration such things as the goals of the course, the way in which the material has been taught, the right expectations from this class, etc. These are not to be understood as "subjective," as if they represent personal whim or feeling. At ACA we have full confidence in the ability of our teachers to assess the performance of a student relative to the goals of the class and then to assign an accurate grade. This is precisely what any teacher should be able to do, namely, to make the correct judgment about this specific student in this specific class and not simply to reiterate numerical scores and averages.

Students found to need academic support, as evidenced by a progress report, may be referred to tutoring before or after school. This is a free tutoring service offering for 1 hour of tutoring per week with teachers from ACA. Participation in this tutoring service is by invitation of the teacher only.

DETERMINATION OF GRADE PROMOTION AND RETENTION

In making the determination of both promotions to the next grade and retentions, ACA teachers weigh not just the academic ability of the student but also their social and developmental functioning. Just as our liberal arts education strives to enlighten students in mind, body, and spirit, our decisions concerning the promotion of students from one grade to the next, as well as determinations of retention, account for the "whole student" and their ability to thrive and access the rich curriculum found at ACA. Foremost in this decision process is the well-being of the student.

Determinations of retention and promotion are not taken lightly; factors which influence these decisions include, but are not limited to:

- Age, social maturity, and academic and task independence of the student relative to grade level peers
- Level of effort across the curriculum in all academic exercises
- Performance in Language Arts and Mathematics which support success in all academic disciplines
- Performance on standardized tests and recognized assessments such as AzM2, Galileo, DIBELS
- Quality, quantity and completion of assignments across the curriculum including in-class assignments, homework and projects
- Reading achievement and the ability of the student to access the rich and rigorous literature
- Student engagement and participation in a variety of subjects, lessons and assignments
- Behavior as it impacts the student's ability to access the curriculum
- Attendance (please refer to the attendance policy)

The determination of retention is made by the school administration in consultation with student's classroom teacher and lead teachers. If requested, this decision may be reviewed by the Headmaster.

PROJECT WEEK

Project week typically takes place in the same week that parents and teachers meet for evaluation conferences. Students will be given directions for a research or other project before they leave for the preceding break. The project at Archway Cicero is typically poetry memorization. Students will be assigned their poems well before the semester break and given guidance by their teacher for completion. Students can expect to invest up to 10-20 hours on their projects, which are due on the first day they return for the second semester.

*NOTICE AND AGREEMENT TO TERMS RELATED TO DISTANCE LEARNING

At certain points during the year, Great Hearts students may have to participate in Distance Learning. In addition, throughout the academic year, Great Hearts students may choose to participate in the Distance Learning option.

Consent to Use of Google and Visual/Audio Conferencing Services.

Under all scenarios involving Distance Learning, the use of different technology services and platforms is required. Please review the required notices and the Code of Conduct related to Distance Learning prior to committing to this option to make certain you and your student are comfortable with the terms and conditions associated with services such as Zoom and Google. As part of the Family Handbook review and acceptance you will also be asked to consent to use of the services required for Distance Learning.

No Hard Copy Packets.

There will be no hard copy packets provided for students enrolled in Distance Learning other than for students who require an alternative format as a reasonable accommodation. If your student is enrolled in Distance Learning and requires a reasonable accommodation for this method of instruction, please contact the Headmaster or Special Education Coordinator for the ACA.

Academic Requirements for Distance Learning.

When students are participating in Distance Learning, they will be held to the same academic standards as if they were in a classroom environment. Students will participate in Distance Learning activities for approximately the same amount of time as they would spend in a classroom, and they will take regular assessments to evaluate their academic progress.

Great Hearts Policies Apply to Distance Learning.

All ACA Policies including specifically Code of Conduct and Disciplinary Consequences, shall apply to Distance Learning.

Specific Times to Move to Onsite Learning.

During times when traditional classroom instruction is occurring, Great Hearts is offering a Distance Learning option for the 2020-2021 academic year. A student enrolled in the onsite classroom option may transition to Distance Learning at any time. However, and very importantly, *a student enrolled in the optional Distance Learning program may only change to onsite classroom instruction at the start of a new quarter.*

*NOTICE REGARDING CONSENT FOR USE OF VISUAL/AUDIO CONFERENCING FOR EDUCATIONAL PURPOSES

Great Hearts Academies will be offering a Distance Learning option for students during academic year 2020-2021. In order to participate in Distance Learning, students will need to use online platforms such as ZOOM, Microsoft Teams, and Google Hangouts/Meets for video/audio conferencing to access curriculum, to participate in classroom instruction and tutoring, and also to access recorded presentations and classroom sessions. These online conference service will be used by Great Hearts for school purposes only.

In order for your student to use any audio/visual conference platform, and to comply with the Children's Online Privacy Protection Act (COPPA) and other related laws, Great Hearts requires written consent from parents/guardians for their students to use the conferencing services. Please note this consent is separate from and in addition to the consent to use Google G Education Suite Activities.

Options to Limit Visibility or Audio

During a conference using Zoom, Microsoft Teams, or Google Hangouts/Meets students may be visible/audible to other participants (students and Great Hearts staff) in the conference session. It is also possible that others in the student's households may see or hear the participants and that other persons at the staff's residence may see or hear the student participants. You and your student may choose options within Zoom, Microsoft Teams, or Google Hangouts/Meet to limit this possibility.

ACA Policies and Code of Conduct Apply

For the duration of any video/audio conference, participants are expected to act in a school-appropriate manner. Regular ACA rules, policies, Code of Conduct, and consequences will apply. In the event of inappropriate behavior, a student may be removed from a conference.

Passwords and Meeting Security

Minors are not permitted to create an account per Zoom and other platforms' Terms of Service. Therefore, students under the age of 18 should only be joining visual/audio conferencing meetings as participants (not separate account holders) through the Great Hearts Academies educational account. The Great Hearts' account administrators and/or teachers will provide meeting information and meeting passwords to the student users to allow the ACA staff to maintain supervision and control over its student users' meeting experiences. Meeting invitations, information and passwords should not be shared.

Data Collection

All visual/audio conference services collect certain data from users. The information collected related to student use is more limited than for commercial users, but data is still subject to collection. As an example of the type of information collected by visual/audio conferencing services, a summary of Zoom's data collection as provided by Zoom, is attached as an Addendum to this Notice. Please review the material carefully. If a Student User or their parent/guardian would like to request to access, review, refuse further collection of or delete a Student User's personal information, they must contact their ACA Headmaster in writing to initiate a request with Zoom or similar service provider. These services delete information associated with K-12 Accounts upon receiving a valid deletion request from a School Subscriber or automatically following the termination of the K-12 Account. K-12 Account users may access or request deletion of their personal information in the manner set forth in each services' Privacy Statements which can be found [here](#). Additional information available at <https://zoom.us/privacy>.

As part of the Family Handbook review and acceptance of the Family Handbook, you will be asked to sign a consent to allow your student to use the visual/audio conferencing service. If you have any questions after reviewing the materials, please contact the Headmaster.

***NOTICE REGARDING CONSENT FOR USE OF GOOGLE G SUITE FOR EDUCATION SERVICES AND TO OPEN A STUDENT ACCOUNT**

Great Hearts Academies uses G Suite for Education. As the designated parent/guardian of a Great Hearts student we are seeking your permission to provide and manage a G Suite for Education account for your student. Great Hearts students will use their G Suite accounts to complete assignments, communicate with their teachers, and watch asynchronous videos.

Background

G Suite for Education is a set of education productivity tools from Google which offers two categories of Google services: **Core Services** (like Gmail, Drive, Calendar, and Classroom) and **Additional Services** (like YouTube, Maps, and Blogger). Additional Services are designed for consumer users and require parental/ guardian consent for use by a minor. By providing consent to Additional Services you agree that a Great Hearts domain administrator may permit these services to be used with G Suite for Education accounts *for educational purposes*.

Services Available

While some of the Core and Additional Services offered by Google will be turned off by Great Hearts, Great Hearts reserves the right to turn on any and all of the services for educational purposes, including Additional Service. It is possible that student users will be able to access these specific services:

Core Services offered by Google (described at https://gsuite.google.com/terms/user_features.html):

- Gmail
- Google+
- Calendar
- Chrome Sync
- Classroom
- Cloud Search
- Contacts
- Docs, Sheets, Slides, Forms
- Drive
- Groups
- Google Hangouts, Google Chat, Google Meet, Google Talk
- Jamboard
- Keep
- Sites
- Vault

Additional Services

- YouTube
- Swivl
- *Additional Services require consent for minor users:* G Suite for Education requires that schools obtain parent or guardian consent for any Additional Services they allow students under the age of 18 to use.

