

ARCHWAY

FAMILY HANDBOOK



2018-2019

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LETTER TO FAMILIES

Dear Families,

Welcome to Archway Classical Academy!

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 and 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, both parents and the student(s) should complete and detach the mandatory signature page. *Please return this page to the front office or your child'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 outside of the classroom each year. 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 the Academy, should equally strive to make our school a better place—a city of truth, goodness, and beauty -for those students, parents, and teachers who will follow us.

Warmest regards,

Toyin Atolagbe

OUR MISSION

The mission of Archway Classical Academy (ACA) is to educate students for the lifelong 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 have received 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. 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 his or her potential.

OUR CHARTER, ACCREDITATION, AND AFFILIATIONS

Archway Classical Academy Lincoln is chartered by the State Board for Charter Schools and is fully accredited by AdvancEd.

Archway Classical Academy Lincoln 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 schools. Great Hearts Arizona, a private non-profit organization, supports each Arizona public 501(c)(3) charter academy in the Great Hearts network with curriculum, data management, faculty orientation and professional development, human resources services, standard policies, business management (such as accounting), special education services, and the development of funding and facility opportunities. In 2018-19, Great Hearts will operate 22 classical, liberal arts academies in the metropolitan Phoenix area.

ARCHWAY CLASSICAL SCHOOLS' PHILOSOPHY

"A Classical Education for Modern Times"

By Dr. Terence O. Moore Doctrina sed vim promovet insitam, rectique cultus pectora roborant.*

Archway Classical Academy 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. Nonetheless, ACA remains classical by upholding the same standards of teaching, of curriculum, and of discipline found in the schools of old. Indeed, we teach English as a classical language. 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 CORE KNOWLEDGE

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. When we fall 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. To this end, Archway Classical Academy has adopted the Core Knowledge Sequence for the K-8 curriculum. Core Knowledge is based upon E. D. Hirsch's idea of "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 the Core Knowledge Sequence, Archway Classical Academy has resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. The students of ACA 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 the rudiments of basic 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. At ACA 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 children and 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. 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.

Archway Classical Academies expect no less of their 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. Archway Classical Academies 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

OFFICE AND STUDENT HOURS; CAMPUS ACCESS

The school office is open from 7:30 – 3:45 every day that school is in session. The school is open on all early release days but will be closed on half days. Summer hours will vary and be posted on the school website and posted on the front door. The school phone number is 480-424-1798. Voice messages may be left on voice mail any time the phone is busy, or we are 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 Directory or our website). The school's FAX number is (480) 424-1799.

The administration asks that non-urgent calls to the school office be made between 9 and 11 and between 1 and 3, since other times during the school day are "high-traffic" periods. Messages for faculty can be left in their personal voice-mail boxes at any time.

School starts daily at 8:05. For safety reasons, students should not arrive on campus earlier than 7:40 (except for siblings of Prep students who may arrive as early as 7:25 and will be supervised) nor stay later than 3:40 (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 are to stay with their children until the supervisor arrives. Students are allowed into the classroom at 7:40. Students should be on campus by 8:05 but an earlier arrival is encouraged, allowing time to unpack in the classroom and take their seats by 8:05. Before school students will be supervised in a designated room beginning at 7:15 am.

School ends at 3:10. Students who are not picked up by 3:40 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 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 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.

ADMINISTRATIVE RESPONSIBILITIES

The **Headmaster of ACA** is Oluwatoyin Atolagbe. The Headmaster works with the ACA Board of Directors under the authority of Great Hearts Academies and is responsible for overseeing the day-to-day operations of the school. She directly oversees the implementation of the Academy's curriculum and has sole authority to manage all teachers and staff at the Academy.

The **Assistant Headmaster** is Kara Marzulo. She oversees areas relating to the curriculum, teacher support and supports discipline and daily operations.

The **Dean of Academics** is Erin Stecker. She oversees areas related to student academics and the curriculum.

The **Dean of Students** is Dale Cook, he oversees school-wide discipline, the scheduling of teacher and aide duties, and the implementation Love and Logic Discipline.

The **Office Manager** is Richele Petersen. 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 **Director of Academy Giving** is Ronna Krantzman. 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 **Nicholas Michieli, Scott Yost, Leti Meyer, Rita Colotti, and Amanda Wayman**. 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 **Nicholas Michieli**.

