ARCHWAY CLASSICAL ACADEMY

LINCOLN

A Great Hearts Academy

2026 - 2027

FAMILY HANDBOOK

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LETTER TO FAMILIES

Dear Families,

Welcome to Archway Classical Academy | Lincoln, a Great Hearts 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 truth, goodness, and beauty.

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

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

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

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

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

Warmest regards,

Yvette Cooper
Headmaster

OUR MISSION

The mission of Archway Classical Academy Lincoln is to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

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

ACA will fulfill its mission by the following means:

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

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

OUR CHARTER, ACCREDITATION, AND AFFILIATIONS

Archway Classical Academy Lincoln is a public charter school authorized by the State Board for Charter Schools. It is accredited by the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) approved by the Cognia Global Commission.

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 academies. Great Hearts academies contract with Great Hearts Arizona, a non- profit management organization, to support its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, standard policies and procedures, and the development of funding and facility opportunities.

Great Hearts operates, in addition to this ACA, 21 other classical, liberal arts schools in the metropolitan Phoenix area.

ARCHWAY CLASSICAL ACADEMY'S PHILOSOPHY

"A Classical Education for Modern Times"

By Dr. Terrence O. Moore

Doctrina sed vim promovet insitam, rectique cultus pectora roborant.

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

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

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

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

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

KNOWLEDGE AND THE GREAT BOOKS

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

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

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

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

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

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

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

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

UPHOLDING STANDARDS

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

> *". . . I come to bury Caesar, not to praise him." Shakespeare*
>
> *"These are the times that try men's souls." Paine*

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

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

MORAL VIRTUE

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

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

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

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

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

ACA expects no less of our students.

CIVICS AND CITIZENSHIP

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

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

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

COMMUNICATION

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

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

The **Dean of Academics** is Cindy Kim. She oversees area related to professional development, student academics and the curriculum.

The **Dean of Students** is Jessica Coleman. She oversees school-wide discipline, teacher support, and the implementation of Love and Logic.

The **Director of Operations** is Richele Petersen. She works closely with the Headmaster in communicating information to the families. She is the liaison for Great Hearts and other ACA communications, manages internal affairs pertaining to operations of the school and logistical needs with other institutions.

The **Office Manager** is Sarah Bluhm. She manages the front office and attendance. She also assists families with enrollment, records, and school business unrelated to student discipline, curriculum, or the classroom.

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

The **Exceptional Student Services Evaluations Coordinators** are Suganya Swamy and Susan Osborn. They oversee the process of screening and evaluating students for special education when necessary.

The **Exceptional Student Services Team** is comprised of Susan Osborn, Suganya Swamy, Barbara Deppisch, Darlene Jones, Desiree Allison, Rolanda Harvison, and Danielle DeMeese. They are responsible for case management and providing student services for all students with IEPs.

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

Questions or concerns about **curriculum** should be directed to the Dean of Academics.

Questions or concerns about **student conduct or discipline** should be directed to the Dean of Students.

General questions regarding the school may be directed to the Office Manager or school office.

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

GREAT HEARTS CEO AND MANAGEMENT TEAM

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

Chief Executive Officer - Mr. Jay Heiler
Superintendent of Arizona Schools - Mr. Brandon Crowe
Executive Director of Upper Schools - Mr. Mac Esau
Executive Director of Lower Schools - Mrs. Leanne Fawcett
Chief Academies Officer - Dr. Daniel Scoggin
Vice President of Operations - Ms. Lyn Music

GREAT HEARTS 504 AND TITLE IX COORDINATORS

504 Coordinator:
Christiana Challoner
504 Specialist
Great Hearts Arizona
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045

Title IX Coordinator:
Melissa Penniman
Academic Support Specialist
Great Hearts Arizona
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045

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

FACULTY AND STAFF PHONE/E-MAIL REFERENCE*

Faculty and staff emails may be found on the school website.

**A brief email is the preferred method for communicating with faculty members. Parents/guardians may leave phone messages for specific faculty via the school office, if needed.*

OFFICIAL SCHOOL CALENDAR

The official school calendar for each academic year is posted on the school website and distributed to each family prior to the start of school. 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, and half-days.

OFFICIAL SCHOOLS WEBSITE

ACA's websites are an important tool for communication. Families are encouraged to visit websites 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 is committed to making websites usable by all people, including those with disabilities.

Great Hearts is dedicated to meeting the accessibility needs of all students, parents/guardians, and members of the public. For specific questions or concerns about the accessibility of the website or need assistance in using it, please contact the school office.

SCHOOL-PARENT COMPACT

Commitment to Excellence

Our Commitment: We commit to fulfilling our mission as a Great Hearts Academy to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

Classical, Liberal Arts Curriculum: We will provide a rigorous, core liberal arts curriculum including grammar and rhetoric, logic and mathematics, history, natural science, and philosophy to all of our students.

Fine Arts: We will offer a rich experience in the fine arts of music, poetry, drawing, painting, and drama to our students.

High Expectations: We will maintain high academic and behavioral expectations for all of our students in order to ensure their success.

Data-Informed Instruction: We will plan and execute effective lessons every day and utilize student responses to ensure we are strategically helping our students maximize their learning.

Collaboration: We will collaborate with our fellow teachers, support staff, and the school leadership to ensure we meet each student's needs and provide a cohesive liberal arts program.

Parent Involvement: We will support and encourage parent participation and volunteerism in student life at the academy.

Meaningful Homework: We will assign meaningful homework each school night in order to help students properly prepare for the next day of learning.

Ongoing Assessment: We will consistently provide teachers, administrators, and parents with up-to-date information about student progress.

Academic Support: We will provide academic support before and/or after school and any additional intensive instruction for students who are not meeting our academic standards.

Student Evaluations: We will provide detailed student evaluations emphasizing written, narrative evaluations grounded in qualitative and quantitative data throughout the year to equip parents with a comprehensive summary of their child's achievements and areas for improvement.

Order and Joy: We will make our classes engaging and make sure that our classrooms and the school are safe, rigorous, and fun, celebrating the positive contributions of our curriculum to our learning environment.

Communication: We will communicate regularly with our students' parents regarding our students' academic and behavioral successes and challenges and return parent phone calls and emails within one school day.

Student Protection: We will always protect the safety, interests, and rights of all individuals in the classroom.

Intellectual Pursuit: We will continue to advance our own learning in order to properly model a lifelong pursuit of truth, goodness, and beauty.