Information Regarding Use of Data

As part of our request for your consent to use Google for educational purposes we ask that you carefully review Google's G Suite for Education Privacy Notice, [linked here](#) and the Addendum to Notice Regarding to Use Google Services and Open Student Account, [linked here](#).

Parents/guardians can also visit myaccount.google.com while signed into their student's G Suite for Education account to view and manage the personal information and settings of the account.

Please be advised that Great Hearts does not and cannot control Google's behavior or policies.

FAMILY-TEACHER ACADEMIC PARTNERSHIP

As a preparatory school, ACA believes that the student should strive to be the primary agent in their education. Our first priority in this regard is to encourage student responsibility by establishing an

open line of communication between students and their individual teachers. Timely and effective communication between teachers, students, and parents/guardians is essential in fostering academic growth. If you or your family require communication in accessible format, please notify the Front Office or Headmaster.

COMMUNICATION ROLES

Student: Student capacity for communication will expand rapidly during their years at ACA. Beginning in Kindergarten, students are responsible for listening and following directions, including tracking assignments, and communicating honestly with their teachers and parents/guardians.

Teacher: Teachers are responsible for clearly communicating to the student what is expected of him or her. Teachers are also responsible for notifying parents/guardians when their student is struggling considerably with the material or is not performing as expected. See Progress Reports below.

Parent/Guardian: Parents/guardians are responsible for clearly communicating with teachers any conditions that may affect their student's ability to learn and focus in class. They are responsible for communicating a respect for the teacher through their words and actions.

PROGRESS REPORTS

When a student falls into the D or F range for a course, a Progress Report will be emailed home by the teacher. If you require the evaluation in alternative format, please notify the front office staff or Headmaster. It is the responsibility of the parents/guardians to respond to the teacher as soon as possible. We encourage parents/guardians to talk with the teacher as soon as they think their student might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your student's teacher by phone, or to make an appointment for a conference, please email the teacher directly or call the school office and leave a detailed message on the individual teacher's voice-mail box. The teacher will return communication within 24 hours. Please see the Faculty and Staff Directory on the school website for contact information.

If you would like to meet during the school day with your student's teacher, please schedule an appointment. It is never appropriate to stop by the classroom (before, during, or after school) or to stop a teacher on campus, without making an appointment first. Before and after school, teachers are monitoring students and should not be disrupted. Our teachers' lunch time and prep time is also valuable and should be protected.

While on campus, parents/guardians must conduct themselves in a civil manner—towards school staff, towards students, towards each other. Screaming, vulgarity, and other forms of uncivility will not be permitted on campus, including in the parking lot. Uncivil adult behavior undermines the community and will not be tolerated.

STUDENT-TEACHER RELATIONSHIPS: ON CAMPUS AND OFF CAMPUS

ACA highly values the working relationship between teachers, staff, and students. This is a relationship best characterized as a professional friendship grounded in mutual respect. Teachers will treat each student as a unique individual and will serve the student with a heart of charity. Students, for their part, are to treat each teacher with the respect properly accorded their role as an authority figure and leader. With this in mind, students should address teachers by their formal title, i.e. Mrs., Ms., Mr., Dr., and their last name.

Our faculty and staff will maintain a proper professional boundary between themselves and the students. They will not be overly familiar with the students or involve themselves in the details of their personal lives. (If a teacher senses that a student requires counseling for a social or family issue, that issue will be referred confidentially to the administration and/or parents/guardians). The faculty and staff of ACA will

insist on maintaining appropriate physical boundaries and will not meet in a room alone with a student with the door closed. It is also ACA policy that faculty and staff do not transport students in their personal vehicles. This is excepting, of course, when transporting their own children, or when acting in some other capacity (for example as a camp counselor or church leader) and parental permission for such transportation is explicitly granted.

Many of our teachers and staff live in the same neighborhoods as our students hence it is appropriate to offer a word regarding off-campus relationships. ***The same professional rules governing on-campus relationships apply to off-campus relationships or chance meetings between students and faculty.***

It is not appropriate for students and teachers/staff to interact as anything other than students and teacher/staff, regardless of the location, time, or day of the week. Furthermore, students should not contact or visit teachers or staff members off campus unless the teacher or staff member has spoken with the parents/guardians and explicitly invited such contact, nor should teachers or staff contact students off-campus (other than phone calls regarding academics or school-sponsored extra-curricular activities), unless such contact has been approved by the parents/guardians.

Parents/guardians, students, and GH staff are advised that once a GH employee has separated from employment, the separated employee no longer represents GH in any personal, professional, or political activities or relationships.

***ATTENDANCE, ILLNESS AND TARDINESS**

***COVID-19 RELATED ATTENDANCE ADDENDUM**

If your student has a fever or any other symptom of COVID-19, or tests positive for COVID-19, or has had close contact exposure to someone who tested positive for COVID-19, please keep the student at home, rather than send him/her to school where others may be exposed to the virus.

If your student has a fever or any other symptom of COVID-19 or has tested positive for COVID-19, the student shall not return to school until:

- 24 hours fever-free without fever reducing medications
- Improvement in respiratory symptoms 10 days have passed since first symptoms started if symptoms are mild to moderate or 10 days from positive test if subject is asymptomatic
- 20 days have passed if symptoms are severe to critical or patient is severely immunocompromised

If your student has symptoms of COVID-19, but tests negative, the student shall not return to school until:

- 24 hours fever-free without fever reducing medications
- Improvement in respiratory symptoms
- 10 days have passed since first symptoms started if symptoms are mild to moderate or 10 days from positive test if subject is asymptomatic
- 20 days have passed if symptoms are severe to critical or patient is severely immunocompromised

OR

- Doctor's note with diagnosis other than COVID-19
- Evidence of 2 negative COVID-19 cases spaced 24 hours apart or more

If your student has had "close contact" exposure to someone who tested positive for COVID-19 (close contact is being within 6 feet of the person for 10 minutes or more), the student shall not return to school until:

- The exposed individual has quarantined off campus for 14 days from last day of contact as long as they do not have symptoms.
- If symptoms develop, return 10 days after first symptoms appeared if symptoms are mild to moderate and 24 hours of being fever free without medication and 20 days if symptoms are severe to critical or patient is severely immunocompromised
- Only after the individual develops symptoms should you ask them to get tested at an approved testing facility.
 - If positive, see above.
 - If negative- receive another negative test at least 24 hours later before returning to school

All COVID-19 related absences or tardiness will be excused.

Please note: Great Hearts Arizona or any of its academies cannot guarantee a contagion free environment.

ABSENCES

Regular attendance and prompt arrival at school are vital to an ACA student's attitude and subsequent success as a serious scholar.

The Department of Education defines "...an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions." All other cases of absence, whether reported by the parent or not, shall be considered unexcused. Absences due to quarantine will be considered excused absences.

It is the responsibility of the parent/guardian to call the school before 8:00 a.m. to report an absence by leaving a message on the attendance line. Students will be recorded as having an unexcused absence if no message is left. (The administration will not usually attempt to contact parents/guardians in the event of a message not being left.) Please be sure the office has your current work and home telephone numbers on file. Whenever possible, if a student absence is anticipated, we recommend that the student notify their teachers and request the assignments prior to the absence.

It is the responsibility of the student to make up all missed assignments after an absence from school. If a student is unable to attend school and seeks their assignments, the student should contact a classmate for that information, not the school office. Once again, it is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the Headmaster, students may not be allowed to make-up missed work due to an unexcused absence. Parents/guardians may receive a detailed attendance report upon request.

FAMILY VACATIONS

Since regular attendance is essential to a student's success at ACA, and numerous absences are also damaging to student morale, all family vacations should be scheduled during school breaks. Absences due to vacations will be considered unexcused absences. An unexcused absence of ten consecutive days or longer will automatically result in the withdrawal of the student from the ACA. Unexcused absences in excess of eighteen days will be considered truancy. Teachers will not provide homework and/or class work in advance for unexcused absences. Special consideration will be made for absences due to bereavement.