The **504 Coordinator** is Kara Marzulo. 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 **Erin Stecker**, Dean of Academics. Questions or concerns about student conduct or discipline should be directed to **Dale Cook**, Dean of Students. General questions regarding the school may be directed to **Richele Petersen**, 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 schools and offer essential support. For more information about Great Hearts, please visit the website, www.greatheartsaz.org. The Great Hearts management team includes:

As of August 1, 2018, the company's senior team consists of:

Chief Executive Officer – Mr. Wade Dyke

President of Arizona Schools- Mr. Erik Twist

Superintendent of Arizona Schools - Mr. David Denton

Chief Administrative Officer – Mr. Robert Wagner

Chief Advancement Officer – Dr. Daniel Scoggin

Vice President of Operations – Ms. Marilyn Papke

Note to Parents: Copies of resumes and fingerprint clearance cards for all ACA faculty, Great Hearts Lead Office Staff and ACA Board members are available upon request. Please direct your request to Great Hearts Human Resources via email at HR@greatheartssaz.org.

FACULTY AND STAFF PHONE/E-MAIL REFERENCE

Please remove and keep near your phone for reference when calling the school.

Faculty emails can be accessed here:

<http://archwaylincoln.greatheartssacademies.org/academics/classroom-sites/>

**Email is the preferred method for communicating with faculty members*

504 Coordinator:

Thomas Doeblor, Exceptional Student Service Director
Great Hearts Academies
4801 E. Washington St. Suite 250
Phoenix, AZ 85034
602.438.7045 EXT 345

Title IX Coordinator:

Lauri Myracle, HR Director Great Hearts Academies
4801 E. Washington St. Suite 250
Phoenix, AZ 85034
602.438.7045 EXT 363

OFFICIAL SCHOOL CALENDAR

The official school calendar for each academic year is posted on the school website (<http://archwaylincoln.greatheartssacademies.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 GREATHEARTS 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 by meeting or exceeding the requirements of the Web Content Accessibility Guidelines 2.0 Level AA (WCAG 2.0 AA). We strive in making our site an equal playing field for everyone.

We continue to monitor our site and make sure that all content provided is accessible to all visitors. In order to help us in this process, we have engaged an accessibility consulting company to assist us in ensuring that our Web presence is in conformance with the WCAG 2.0 AA. The efforts to improve the website are ongoing.

OUR COMMITMENT TO HELP

We are dedicated to meeting the accessibility needs of all students, parents 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 602-438-7045. We would be happy to assist in making your visits to our site as convenient as possible.

PARENT INVOLVEMENT

The primary way that parents are involved in the school is by supporting their child in his or her journey through the Academy. Parents will want to have an established plan for listening to and then encouraging their students when they are working hard. Likewise, parents may want to communicate frequently with their son's or daughter's teachers, so the parents can develop an understanding of the Academy's expectations of how classical, liberal arts studies form habits of learning. Also, parents should contact the teachers to share important information on how their child approaches the curriculum at home and if he or she is experiencing difficulty. ACA students invest a great deal in their education, and thus teachers and parents should be unanimous in their support of the students and one another.

The teachers of the Academy are honored by the great trust that parents have placed in them. This trust between the parents 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 and their teachers for a reaffirmation that their investment is yielding positive gains. As such, mutual trust between parents 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 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 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 fingerprint clearance before working with students.

Elementary volunteer activities are coordinated by Archway’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 his style or find a more compatible setting within Archway 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.

Archway encourages every adult—parents, stepparents, grandparents, aunts, uncles, and community members—to take a special interest in the lives of Archway’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 Archway’s family handbook and are encouraged, but not required, to participate on school committees and provide other volunteer services. As indicated on the Archway Classical Academy 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 administrator if it is believed to be in the best interest of the school.

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 Board of Directors (BOD). If a volunteer disregards this policy, the privilege of volunteering may be revoked.

FINGERPRINTING

All employees of charter schools, and school volunteers who work with students, shall be fingerprinted and have a criminal background check conducted by the Arizona Department of Public Safety and the FBI. Fingerprinting must be completed by Great Hearts Human Resources. We will announce at least one day at the beginning of each school year when a Great Hearts Lead Office staff member will come to campus to fingerprint all new volunteers or potential volunteers. If you are dedicated to working this year with students as a chaperone, lunch assistant, playground monitor, tutor, office volunteer, or for any other purpose, we encourage you to attend the group fingerprinting day. At other times during the year, new volunteers may contact Great Hearts Human Resources – 602-438-7045, option 7, to make arrangements to have the required fingerprinting completed.

OBSERVATIONS

At ACA we believe that parents should have the opportunity to visit and observe in their student's classroom. Therefore, we have provided two chairs in the back of every classroom for that express purpose. 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 visiting. We want to limit the distractibility this may cause in the classroom. Visits will be allowed from September through March.

