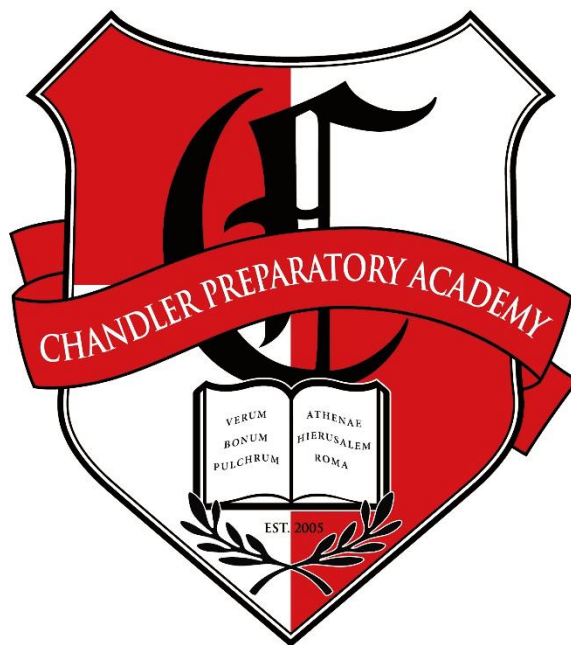


****Important Notice of Changes Due to COVID-19****

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



CHANDLER PREPARATORY ACADEMY

A Great Hearts Academy

2020 - 2021

FAMILY HANDBOOK

LETTER TO FAMILIES	5
OUR MISSION	6
OUR CHARTER, ACCREDITATION, AND AFFILIATIONS	7
CHANDLER PREPARATORY ACADEMY'S PHILOSOPHY	8
KNOWLEDGE AND THE GREAT BOOKS	8
UPHOLDING STANDARDS	10
MORAL VIRTUE	10
COMMUNICATION	11
GREAT HEARTS CEO AND MANAGEMENT TEAM	12
FACULTY AND STAFF PHONE/E-MAIL REFERENCE*	13
OFFICIAL SCHOOL CALENDAR.....	13
OFFICIAL GREAT HEARTS WEBSITE.....	13
<i>Our Commitment to Help</i>	<i>13</i>
PARENT INVOLVEMENT	14
VOLUNTEER CONFIDENTIALITY POLICY	14
VOLUNTEER BACKGROUND CHECK.....	15
THE ACADEMY VOLUNTEER AGREEMENT.....	15
MATERIAL SUPPORT OF THE ACADEMY: TIME, TREASURE, AND TALENT	17
TOLERANCE AND PLURALISTIC SENSITIVITY	17
FOCUS ON THE WESTERN TRADITION	17
REGISTRATION AND RECORDS	18
OFFICIAL TRANSCRIPTS	18
PRESCRIPTION AND OVER-THE-COUNTER MEDICATION POLICY	19
ASTHMA AND ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)	19
POLICY FOR MEDICATION DISPOSAL.....	19
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA") NOTIFICATION	19
<i>Your Right as A Parent or Eligible Student.....</i>	<i>20</i>
NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")	21
*ACADEMIC EXPECTATIONS, EVALUATION STUDENT PROMOTION	22
ACADEMIC EXPECTATIONS.....	22
COURSE OF STUDY	23
POLICY FOR GRANTING CREDIT FOR ALGEBRA I TAKEN IN GRADE 8	23
STUDY MATERIALS	23
LITERATURE CONSUMABLES	24
ALTERNATE VENDORS.....	24
HOMEWORK	24
EVALUATION.....	25
PROMOTION	26
OFFICIAL GRADUATION REQUIREMENTS	26
SENIOR OPTIONS SELECTION	27
8TH GRADE COMPOSITION EXAM	28
FOREIGN LANGUAGE SELECTION	28
COMMUNITY SERVICE	28
SENIOR THESIS	28
VALEDICTORIAN	29
GRADES AND APPLYING FOR COLLEGE	29
*NOTICE AND AGREEMENT TO TERMS RELATED TO DISTANCE LEARNING.....	30
<i>Consent to Use of Google and Visual/Audio Conferencing Services.</i>	<i>30</i>
<i>No Hard Copy Packets.</i>	<i>30</i>
<i>Academic Requirements for Distance Learning.</i>	<i>30</i>
<i>Great Hearts Policies Apply to Distance Learning.....</i>	<i>30</i>
<i>Specific Times to Move to Onsite Learning.</i>	<i>31</i>
*NOTICE REGARDING CONSENT FOR USE OF VISUAL/AUDIO CONFERENCING FOR EDUCATIONAL PURPOSES ..	31
<i>Options to Limit Visibility or Audio</i>	<i>31</i>