EXCUSE OF PUPILS FOR RELIGIOUS PURPOSES

In accordance with A.R.S. §15-806 (A)(1) and (2), ACA permits pupils to be excused from school attendance for religious purposes, including participation in religious exercises, religious instruction, or the observance of religious holidays, subject to the following conditions:

1. A reasonable number of excused absences from school incurred by a student for religious purposes shall be allowed. For purposes of this policy, “reasonable number of excused absences for religious purposes” shall not exceed two school days in any one school year.
2. The person who has custody of the pupil shall provide written consent for the pupil to be absent from school on the designated days, the dates of which will be included in the written consent. The written consent should be sent in sufficient time to be received by the school no later than one week prior to the dates of the designated days on which the student will be absent.
3. A request for reasonable accommodation for absences for religious purposes in excess of two school days in one school year must be made and approved in advance by the Headmaster of the school.
4. Unless specifically approved by the Headmaster in advance, all absences for religious purposes that exceed two school days in any one school year shall be designated as unexcused absences.
5. Any religious exercise, instruction, or observance of religious holidays shall take place at a suitable place away from school property designated by the church or religious denomination or group.

ILLNESS

If your student has a fever or is otherwise ill, it is best to keep the student at home, rather than send him/her to school where others may be exposed to infection. Students who come to the school with a fever will be sent home upon parent contact. Students must be fever-free for at least 24 hours before returning to school. Each family should have an emergency card on file. Please see the section on medication for additional information regarding prescription and OTC medications.

TARDINESS AND FIRST CLASS/PERIOD INSTRUCTION

Students who arrive after the beginning of their first class/period must report directly to the front office for a late pass in order to be admitted to class. If your student will be late, please provide him/her with a signed acknowledgement or personally sign them in at the office on arrival.

Following the distinction between excused and unexcused absences described above, ACA makes a distinction between cases of excused tardiness (e.g., due to a doctor’s appointment, illness, or other family business) and unexcused accidental lateness to school (due to a student oversleeping, transportation problems, or some other late start).

The school disapproves of the accumulation of unexcused late arrivals to school, irrespective of the circumstances. Persistent first class/period tardiness is highly disruptive of instruction and undermines student morale. On the third occasion that a student has an unexcused first class/period tardy in a quarter, a detention will be issued to the student by their first class/period teacher. For each subsequent unexcused first class/period tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter then they may receive an in-school suspension for a duration determined by the administration.

SPECIAL EDUCATION

As a public charter school, ACA will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students will also be screened by teachers within the first 45 days of their attendance at ACA for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Arizona Director of Special Education Services. If requested by the parent/guardian or teacher, a student may be evaluated for

possible Special Education placement. Parental approval is required prior to an evaluation. Please contact the office for more information. ACA is also required under the “Child Find” law to offer possible referrals and/or evaluations for children not enrolled in the school. Contact the front office for details. More information can be found in the Academies Standard School Policies Guide, [linked here](#).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA is a federal law that protects the rights of students with disabilities. In addition to standard school records, for children with disabilities education records could include evaluation and testing materials, medical and health information, Individualized Education Programs and related notices and consents, progress reports, materials related to disciplinary actions, and mediation agreements. Such information is gathered from a number of sources, including the student’s parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements. More information can be found in the Academies Standard School Policies Guide, [linked here](#).

SECTION 504 OF THE REHABILITATION ACT AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (“ADA”)

Section 504 of the Rehabilitation Act is a civil rights statute designed to prevent discrimination against individuals with disabilities and to assure that students with disabilities have educational opportunities and benefits equal to those provided to non-disabled students.

It provides that:

- No otherwise qualified individual with disabilities in the United States... shall, solely by reason of their disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
- Congress enacted a similar civil rights statute, the ADA, in 1990, also for the purpose of preventing discrimination against individuals with disabilities. While Section 504 only applies to recipients of federal financial assistance, the ADA protects individuals from discrimination by both public and private entities.

Both Section 504 and Title II of the ADA include similar nondiscrimination requirements. Since Title II applies to public institutions such as state governments, not just to schools, it does not include the same level of detail as Section 504 with regard to certain obligations of schools in educating students with disabilities (e.g., in providing students a FAPE). More information can be found in the Academies Standard School Policies Guide, [linked here](#).

ANTIDISCRIMINATION POLICIES AND PROCEDURES

NON-DISCRIMINATION POLICY

Archway Classical Academy Cicero (“ACA”), a Great Hearts school, does not discriminate on the basis of race, color, national origin, immigration status, sex, disability, or age in its programs and activities and provides equal access to the Boy/Girl Scouts and other designated youth groups. The following person has been designated to handle complaints regarding the non-discrimination policies:

Disabilities:

Thomas Doeblner
Exceptional Student Service Director
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045 EXT 345

All Other:

Lauri Myracle
HR Director
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045

MCKINNEY-VENTO ACT AND STUDENTS

The McKinney-Vento Act is to ensure that homeless children and youth have access to a free, appropriate public education, comparable to that provided to the children of any Arizona resident and consistent with Arizona's mandatory school attendance laws.

Great Hearts Academies does not offer any additional type of priority status to families qualifying under the McKinney-Vento Act. If an offer is given to a student who is deemed to be under the McKinney-Vento Act, Great Hearts Academies will work with families to provide the required and necessary transportation to and from the academy to where the student attending for education.

TITLE IX POLICY AND PROCEDURES

Statement of Non-Discrimination

Great Hearts academies do not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy/Girl Scouts and other designated youth groups.

Title IX Coordinator

ACA has designated Leanne Fawcett, Great Hearts Executive Director of Lower Schools, to serve as its Title IX Coordinator and to coordinate its efforts to comply with and carry out its responsibilities under federal law, including any investigation of any complaint communicated to ACA alleging noncompliance with Title IX or alleging any actions which would be prohibited by Title IX. The Coordinator's name and contact information are as follows:

Title IX Coordinator:

Leanne Fawcett
Executive Director of Lower Schools
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045

Grievance Procedures

It is ACA's policy to ensure that students or parents/guardians with a grievance relating to ACA, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

Grievance Process for General Concerns

It is ACA's policy to ensure that students or parents/guardians with a grievance relating to ACA, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.

The grievance procedure is clearly outlined and distributed to all families and staff in the Family Handbook.

Process	Guidance
Stage 1 If you or your student has a grievance you should discuss it informally with the teacher, Headmaster, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.	<i>Informal discussions should resolve the vast majority of grievance. NOTE: Grievance or information involving an ongoing or imminent threat to a student's well-being should skip this stage and be immediately directed to the Headmaster.</i>
Stage 2 If the matter is not satisfactorily resolved, you may raise the matter, in writing, with the Headmaster, who must give a response within five working days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This meeting will be led by the Headmaster.	<i>The Headmaster is the acting supervisor over all school employees.</i>
Stage 3 If the matter is still not satisfactorily resolved, you may raise the matter to the Executive Director's Office by addressing the matter in writing to the Executive Director of Arizona Lower Schools or Preparatory Schools, who must give a response within ten working days. This response may take the form of a letter and/or follow-up meeting.	<i>The Executive Director's office oversees the Headmasters.</i>
Stage 4 If the matter is not resolved to your satisfaction, and you wish to pursue this matter further, you should put your grievance in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 days. If the Board as a whole is convened to address the grievance, all applicable public	<i>Stages 1, 2, and 3 must be completed before the action is brought to the Governing Board of Directors. A response by the Board may include a dismissal of the grievance, a formal reprimand of the school employee(s), or Headmaster, and/or a directive for staff to develop an additional policy recommendation for Board consideration.</i>

open meeting laws will be followed, including prior notice and the right of the employee(s) directly involved in the matter to request an open meeting or an executive session for the hearing. The Board's decision is final.

The Title IX Grievances Procedures can be found in the Academies Standard School Policies Guide, [linked here](#).

The Individuals with Disabilities Education Act Grievances Procedures can be found in the Academies Standard School Policies Guide, [linked here](#).

POLICY FOR HARASSMENT, INTIMIDATION OR BULLYING OF STUDENTS

ACA prohibits acts of harassment, intimidation or bullying of students. "Harassment, intimidation, or bullying" means any gesture or written, verbal or physical act toward a student that takes place on school property or at a school-sponsored activity and that:

1. Is motivated by any actual or perceived characteristic of the student, such as race, ethnicity, religion, ancestry, sex or sexual orientation, socio-economic status, or disability; and
2. Harms the student or damages the student's property or threatens personal harm or damage to their property; or
3. Insults, demeans, or intimidates the student or a group of students in such a way as to substantially interfere with the student or students' educational or social activities at school or cause a substantial disruption of the orderly operation of the school.

The school expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities, and equipment.