ARCHWAY VOLUNTEER AGREEMENT

Archway Classical Academy 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 Archway Classical Academy. In doing so, we accomplish these two purposes:

- fairness to all students, faculty, staff, volunteers, and visitors
- protection of Archway'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 Archway Classical Academy
- 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 QT 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 his 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 comporment, including:

- Full cooperation with the teacher
- Appropriate attire for the work being done. Classroom volunteers should dress in polo shirt and slacks (men) or the equivalent (women). Skin tight clothing such as spandex is insufficient and should be covered by outerwear.
- Not using time as a volunteer to initiate an impromptu discussion with the teacher regarding your student’s performance or an opportunity for extra quality time or one on one time with your student
- Referring disciplinary matters to faculty members

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 THE ACADEMY: 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 for capital improvements or ownership of our campus, nor does state funding provide completely for our unparalleled student to teacher ratio. Further, charter schools, unlike regular public schools, cannot levy taxes. Consequently, we must regularly seek outside charitable funding and grants to develop and maintain the high level of our program.

Volunteerism is thus strongly encouraged. Without this practical proof of your belief in the value and quality of the Academy, we could not exist. 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 and/or through membership in the *Parent Service Organization*, 2) supporting the Academy’s material structure through donation of a unique talent or service, and 3) financial assistance to the Academy via book donations, participation in the \$200/\$400 extra-curricular tax credit program, and regular contributions to the Community Investment Annual Giving Campaign. ACA is a non-profit, 501(c)3 corporation; as such, your gifts to the Academy may be 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 a unique institution that asks for so much more from everyone involved.**

The ACA *Parent Service Organization* (PSO) helps in the planning and management of school community events. The PSO supports all other aspects of the community through periodic events, through fundraisers that support student-teacher 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, 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, RECORDS, MEDICATION POLICIES, AND FORMS

REGISTRATION

In order to complete the registration process, parents must have records transferred from the child's previous school to the Academy. This documentation should include your child's immunization history and a copy of his/her birth certificate or other legally acceptable identifying documents, as well as his/her 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 the Academy 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 the Academy. 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 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 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 TRANSCRIPTS

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

PRESCRIPTION AND OVER-THE-COUNTER MEDICATION POLICY

Parents 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.

For full details please see the [Family Medical Policy](#).

[Consent to Dispense Form](#)

ASTHMA AND ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

It is the responsibility of an anaphylactic/potentially anaphylactic child's parents to inform the school health personnel of their child'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.

In order to protect all students with asthma, each student at our Great Hearts Academies who have been identified as having asthma must have an Asthma Action Plan on file that is signed by a physician or healthcare provider. An Asthma Action Plan is a self- management tool that is used to help the school health personnel assist children diagnosed with asthma to better control his or her condition. The plan is completed by a physician or healthcare provider and includes information on a student's medications and dosing requirements, asthma triggers, how to handle worsening symptoms and what to do during a breathing emergency. It is a critical element in our school's overall wellness plan and will support school health personnel identify in tracking those students who are most at risk for having an asthma emergency. A sample form is available on-line or at the Front Office for use in communicating with your health care provider.

[Food Allergy Action Plan](#)

[Asthma Management Plan](#)

MEDICAL AND HEALTH POLICY ([LINK TO FAMILY MEDICAL POLICY](#))

FERPA NOTIFICATION

REQUIRED ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS REGARDING STUDENT RECORDS

This Notification is required by the Family Educational Rights and Privacy Act (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. The Academy 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.**

The Academy 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 the Academy to release the following student information designated as "directory information":

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

If you wish to refuse to permit the Academy 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. The Academy 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:

- Administrators, 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 the Academy to amend the record. You are also entitled to a hearing to present evidence that the record should be changed if the Academy 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 the Academy to Comply with the Requirements of FERPA.**

You are entitled to file a Complaint with the U.S. Department of Education if you believe the Academy 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.

The Academy 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.

The Academy 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. The Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Academy 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 his or her child out of participation of the specific activity or survey. The Academy 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 child 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 the Academy 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. The Academy is committed to helping every student to learn and grow as much as he or she 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, his or her curiosity and perseverance– is the key to the pursuit of excellence and fulfillment at the Academy. 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 him

or herself diligently on a daily basis will succeed at the Academy. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her years at the Academy, to be demonstrated in his or her 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, he or she 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 child'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 child's class will utilize these classics during the upcoming school year. Parents 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 for is available in certain circumstances. Please speak with the Headmaster or Front Office staff for information.**

TEXTBOOK CONSUMABLES

Your child's class will utilize workbooks, writing and marking in them extensively. While we ask that parents 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 for 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

Students should expect to do meaningful homework each night. Homework is an essential part of preparatory studies because it reserves class time for instruction, discussion, dialogue, and the collective pursuit of truth. In turn, homework is a time of quiet concentration in which the student truly makes the subject his or her own and develops skills personal management.

Study habits are being developed during a student's time at ACA making it difficult to estimate the amount of homework time for any one student.