<i>Academy Policies and Honor Code Apply.....</i>	<i>31</i>
<i>Passwords and Meeting Security.....</i>	<i>31</i>
<i>Data Collection.....</i>	<i>31</i>
*NOTICE REGARDING CONSENT FOR USE OF GOOGLE G SUITE FOR EDUCATION SERVICES AND TO OPEN A STUDENT ACCOUNT	32
<i>Background</i>	<i>32</i>
<i>Services Available</i>	<i>32</i>
<i>Information Regarding Use of Data.....</i>	<i>33</i>
FAMILY-TEACHER ACADEMIC PARTNERSHIP	33
COMMUNICATION ROLES	33
DEFICIENCY NOTICES.....	33
STUDENT-TEACHER RELATIONSHIPS: ON CAMPUS AND OFF CAMPUS	34
*ATTENDANCE, ILLNESS AND TARDINESS	34
*COVID-19 RELATED ATTENDANCE ADDENDUM	34
ABSENCES.....	35
FAMILY VACATIONS	36
EXCUSE OF PUPILS FOR RELIGIOUS PURPOSES.....	36
ILLNESS	36
TARDINESS AND FIRST PERIOD INSTRUCTION	36
SPECIAL EDUCATION	37
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).....	37
SECTION 504 OF THE REHABILITATION ACT AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT ("ADA")	37
ANTIDISCRIMINATION POLICIES AND PROCEDURES	38
NON-DISCRIMINATION POLICY	38
MCKINNEY-VENTO ACT AND STUDENTS.....	38
TITLE IX POLICY AND PROCEDURES.....	38
<i>Statement of Non-Discrimination</i>	<i>38</i>
<i>Title IX Coordinator.....</i>	<i>38</i>
<i>Title IX Coordinator:.....</i>	<i>39</i>
<i>Grievance Procedures</i>	<i>39</i>
<i>Grievance Process for General Concerns.....</i>	<i>39</i>
POLICY FOR HARASSMENT, INTIMIDATION OR BULLYING OF STUDENTS.....	40
POLICY FOR HAZING.....	41
POLICY FOR ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY.....	42
POLICY ON SOCIAL MEDIA	42
POLICY FOR PRIVACY PRACTICE AND ACCOMMODATIONS GUIDANCE	42
<i>Student enrollment and instruction.....</i>	<i>42</i>
<i>Use of School Facilities</i>	<i>43</i>
<i>Participation in school activities</i>	<i>43</i>
ADDITIONAL POLICIES AND FORMS.....	43
*BEHAVIOR CODE AND DISCIPLINE	43
*ACADEMY HONOR CODE	43
DISCIPLINE POLICY.....	45
DETENTION	45
SUSPENSION	46
LONG-TERM SUSPENSION AND EXPULSION.....	47
*STUDENT SOCIAL LIFE	47
YOUNG MEN AND WOMEN	47
POLICY FOR STUDENT TRIPS AWAY FROM CAMPUS	48
POLICY FOR CAMPUS LEAVE AND VISITORS	48
POLICY ON FOOD AND DRINK ON CAMPUS.....	48
ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS	49
CELL PHONES AND PERSONAL TECHNOLOGY	49