The Assistant Headmaster is the first person responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Assistant Headmaster. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Assistant Headmaster, in consultation with the Headmaster, will determine whether an alleged act constitutes a violation of this policy. In so doing, the Assistant Headmaster shall conduct a prompt and thorough investigation of the alleged incident. The Assistant Headmaster may conclude that the alleged violation occurred or did not occur, or that the evidence is inconclusive. If the Assistant Headmaster concludes that the alleged violation did not occur or that the evidence is inconclusive, no written report of the matter will be maintained in a student's file.

In advising the Headmaster on the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the Assistant Headmaster will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the school's policies and applicable law.

Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious that they require a response by law enforcement officials. **Any act of harassment, intimidation or bullying that may constitute sexual abuse or any other form of child abuse, and threats of violence against students, teachers, or staff, shall be reported to law enforcement officials as required by state law.**

The school prohibits retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Headmaster after consideration of the nature and circumstances of the act, in accordance with applicable school policies and law.

POLICY FOR HAZING

Hazing, solicitation to engage in hazing, and aiding and abetting another person who is engaged in hazing is strictly prohibited. A person is considered a "student" who has enrolled, who has been accepted for enrollment, or intends to enroll within the next 12 calendar months. This policy applies to all students until graduation, transfer, promotion, or withdrawal from the school.

"Hazing" is defined as any intentional, knowing, or reckless act committed by a student, whether individually or with other persons, against another student, and in which both of the following apply:

- The act is committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution; and
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm, or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution. Violations of this policy do not include customary athletic events, contests or competitions that are sponsored by an educational institution or any activity or conduct that furthers the goals of a legitimate educational curriculum or legitimate extracurricular program.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing. All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others should report hazing to the Headmaster but may also report hazing to another professional staff member. If an individual besides the Headmaster receives the report, the individual receiving the report will submit a report of the incident to the Headmaster. The individual shall respect the confidentiality of those involved, disclosing the incident only to those with a need to know or as required by law. Any incident of hazing that includes possible violation of state or federal statutes shall be treated as required by statutory requirements and reported to law enforcement.

A professional staff member who fails to inform the Headmaster of an incident of hazing no less than the next school day after the member becomes aware of the incident may be subject to discipline.

All violations of this policy shall be treated in accordance with the discipline procedures and penalties in effect for violation of ACA's Behavior Code and Discipline.

If an organization knowingly permitted, authorized, or condoned hazing activity, its permission to conduct operations at ACA may be revoked or suspended.

POLICY FOR ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY

Parents/guardians or students who would like to provide an anonymous report to the school regarding bullying, illegal activity, or suspected abuse can do so by mailing a note to the school, addressing it to the attention of the Headmaster. We encourage anyone who has such concerns to report them, either anonymously or in person.

POLICY ON SOCIAL MEDIA

ACA reserves to itself the right to investigate allegations of bullying, harassment, intimidation, and threats that occur in social media venues and which disrupt the learning environment of the school. Not everything said or done by students online is the school's business, but actions and words directed against fellow students, parents, or school staff will be considered as such. The school will also notify law enforcement when credible threats of violence are detected. The Official Social Media Accounts Policy can be found in the Academies Standard School Policies Guide, [linked here](#).

POLICY FOR PRIVACY PRACTICE AND ACCOMMODATIONS GUIDANCE

1. Great Hearts will comply with all settled law (statute, controlling case law and administrative regulations) for the jurisdictions in which it operates schools;
2. Great Hearts will take into account each student's privacy and safety;
3. EVERY STUDENT entrusted to our academies is to be educated with exactly the same level of care and respect for their dignity.
4. At the request of the parents/guardians, accommodations and/or modifications to standard policies and procedures will be considered through a formal process.

Student enrollment and instruction

1. Schools will record and identify each enrolled student as required by state law.
2. Schools will record and report the legal name of the student as recorded in enrollment documents submitted by the family. School staff will upon request refer to the student by a variant name or nickname sanctioned by the student and both their custodial parents/guardians.

Use of School Facilities

1. Schools shall maintain single sex restroom and locker room facilities and shall also provide single-occupant restroom and changing facilities. Students may use the single-sex facilities that correspond to their current school records described above, and single-occupant restrooms and locker/changing rooms that are open to use by all students.
2. This section shall not apply to a person or persons who enter a single-sex facility for purposes of
 - a. Maintenance
 - b. Providing medical assistance
 - c. Protecting a student /student(s) from a threat to good order or safety
 - d. Shelter in an emergency
3. No students shall be compelled to use a single-sex restroom or locker/changing room facility against their wishes; access to private, single occupant facilities will be provided.

Participation in school activities

Students are eligible to participate in athletic activities based on requirements of the specific league or ruling body for the athletic activity.

ADDITIONAL POLICIES AND FORMS

All other applicable policies, procedures and forms can be found in the Great Hearts Academies Standard School Policies Guide. Below is a list of some of the policies included in the guide. To view the full Standard School Policies Guide, [click here](#).

- McKinney- Vento Act Policy
- Foreign Exchange Policy
- Medical and Health Policy
- Transportation and Travel Policy
- Head Lice Policy
- Chronic Illness Policy
- Orthopedic Device Protocol

BEHAVIOR CODE AND DISCIPLINE

CODE OF CONDUCT

Responsibility

We accept obligations related to our own good and the good of others, and we act on those obligations in a manner suitable to their timely and satisfactory fulfillment. We are willingly accountable for what we do and say, and we seek to learn from our mistakes.

Perseverance

We spurn despair and strive to complete tasks to the best of our abilities, regardless of the difficulty. We respond creatively to overcome obstacles and ask for help when necessary.

Integrity

We are individuals of strong ethical values, who make consistently good choices in keeping with our knowledge of right and wrong. We seek the wisdom of others in cases of moral uncertainty.

Honesty

We never knowingly induce another to believe what is false. We are always truthful in what we say and do, regardless of the circumstances or consequences.

Courage

We always do what we know to be right despite fear, hardship, and opposition. We resist negative peer pressure, defend our rights and the rights of others, and encourage others to do the same.

Citizenship

We honor rules and laws and respond to authority in obedience. We give of our time and abilities to serve others. We uphold liberty and social equality through respect for individual differences and knowledge of our democratic system.

Humility

We do not brag or compare ourselves to others. We always strive to do our best whether we are recognized or not.

Friendship

We regard others and ourselves as deserving of kind and just treatment. Our conduct is considerate and polite. We look for the good in others and demonstrate compassion. Our attitude toward others and their property reflects the way we wish to be treated.

Wisdom

We learn from our mistakes and think before we act. We look to the great thinkers of the past for guidance on making good choices.

BEHAVIOR

A student's behavior plays a central role in forming their character. At ACA, we take seriously the moral formation of our students and work earnestly to assist their growth and development of good habits of thought, word, and deed. We view our students as young persons who need role models and encouragement, as well as clear boundaries to promote virtuous conduct.

Students desire trustworthy boundaries, both for their own sense of security as well as their sense of justice. Students need boundaries to support them in their moral and intellectual development as well as to preserve the classroom for those students who are ready to learn. All students will make mistakes or bad choices and test boundaries as they progress along the path toward living virtuously. This means they are human, not bad students. The faculty and staff of ACA are committed to assisting the growth and well-being of each student with an eye toward their good, including upholding and enforcing boundaries of behavior with fairness and consistency.

Many student misbehaviors are minor in nature and will be addressed by faculty in the moment. These smaller instances of correction from teachers fall in line with the normal course of building good habits and will not be communicated home. Students speaking out of turn in class, needing reminders to walk in line properly, or choosing not to follow instructions are typical examples. Other situations will require more time for the teacher or Headmaster to determine the proper course of action. In the case of more serious or escalated misbehavior, such as disrespect towards an adult, defiance of authority (including persistent, willful, low-grade misbehavior), lying to an adult, cheating on exams or academic assignments, fighting, forging a parent's signature, theft, willful destruction of property, etc., the parent will be contacted and informed of the disciplinary measures taken.

The framework and implementation of behavioral expectations and consequences is established by the headmaster. Corrective actions may include, but are not limited to:

- Suggestion or encouragement
- Redirection
- A brief and discrete conversation
- Being directly addressed
- Making a verbal or written apology
- Loss of a privilege
- Standing or sitting at the back of the room or in the hallway
- Being sent to speak with the Headmaster or school administrator who oversees disciplinary matters
- Detention
- Suspension
- Expulsion

The school reserves the right to exercise reasonable judgment as individual circumstance may dictate. A student may be disciplined for misconduct while in the neighborhood of ACA or in the use of social media.