As a general guideline, however, students should be prepared for thirty minutes to one and a half hours of homework a night depending on the grade level. Kindergartners and first graders can expect to do thirty to forty minutes of homework each night and fifth graders can expect to do one to one and a half hours of homework each night. Homework will be assigned on the weekends. Teachers work carefully in measuring out a proper amount of work for their class. Students will not have two major exams and/or projects/essays due on the same day. It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school and seeks his or her assignments, he or she should contact the teacher for that information, not the school office. It is wise to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

The official school calendar lists a number of "R and R" weekends. These are designated as school-wide "no homework" weekends. Teachers will not assign homework over these weekends and tests and quizzes will not be administered on the Mondays following. 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 well-deserved time off.

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, AZ MERIT. Parents 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, the Academy 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 Archway Classical Academy 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 Archway Classical Academy 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 child 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, Archway teachers weigh not just the academic ability of the student but also his or her 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 his/her ability to thrive and access the rich curriculum found at Archway. 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 AZ MERIT, NWEA-MAP, DIBELS Next

- 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 administrative team to include the Headmaster, Assistant Headmaster, Dean of Academics and Dean of Students in consultation with the 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 assignments vary from grade to grade. A science experiment, research paper and presentation, construction of a model, or a longer assigned reading are typical projects. Sometimes, students will be assigned their projects 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. Projects may require library/internet research, acquisition of modeling materials, or hands-on problem-solving. All faculty participate in the evaluation of projects. This assessment is factored into the semester grades. Project Week allows students to explore a topic (often of their choosing) in greater depth, using resources that are not readily available to them in the classroom. Project week teaches students how to study a topic in-depth on their own and how to manage their time, to cultivate love for something of interest to them, and to participate in true intellectual “leisure”—i.e. pursuing something for its own sake and value. While the temptation will be present for parents to over-assist students with projects, especially hands-on modeling or crafting activities, students should problem-solve and produce their work on their own. Parents should seek to guide as teachers would—i.e. helping a student to find a solution rather than giving them the solution.

FAMILY-TEACHER ACADEMIC PARTNERSHIPS

As a preparatory school, ACA believes that the student should strive to be the primary agent in his or her 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 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.

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

Parent: Parents 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 to sign and return a copy of the Deficiency Notice to the teacher as soon as possible. We encourage parents to talk with the teacher as soon as they think their child might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your child'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 child'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 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 his or her 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). 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 his or her 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 important to note 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 faculty or staff to interact as anything other than students and teachers/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 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.

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

ACA PARENT AND STUDENT GRIEVANCE PROCEDURE

For Grievances related to disabilities [click here](#).

For Grievances related to Title IX (sex) [click here](#).

Grievances for all general concerns:

Process	Guidance Notes
<p>1. Introduction It is the Academy’s policy to ensure that students or parents with a grievance relating to the Academy, 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.</p>	<p>The grievance procedure is clearly outlined and distributed to all families and staff in the <i>Family Handbook</i>.</p>

<p>2. Initial discussions</p> <p>If you or your child has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.</p>	<p>Informal discussions should resolve the vast majority of grievance.</p> <p><i>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></p>
<p>3. Stage 1</p> <p>If you feel that the matter has not been resolved through informal discussions, you should put your grievance in writing to the appropriate teach, administrator, coach, or staff member (again, the one directly involved). The school employee must offer a response within 5 working days in an endeavor to resolve the matter.</p>	<p>The first stage should allow the family and Academy employee to resolve the grievance without the involvement of the Headmaster or Board of Directors. The aim should be to resolve the grievance at the lowest relevant level.</p>
<p>4. Stage 2</p> <p>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.</p>	<p>The Headmaster is the acting supervisor over all school employees.</p>

5. Stage 3

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. You are entitled to have a meeting with the grievance committee established annually by the Board of Directors and comprised of directors. The committee 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 open meeting laws will be followed, including prior notice and the right of the employee to request an open meeting or an executive session for the hearing. The Board's decision is final.

If the Board understands that stages and 2 have not been completed, these may be a requirement prior to further action or hearing from the Board.

As response by the committee may include a dismissal of the grievance, a formal reprimand of the school employee, or Headmaster, and/or a directive for staff to develop an additional policy recommendation for Board to consideration.

POLICIES AND PROCEDURES

NON-DISCRIMINATION POLICY

Great Hearts Academies 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 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 Academies
4801 E Washington Street, Suite 250
Phoenix, AZ 85034
602.438.7045 EXT 345

All Other:

Lauri Myracle, HR Director
Great Hearts Academies
4801 E Washington Street, Suite 250
Phoenix, AZ 85034
602.438.7045 EXT 363

GENERAL ENROLLMENT OVERVIEW

Enrollment of a student is different from admission of a student. When a school admits a student, it offers the student a spot at the school; the student can decide to accept the spot and attend the school or not. When a school enrolls a student, the student is indicating his or her intention to attend the school and be included in the school's student count. Although a public charter school may offer admission to students simply upon submission of an application, before a student may be enrolled in and attend school, schools must obtain certain documentation from each student's parent or guardian.