POLICY FOR STUDENT DRIVERS.....	50
GUIDELINES FOR ALL ACADEMY SOCIAL ACTIVITIES.....	50
*UNIFORM, DRESS CODE AND MASK POLICY	50
<i>*Great Hearts Mask Policy</i>	51
<i>Boys' Uniform and Dress Code</i>	51
<i>Girls' Uniform and Dress Code</i>	53
<i>General Uniform and Dress Code Option for All Students</i>	54
NON-UNIFORM DRESS CODE FOR SPECIAL EVENTS	56
<i>Athletic Practice and Outdoor Field Day Dress Code</i>	56
<i>Semi-formal Events Dress Code</i>	56
*BASIC SCHOOL INFORMATION	57
OFFICE AND STUDENT HOURS; CAMPUS ACCESS.....	57
LOCKERS AND BACKPACKS.....	57
*EXTRA-CURRICULAR ACTIVITIES	58
<i>Participation</i>	58
<i>Fees</i>	58
<i>Physicals</i>	59
SAFETY AND EMERGENCIES	59
STUDENT/ACADEMY SAFETY.....	59
CRISIS MANAGEMENT PLAN	60
SCHOOL SITE MAP AND LOCATIONS	60
RESTROOMS	60
LOST AND FOUND.....	61
TRAFFIC FLOW FOR DROPOFF AND PICKUP	61
<i>Campus Traffic Flow</i>	61
SUPPORT YOUR ACADEMY THROUGH OUR ANNUAL CAMPAIGNS!	63
COMMUNITY INVESTMENT CAMPAIGN.....	63
TAX CREDIT DRIVE	63
*SIGNATURE PAGE	64

LETTER TO FAMILIES

Dear Families,

Welcome to Chandler Preparatory Academy!

Parents and guardians, please take the time to read through our entire handbook. We encourage you to read pertinent portions with your children, such as the mission statement, dress code, and honor code. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well as new. 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 Academy family as we share common values and expectations of one another.

The center of our school is the classroom and the Socratic dialogue between the teacher and the student. Yet our community would be incomplete if the partnership between the Academy and each family stopped at the classroom door. As such, I urge every parent, student, and teacher to become wholeheartedly involved in at least one Academy activity. For a parent, this might mean joining the Parent Service Organization or volunteering at the reception desk; for a teacher, coaching a sport or organizing a club; and for a student, playing a sport or being a leader in an extracurricular arena. Through work and friendship, let's continue to build up each other's spirits and develop our community.

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

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

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

Warmest regards,

John Paul Poppleton
Headmaster

OUR MISSION

The mission of Chandler Preparatory Academy (“Academy”) is to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

The Academy graduate has a foundation in the liberal arts of grammar and rhetoric, logic and mathematics, history, natural science, and philosophy. The graduate has also practiced the fine arts of music, poetry, drawing and painting, and drama. The graduate is thus prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, the Academy graduate is ready to live the lifetime of learning that is possible for a human being.

The Academy will fulfill its mission by the following means:

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

Though the curriculum is rigorous, and expectations of students are high, the Academy is not a school only for the best and the brightest. We provide an environment that allows every student who is curious and diligent the opportunity to fulfill his or her potential.

OUR CHARTER, ACCREDITATION, AND AFFILIATIONS

Chandler Preparatory Academy is a public charter school authorized by the State Board for Charter Schools. It is accredited by the American Academy for Liberal Education.

Chandler Preparatory Academy 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 members schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, standard policies and procedures, and the development of funding and facility opportunities.

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

CHANDLER PREPARATORY 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)

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

Classical education has a history of over 2500 years in the West. It began in ancient Greece, was adopted wholesale by the Romans, faltered after the fall of Rome, made a slow but steady recovery during the Middle Ages, and was again brought to perfection in the Italian Renaissance. The classical inheritance passed to England and from the mother country to America through colonial settlement. At the time of this nation's founding classical education was still thriving. Jefferson heartily recommended Greek and Latin as the languages of study for early adolescence. One of the Founding Fathers' favorite books was Plutarch's *Lives of the Noble Greeks and Romans*. Fellow revolutionaries so admired Washington in large part because he reminded them of the Roman patriot Cincinnatus. So important has classical education been in the history of the West that it would only be a slight exaggeration to say that the march of civilization has paralleled the vibrancy of classical schools. Unlike the old classical schools, the Academy 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, the Academy remains classical by upholding the same standards of teaching, of curriculum, and of discipline found in the schools of old. The Academy 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, the Academy has embraced classical education for at least four reasons that separate it from modern, progressive education. Classical education:

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

KNOWLEDGE AND THE GREAT BOOKS

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

gimmicks that sugar-coat learning, as though children take to their books as they do their medicine, are not only unnecessary but counterproductive and insulting to humanity.

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

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

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

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

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

By teaching a curriculum based on the Great Books of the Western tradition, the Academy has resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. The Academy'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 the Academy 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. The Academy’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. The Academy does not pretend that all writing is equally good, that all human endeavors are equally important or beneficial to society, or that all scientific theories are equally true. In choosing works of art, pieces of music, works of literature, and the like, our motto is that of Churchill: “I shall be satisfied with the very best.”

MORAL VIRTUE

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

The first approach is simply impossible. All schools must maintain an atmosphere of order and decorum for learning to take place. Schools that try to ignore the character of their students either end up with major discipline problems or teach some forms of character without claiming to do so. As soon as you say, “this is right” and “this is wrong” you are teaching virtue. The second approach might seem the most worthy of reasonable people. “Let us talk about morality in a non-judgmental way and let students come up with their own answers,” say the advocates of moral reasoning and values clarification. They even make moral discussion a part of the curriculum. What happens in these discussions is that teachers open up pre-marital sex, drug use, and other illicit activities as plausible life choices so long as students can explain those choices in terms of “their own values.” Predictably, research has indicated that students who are exposed to open-ended discussions of moral issues are far more likely to engage in vice (William Kilpatrick, *Why Johnny Can’t Tell Right from Wrong*, Ch. 4).

In contrast to the first two approaches, the Academy 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.

The Academy expects no less of our students.

COMMUNICATION

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

The **High School Assistant Headmaster** is William Haley. He assists the Headmaster with various administrative duties. He serves as a member of the school’s leadership team and supports the Headmaster in responding to parent concerns, observing, and evaluating teachers, and handling elevated student issues. His focus is on parent, teacher, and student matters at the high school level.

The **Middle School Assistant Headmaster** is Lisa Brady. She serves as a member of the school’s leadership team and supports the Headmaster in responding to parent concerns, observing, and evaluating teachers, and handling elevated student issues. Her focus is on parent, teacher, and student matters at the middle school level.

The **Dean of Students** is Michele Caporali. She serves as a member of the school's leadership team, working to infuse the school culture with both joy and self-discipline while building a safe and vibrant school community. Her duties include serving as a primary contact for parents and students in regards to school rules and procedures, Titan Houses, and disciplinary issues.

The **High School Dean of Academics** is Elijah Ferbrache. He serves as a member of the school's leadership team, working to help students achieve academic success. His duties include coaching students on academic strategies, organizing academic testing, and handling elevated student academic issues.

The **Middle School Dean of Academics** is Michelle Ferrell. She serves as a member of the school's leadership team, working to help students achieve academic success. Her duties include coaching students on academic strategies, organizing academic testing, and handling elevated student academic issues.

The **Exceptional Student Services Coordinators** are Christy Hegebush and Dottie Fitzpatrick. They coordinate and provide services for students with Health Plans, IEPs, 504s, and other exceptional requirements.

The **Athletic Director** is Shawn Lytle. He oversees all coaches and athletic activities at the school. A parent with questions about sports, especially those pertinent to practice/game schedules and locations, should check the athletic section of the school's website for information. If questions remain, they should be directed to him. The **Assistant Athletic Director** is Todd Conklin.

The **Director of Operations** is Bertha Johnson. She serves as a member of the school's leadership team, working to ensure efficient logistical operations of the school. She acts as the primary contact for parents in regards to school procedures, daily operation of school and all special events. She oversees the Office Manager and manages the front office.