Threats of violence and physical, verbal, or sexual harassment are illegal and will result in parent contact and, depending on the nature of the offense, may result in other disciplinary measures, including notification of law enforcement authorities, suspension, and expulsion.

Finally, it should also be noted that natural consequences often attend misbehaviors and bad decisions. Just as lower comprehension and weak classroom performance are natural consequences of skipping one's homework, misbehaviors often result in natural consequences apart from given consequences. For example, a student who insults others may naturally find themselves with fewer playmates at recess in addition to a corrective action from the teacher.

SUSPENSION

The Headmaster or Assistant Headmaster may suspend any student for up to 10 school days for serious cause, including, but not limited to the following:

- Defiance of authority of ACA staff
- Disregard or disobedience of school rules and regulations as outlined in the Family Handbook
- Verbal abuse of adults or students
- Disruptive or disorderly behavior
- Violent or threatening behavior
- Bullying or harassment
- Fighting
- Destruction or theft of school property or personal property
- Truancy
- Persistent absenteeism that is not due to certifiable medical illness or disability
- Persistent tardiness
- Excessive accumulation of infractions

The school officials involved shall make reasonable efforts to verify facts and statements prior to recommending a discipline.

In cases of suspension from school, the Headmaster shall present the family with the reasons and evidence for suspension and provide the family with an informal opportunity to respond. The parent/guardian will receive a formal written notice of suspension. Depending on the severity of the offense, the student's past behavior, and other circumstances, the school may choose to impose in-school or out-of-school suspension. There is no right to appeal a short-term (less than 10 days) suspension imposed by the school. There will be no corporal punishment of students at ACA, though staff may use reasonable, necessary force to restrain a violent, disruptive, or disobedient student.

If the school is unable to contact the parents/guardians to inform them of a suspension, a suspended student will be held in school until the end of the day. The parent/guardian shall be held liable for all damages caused by a student. The administration shall notify the Governing Board of Directors in writing of all suspensions.

LONG-TERM SUSPENSION AND EXPULSION

The Headmaster may recommend to the Disciplinary Hearing Committee suspension for over 10 days and/or expulsion of a student for serious cause. The parent/guardian will be notified of the intent to suspend for over 10 school days or expel the student, and a hearing shall be held in accordance with ACA's policies and procedures. If a student is being recommended for a long-term suspension or expulsion, the

parent/guardian will be provided with a complete copy of ACA's Long-Term Suspension and Expulsion Policy and Procedure regarding these discipline procedures.

ACA has the right to deny admission of a student who has been expelled or is in the process of being expelled from another educational institution.

ACA will meet all requirements of Section 504 of the Rehabilitation Act, the IDEA, and state laws regarding disciplining of students with disabilities.

*STUDENT SOCIAL LIFE

ACA knows that healthy friendships between students are helpful to the health of ACA as a whole. ACA encourages relationships between students that are noble and supportive of their overall moral and intellectual growth. *However, in distinction to many other schools, ACA does not view the formal organization of and sponsoring of social events as one of its **primary** jobs.*

The Parent Service Organization works with school administration to coordinate and plan social events for students and families during the year.

COMMUNITY SERVICE

As established by our charter and mission, ACA will sponsor voluntary involvement in a number of community service activities throughout the year. Parents/guardians and faculty are welcome to participate.

POLICY FOR STUDENT TRIPS AWAY FROM CAMPUS

Students will have the opportunity to take field trips from time to time. Students involved in clubs and sports will also have the opportunity to travel; in some cases, trips will extend overnight and even take students out of the state. Some trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper insurance and have submitted proof of that insurance to the trip director prior to leaving campus; and 3) the student traveling must follow all the rules established by the school and trip director. For its part, ACA will maintain the safest travel conditions possible and provide appropriate supervision by the chaperones. On all trips, ACA maintains a reasonable student-teacher chaperone ratio.

POLICY FOR CAMPUS LEAVE AND VISITORS

Because we take seriously our responsibility to supervise and protect our students, ACA has a closed campus. This means that students are not permitted to leave the campus for any reason during school hours or during after-school activities, unless accompanied by the adult supervisor of that activity. Parental requests to excuse students to leave campus on their own for lunch will not be honored. However, parents/guardians may come to the school and sign their student out and accompany them off-campus for lunch. Parents/guardians who do so must then accompany their student back to school and sign them in at the office. The lunch period is 30 minutes long.

Non-custodial parents/guardians who wish to pick up a student during or after school must have a signed statement from the custodial parent for each occasion or custody papers on file with the office granting permission. If you plan on having other adults pick up your student at the end of school, please file a list of the names of those adults with the office.

Since we are a public school, adults or minors who come onto campus without official business are considered to be trespassing. If you or your student ever notices a stranger or suspicious behavior, please inform school staff at once.

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. Official signs are posted that prohibit trespassing, stating that ACA is a public school, and that visitors must come directly to the office. Former ACA students who transferred out or otherwise did not graduate are also not permitted to visit the campus before, during, or after school hours. Alumni/graduates of the school may visit the campus before or after school hours but must still sign in at the front office. Alumni are not permitted to drop onto campus during the school day without an appointment.

All visitors to the school must come directly to the school office, where they must sign in and obtain an official school visitor's pass to wear visibly on their outer clothing.

POLICY FOR FOOD AND DRINK ON CAMPUS

ACA does not prepare food or provide lunches to students, although the Parent Service Organization provides a regular hot-lunch offering with a monthly pre-order. Forms are available online. Students may also bring a sack lunch to school each day. For the safety of our students with nut allergies, we offer a nut-free lunch table.

There are several water fountains available on the campus. Students are encouraged to bring personal water bottles to school with their names printed on them. They may refill them from any of the drinking fountains. Students are permitted to bring their water bottles into classrooms at all times. As a precaution against sickness, students should not share water bottles.

Students are permitted to bring food/snacks into classrooms to be consumed during the designated snack time. Students are permitted to bring **NUT-FREE** snacks to be consumed during the designated snack time.

ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS

iPods or other portable music players, pagers, cameras, electronic games, laser pointers, skateboards, roller blades, and other toys that are not part of the academic or extra-curricular program are prohibited on campus. Students may be disciplined, and such items will be confiscated and returned only at the parent's request.

Tobacco and other legally controlled substances, lighters, matches, pocket knives, weapons of any kind, and sexually explicit materials are also prohibited on campus at all times. Possession of these items will result in immediate disciplinary action.

CELL PHONES AND PERSONAL TECHNOLOGY

The use of **cell phones/smart phones, and smart watches** during the school day is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment. The school has a compelling interest in keeping students not just physically present on campus, but mentally and emotionally present as well, and the ways in which use of phones and social media encourage detachment from real persons and conversations are a commonplace. The ways in which technology can aid and abet academic dishonesty are a growing concern for college and high school educators nationwide, and while a great many schools, districts, and institutions of higher education have entirely given up on restricting personal tech use in any venue, Great Hearts holds that it is essential to the proper formation of the young to place limitations on it.

While the ubiquity of personal technology is a given, the following restrictions/allowances apply at the school:

1. A student may keep a cell phone turned off (not merely silenced, but off) and stored in their locker or backpack during the school day. Phones may not be brought in pockets or purses into classrooms.
2. Personal phone use is permitted on campus after school and only to facilitate transportation.
3. If a student needs to phone a parent/guardian during the school day, the student must come to the front office and request staff permission either to use a personal phone or to use one of the school's land lines. In rare cases in which parents/guardians need to get an emergency message to a student before the end of the school day, they should call the school's main telephone line and ask for a message to be delivered. Parents/guardians should be mindful that texts or other messages that they send directly to their student during the school day are to be picked up only after school dismissal.
4. Violation of the above restrictions will result in confiscation of the cell phone and disciplinary action. Phones will be turned in to the office and released only to parents/guardians after confiscation.

***UNIFORM, DRESS CODE AND MASK POLICY**

ACA has a primary objective of developing a "community of learners," dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group.

The uniform is the basis of a dress code with a "professional," business-like standard. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a student is deemed to be wearing inappropriate attire, the parent will be notified, and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Good judgment exercised at home will be a learning activity for the student that will help to avoid embarrassment or wasted time at school. Decisions about the appropriateness of apparel may be referred to the Headmaster, whose judgment will be final. The Headmaster may make specific exceptions to the dress code, as demanded by particular religious customs.