Great Hearts Academies, as a public charter in Arizona, are subject to open enrollment laws. Typically, academies receive more applications for enrollment than there are seats available. If this is the case for any grade level at an academy, a lottery will be held. Students who are not admitted through the lottery process will be placed on a waitlist and may be offered admission during that year if a seat becomes available. In early fall, any current waitlisted student has the opportunity to rollover in advance of the lottery to the following school year. After rollover ends, the open enrollment period begins with new applications accepted during the designated window which are then entered into the lottery in the beginning of the year. Any students who submit their applications after the expiration of the open enrollment period will be ordered on a first-come first-served basis and given a seat after those who applied during open enrollment and who were rollover students.

[Read More from the Enrollment Policy Handbook.](#)

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 their education.

ATTENDANCE, ILLNESS AND TARDINESS

ABSENCES

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

The Arizona 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.

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 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 his or her 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. 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 may receive a detailed attendance report upon request.

Since regular attendance is essential to a student's success at the Academy, and numerous absences are also destructive to the student's and the school's morale, the Academy may choose to retain a student who has missed more than 10 school days in one semester.

ILLNESS

If your child has a fever or is otherwise ill, it is best to keep the child at home, rather than send him/her to school where others may be exposed to infection. Students who come to the reception desk 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 PERIOD INSTRUCTION

Students who arrive after the beginning of first period must report directly to the front office for a late pass in order to be admitted to class. If your child 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, the Academy 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 tardiness is highly disruptive of instruction and undermines student morale. On the fifth occasion that a student has an unexcused tardy in a quarter, a detention will be issued to the student by the Dean of Students. When a student has accrued ten tardies then he or she may receive an in-school suspension for a duration determined by the administration.

FAMILY VACATIONS

All family vacations should be scheduled during school breaks. Absences due to vacations will be considered unexcused absences. An unexcused absence longer than ten consecutive days will automatically result in the withdrawal of the student from the school. Unexcused absences in excess of eighteen days will be considered to be 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.

SPECIAL EDUCATION

As a public charter school, the Academy 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 the Academy for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Academies Director of Special Education Services. If requested by the parent or teacher, a student may be evaluated for possible Special Education placement. Parental approval is required prior to an evaluation. Please contact Nicolas Michieli for more information. The Academy 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 or [click here](#).

ARIZONA EARLY INTERVENTION PROGRAM'S (AZEIP) – CHILD FIND

Arizona Early Intervention Program's (AzEIP) intent is to ensure that all children from birth through 21 with delays or disabilities are identified, located and evaluated with minimal cost to parents.²⁰

Anyone who has contact with the child may refer him or her to AzEIP. Contact AzEIP if you have concerns about how a child plays and interacts with others, learns, communicates, moves, sees or hears.

When children are “found”, they are referred to a specialist to screen their development. The screening helps “identify” any areas of concern that need to be evaluated further. In order to receive early intervention or special education services, a child must be evaluated to confirm they have a delay or disability that falls under state definitions.

If needed, the child is evaluated using state criteria for specific delays or disabilities. If eligible, the Arizona Early Intervention Program or a public-school system will offer early intervention or special education services according to the child’s needs.

- Early intervention supports, and services assist families of children who are eligible by helping children ages birth to three years develop to their full potential. In Arizona, early intervention services are provided through the Arizona Early Intervention Program (or AzEIP).
- Preschool special education services for children ages 3 to 5 provide special strategies to help children reach their developmental milestones.
- Special education services for school-aged children in kindergarten through the age of 21 provide specialized instruction and services to assist children in the educational environment.

Contact information:

Parent Information Network Exceptional Student Services; Arizona Department of Education
Becky Raabe, Child Find Coordinator
2384 N. Steves Blvd., Flagstaff, AZ 86004
Tel: (928) 679-8106 or (800) 352-4558 Fax: (928) 679-8124

For older children, aged 2 years, 9 months to 5 years,
you may also contact the local school district.

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.

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD), or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Or you may contact:

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

Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson, BIN 24
Phoenix, AZ 85007

This notice is available in English and Spanish on the ADE website at <http://www.ade.az.gov/ess/resources> under **forms**.

For assistance in obtaining this notice in other languages, contact the ADE/ESS at the above phone/address.

SECTION 504

For details related to Section 504 [click here](#).

POLICY ON HARASSMENT, INTIMIDATION OR BULLYING OF STUDENTS

The Academy 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, on social media, or at a school-sponsored activity and that: 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

(a) Harms the student or damages the student’s property or threatens personal harm or damage to his property; or (b) 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 Dean of Students 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 Dean of Students. All other members of the school community, including students, parents, 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 Dean of Students, in consultation with the Headmaster, will determine whether an alleged act constitutes a violation of this policy. In so doing, the Dean of Students shall conduct a prompt and thorough investigation of the alleged incident. The Dean of Students may conclude that the alleged violation occurred or did not occur, or that the evidence is inconclusive. If the Dean of Students 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 Dean of Students 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 ON 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 in concert 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 the Academy’s Behavior Code and Discipline.