The **Office Manager** is Vicky Davies. She handles school enrollment, student records, withdrawals and new families. The office manager answers parent questions concerning day-to-day activities as well as student records, but does not discuss matters of student discipline, curriculum or the classroom.

The **Office Assistants** are Carolyn Drennan, Sarah Norton, and Tina Wilder.

The **College Counselors** are Judy Schmidt and Susan Ruby. They primarily work with juniors and seniors and their families to help them plan and execute college applications; they also coordinate the school's administration of college admissions-related testing, such as the PSAT. The Counselor also works closely with the Office Manager to maintain official transcripts for students.

Questions or concerns about **curriculum** should be directed to the appropriate teacher, master teacher, or the Headmaster.

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

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

GREAT HEARTS CEO AND MANAGEMENT TEAM

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

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

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

FACULTY AND STAFF PHONE/E-MAIL REFERENCE*

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

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

504 Coordinator:

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

Title IX Coordinator:

Brandon Crowe
Executive Director of Upper Schools
Great Hearts Arizona
4801 East Washington Street, Suite 250
Phoenix, Arizona 85034
(602) 438-7045

OFFICIAL SCHOOL CALENDAR

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

OFFICIAL GREAT HEARTS WEBSITE

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

Our Commitment to Help

We are dedicated to meeting the accessibility needs of all students, parents/guardians, and members of the public. Should you have specific questions or concerns about the accessibility of this site or need assistance in using the processes found within this site, we have trained individuals here at Great Hearts academies to assist you. Please contact us directly at (602) 438-4075. We would be happy to assist in making your visits to our site as convenient as possible.

PARENT INVOLVEMENT

The primary way that parents/guardians are involved in the school is by supporting their student in their journey through the Academy. 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 son's or daughter's teachers, so the parents/guardians can develop an understanding of the Academy's expectations of how preparatory-level, 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 he or she is experiencing difficulty. Academy 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 the Academy 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 Academy 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.

We know from experience that students find the curriculum more manageable in the upper grades, even though the course work there is the most advanced. The Academy offers a core curriculum in which each of the grades builds on previous grades over the student's 7-year tenure. The 11th and 12th grades in particular will be culmination years that gather all of the previous years of liberal arts study together to offer the student a critical and comprehensive understanding of the Western tradition. All parents/guardians and students should maintain a vision of what the Academy graduate will look like at graduation. Our graduates will be confident, articulate, and prepared to live full human lives. They will have studied some of the greatest works in the history of the world; they will understand the intellectual foundations of the world in which they live; they will have been trained in advanced mathematics and science; they will appreciate art and culture as expressions of the human spirit; they will be approaching (after Latin) fluency in a modern European language; and they will possess the intellectual skills and disciplines that make a lifetime of learning possible. Of course, a liberal arts education is not one that can be completed hurriedly or with a sense only of its immediate benefit or material value. The formation of our students' characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation. The Academy 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."

VOLUNTEER CONFIDENTIALITY POLICY

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

VOLUNTEER BACKGROUND CHECK

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

THE ACADEMY VOLUNTEER AGREEMENT

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

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

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

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

All persons involved in volunteering are required to inform the classroom teacher of potential conflicts.

Due to the seriousness of violations in confidentiality and conflicts of interest, the consequence of such behavior is removal from classroom volunteering.

Volunteers at the Academy 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 THE ACADEMY: TIME, TREASURE, AND TALENT

The Academy provides an outstanding educational offering unprecedented in the public arena, “in the tradition of the finest private schools” but free of tuition. The Academy is a state-funded public school, but the state funding formula does not provide sufficient dollars for capital improvements or ownership of our campus, nor does state funding provide completely for our unparalleled student to teacher ratio. Further, charter schools, unlike regular public schools, cannot levy taxes. Consequently, we must regularly seek outside charitable funding and grants to develop and maintain the high level of our program.