Human Flourishing: We will continue to prepare our students for career opportunities, advanced or specialized study, and every kind of leisure in order for each student to be ready to live the lifetime of learning that is possible for a human being.

PARENT INVOLVEMENT

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

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

ACA offers a core curriculum in which each of the grades builds on previous grades over the student's six-year tenure. All parents/guardians and students should maintain a vision of what the ACA fifth grader will look like at graduation. ACA graduates will be confident, articulate, and prepared to enter a GHPA. 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 students' characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation from a GHPA. 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

Parents/guardians are enthusiastically encouraged to volunteer at Great Hearts as ACA believes that education must involve the student, the teacher, and the parent/guardian. At the request of the teacher, they are welcome to come into the classroom to read, tutor, or help with clerical duties. They may also offer to help in other areas of the school. Volunteers must undergo a background check before volunteering.

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

Volunteering is a privilege. The privilege of volunteering may be removed by the Headmaster if it is believed to be in the best interest of the school.

VOLUNTEERING IN THE CLASSROOM

Volunteer activities in the classroom are coordinated by the teacher. 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, volunteers will need either to adjust their style or find a more compatible setting within ACA to volunteer. The teacher has primary responsibility for student learning in the classroom. Any grievance or concern a volunteer has with a classroom or a teacher will be handled by the procedures defined in this handbook. Under **no circumstance** is it ever acceptable for a volunteer to confront a teacher about an issue when students are present.

VOLUNTEER CONFIDENTIALITY POLICY

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

ACA asks that volunteers not post pictures taken in the classroom on social media without the express consent of all of the students' parents and/or guardians in the picture or blurring/blocking faces.

VOLUNTEER BACKGROUND CHECK

All volunteers shall undergo a yearly criminal background check and be approved before volunteering. Volunteer status must be renewed every 12 months. This process can be completed online by going to https://www.GreatHeartsamerica.org/volunteer/ and filling out an application. The system checks applicants for sex offender status and compiles criminal background results which are reviewed and approved by the school, usually within 48-72 hours. Reach out to the school office with any questions or concerns. Once approved, the volunteer status will be acknowledged by the Raptor system with a state issued ID, and a sticker with the date and location will be issued each time. Reach out to Lyn Music, Vice President of Operations at lyn.music@greathearts.org with any questions and concerns.

VOLUNTEER AGREEMENT

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

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

While not all volunteering involves activities of a confidential nature, matters of confidentiality and potential conflicts of interest can arise at any time when a volunteer may be present. Therefore, volunteers are expected to follow the guidelines listed and maintain confidentiality at all times. Possible situations are too numerous to specify individually. Common expectations include:

- Not discussing the names or any other information regarding students, teachers, staff, or other volunteers with anyone other than the volunteer's specific supervisor
- Not participating in discussions about suspected wrongdoing by students, teachers, staff, or other volunteers

- Participating in discussions regarding confidential information only in settings where such confidences can be maintained and not jeopardized (1 to 1 with volunteer supervisor or in writing to the Headmaster)
- Exercising judgment in situations where public statements of personal opinion may be detrimental to the reputation of ACA and its members
- Maintaining the confidential status of information obtained as "confidential forever"
- Wearing appropriate attire for the work being done (Revealing, skin-tight clothing such as spandex or exercise clothing is insufficient)
- Leaving student discipline to faculty and staff
- Not using volunteer time as extra quality time with your students
- 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 Headmaster.
- While volunteering in the classroom, no discussion of the volunteer's student may occur. If a discussion is necessary, a separate appointment must be scheduled.

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

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

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

Signature:_____ Printed Name:_____ Date:_____

MATERIAL SUPPORT OF ACA: TIME, TREASURE, AND TALENT

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

Charitable support is thus encouraged from our parent/guardian community and volunteerism is strongly encouraged. ACA humbly asks for each parent/guardian's time, talent, or treasure. ACA asks each family to consider making all of the following a part of their tenure at ACA:

1. Volunteering regularly to assist in the school office and/or on campus and/or through serving on the Parent Service Organization board or one of its committees.
2. Supporting ACA's material structure through donation of a unique talent or service, and
3. Providing financial assistance to ACA via participation in our annual giving campaigns—the Community Investment Campaign and Arizona Public School Tax Credit Drive. ACA is a non-profit, 501(c)3 corporation; as such, all gifts to ACA are tax deductible.

Since only 80% of ACA's budget income actually comes from the state, all 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 relies on the partnership with our families to help provide our students with a unique and worthwhile education.

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

TOLERANCE AND PLURALISTIC SENSITIVITY

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

REGISTRATION AND RECORDS

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

Additionally, in order to complete student registration or re-enrollment, a parent/guardian must provide proof of Arizona residency. This proof must be re-submitted annually; acceptable forms of residency

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

OFFICIAL RECORDS

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

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

Required annual notification to parents/guardians and eligible students regarding student records

This Notification is required by the FERPA and provides parents/guardians with important information regarding their rights as it relates to student educational records. It is directed to parents/guardians (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 a parent/guardian or eligible student wishes to inspect/review the student's educational records, please contact the Headmaster to make an appointment to do so. Parent/guardian or eligible student will be provided access to records within a reasonable period of time, but in no case more than 45 days after a request is received. School personnel will respond to reasonable requests for explanations and interpretations of the records. ACA will provide the parent/guardian or eligible student 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 the parent/guardian or eligible student from exercising their rights to inspect and review the records.

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

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

Directory Information. Consent is not required for ACA 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

- Weight & height for athletic teams
- Parent/guardian name
- Student photograph
- Dates of attendance
- Email address
- Achievement or honors

If a parent/guardian or eligible student wishes to **refuse** to permit ACA to release directory information, a written refusal must be submitted to the Headmaster **within two weeks** of the date of this notice.

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

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

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

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

If a parent/guardian or eligible student believes the student's records contain information that is inaccurate, misleading, or in violation of the student's privacy or other rights, they may ask ACA to amend the record. Parents/guardians or eligible student are also entitled to a hearing to present evidence that the record should be changed if ACA decides not to alter it according to a submitted request. A form for this purpose and additional information is available in the Headmaster's office.

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

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

ACA complies with FERPA (20 U.S.C. §1232g and §1232h; 34 C.F.R. Part 99); the Individuals with Disabilities Education Act (20 U.S.C. §1400; 34 C.F.R. Part 300); and A.R.S. §15-141 and 15-142.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")

PPRA affords parents/guardians certain rights regarding ACA's 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/guardian;
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/guardians; 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/guardians to a student who is 18 years old or an emancipated minor under State law.