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

ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY

Parents 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.

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 schools is to be educated with exactly the same level of care and respect for his/her dignity.
4. At the request of the parents or legal 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 his/her custodial parents or 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/students from a threat to good order or safety
 - d. Shelter in an emergency
3. No student 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

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

POLICY ON 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.

CAMPUS LEAVE AND VISITOR POLICIES

Because we take seriously our responsibility to supervise and protect our children, the Academy 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 may come to the school and sign their own children out and accompany them off-campus for lunch. Parents who do so must then accompany their children back to school and sign them in at the office. The lunch period is 30 minutes long.

Non-custodial parents 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 child 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 child 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 the Academy is a public school, and that visitors must come directly to the office. Former Academy 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 ON 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, the Academy will maintain the safest travel conditions possible and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a reasonable student-teacher chaperone ratio.

TRANSPORTATION POLICY

ACA does not provide bus transportation to or from school. We can provide full fare tokens or discounted student passes for the city buses. Subsidized bus fare is also available by request. Requests must be made in writing to the Office Manager.

Students will not be released to leave school with any adult except the parent, or by written permission of the child's parent, including a pickup tag or name placard. If another adult will be picking up your child to drive home after school, please supply them with a school issued pickup tag or name placard and file permission with the office through required annual enrollment or re-enrollment documents.

It is school policy that ACA faculty/staff do not transport students in their personal vehicles. This policy is not intended to prohibit a teacher from driving his or her own children to and from school or school functions, nor is it intended to prohibit faculty and staff from transporting students when they are acting in some other non-Great Hearts capacity (for example, as a camp counselor) and parental permission for such transportation is freely and explicitly granted.

Once a student is on campus, he or she may not leave except under parental supervision or under the supervision of an authorized faculty or staff member.

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 child's behavior plays a central role in forming his or her 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 administrator 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 the Academy or in the use of social media. Please see our [Social Media Policy](#) for more information.

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/EXPULSION PROCEDURE

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

Suspension over 10 School Days and Expulsion

The Headmaster may recommend to the Board of Directors suspension for over 10 days and/or expulsion of a student for serious cause. The parent/legal guardian will be notified of the intent to suspend for over 10 school days or expel the student, and a hearing shall be held, after at least five working days' notice, and must include the student, the Headmaster or other staff, and the parent/legal guardian. Parents will have the right to request an open meeting or an executive session of the Board of Directors for the expulsion hearing and the right to reapply for admission

after one year of expulsion. If a student is being recommended for a long-term suspension or expulsion, the parent will be provided with a complete copy of the Academy's policies regarding these discipline procedures.

The Board of Directors has the right to deny admission of a student who has been expelled from another school or is in the process of being expelled, and to deny, upon review of a request, readmission of a student previously expelled from the Academy.

The Academy will meet all requirements of Section 504 of the Rehabilitation Act, the IDEA, and State laws regarding disciplining of students with disabilities

ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS

I-Pods or other portable music players, iPads, Tablets, e-readers, 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 to a parent.

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 personal technology including but not limited to **cell phones, tablets, 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, smart phone or smart watch turned off (not merely silenced, but off) and stored in his or her backpack during the school day. Phones may not be brought in pockets or purses into classrooms and smart watches may not be worn during the school day. The school is not responsible for lost or stolen electronic devices.
2. Personal phone use is permitted on campus only after school dismissal at 3:40 and only to facilitate transportation.

3. If a student needs to phone a parent at any time 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 of one of the school's land lines. In rare cases in which parents 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 should be mindful that texts or other messages that they send directly to their children 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.

PHOTOGRAPHY AND PUBLIC INTERNET POSTINGS

Official Social Media Accounts Policy

UNIFORM AND DRESS CODE

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 child 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 child 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 the Academy 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.

BOY’S UNIFORM AND DRESS CODE:

Boy’s Shirts

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

Boy’s Pants

- a. Color: Navy-blue
- b. Style: Flat 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. The slacks should have belt loops and a solid, dark belt should be used.
- 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. The shorts should have belt loops and a solid, dark belt should be used
- 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, or solid black
- b. No colors on the shoes or soles

- c. No neon or bright colored shoe laces (black shoes must have black laces and white shoes must have white laces)
- d. Style: Athletic (tennis, Keds) shoes.