Volunteerism is thus strongly encouraged. Without this practical proof of your belief in the value and quality of the Academy, we could not exist. The Academy humbly asks for each parent’s time, talent, or treasure. Each parent must consider making all of the following a part of their tenure at the school: 1) volunteering regularly to assist in the office and/or on campus and/or through membership in the Parent Service Organization, 2) supporting the Academy’s material structure through donation of a unique talent or service, and 3) financial assistance to the Academy via book donations, participation in the \$200/\$400 extra-curricular tax credit program, and regular contributions to the Community Investment Annual Giving Campaign. The Academy is a non-profit, 501(c) 3 corporation; as such, your gifts to the Academy may be tax-deductible.

Since only 80% of the Academy’s budget income actually comes from the state, your donations are absolutely vital to the health of the school. These donations directly address the reality (the bottom line) that the Academy is not just a public school, but a unique institution that asks for so much more from everyone involved.

The Parent Service Organization (PSO) helps in the planning and management of school community events. The PSO builds up the school through large and small community events, through support of school activities, generosity to teachers, and through many acts of kindness and school spirit.

TOLERANCE AND PLURALISTIC SENSITIVITY

The Academy is a public, non-sectarian institution serving a variety of Arizonans. All members of the 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 the Academy in actively promoting tolerance, civility, and sensitivity. Although the curriculum will include studies of world religions and ethical/moral codes, teachers are not permitted to encourage or endorse a particular religious 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. Discussion of contemporary politics and global affairs is not a part of the Academy’s curriculum, and opinions about such issues are kept out of the classroom.

FOCUS ON THE WESTERN TRADITION

The Academy’s teachers are able to explain to students, parents/guardians, and the public why we do focus exclusively on Western culture during the seven years of education at the school. This focus is not intended as a statement about other cultural heritages. In brief, we focus on Western culture at the Academy because we believe that seven years is just enough time to offer students a comprehensive introduction to the great works of the Western tradition, including literature, philosophy, history, math, science, languages, and the fine arts. The Western tradition is one of great depth and diversity (of peoples and ideas) and will serve as a superb foundation to our students as they go on to be life-long learners. We would also note that many of the principal values and ideas that underlie our own American society may be clearly traced to the classics we study. Indeed, merely to be a speaker of Spanish, English, Portuguese,

or French, the main languages of the Americas, is to be already rooted in the Western tradition in which those languages developed.

REGISTRATION AND RECORDS

In order to complete the registration process, parents/guardians must have records transferred from the student's previous school to the Academy. This documentation should include your 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. A request form may be obtained at the school office. Official transcripts should be sent to the Academy directly by the previously attended school or, if hand delivered, the transcripts should arrive sealed with a signature across the back of the envelope. If your student was home-schooled, a signed description of the curriculum and course content mastered must be submitted to the Academy. A more complete explanation of the documents that may be submitted is included in the enrollment policy which is part of this handbook.

Additionally, in order to complete student registration or re-enrollment, a parent must provide proof of Arizona residency. This proof must be re-submitted annually; acceptable forms of residency verification are listed in the enrollment packets issued by the school and described in detail in the enrollment policy which is part of this handbook.

High school transfers will have their official transcripts from previous high schools reviewed by the Registrar and the Dean of Academics. After the review, the school will send the parent(s) a letter notifying them of any additional courses that must be taken to meet graduation and state requirements. All credit deficiencies must be made up prior to the beginning of the senior year, or sooner, if the class is a prerequisite to another course in the Academy curriculum.

Home-school coursework for junior high grades will also be reviewed to assure appropriate preparation to enter the Academy's curriculum at the 6th, 7th, 8th, or 9th grade level. Home-school credits will not be accepted for high school classes, although any courses taken from a community college or from a accredited distance learning program will be considered for credit. High school home-school students without such credits must start with the Academy in the 9th grade.