If a student insists on rebelling by trying to beat the dress code, it will quickly become obvious to the faculty and Headmaster. Our desire is not to squash students' individuality, but to secure their commitment to a community of learners whose purpose, while at school, is not faddish coolness, or outlandishness, but scholarship and character development. We ask not only for the student's commitment to this concept, but for the parent's as well. The uniform and dress code of ACA support and reinforce our academic goals. The uniform assists us in staying focused on the true individuality offered by healthy dialogue and the development of the life of the mind for each student.

Other than the dress code requirements for school, there are special requirements for periodic, special events throughout the year, such as the "semi-formal" dress code for concert participation and the all-school awards ceremony. Please see Semi-Formal Event Dress Code for an exact definition of how ACA defines "semi-formal" attire.

Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts

tucked in, etc.). Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires an immediate change in dress.

***Great Hearts Mask Information**

County and local ordinances have mandated that all persons two years and older be masked while in a public space where social distancing of six feet is not possible. Therefore, face coverings will be required on campus.

This is the policy while the health ordinances are in effect. This policy is subject to change if the local ordinances change or if an overriding state directive is issued.

Great Hearts recognizes that this face covering requirement will create burdens for students. Where one can bear those burdens, Great Hearts asks that students bear them. However, Great Hearts understands that students, especially our youngest students, cannot be expected to wear a mask without breaks and under fear of punishment for 7 hours a day.

Therefore, Great Hearts has developed a policy that complies with the directives of the State, County and local municipalities while affording students safe and reasonable space to be mask free. Students and staff will be provided guidance on how to properly put on and take off masks and how to handle used masks.

Great Hearts also recognizes that there are certain learning activities that are rendered impossible when a teacher is masked. The teaching of languages is the most obvious. Great Hearts also understands that they have a number of students for whom lip reading is an essential tool in their understanding of speech. Therefore, Great Hearts will allow teachers to be in clear masks or behind face-shields, when necessary, while teaching.

***Great Hearts Mask Policy**

The policy is as follows with individual needs to be handled on a case-by-case basis. Should your student(s) need accommodations, please make those requests directly to your Headmaster.

All Masks/Face Shields

No messaging permitted on masks (with exception of academy-related messages). Varied Colors and patterns are permitted.

Kindergarten through Fifth Grade

Drop Off – Masks required. Face shields, upon request.

Hallways – Masks required. Face shields, upon request.

Classroom – Masks encouraged. Face shields, upon request. Masks may be taken off if needed while seated at desk. Desk Shields installed for extra safety.

Lunch – No mask requirement while seated and eating. Mask required when walking to the lunchroom, within the lunchroom, and to the playground. Face shields, upon request (Each academy will work to utilize classroom and lunchroom space, as needed, to mitigate overcrowding).

Playground – No mask requirement. Playground equipment may be used (Hand washing or sanitizer before and after playground).

Pick Up – Masks required. Face shields, upon request.

Middle School through High School

Drop Off – Masks required. Face shields, upon request.

Hallways – Masks required. Face shields, upon request.

Classroom – Masks required. Face shields, upon request. May be taken off for short periods while at desk or nose exposed as needed for air or other reasons.

Lunch – No mask requirement while seated and eating. Mask required when walking to the lunchroom and within the lunchroom. Face shields, upon request. Available social distancing will be implemented.

Pick Up – Masks required. Face shields, upon request.

Teachers and Staff

Drop Off – Masks required. Face shields, if necessary.

Hallways – Masks required. Face shields, if necessary.

Classroom – Mask required. Face shields, if necessary.

Faculty Room & Lounge – No requirement if seated and eating.

Lunch Duty – Mask required. Face shields, if necessary.

Pick Up – Masks required. Face shields, if necessary.

Boy's Uniform and Dress Code:

Boy's Shirts

- a. Short or Long sleeve polo with school crest
- b. Color: White, Baby-blue
- c. Fit: Shirt must always remain tucked in
- d. Vendor: Dennis Uniforms

Boy's Pants

- a. Color: Navy-blue
- b. Style: Flat or pleated front dress pants, no jeans or cargo pants, with belt loops and a solid, dark belt
- c. Fit: Pants should reach the shoe but not drag on the ground. No excessively baggy or tight-fitting pants will be permitted. Pants should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as pants are indistinguishable from the approved vendor pants

Boy's Shorts

- a. Color: Navy-blue
- b. Style: Flat or pleated front walking shorts. Shorts should fall mid-thigh and not be longer than the knee, with belt loops and a solid dark belt
- c. Fit: No excessively-baggy or tight-fitting shorts will be permitted. Shorts should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as the shorts are indistinguishable from the approved vendor

Boy's Shoes

- a. Color: The shoes should be solid white - this includes sole and shoelaces
- b. No colors on the shoes or soles (black shoes must have black soles and white shoes must have white soles)
- c. No neon or bright colored shoelaces (black shoes must have black laces and white shoes must have white laces)
- d. Style: Athletic (tennis, Keds) shoes. (No slip-ons or dress shoes)

Boy's Socks

- a. Color: Black, Navy or white
- b. Length: Ankle socks

Girl's Uniform and Dress Code

Girl's Shirts

- a. Short or Long sleeve polo with school crest
- b. Color: White, Baby-blue
- c. Fit: Shirt must always remain tucked in
- d. Vendor: Dennis Uniforms

Girl's Pants

- a. Color: Navy-blue
- b. Style: Flat or pleated front dress pants, no jeans or cargo pants, with belt loops and a solid, dark belt
- c. Fit: Pants should reach the shoe but not drag on the ground. No excessively baggy or tight-fitting pants will be permitted. Pants should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as pants are indistinguishable from the approved vendor pants

Girl's Shorts

- a. Color: Navy-blue
- b. Style: Flat or pleated front walking shorts. Shorts should fall mid-thigh and not be longer than the knee, with belt loops and a solid dark belt
- c. Fit: No excessively-baggy or tight-fitting shorts will be permitted. Shorts should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as the shorts are indistinguishable from the approved vendor

Girl's Jumper and/or Skort (K-2 Grade Girls)

- a. Color: Navy-blue
- b. Length: The skirt hem may be no higher than just above the knee, both in front and in back. Skirts must be worn at the waist
- c. Dark spandex tight-fitting shorts must be worn under the jumper
- d. Vendor: Dennis Uniforms or Anton Uniforms

Girl's Skort and/or Skirt (3-5 Grade Girls)

- a. Color: Navy-blue
- b. Length: The skirt hem may be no higher than just above the knee, both in front and in back. Skirts must be worn at the waist
- c. Dark spandex tight-fitting shorts must be worn under the skirt
- d. Vendor: Dennis Uniforms

Girl's Shoes

- a. Color: The shoes should be solid white—this includes sole and shoelaces
- b. No colors on the shoes or soles (black shoes must have black soles and white shoes must have white soles)
- c. No neon or bright colored shoelaces (black shoes must have black laces and white shoes must have

white laces)

- d. Style: Athletic (tennis, Keds) shoes. (No slip-ons or dress shoes)

Girl's Socks and Leggings

- a. Color: All White or White with Cicero plaid ruffle
- b. Tights: Navy
- c. Length: Ankle or knee-high socks
- d. Leggings: Navy - must reach the ankle

General Uniform and Dress Code Option for All Students

Shirts

- a. Short or Long sleeve polo with school crest
- b. Color: White, Baby-blue
- c. Fit: Shirt must always remain tucked in
- d. Vendor: Dennis Uniforms

Pants

- a. Color: Navy-blue
- b. Style: Flat or pleated front dress pants, no jeans or cargo pants, with belt loops and a solid, dark belt
- c. Fit: Pants should reach the shoe but not drag on the ground. No excessively baggy or tight-fitting pants will be permitted. Pants should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as pants are indistinguishable from the approved vendor pants

Shorts

- a. Color: Navy-blue
- b. Style: Flat or pleated front walking shorts. Shorts should fall mid-thigh and not be longer than the knee, with belt loops and a solid dark belt
- c. Fit: No excessively-baggy or tight-fitting shorts will be permitted. Shorts should be worn at the waist with no undergarments visible.
- d. Vendor: Any as long as the shorts are indistinguishable from the approved vendor

Sweater

- a. Color: Navy-blue with school crest
- b. Style: Vest, sweater, or cardigan
- c. Vendor: Dennis Uniforms

Knit Jacket

- a. Color: Navy-blue with crest
- b. Vendor: Dennis Uniforms

Outerwear

- a. Jackets may be worn to school for warmth but must be free of logos and messages. Jackets may only be worn before and after school and during recess.