ACA has developed and adopted policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. ACA will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. ACA will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt their student out of participation of the specific activity or survey. ACA will make this notification to parents/guardians at the beginning of the school year if ACA 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/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their student out of such activities and surveys. Parents/guardians 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/guardians 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

VIDEO SURVEILLANCE POLICY

ACA has installed a video camera system across the campus to help maintain the safety of the students and faculty. The administration retains all rights to the video footage and only shares it with entities that obtain a subpoena or when required by law enforcement for an investigation. In cases where a student has been injured on campus or the video footage is utilized to determine disciplinary consequences,

parents/guardians can request a viewing of the footage, if it is available. Similar to staff observation during supervision of students, this information is confidential and protected under FERPA.

HEALTH OFFICE

ABOUT THE HEALTH OFFICE

The health office is designed to ensure a safe, healthy environment that is conducive to learning and to provide professional care for those who become acutely ill or injured while at school, or students with fragile, chronic health needs. The health office is staffed by registered nurses, licensed practical nurses, and health assistants.

Our health offices are not clinics and cannot diagnose or provide treatment plans. Due to this, care for old injuries, seasonal allergies, care for ailments that have persisted for multiple days with no formal diagnosis, and visits requesting health staff to diagnose a problem are out of the staff's scope of practice. Visits of this nature will be asked to remain in class and managed outside of school hours with appropriate medical providers.

ACA asks parents/guardians to talk with their students about appropriate health visits. Staff and students are educated on appropriate referrals relating to seven (7) Bs: bleeding, barfing, breathing bad (asthma), big bump, bee sting, burning up (fever), and broken bone.

Health office visits are often communicated in the form of a health office pass. Due to a high volume of health office visits, this is the most common form of communication. A health office pass is intended to travel home with the student. Health office staff will sometimes email when they need additional information or to make parents and/or guardians aware of how an injury occurred on campus. Health office staff may request a note from the student's medical provider for various medical diagnosis or accommodations on campus, these requests are related to staff being nurses or health assistants that must operate under a provider's guidance. Requests of this nature are only to ensure safety and best practices for your student.

Any visits of an urgent/emergency need, the parent and/or guardian will receive a phone call. Staff will call for students that need to go home related to illness on campus. Please make sure student's contact information is correct and accurate.

ILLNESS

If a student has a fever or is otherwise ill, it is best to keep the student at home, rather than send the student to school where others may be exposed to infection or contagious diseases. Students who come to the school with a fever, illness, new undiagnosed rash, draining eyes, or productive uncontrolled cough will be sent home. A doctor's note may be requested for absences due to illness of 3 or more consecutive days.

Students must be **fever-free for at least 24 hours without the aid of fever reducing medications** before returning to school. Each student should have current and up to date emergency contact(s) on file. Additional information can be found on the ACA's Health Office page, linked here.

Please note, ACA is required to report certain communicable diseases to our local health agency. To view the list of reportable communicable diseases, please visit the Arizona Department of Health Services, linked here. If your student is diagnosed with a communicable disease, please notify the health office.

If a student is admitted to the hospital, please reach out to administration as soon as possible. Upon a student's return, ACA may request discharge instructions or accommodations requested by the medical

provider. The reason for these requests is due to staff being nurses or health assistants that must operate under provider's instructions. Requests of this nature are to ensure safety and best practices for your student.

ADDITIONAL POLICIES AND FORMS

Other applicable policies, procedures and forms can be found on the ACA's Health Office page, linked here. Or in the Academies Standard School Policies Guide, linked here. Below is a list of some of the policies included:

- Medications Dispensed
- Chronic Illness Policy
- Head Lice Policy
- Policy on Diabetes, Allergy, Asthma, and
- Immunization Requirements
- Medical and Health Policy
- Orthopedic Device Protocol

ACADEMIC EXPECTATIONS, EVALUATION, AND PROMOTION

ACADEMIC EXPECTATIONS

ACA's 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 ACA to fall short of its mission; though the curriculum is rigorous, and expectations of students are high, ACA is not an exclusive school. ACA is for students of all aptitudes or capacities.

A key philosophical assumption ACA holds is that every student can learn. All human beings, have an equal 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, students all have different gifts and challenges in the subjects of learning. ACA is committed to helping all students learn and grow as much as they can, to employ a metaphor ACA seeks 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 (the curiosity and perseverance of each student) is the key to the pursuit of excellence and fulfillment at ACA. While the school understands that some students are more talented than other students in certain subjects, all students who have passed the appropriate prerequisites, are genuinely curious, and apply themselves diligently on a daily basis will succeed at ACA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of years at ACA, to be demonstrated in 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.

LITERATURE CONSUMABLES

Each student's class will utilize classic works of literature during the upcoming school year. At Great Hearts Academies, it has always been the tradition for students to develop a personal library of books that they mark in, keep and return to during their time at Great Hearts, and treasure for years to come. ACA

calls these books "Classics to Keep." Each student's class will utilize these classics during the upcoming school year. Parents/guardians and students are strongly encouraged to purchase these books for their own personal collections, so that they can mark them and keep them, allowing students to develop their own impressive personal library of classics over the course of their academic career with Great Hearts. For families who do not wish to purchase their own consumables, their student will be given access to academy copies to be used as part of their curriculum. Students should not mark these books provided by Great Hearts and will be asked to return the books in good condition once their class has finished working with the book. Financial assistance is available in certain circumstances. Please speak with the Headmaster or School Office staff for information.

WORKBOOK CONSUMABLES

Each student's class will utilize workbooks, that involve writing and marking in them extensively. While ACA encourages parents/guardians to consider contributing to offset the cost of these consumable workbooks that have to be purchased each year, a full set of workbooks will be provided to all students during the first week of school. Contributions can be made online. Financial assistance is available in certain circumstances. Please speak with the Headmaster or School 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 the website. This ensures that students can all follow along on the same page when reading and discussing in class.

HOMEWORK

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

The homework assigned at ACAs will have the following characteristics:

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

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

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

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

EVALUATION

At the end of each quarter, each student's academic progress will be thoroughly evaluated, and a report will be sent home. Once a year, a longer narrative semester evaluation will be emailed home. If the evaluation is required in an alternative format, please notify the school office 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, AASA. Parents/guardians will be notified of the dates of administration of these tests, which take place in the spring. Under Arizona law, there is no right of opt-out from these mandatory assessments required in all public schools.