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 TRANSCRIPTS

To request a middle school transcript, please submit a request to your school's Office Manager. To request a high school transcript, please submit a request to your school's Registrar or College Counselor. Please make note of whether an unofficial or official transcript is needed. Unofficial transcripts are given directly to the family. However, official transcripts will be sent directly to the institution. Exceptions may be made in extenuating circumstances, but official transcripts are usually requested to be sent directly from the school. Take note to include a business-sized envelope with the complete address of the college or university where you want the transcript to be mailed. Families are responsible for addressing the

envelopes correctly. Sufficient notice (at least one week) needs to be given to allow for adequate time to process the request.

PRESCRIPTION AND OVER-THE-COUNTER MEDICATION POLICY

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

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

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

ASTHMA AND ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

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

POLICY FOR MEDICATION DISPOSAL

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

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

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

Required annual notification to parents and eligible students regarding student records

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

Your Right as A Parent or Eligible Student

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Inspect, upon request and before administration or use –

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

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

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

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

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

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

***ACADEMIC EXPECTATIONS, EVALUATION STUDENT PROMOTION**

ACADEMIC EXPECTATIONS

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

A key philosophical assumption the Academy holds is that every student can learn. As human beings, we are equal in that we all have the capacity to learn and grow. But this equality in capacity cannot be confused with equality of capability, and certainly not with equality of academic results. Just as individuals differ in their physical gifts and characteristics, we all have different gifts and challenges in the subjects of learning. The Academy is committed to helping every student to learn and grow as much as he or she can, to employ a metaphor we seek to pour the same “rich cream” of a Great Hearts education into all vessels, no matter their size, shape, or appearance. True excellence across the curriculum is a rare and worthy achievement – to be admired by all, but not to be unreasonably expected of all, or even most, students.

A student’s willingness and desire to learn and grow– in short, his or her curiosity and perseverance– is the key to the pursuit of excellence and fulfillment at the Academy. While the school understands that some students are more talented than other students in certain subjects, every student who has passed

the appropriate prerequisites, is genuinely curious, and applies him or herself diligently on a daily basis will succeed at the Academy. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her years at the Academy, to be demonstrated in his or her character as a senior and graduate; a truly impressive young man or woman.

Since the Academy requires a rigorous course of study, we strongly recommend that students do not work at an outside job during the school year.

COURSE OF STUDY

Course	6th	7th	8th	9th	10th	11th	12th
English	Literature & Composition			Humane Letters American Tradition	Humane Letters European Tradition	Humane Letters Greece and Rome	Humane Letters Rome to Modern Time
History	U.S. History	Ancient History	Medieval History				
Mathematics	Pre-Algebra	Intermediate Algebra	Advanced Algebra	Geometry	Algebra II/ Trigonometry	Calculus I	Calculus II
Science	Nature of Science	Life Science	Earth Science	Biology	Chemistry	Physics I	Physics II
Foreign Language	Intro to Latin	Latin I	Latin II	Latin III or Mod. Lang. I	Latin IV or Mod. Lang. II	Greek I or Mod. Lang. III	Greek II or Mod. Lang. IV
Fine Arts	Music/ Art	Music/ Art	Music/ Art	Music/ Poetry	Music/ Poetry	Economics/ Drama	Art/ Drama

POLICY FOR GRANTING CREDIT FOR ALGEBRA I TAKEN IN GRADE 8

High school credit will be given for a passing grade in Algebra I taken in grade 8. Upon successful completion of the course, the course name, credit, and a "Pass" will appear on the student's high school transcript. The grade will not influence the student's high school GPA.

Students may opt out of high school credit for 8th grade Algebra. The request to opt out must be submitted by the student to the high school registrar prior to the end of 11th grade (except in the case of students who transfer into the school after grade 11).

Upon receipt of the request, the course will not appear on the student's transcript and the grade will not impact the student's GPA. If a student does not choose to accept high school credit, then they will need to take a fourth year of mathematics in the senior year to satisfy graduations requirements.

STUDY MATERIALS

In order to do well at school, the student must be prepared with the proper tools. Backpacks or book bags may be used to carry books to and from school and will be stored in the student lockers during the school day. Each student should be prepared with several pencils and ballpoint pens, as well as other materials specified by the students' specific teachers. Students may carry a pencil pouch to classes along with their books and binders. Spiral bound notebooks are acceptable for note taking, but assignments written on spiral tear-out paper will not be accepted. Sharpies and other permanent marking pens are prohibited on campus.