If the cost of the uniform presents a financial hardship for your family, please contact the school office for assistance.

Hair, Jewelry and Makeup

Girl's Hair: Hair should be neatly combed or styled. Neat small bows, barrettes, headbands, and hair ties are permissible so long as they coordinate with the uniform. Hair must be natural looking and conservative in its color and cut (no unnatural streaking/highlighting, no artificial jet-black coloring, and no unnatural colors). Accommodations for religious reasons are permitted

Boy's Hair: Hair should be neatly combed or styled. Hair must be above the top of the shirt collar. Hair should be styled so that it does not fall below the eyebrows or past the midpoint of the ear. Hair must be natural looking and conservative in its color and cut (no unnatural streaking/ highlighting, no artificial jet-black coloring, and no unnatural colors). Accommodations for religious reasons are permitted.

Jewelry: Girls may wear small studded earrings. No loops or dangling earrings are permitted. Boys may not wear earrings. No other body piercings are permitted. Boys and girls are permitted to wear one watch. This may not be a smart watch. Bracelets, rings, and necklaces are not permitted unless for religious reasons.

Makeup/Nail Polish: Students may not wear makeup of any kind. Students may not wear colored nail polish.

Backpacks

Students may bring backpacks and lunchboxes to and from school. These items must be stored on the designated shelving units in the classroom during the school day. Due to small storage spaces, rolling backpacks are not permitted without a doctor's note. Backpacks and lunchboxes should be free of icons of pop culture (peace signs, cartoon characters, tie-dyed patterns etc.) as well as messages that are offensive or inappropriate to ACA environment.

ACA officials may search and seize property when there is reason to believe that some material or matter is present that is detrimental to the health, safety, or welfare of students.

Additional Guidelines

Hats and sunglasses may only be worn outside and must be removed when the student enters the building.

Student's skin should be free of any painted or ink drawings of any kind. Students should not draw on themselves or on others.

If an item of dress or appearance is deemed incongruent with the standards of ACA by staff, the student must alter their dress or appearance in accordance with staff's directive. Uniform items must be size appropriate, neat in appearance and free of stains, tears or excessive wear. Temporary or permanent tattoos are not permitted; to include pen and ink drawings on the skin.

NON-UNIFORM DRESS CODE FOR SPECIAL EVENTS

Athletic Practice and Outdoor Field Day Dress Code

Just as ACA provides guidelines for dress code in the classroom, it is important to project the image of professionalism in our athletic attire as well.

All shirts worn for athletic practices and field day should be modest, loose fitting, in good repair (no holes, torn sleeves, etc.), should be worn either tucked in or well over the waist of the pants/shorts if not tucked

in. No midriffs may be shown. T-shirts are preferred—no tank tops, camisoles, or sports bras may be worn as outer-garments. Sleeveless shirts may be worn if modest.

Pants/shorts should be modest and in good repair (no holes, torn sleeves, etc.) No short-shorts or long baggy shorts may be worn. No boxers or undergarments may be visible.

Attire should be free of inappropriate messages. Sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Nike) are acceptable, provided they do not make inappropriate allusions. These guidelines also apply to sweatshirts and jackets that students may wear. Footwear should be athletic in nature: no sandals, open-toed, or platform shoes. Hats and sunscreen may be appropriate if the students will be in the sun. Hat styles should follow the same guidelines as above.

Semi-formal Events Dress Code

There are specific, semi-formal dress requirements for special events, including periodic fine arts concerts and the end-of-year ceremonies (such as commencement and graduation).

Concert dress: Boys wear white collared dress shirts with black pants and black dress shoes. Girls wear a white blouse with black skirt or black dress pants and black dress shoes (open-toed shoes and reasonable heels are permitted. All other grades wear the uniform.

The **semi-formal dress code for boys** is as follows: dress pants (no jeans or patched pocket pants), a collared dress shirt, dark socks, dress shoes (no sneakers or sandals). For commencement, graduating 8th graders must wear a tie. No dyed hair or hats. Hair should be trimmed appropriately.

The **semi-formal dress code for girl** is as follows: modest-length skirts or dresses with hems that approach the knee, or appropriately fitting dress pants; bare midriffs are not acceptable. Modestly-cut sleeveless tops/dresses are allowed; ladies may not wear strapless, spaghetti-strap, or tank tops. Girls should wear dress shoes. No flip-flops. Hair should be styled appropriately.

***BASIC SCHOOL INFORMATION**

OFFICE AND STUDENT HOURS; CAMPUS ACCESS

The school office is open from 7:30 a.m. – 4:00 p.m. every full day that school is in session and will be closed during parts of July. The school phone number is (480) 424-1790. Messages may be left on voicemail any time the phone is busy, or staff is out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via e-mail (please see the Faculty & Administration Directory on our website). The school's fax number is (480) 434-6614.

The administration asks that non-urgent calls to the school office be made between 9:00 a.m. and 11:00 a.m. and between 1:00 p.m. and 3:00 p.m., since other times during the school day are “high-traffic” periods. Messages for faculty can be left with the front office.

School starts daily at 8:10 a.m. For safety reasons, students should not arrive on campus earlier than 7:20 a.m. nor stay later than 3:30 p.m. (even on the playground) unless they are attending an organized, adult-supervised program associated with the school. Children are not to be left unattended, so parents/guardians are to stay with their children until the supervisor arrives. Students are allowed into the

classroom at 8:00 a.m. Students should be on campus by 7:57 a.m. but an earlier arrival is encouraged, allowing time to unpack in the classroom and take their seats by 8:05 a.m.

School ends at 3:10 p.m. Students who are not picked up by 3:30 p.m. will be taken to the school office. If you arrive after dismissal, please park and walk in to get your child. Repeatedly picking up students late from school is inconsiderate of those who are waiting. If a student has not been picked up an hour after the conclusion of dismissal and the parents/guardians cannot be reached, the school will need to call the nearest police precinct to make arrangements for the child.

Please note that, outside of scheduled school activities, students and parents/guardians should not enter the campus after hours, during holidays and breaks, or on weekends. For example, the school's outdoor athletic and playground facilities are not open to general student or family use except in the context of a school activity or event. Unauthorized presence of this kind may constitute trespassing.

***EXTRA-CURRICULAR ACTIVITIES**

ACA believes that students are happier and more successful at ACA if they are involved in one or more of our extra-curricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extra-curricular participation also builds teamwork and school spirit among the community of learners. Still, we recognize that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. There is a range of supervised activities to select from: Chess club, various music ensembles, art club, yearbook, or one of our many athletic teams. We encourage the parents/guardians to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

It is important to continue to set forth new approaches which allow for the management and safety of students while on campus. For all extra-curricular activities, students should be picked up at the time the extra-curricular activity ends. Siblings are not allowed to be on campus during extra-curricular activity times unless they are also registered in an extracurricular activity. If you need to get a hold of your student during the time of an extra-curricular activity, please email the teacher directly. As the Front Office closes at 4:00 p.m., they will not be able to assist you after that time. We encourage you to schedule ahead of time if you know that you need to pick up your student early. If school is not in session or it is a half day, your student's extra-curricular activity will not take place. Please confirm with the teacher if you have any questions.

****Please note: Extra-Curricular Activities may be suspended due to COVID-19.***

Fees

Families can expect to pay fees for various activities ACA offers beyond the classroom, such as clubs and trips. ACA, of course, never seeks to profit from any of the special services it offers. Fees are only meant to assist with funding services that are not directly funded by monies from the state. ACA has an annual fee schedule issued by Great Hearts and approved by ACA's Governing Board of Directors. The schedule sets minima and maxima for activity fees and is available upon request.

Please see the more detailed information elsewhere in this handbook on textbook deposits and consumable book donations as well as the information below on fees for extracurricular participation. Each extracurricular activity will have a fee associated with it, commensurate with the cost per participant to operate the program. These fees are not voluntary but required. The fee must be paid prior to the student joining the extracurricular program. In addition, there is a deposit required for the textbooks that the students use during the year, and that deposit is refunded when the student graduates or withdraws from

the school as long as all textbooks have been returned in good condition each year. ACA does not want to exclude any student from participation due to financial hardship. Families should speak with administrative staff if there is a case of hardship.