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

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

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

DETERMINATION OF GRADE PROMOTION AND RETENTION

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

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

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

The determination of retention is made by the Headmaster in consultation with the student's classroom teachers.

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. 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/guardians 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 PARTNERSHIP

As a preparatory school, ACA believes that students should strive to be the primary agent in their education. ACA's first priority in this regard is to encourage student responsibility by establishing an open line of communication between students and their individual teachers. Timely and effective communication between teachers, students, and parents/guardians is essential in fostering academic growth. If required communication is needed and in accessible format, please notify the School Office or Headmaster.

COMMUNICATION ROLES

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

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

Parent/Guardian: Parents/guardians are responsible for clearly communicating with teachers any conditions that may affect their student's ability to learn and focus in class. Parents/guardians must conduct themselves in a civil manner—towards ACA faculty, towards students, and 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.

PROGRESS REPORTS

When a student falls into the D or F range for a subject, a Progress Report will be emailed home by the teacher. If the evaluation is required in alternative format, please notify the school office. It is the responsibility of the parents/guardians to respond to the teacher as soon as possible. ACA encourages parents/guardians to talk with the teacher as soon as they think their student might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If a parent/guardian wishes to talk with their student's teacher by phone, or to make an appointment for a conference, please email the teacher directly or call the school office. The teacher will respond within 24 business hours.

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. Please see the Faculty and Staff Directory on the school website for contact information.

STUDENT-TEACHER RELATIONSHIPS: ON AND OFF CAMPUS

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

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

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

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

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

CONFLICT OF INTEREST

ACA is grateful that many of our parents choose to work for ACA as coaches, faculty, or staff. This dual role requires these employees to prioritize privacy and remain impartial in the fulfillment of all of their duties. If a conflict of interest were to arise involving an employee's student, the employee would be recused from any related responsibility and the matter would instead be led by an appropriate substitute such as an Assistant Headmaster or Headmaster. Should the matter involve a Headmaster, the Great Hearts Executive Director will step in to lead of the case.

ATTENDANCE, ABSENCES, AND TARDINESS

ABSENCES

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

Pursuant to A.R.S. § 15-901(A)(1), excused absences are identified by the Department of Education. The Department of Education defines an excused absence as an absence due to illness, doctor's appointment, mental or behavioral health matters, homelessness, bereavement, family emergencies, or the time necessary to process for the armed forces, and out-of-school suspensions. Excused absences due to out-of-school suspensions must not exceed 10% of the instructional days scheduled for the school year.

Pursuant to A.R.S. § 15-803(A)(2), in order for any of the above absences to be excused, a student who is under 16 years of age must be accompanied by a parent, guardian, or a person authorized by a parent. All other cases of absence, whether reported by the parent/guardian or not, shall be considered unexcused

Arizona state law (15-802.A, 15-803) requires every child between the ages of 6 and 16 to attend school while it is in session unless the student is ill. The state considers a student "habitually truant" when they have accumulated five or more unexcused absences or an accumulation of more than ten percent of the required number of school days of excused and unexcused absences. Failure to attend school 90% of the time could result in a citation being issued. (Students who are chronically ill should request a Chronic Illness form to be completed by the student's doctor). An unexcused absence of ten consecutive days or longer will automatically result in the withdrawal of the student from the ACA. Teachers will not provide homework and/or class work in advance for unexcused absences.

In order for absences relating to illness, doctor appointment, bereavement, or family emergencies, ACA must be notified in advance or at the time of any absence by the parent/guardian per A.R.S. § 15-807(B). For excused absences exceeding 3 days due to sick/illness, physician/provider documentation is required.

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

It is the responsibility of the student to make up all missed assignments in a timely manner after an excused absence from school. If a student is unable to attend school and seeks their assignments, the student or parent/guardian should contact the teacher. Each grade level teacher will have an established make-up policy, including appropriate deadlines, for missed work. Parents/guardians may receive a detailed attendance report upon request from the school office.

VACATIONS

Since regular attendance is essential to a student's success at ACA, and numerous absences are also damaging to student morale, all vacations should be scheduled during school breaks. Absences due to vacations will be considered unexcused absences and missed work will not be provided either prior to or after a student's return.

EXCUSE OF PUPILS FOR RELIGIOUS PURPOSES

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

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

TARDINESS

Students who arrive after the beginning of school must report directly to the school office for a late pass in order to be admitted to class. If a student will be late, the parent/guardian must sign the student in at the school office on arrival.

Following the distinction between excused and unexcused absences described above, ACA makes a distinction between cases of excused tardiness (e.g., due to a doctor's appointment, illness, or other family business) and unexcused tardiness (e.g., due to oversleeping, transportation problems, or some other reason). The school disapproves of the accumulation of unexcused tardiness, irrespective of the circumstances.

Persistent tardiness is highly disruptive of instruction and undermines student morale. On the 5th occasion of unexcused tardiness in a quarter, a detention will be issued. For each subsequent unexcused tardy in the quarter, another detention will be issued. Excessive tardiness and/or absences may result in retention.

SPECIAL EDUCATION

As a public charter school, ACA will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students will also be screened by teachers within the first 45 days of their attendance at ACA for possible special education eligibility; results of these screenings are confidentially referred to the ESS Department on campus. If

requested by the parent/guardian or teacher, a student may be evaluated for possible Special Education eligibility. Parental permission is required prior to an evaluation. Please contact the school office for more information. ACA is also required under the "Child Find" law to offer possible referrals and/or evaluations for children not enrolled in the school. More information can be found in the Academies Standard School Policies Guide, linked here. The Special Education Policies and Procedures are also posted on ACA's website.

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 students 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/guardians and staff of the school of attendance. Also, with parent/guardian permission, information may be gathered from additional pertinent sources, such as doctors and other health care providers. This information is collected to assure the student 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 student with a disability must be in accordance with IDEA regulatory requirements. For information on the IDEA Grievances Procedures can be found in the Academies Standard School Policies Guide, linked here.

SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT ("ADA")

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

It provides that:

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

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

ANTIDISCRIMINATION POLICIES AND PROCEDURES

NON-DISCRIMINATION POLICY

Archway Classical Academy Lincoln, a Great Hearts academy, does not discriminate on the basis of race, color, national origin, immigration status, sex, disability, or age. The following person has been designated to handle complaints regarding the non-discrimination policies:

Disabilities:
Marla Babcock
Exceptional Student Service Director
Great Hearts Arizona
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045

All Other:
Leanne Fawcet and Mac Esau
Executive Directors
Great Hearts Arizona
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045

MCKINNEY-VENTO/HOMELESS EDUCATION

Archway Classical Academy Lincoln shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth applies to all services, programs, and activities provided or made available.

McKinney-Vento Definition of Homeless

The term "homeless children and youth"— means individuals who lack a fixed, regular, and adequate nighttime residence, per 42 U.S.C. § 11434a(2).

- A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living in one of the following situations:
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations,
- Living in emergency or transitional shelters; or are abandoned in hospitals,
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Is a migratory child who qualifies as homeless for the purposes of this subtitle because the children are living in the circumstances described above.

To remove educational barriers for children and youths experiencing homelessness, the McKinney-Vento Act mandates the following:

Immediate Enrollment: Documentation and immunization records cannot serve as a barrier to the enrollment in school, per 42 U.S.C. §11432(g)(3)(C).

School Selection and Maintained Enrollment: McKinney Vento eligible students have a right to select from the options outlined below. Students may remain enrolled in their selected schools for the duration of homelessness, and until the end of the academic year upon which they are permanently housed or enroll the child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is living are eligible to attend. Per 42 U.S.C. §11432(g)(3)(A), 42 U.S.C. §11432(g)(3)(B) and 42 U.S.C. §11432(g)(3)(I) (i).

School of Origin	School of Residency
The school the student attended when permanently housed.	The school is in the attendance area in which the student currently resides.
The school in which the student was last enrolled.	

Transportation Services: McKinney-Vento eligible students attending their School of Origin have a right to transportation to and from the School of Origin [42 U.S.C. §11432(g)(1)(J)(iii)].

Participation in Programs: McKinney-Vento eligible students are guaranteed the right to services comparable to services offered to other students in the school [42 U.S.C. §11432(g)(4) & (6)(iii)].

Unaccompanied Youth Experiencing Homelessness: McKinney-Vento eligible students are guaranteed the right to immediate enrollment without proof of guardianship [42 U.S.C. §1432(g)(1)(H)(iv)].

Access to Extracurricular Activities: Removal of barriers to accessing academic and extracurricular activities for homeless students who meet relevant eligibility criteria [42 U.S.C. §11432(g)(1)(F)(iii)].

Dispute Resolution: If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district [42 U.S.C. §11432(g)(3)(E)].

Appointment of a Local Homeless Liaison: The McKinney-Vento Act mandates the appointment of a local Homeless Liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. §11432(g)(1)(J)(ii) and U.S.C. §11432(g)(6)(A)].

Academy Homeless Liaison:
Sarah Bluhm
2250 South Gilbert Road
Chandler, Arizona 85286
(480) 424-1798
sbluhm@archwaylincoln.org

Great Hearts Arizona Homeless Liaison:
Melissa Penniman
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045
melissa.penniman@greathearts.org

State Homeless Education Program Coordinator:
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007
(602) 542-4963
Homeless@azed.gov

For more information, refer to ADE's, Homeless Education, 42 USC CHAPTER 119, SUBCHAPTER VI, Part B: Education for Homeless Children and Youths, linked here.

TITLE IX POLICY AND PROCEDURES

Statement of Non-Discrimination

Archway Classical Academy Lincoln, a Great Hearts academy, does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment. Inquiries about Title IX may be referred to GHA's Title IX Coordinator. GHA's Title IX Coordinator is Melissa Penniman, Academic Support Specialist, 701 N. 44th Street, Phoenix, AZ 85008; (602) 438-7045; Melissa.Penniman@GreatHearts.org. GHA's nondiscrimination policy and grievance procedures can be located in the Academies Standard School Policies Guide, linked here. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the GHA Title IX Coordinator.

Title IX Coordinator

The Academy has designated Melissa Penniman, Academic Support Specialist, to serve as its Title IX Coordinator and to coordinate its efforts to comply with and carry out its responsibilities under federal law, including any investigation of any complaint communicated to the Academy alleging noncompliance with Title IX or alleging any actions which would be prohibited by Title IX. The Coordinator's name and contact information are as follows:

Title IX Coordinator:

Melissa Penniman
Academic Support Specialist
Great Hearts Arizona
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034
(602) 438-7045

Grievance Procedures

The Academy has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

The Title IX Grievance Procedures can be found in the Academies Standard School Policies Guide, linked here.

Grievance Process for General Concerns

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

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

Process	Guidance
Stage 1 If parents/guardians or student has a grievance it should be discussed informally with the teacher, Headmaster, coach, or staff member directly involved in the matter. ACA hopes that the majority of concerns will be resolved at this stage.	*Informal discussions should resolve the vast majority of grievances. 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.*
Stage 2 If the matter is not satisfactorily resolved, the matter may be raised, in writing, with the Headmaster, who must give a response within 5 school 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.	*The Headmaster is the acting supervisor over all school employees.*
Stage 3	

	If the matter is still not satisfactorily resolved, the matter may be raised to the Executive Director's Office by addressing the matter in writing to the Executive Director of Lower Schools or Upper Schools, who must give a response within 10 school days. This response may take the form of a letter and/or follow-up meeting.	*The Executive Director's office oversees the Headmasters.*
	Stage 4 If the matter is not resolved satisfactorily, and the parent/guardian wishes to pursue the matter further, the grievance should be put in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 school 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(s) directly involved in the matter to request an open meeting or an executive session for the hearing. The Board's decision is final.	*Stages 1, 2, and 3 must be completed before the action is brought to the Governing Board of Directors. A response by the Board may include a dismissal of the grievance, a formal reprimand of the school employee(s), or Headmaster, and/or a directive for staff to develop an additional policy recommendation for Board consideration.*

POLICY FOR HARASSMENT, INTIMIDATION, OR BULLYING OF STUDENTS

ACA prohibits acts of harassment, intimidation, bullying, and cyberbullying of students.

Harassment- Conduct **based on protected characteristics** like race, color, national origin, sex, or disability that is severe, pervasive, or persistent enough to create a hostile environment that interferes with a student's ability to participate in school. Harassment can be verbal (name-calling), visual (offensive images), or physical, and it includes cyberbullying through the internet or cell phones.