GIRL'S UNIFORM AND DRESS CODE

Girl's Shirts

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

Girl's Pants

- a. Color: Navy-blue
- b. Style: Flat 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. The slacks should have belt loops and a solid, dark belt should be used.
- 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. The shorts should have belt loops and a solid, dark belt should be used
- d. Vendor: Any as long as the shorts are indistinguishable from the approved vendor

Girl's Jumper and/or Skort -K-2 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. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface and may be longer if desired. 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. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface and may be longer if desired. Skirts must be worn at the waist

- c. Dark spandex tight-fitting shorts must be worn under the skirt
- d. Vendor: Dennis Uniforms or Anton Uniforms

Girl's Shoes

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

Socks and Tights

- a. Color: Black, Blue or White
- b. Length: Ankle or knee-high socks
- c. Tights: Girls may wear white or navy-blue footed tights. No leggings or footless tights are permitted.

GENERAL UNIFORM AND DRESS CODE OPTION FOR ALL STUDENTS

Shirts

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

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. The shorts should have belt loops and a solid, dark belt should be used
- d. Vendor: Any as long as the shorts are indistinguishable from the approved vendor

Pants

- a. Color: Navy-blue
- b. Style: Flat 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. The slacks should have belt loops and a solid, dark belt should be used.
- d. Vendor: Any as long as pants are indistinguishable from the approved vendor pants

Sweater

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

Knit Jacket

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

Outerwear 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 bleaching or 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 bleaching or 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: 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 the academy 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 the Academy by an Administrator, the student must alter his dress or appearance in accordance with the Administrator'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 the Academy 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, in good repair (no holes, torn sleeves, etc.) Pants should be worn at the waist and should be no shorter than mid-thigh, and no-longer than just below the knee. No short-shorts or long baggy shorts may be worn. No boxers or undergarments may be visible. No yoga pants.

Attire should be free of inappropriate messages. Sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Abercrombie) 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 is, for boys and girls, white and black. Boys wear white collared dress shirts with black slacks and black dress shoes. Girls wear a white blouse with black skirt or black dress slacks and black dress shoes (open-toed shoes and reasonable heels are permitted).

The **semi-formal dress code for boys** is: dress slacks (no jeans or patched pocket pants), a collared dress shirt, dark socks, dress shoes (no sneakers or sandals). 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 slacks; 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.

STUDENT SOCIAL LIFE

ACA knows that healthy friendships between students are helpful to the health of the Academy 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, Archways does not view the formal organization of and sponsoring of social events as one of its primary jobs. The Parent 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, Archway will sponsor voluntary involvement in a number of community service activities throughout the year. Parents and faculty are welcome to participate.

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. Nonetheless, some of our most accomplished students at our sister schools have professed that the discipline gathered from participation (in terms of time management and personal habits) has greatly helped their academic growth. 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 to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

FEES

Families can expect to pay fees for various activities the Academy offers beyond the classroom, such as clubs and trips. The Academy, 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. The Academy has an annual fee schedule issued by Great Hearts and approved by the Academy's 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. Archway Classical Academy 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.

The Headmaster reserves the right to amend the handbook as needed during the school year. If this is the case, changes will be notified.

SCHOOL SITE MAP AND LOCATIONS

LOST AND FOUND

ACA maintains a lost and found in the MPR and items of value are stored at the receptionist's desk. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that all personal items be marked with the student's name, legibly written. Student consumable books should have the student's name prominently displayed either on the front cover or on one of the four sides of the book.

TRAFFIC FLOW FOR PICK-UP AND DROP-OFF

Often there is not enough parking for parents to park during morning drop-off and afternoon releases. We recommend parents use the drive through lines to both drop-off and pick-up their students. Alternatively, parents may park in Archway Lincoln's lot and walk students to the entrance, using the crosswalk. Parents may pick-up students at the walk-up gate at dismissal time. Whether using the driveline or walking up to the gate, all parents must present their numbered placard in order for the student to be released to them.

While not perfect our traffic management plan is the result of dedicated study and continuous improvement. The map detailing traffic flow follows. 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 transporting only Archway Lincoln (K-5) Students

Enter campus: S. Stearman Rd.

Drop-Off Time: Between 7:40-8:05

Drop-Off Place: Archway Lincoln entrance (West side of campus)

Pick-Up Time: Every day except Wednesday 3:10-3:40; Wednesday 12:30

Use the left-hand lane, closest to the athletic field.

Cars transporting Archway and Lincoln Prep Students

Enter campus: S. Stearman Rd.

Drop-Off Time: Between 7:25-7:43

Drop-Off Place: Lincoln Prep entrance (East side of campus)

Pick-Up Time: Every day except Wednesday 3:10-3:40; Wednesday 12:30. Use right hand lane to head to the Prep side driveline.

Half-Day Kindergarten Pick- Up

Enter Campus: S. Stearman Rd.

Pick-Up Time: 12:00

Pick-Up Place: Archway Lincoln entrance (West side of campus)

Additional Instructions:

All driveline traffic must enter from S. Stearman Rd. Traffic proceeds counterclockwise around the campus.

All walk-up traffic, for those wishing to park, must enter from Gilbert Rd. and proceed to the Lincoln Walk-Up parking lot.