Extra-Curriculars/Athletics Fees

Exact fees within the Governing Board approved range are to be determined by ACA's administration, in conformity with the annual approved budget, based on local expenses and circumstances. Fees will vary from sport to sport, for instance, based on operational expenses.

Great Hearts Academies Extra-Curricular and Field Trip Fee Schedule

<u>Activity</u>	<u>Fee Range per Season of Participation</u>
Primary School Athletics	\$50 to \$200
Junior High Athletics	\$100 to \$400
High School Athletics	\$100 to \$400
Music Ensembles	\$25 to \$200
Speech and Debate	\$50 to \$375
All other activities	\$5 to \$300

The registration cost enrolls your student for the duration of the school year and cannot be refunded. No discount will be given if your student joins later in the school year.

SAFETY AND EMERGENCIES

STUDENT/ACADEMY SAFETY

It is our goal to maintain the safety of our students, faculty, and staff at all times. In light of this goal, every potential threat or rumor of a potential threat of harm against others or against the school will be taken seriously, investigated, and addressed through the Great Hearts Threat Assessment Protocol. Such threats or rumors of threats may include verbal, physical, direct, and indirect challenges to the safety or well-being of an individual, group, school, or persons in general. The Threat Assessment Protocol provides a standardized procedure to determine the level of severity of a threat, what (if any) immediate safety responses are required, and the need for a long-term recovery plan. While there may be instances in which a student utilizes threatening language or gestures in a transient manner (such as an inappropriate expression of frustration that can be resolved), the ACA's response to the threat will remain the same. *This uniform and established reporting procedure follows guidelines set forth by the Department of Education and The United States Government school safety resources (<https://www.schoolsafety.gov/prevent/threat-assessment-and-reporting>).*

If a parent/guardian, student, or staff member hears of a potential threat, this information should be reported immediately. You can report this information by calling your Headmaster directly to share the information that you have, or you can use the "report a problem" button in the side bar on your schools webpage. If the situation is an emergency or requires immediate investigation, please call 911 or local Police Department.

Additionally, if you have information regarding a student experiencing suicidal ideation, please report this to your Headmaster and/or call 911/Police Department if the situation requires immediate assistance. Please do not report suicidal ideation on the “report a problem” webpage.

CRISIS MANAGEMENT PLAN

ACA has an established Crisis Management Plan that is maintained and updated by the facilities and operations staff at Great Hearts. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fires. ACA faculty and staff are trained in and drilled on the plan throughout the school year.

SCHOOL SITE MAP AND LOCATIONS

RESTROOMS

Each ACA maintains both single sex and single occupant restrooms. Unless designated as “For Faculty,” single occupant restrooms shall remain unlocked, unless in use, and are available for any student for any reason. The single occupant restroom(s) are located in the multi-purpose room.

LOST AND FOUND

ACA maintains a lost and found in the foyer outside the multi-purpose room and items of value are stored at the receptionist’s desk. It is strongly recommended that all personal items be marked with the student’s name. Uniform clothing should have the family name on the inside label; calculators should have the name etched on them, and we recommend that student-owned consumable books have the student’s name prominently displayed either on the front cover or on one of the four sides of the book. All unidentified clothing, lunch boxes, etc. not claimed within one week will be donated.

TRAFFIC FLOW FOR DROP-OFF AND PICK-UP

Often there is not enough parking for parents/guardians to park during morning drop-off and afternoon releases. All parents/guardians must get in the drive through lines to both drop off and pick up their students. While not perfect our traffic management plan is the result of dedicated study and continuous improvement. We ask that all returning families adhere to the scheduled drop-off and pick-up times and that all our new families study and review our traffic procedures and map so that each of us can contribute to the safety of our students and the optimal flow of traffic.


Cars that bring Archway and Cicero Prep Siblings

- Drop Off at Cicero Prep
- Drop-Off Time: Between 7:20 a.m. and 7:40 a.m.
- Drop-Off Place: Drop off/Pickup doors to MPR
- Pick-Up Time: Every day except Wednesday and half days 3:10 p.m. Wednesday 1:40 p.m. half days 12:10 p.m. Note: Due to Cicero Prep and Archway Cicero pick up times being twenty minutes apart, please do not show up before 3:05 p.m., as this will interfere with pick-up for Prep.
- Place your placard up on your dash and students will be brought out to your car.


Half Day Kindergarten Pick- Up


- Drop off /Pick up doors to MPR
- Pick-Up Time: 12:00 p.m.



 Current Exit: will be closed to ALL traffic.

 Archway Cicero Traffic

 Cicero Prep Traffic

 All Traffic Entrance from East to Drop Off/ Pick Up. No Left Turn from West

 Cicero Prep Drop off/ Pick Up Traffic Exit

 Archway Cicero Drop off/ Pick Up Traffic Exit

SUPPORT YOUR ACADEMY THROUGH OUR ANNUAL CAMPAIGNS!

We are honored to partner with every family, every year, through two annual campaigns:
The Community Investment campaign and the Arizona Public School Tax Credit drive.
100% of your gift stays at our academy.

Thanks to your support, we provide our students the education they deserve.

Please note that participation in our annual campaigns is not required to enroll your children at our academy.

COMMUNITY INVESTMENT CAMPAIGN

The Community Investment Campaign directly supports our operating budget



Covers the gap between what we need to deliver top-tier education and what we receive from public funding. Depending on the district, this gap is between \$1,200-\$4,800 per student



Helps us support our excellent and dedicated faculty



Keeps our class sizes smaller for more individualized attention



Enables us to offer programs like art, music, and foreign language on a daily basis

TAX CREDIT DRIVE

The Arizona Public School Tax Credit allows Arizona taxpayers to contribute to the public school of their choice and receive a dollar-for-dollar credit on their state income tax return.



Support our qualified extra-curricular and athletic programs, field trips, and character-building programs and keep fees low



Claim the full credit on your state income tax return



Married couples filing jointly may contribute up to \$400

Individuals may contribute up to \$200

We ask each family to contribute \$1,500 per student per year to help cover the gap between what we receive from public funding and what it actually costs to provide our educational model.

Every family's participation, at any level, is vital to supporting our teachers and educational priorities of our academy. 100% of your gift stays at your academy.

Every Arizona taxpayer can take advantage of the Arizona Public School Tax Credit and support our academy.

We ask every family to contribute their Tax Credit and invite their extended network of friends and family to do the same. 100% of each gift stays at your academy.

For families who contribute to both Community Investment and Tax Credit and seek an additional route to support our academy and teachers, the **Teacher Excellence Fund** is an opportunity to direct that support. We recognize that our best teachers have the skills and passion schools across the country want. The Teacher Excellence Fund was created to reward and retain our teachers. Gifts to this fund go directly to awards given to selected teachers based on performance, teaching observations, excellence in the classroom, and overall commitment to our core mission.

For additional information on or questions regarding any of the above campaigns, please connect with your Academy Giving Manager.

*SIGNATURE PAGE

Thank you for taking the time to read the ACA Family Handbook. If you have any questions or comments about this Handbook, please contact the school office. Please sign and return this Signature Page to the front office.

A number of notices and consents are required to allow your minor student to use online services such as Google G Suites for Education and visual/audio conferencing services such as Zoom and Microsoft Teams. These services are required for Distance Learning and also allow the student to access recorded classroom and educational sessions. The Notices and Service Provider FAQs related to data collected by these types of service providers are contained in asterisk (*) sections of this Handbook.

By signing to accept the Handbook, you specifically acknowledge that you have reviewed the Google Notice, the Visual/Audio Conferencing Notice and related materials and understand and consent to allow your student to use these services. You further acknowledge and agree that the use of the services is a requirement for Distance Learning and that your student may not adequately participate in any Distance Learning, including the Distance Learning scheduled for all students including those enrolled for traditional on site classes during any Great Hearts or state directed school closure, without use of these services.

Parent/Guardian signature

By signing below, you indicate that you have received, reviewed, understand, and accept the Family Handbook and abide by the rules, guidelines, and procedures outlined in the Family Handbook.

By signing below, you further agree that an electronic signature will have the same legal weight and binding effect as a hard copy signature.

Parent Name: _____ Signature: _____ Date: _____

Parent Name: _____ Signature: _____ Date: _____

Student Name: _____ Signature: _____ Date: _____

Student Name: _____ Signature: _____ Date: _____

Student Name: _____ Signature: _____ Date: _____

Student Name: _____ Signature: _____ Date: _____

(one completed Signature Page per ACA family)

This document is provided online in PDF ADA Accessible format. If you require additional accommodations, please contact your ACA.