Intimidation- Intentional behavior by a student or group that makes another student fear for their safety or property, and it can be verbal, physical, social, or electronic. It is often defined as part of a broader category of harassment, intimidation, and bullying (HIB) and is a behavior that creates an intimidating, threatening, or abusive educational environment by causing mental or physical harm or interfering with a student's education.

Bullying- Unwanted aggressive behavior(s) involving an observed or perceived power imbalance; done by another youth or group of youths, repeated multiple times or is highly likely to be repeated; that inflicts harm or distress on the targeted youth including physical, psychological, social, or educational harm, or damage to property.

Cyberbullying- bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private

information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

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 both on and off campus.

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. Failure to report bullying will result in disciplinary action. All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Any person who reports suspected bullying, harassment, intimidation, or cyberbullying will be given the opportunity to describe the incident(s) in writing within 24 hours. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. Bullying, harassment, intimidation, or cyberbullying that occurs off campus will be investigated when if affects the students sense of safety, wellbeing, and performance at school.

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.

Pursuant to A.R.S. §15-186.01, ACA will notify a student's parent(s) and/or guardian(s) within 48 hours if any person engages in harassing, threatening, or intimidating conduct against their child as defined in the policy above. ACA and its officials and employees are immune from civil liability with respect to all decisions made and actions taken that are based on good faith implementation of the requirements of this section, except in cases of gross negligence or wanton or willful neglect.

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 students committing the acts. Other acts may be so serious that they require a

response by law enforcement officials**. Any acts that involve a weapon, sexual abuse, severe physical injury, and substantive threats deemed serious or very serious will be reported to law enforcement officials as required by state law**.

The school prohibits retaliation against any student who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a student 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.

A professional staff member who fails to inform the Headmaster of an act of harassment, intimidation, or bullying no less than the next school day after the member becomes aware of the incident may be subject to discipline

POLICY FOR HAZING

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

"Hazing" is defined as any intentional, knowing, or reckless act committed by a student, whether individually or with others, 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 ACA; 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 ACA 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 ACA 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 faculty and staff member. It is the responsibility of the faculty/staff member to submit a report of the incident to the Headmaster within 1 school day. The faculty/staff member shall respect the confidentiality of those involved, disclosing the incident only to those with a need to know or as required by law. Any incident of hazing that includes possible violation of state or federal statutes shall be treated as required by statutory requirements and reported to law enforcement.

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

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

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

POLICY FOR ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY

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

POLICY ON SOCIAL MEDIA

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

POLICY FOR PRIVACY PRACTICE AND ACCOMMODATIONS GUIDANCE

All Great Hearts academies will comply with all settled law (statute, controlling case law and administrative regulations) for the jurisdictions in which it operates schools.

Great Hearts academies will take into account each student's privacy and safety.

Students entrusted to a Great Hearts academy are to be educated with exactly the same level of care and respect for their dignity.

At the request of the parents/guardians, accommodations and/or modifications to standard policies and procedures will be considered through a formal process.

Student enrollment and instruction

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

Use of School Facilities

1. ACA shall maintain single sex restroom and locker room facilities (if applicable) 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 students from a threat to good order or safety
    d. Shelter in an emergency
3. No students shall be compelled to use a single-sex restroom or locker/changing room facility against their wishes; access to private, single occupant facilities will be provided.

Participation in school activities

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

ADDITIONAL POLICIES AND FORMS

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

- Foreign Exchange Policy
- McKinney- Vento Act Policy
- Transportation and Travel Policy

BEHAVIOR CODE AND DISCIPLINE

STUDENT CODE OF CONDUCT

Responsibility

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

Perseverance

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

Integrity

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

Honesty

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

Courage

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

Citizenship

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

Humility

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

Friendship

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

Wisdom

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

BEHAVIOR

A student's behavior plays a central role in forming their character. ACA takes the moral formation of students seriously and works earnestly to assist their growth and development of good habits of thought, word, and deed. The ACA views 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 in the moment. These smaller instances of correction from teachers fall in line with the normal course of building good habits and will not be communicated home. Students speaking out of turn in class, needing reminders to walk in line properly, or choosing not to follow instructions are typical examples. Other situations will require more time for the teacher or Headmaster to determine the proper course of action. In the case of more serious or escalated misbehavior, such as disrespect towards an adult, defiance of authority (including persistent, willful, low-grade misbehavior), lying to an adult, cheating on exams or academic assignments, fighting, forging a parent/guardian's signature, theft, willful destruction of property, etc., the parent/guardian 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 addressed directly
- 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
- Recommendation for Long-Term Suspension or Expulsion

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

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

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, students who insult others may naturally find themselves with fewer playmates at recess in addition to a corrective action from the teacher.

The Academy reserves the right to investigate all matters of safety and discipline with its student body. In line with the *in loco parentis* doctrine, this can include school administrators and teachers speaking with students without their parents present.

SUSPENSION

The Headmaster or other school administration 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 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
- Bringing an unauthorized item to school that could be deemed as dangerous or harmful
- Using threatening language towards another individual

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

In cases of suspension for students in grades K-4th, ACA will only suspend a student in the aforementioned grades under the specified circumstances identified in A.R.S. §15-843(K).

In cases of suspension from school, the parent/guardian will receive a formal written notice of suspension identifying the reasons and evidence and be provided an informal opportunity to respond. Depending on the severity of the offense, the student's past behavior, and other circumstances, the ACA 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 ACA. There will be no corporal punishment of students at ACA, though staff may use reasonable, necessary force to restrain a student who is harming themselves or others.

If ACA is unable to contact the parents/guardians to inform them of a suspension, a suspended student will be held at school until the end of the day. The parent/guardian shall be held liable for all damages caused by the student.

LONG-TERM SUSPENSION AND EXPULSION

The Headmaster may recommend to the Disciplinary Hearing Committee, as assigned by the Governing Board of Directors, long-term suspension (more than10 days) and/or expulsion of a student for serious cause. The parent/guardian will be notified of the school's intent to long-term suspend or expel the student, and a hearing shall be held in accordance with ACA's policies and procedures. The Long-Term Suspension and Expulsion Policy and Procedure can be found in the Academies Standard School Policies Guide, linked here.

In cases of suspension for students in grades K-4th, ACA will only long-term suspend or expel a student in the aforementioned grades under the specified circumstances identified in A.R.S. §15-843(K).

Pursuant to A.R.S §15-184 (I), ACA has the right to deny admission of a student who has been expelled or is in the process of being expelled from another educational institution.