Only Right turns are permitted when exiting the campus.

RESTROOMS

Each Academy 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 restrooms at Archway Lincoln are located in the Multipurpose Room, Gymnasium, and Nurse’s Office.

Fifth Grade Locker Policy

Purpose of Lockers

The purpose of having student lockers is to provide storage for students during the day. The lockers are to be used to store student items that are school related. No items that may interfere with the school program may be stored in the lockers. This includes any potentially hazardous or illegal materials. The academy requires that lockers be locked throughout the day. The school is not responsible for the loss or theft of items stored in the lockers.

Locks

The school will provide a lock for each student upon the receipt of the \$5.00 consumables payment. The school owned lock must be the one that the student uses on his or her locker. Any other lock will be removed by the school administration. Lost, damaged, or stolen locks must be replaced at a cost of \$5. Students should not give their combination to another classmate and the student must keep the locker locked at all times. No student is to neither share a locker nor be in another’s locker for any reason.

Inspection

Students must keep their lockers clean and orderly, taking any edible items out on a daily basis. The fifth-grade teachers throughout the year to ensure proper maintenance will facilitate regular locker clean-outs and inspections.

The Academy reserves the right to inspect student lockers at any time, with or without notice, with or without reason. If there is a compelling reason to open a locker and the lock cannot be opened, staff may cut the lock; families will not be compensated for a cut lock.

Organization and Decoration of Lockers

Students should make use of a locker shelf organizer to maintain organization in the locker. Students may personalize the inside of their locker with temporary embellishments. No decorations will be permitted on the outside of the lockers. Special exception will be made for Lincoln Prep Athletics program locker tags. Students may personalize the inside by using tape or magnets to decorate using school appropriate materials that are not contrary to our school's mission (i.e. no pop culture). No glue, stickers, or permanent adhesives or markings may be placed on or in the lockers.

Visit to Lockers

Students will be permitted to visit their lockers before, after and between classes. No student will be permitted to leave class to retrieve items from their locker after September 1st. In the event that items due are left in the locker, the policies related to late work would apply.

Lockers and Backpacks

Students will not be permitted to carry their backpacks throughout the day into the classrooms. The backpack must be stored in the locker during the school day.

Lockers and Medication

Students are not permitted to keep prescription nor OTC medications on their person or in their lockers on campus. All medication, including cough drops, are kept locked in the nurse's office. School administration must be notified immediately of students suspected of breaching this regulation. Violation of this policy places the student and others at great risk of personal harm, and as such, will result in disciplinary action.

EMERGENCIES

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.

PARENT OR GUARDIAN CONTACT FORM



SUPPORT YOUR SCHOOL THROUGH OUR ANNUAL CAMPAIGNS!

We are honored to partner with our families through our two annual campaigns, the Community Investment campaign and the Tax Credit drive. Thanks to your support, we offer our students the education they deserve to become great-hearted leaders prepared for the 21st century.

COMMUNITY INVESTMENT CAMPAIGN AND A GREAT HEARTS EDUCATION

What is the Community Investment campaign?

Though charter schools are funded less than district schools, Great Hearts is committed to offering our students the best education possible. In order to provide our faculty and students with the resources they need to learn and thrive, we ask for support through our Community Investment campaign. This annual fund covers the gap between what we need to deliver the top-tier education that your children deserve and what we receive from public funding.

Your Community Investment gift directly supports the school's operating budget. Community Investment:

- Helps us pay, reward, and retain 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

How do families participate?

We ask each family to contribute \$1,500 per student per year to help cover the gap. Knowing that the situation is different for every family, we encourage families to give as they are able. Every family's participation, at any level, is vital to supporting our teachers and the educational priorities of our academy.

100% of your gift stays at your school.

TAX CREDIT DRIVE AND EXTRA-CURRICULAR PROGRAMS

What is the Tax Credit drive?

The Arizona Public School Tax Credit is a program that allows Arizona taxpayers to contribute to the public school of their choice and receive a dollar-for-dollar credit on their state taxes.

Married couples may contribute up to \$400 and single filers may contribute up to \$200 and receive the full credit from their state tax liability. Tax Credit contributions support our qualified extra-curricular and athletic programs, field trips, and character-building programs.

Who can participate?

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 school.

THANK YOU!

Thank you for your participation in our annual campaigns. Only through your support can we provide essential funding for the exceptional educational opportunities given to your children.

SIGNATURE PAGE

Thank you for taking the time to read the Academy 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.

Additional copies of this Handbook may be purchased for \$10.00 from the school office.

We understand and agree to abide by the rules, guidelines, and procedures outlined in the Academy Family Handbook.

Student Name : _____

Student Name : _____

Student Name : _____

Student Name : _____

Parent's Signature _____ Date: _____

Parent's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

(if more than one Academy student in family)