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

STUDENT SOCIAL LIFE

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

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

POLICY FOR STUDENT TRIPS

Students will have the opportunity to take field trips from time to time. Some trip guidelines for parents/guardians and students are:

1. All students must have a signed permission form on file before the student travels.
2. Field trip fees must be paid.
3. All students must have the proper insurance; and
4. The student must follow all the rules established by ACA.

In some cases, trips may extend overnight and even take students out of the state. Students involved in activities and sports will also have the opportunity to travel. For its part, ACA will maintain the safest travel conditions possible and provide appropriate supervision by the chaperones. On all trips, ACA maintains a reasonable student/teacher chaperone ratio.

POLICY FOR CAMPUS LEAVE AND VISITORS

ACA has a closed campus. This means that students are not permitted to leave the campus for any reason during school hours or during after-school activities, unless accompanied by an authorized adult. Parents/guardians may come to the school and sign their student out and accompany them off-campus for lunch. Parents/guardians who do so must then accompany their student back to school and sign them in at the office.

Non-custodial parents/guardians who wish to pick up a student during or after school must have a signed statement from the custodial parent/guardian for each occasion or custody papers on file with the office granting permission. Please be sure any other adults authorized to pick up a student is recorded with the school office.

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. All persons who come onto campus without official business are considered to be trespassing. Official signs are posted that prohibit trespassing, stating that ACA is a public school, and that visitors 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. Former ACA students who transferred out or otherwise did not graduate are also not permitted to visit the campus before, during, or after school hours.

Alumni/graduates of the school may visit the campus before or after school hours but must still sign in at the school office. Alumni are not permitted to drop onto campus during the school day without an appointment.

POLICY FOR FOOD AND DRINK ON CAMPUS

ACA does not prepare food or provide lunches to students, although the PSO provides a regular preorder lunch offering. Ordering is available online. Students may also bring a sack lunch to school each day. For the safety of students with nut allergies, a nut-free lunch table is offered.

Students are permitted to bring nut-free food/snacks into classrooms to be consumed during the designated snack time.

There are water stations available on the campus for student use. Students are encouraged to bring personal labeled water bottles into classrooms. All water bottle stickers should be school appropriate. As a precaution against sickness, students should not share water bottles.

CELL PHONES AND PERSONAL TECHNOLOGY

The use of **cell/smart phones, and smart watches** during the school day is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment. ACA 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 academies 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 should keep a cell phone turned off (not merely silenced, but off) and cell phones must be stored in their locker or backpack during the school day. Cell phones may not be brought in pockets or purses into classrooms.
2. Cell phone use is permitted after school in designated locations on campus for the purpose of securing transportation only.
3. If a student needs to phone a parent/guardian during the school day, the student must come to the school office to use one of the school's phones. In rare cases in which parents/guardians need to get an emergency message to a student before the end of the school day, they should call the school's main telephone line and ask for a message to be delivered. Parents/guardians should be mindful that texts or other messages that they send directly to the student during the school day are to be picked up only after school dismissal.
4. Violation of the above restrictions will result in confiscation of the cell phone and disciplinary action. Cell phones will be turned in to the school office and released only to parents/guardians after confiscation.

ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS

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

5. 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.

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 the school community. It is also a visible signature of ACA to the larger community, an indicator of the unity and 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. Students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a student is deemed to be wearing inappropriate attire, the parent/guardian will be notified, and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Good judgment exercised at home will be a learning activity for the student that will help to avoid embarrassment or wasted time at school. Decisions about the appropriateness of apparel may be referred to the Headmaster, whose judgment will be final. The Headmaster may make specific exceptions to the dress code, as demanded by particular religious customs.

If a student insists on rebelling by trying to beat the dress code, it will quickly become obvious to the faculty and Headmaster. ACA's 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. ACA asks not only for the student's commitment to this concept, but for the parent/guardian's as well. The uniform and dress code of ACA supports and reinforces our academic goals. The uniform assists ACA in staying focused on the true individuality offered by healthy dialogue and the development of the life of the mind for each student.

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

Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus fully in uniform and leaving campus fully in uniform (correct shoes, shirts tucked in, etc.). Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires an immediate change in dress.

Uniforms are available for purchase at Lands' End.

Uniform and Dress Code

Bottoms:

- Navy blue dress slacks or shorts with black/brown dress belt (belts are optional for K-1)
- Girls may wear school navy skort, skirt, jumper (from vendor)
- Dark spandex shorts must be worn under the skirt and jumper.

Tops:

- White or Baby Blue short or long-sleeved polo with school crest

- Navy Blue cardigan with crest- (from vendor)
- Navy Blue knit jacket with crest (from vendor)

Footwear:

- Solid White or Black athletic shoes- no additional colors on sole or laces
- Ankle or Knee-High socks in Navy or White or Black
- Girls may wear navy tights or leggings.

Outerwear:

- Jackets without a school crest can be worn to school and at recess but must be free of logos and messages and cannot be worn in the classroom.

Accessories:

- One bracelet and one pair of small earrings are allowed. No facial piercings are allowed.
- One simple watch is allowed. Smart watches are not allowed.
- Hair accessories should be small and match the uniform.

Hair:

- Hair must be a natural color, clean, neat, styled, and out of the face.

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 or tattoos of any kind. Students should not draw on themselves or on others. Temporary or permanent tattoos are not permitted; to include pen and ink drawings on the skin.

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

NON-UNIFORM DRESS CODE FOR SPECIAL EVENTS

Athletic Practice and Outdoor Field Day Dress Code

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

All shirts worn for athletic practices and field day should be modest, loose fitting, in good repair (no holes, torn sleeves, etc.), should be worn either tucked in or well over the waist of the pants/shorts if not tucked in. No midriffs may be shown. T-shirts are preferred—no tank tops, camisoles, or sports bras may be worn as outer-garments. Sleeveless shirts may be worn if modest.

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

Attire should be free of inappropriate messages. Sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Nike) are acceptable, provided they do not make inappropriate allusions. These guidelines also apply to sweatshirts and jackets that students may wear. Footwear should be athletic

in nature: no sandals, open-toed, or platform shoes. Hats and sunscreen may be appropriate if the students will be in the sun. Hat styles should follow the same guidelines as above.

Semi-formal Events Dress Code

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

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

The **semi-formal dress code for boys** is as follows: dress pants (no jeans or patched pocket pants), a collared dress shirt, dark socks, dress shoes (no sneakers or sandals). For promotion ceremonies, 5th graders must wear a tie. No dyed hair or hats. Hair should be trimmed appropriately.

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

BACKPACKS

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

ACA staff 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.

BASIC SCHOOL INFORMATION

SCHOOL OFFICE AND STUDENT HOURS; CAMPUS ACCESS

The school office is open from 7:30 a.m. – 3:45 p.m. every full day that school is in session. Hours may vary during half days, holidays, breaks, and will be closed during parts of the summer. The school phone number is (480) 424-1798. Messages may be left on voicemail any time the phone is busy, or staff is out of the office. Messages left after hours will be returned within 24 hours. Also, parents/guardians may contact the administration via e-mail (please see the Faculty Directory on the website).

School starts daily at 8:05 a.m. For safety reasons, students should not arrive on campus earlier than 7:45 a.m. nor stay later than 3:40 p.m. (even on the playground) unless they are attending an organized, adult-supervised program associated with the school. Children are not to be left unattended, so parents/guardians are to stay with their children until the supervisor arrives. Students are allowed into the classroom at 7:45 a.m. Students should be on campus by 8:05 a.m. but an earlier arrival is encouraged, allowing time to unpack in the classroom and take their seats by 8:05 a.m. For an additional fee ACA offers a Morning Club for those students who need to be dropped off between 7:15am-7:45am where students will be supervised in a designated area before school begins.

School ends at 3:10 p.m. Students who are not picked up by 3:40 p.m. will be taken to the school office. If you arrive after dismissal, please park and walk in to get your child. Repeatedly picking up students late from school is inconsiderate of those who are waiting. If a student has not been picked up an hour after the conclusion of dismissal and the parents/guardians cannot be reached, the school will need to call the nearest police precinct to make arrangements for the child.

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

FIFTH GRADE LOCKER POLICY

Please note: ACA reserves the right to alter locker procedures to prioritize student safety and social distancing measures.

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. ACA 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 their 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.

ACA 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 ACA'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.

OBSERVATIONS

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

EXTRA-CURRICULAR ACTIVITIES

ACA believes that students are happier and more successful at ACA if they are involved in one or more 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, ACA recognizes that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. There is a range of supervised activities to select from. From activities to sports, etc. Parents/guardians are encouraged to work closely with the teachers and administration in supporting superb extra-curricular offerings for students.

It is important to continue to set forth new approaches which allow for the management and safety of students while on campus. For all extra-curricular activities, students should be picked up at the time the extra-curricular activity ends. Siblings are not allowed to be on campus during extra-curricular activity times unless they are also registered in an extracurricular activity. As the school office closes at 3:45 p.m., they will not be able to assist after that time. ACA encourages parents/guardians to schedule ahead of time if it is known that a student needs to be picked up early. If school is not in session or it is a half day, student's extra-curricular activity will not take place. For questions, please confirm with the teacher.

Fees
Fees for various activities ACA offers beyond the classroom, such as clubs and field trips are required. ACA, of course, never seeks to profit from any of the special services it offers. Fees are only meant to assist with services that are not directly funded by monies from the state. ACA has an annual fee schedule issued by Great Hearts academies. The schedule sets minima and maxima for activity fees and is available upon request (see below).

Please see the more detailed information elsewhere in this handbook on 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. The fee must be paid prior to the student joining the extracurricular program. In case of financial hardship, please contact the school office.

Extra-Curriculars/Athletics Fees

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

Great Hearts Academies
Extra-Curricular and Field Trip Fee Schedule

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

Paid fees enroll students for the duration of the activity and cannot be refunded. No discount will be given if a student joins later in the school year.

SAFETY AND EMERGENCIES

STUDENT/ACADEMY SAFETY

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

If a parent/guardian, student, or employee hears of a potential threat, this information should be reported immediately by calling the Headmaster directly to share the information or use the "report a problem" button in the side bar on the school's webpage. If the situation is an emergency or requires immediate investigation, please call 911 or local Police Department.

Additional information regarding a student experiencing suicidal ideation, should be reported to the Headmaster. If the situation requires immediate assistance, call 911/Police Department. **Please do not report suicidal ideation on the "report a problem" webpage.**

CRISIS MANAGEMENT PLAN

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

SCHOOL SITE MAP AND LOCATIONS

RESTROOMS

ACA maintains both single sex and single occupant restrooms. Unless designated as "For Faculty," single occupant restrooms shall remain unlocked, unless in use, and are available for any student for any reason. The single occupant restrooms at ACA are located in the multi-purpose room, Gymnasium, and Nurse's Office.

LOST AND FOUND

ACA maintains a lost and found in the multi-purpose room and items of value are stored at the receptionist's desk. It is strongly recommended that all personal items be marked with the student's name. Uniform clothing should have the last name on the inside label; calculators should have the name etched on them, and student-owned 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. All unidentified clothing, lunch boxes, etc. not claimed within one week will be donated.

TRAFFIC FLOW FOR DROP-OFF AND PICK-UP

Often there is not enough parking for parents 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 traffic map will be provided during Meet the Teacher Night. 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 7:45 a.m. - 8:05 a.m.
- Drop-Off Place: Archway Lincoln entrance (West side of campus)

Pick-Up Time:
Every day except Wednesday 3:10 p.m. - 3:40 p.m.; Wednesday 12:30 p.m. 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 7:20 a.m. - 7:43 a.m.
- Drop-Off Place: Lincoln Prep entrance (East side of campus)

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

Students who are not picked up by 3:45pm will be sent to the front office to wait for pick-up. Parents/ Guardians will be charged a late pick-up fee of $2.00 per minute after 3:45pm.

Half-Day Kindergarten Pick- Up:

- Enter Campus: S. Stearman Rd.
- Pick-Up Time: 12:00pm.
- Wednesday Pick-Up Time: 12:30pm.
- 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.

SUPPORT YOUR ACADEMY THROUGH OUR ANNUAL CAMPAIGNS!

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

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

COMMUNITY INVESTMENT CAMPAIGN

The Community Investment Campaign directly supports our operating budget.

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

Helps us support our excellent and dedicated faculty.

Keeps our class sizes smaller for individualized attention.

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

TAX CREDIT DRIVE

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

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

Claim the full credit on your state income tax return.

Married couples filing jointly may contribute up to $400.

Individuals may contribute up to $200.

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

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

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

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

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

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