Textbooks will be issued to each student for use during the academic year, but they remain the property of the school. A one-time book deposit of \$175.00 is required upon enrollment to the school and is

refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year. If a student misplaces a book, he or she will be charged for the full replacement cost of the book, which is significantly more than the per-book deposit amount. (Students may also be charged a return fee by the reception desk to return assigned textbooks found by staff on the campus.). **Deposit is due when you submit your completed registration packet to the school.**

Financial assistance for book deposits is available in certain circumstances. Please speak with the Headmaster or Front Office staff for information.

LITERATURE CONSUMABLES

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

ALTERNATE VENDORS

Families may purchase books and other school supplies from whichever vendor they choose, although some academies may have partnered with particular vendors as a convenience for families. Please check with the Academy office staff for vendor information. We only ask that all books match the ISBNs listed on our website. This ensures that students can all follow along on the same page when reading and discussing in class.

HOMEWORK

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

Study habits vary, so it is difficult to estimate the amount of homework time for any one student. Often success with homework is a condition of the student's self-regulation. Skillful self-regulators have an arsenal of strategies that enable them to achieve efficiently and effectively: help-seeking, planning, goal-setting, time-management, self-monitoring, reducing distractions, questioning, monitoring comprehension, and using feedback. Students who struggle often do not systematically employ these strategies, even though they may, in fact, spend a significant amount of time working/studying. We think that junior high and high school are appropriate places for young people to develop and strengthen their work skills; in essence, students learn how to learn through the rigors of school.

As a general guideline, however, students should be prepared for approximately 2 hours of homework a night. Junior high students should expect up to twenty minutes of homework per class each night. Teachers work carefully in measuring out a proper amount of work for their class and will coordinate with other teachers of a section of students in scheduling their major tests and projects. Thus, students will rarely have two major exams and/or projects/essays due on the same day and will never have more than two such exams/projects due on the same day.

It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school and seeks his or her assignments, he or she should contact a classmate for that information, not the school office. It is wise to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

An absence on the due date of a major assignment (essay, lab report, project, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam soon after their return. Likewise, absences during the preparation time of a major assignment may not extend the due date. Please see the course syllabi for specific guidelines regarding make-up work following absences.

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

EVALUATION

At the end of each quarter, each student’s academic progress will be thoroughly evaluated, and a report will be sent home. Once a year, a longer narrative evaluation for each course will be sent home. If you require the evaluation in alternative format, please notify the front office staff or Headmaster. Once a year, the evaluation will also be done in conferences with students, teachers, and parents/guardians. Students in 11th to 12th grade are required to attend the conferences and engage in substantial self-assessment. A liberal arts education requires a special kind of written evaluation – one that offers a prose discussion of the student’s sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and towards others. This 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 tests, including the AzM2. Parents/guardians will be notified of the dates of administration of these tests, which take place multiple times throughout the year. Under Arizona law, there is no right of opt-out from these mandatory assessments required in all public schools.

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

Students found to be in need of academic support, as evidenced by a deficiency notice, may be referred to tutoring before or after school.

PROMOTION

Students must pass all of their courses to be admitted to the next grade level. The Academy does not assign year grades, but semester grades only—thus, the grades for second semester will be used to determine promotion. Students failing any single course in the second semester must pass a summer school/study plan established by the Headmaster, Dean, and teacher in order to be promoted to the next grade. Please see the Assistant Headmaster and/or Dean of Academics for specific guidelines regarding transcript/credit recording for such retakes. In the case of a student failing 8th or 12th grade, the Academy does not permit that student to participate in the commencement ceremony, even if there is a course of study established for the summer designed to get him or her sufficiently ready for the next grade.

In the event that a student fails one or more courses in the **second semester***, the following will apply:

1. Student fails one course – Typically, the student will be allowed to complete a summer course of study in order to be promoted. At the Headmaster’s discretion, the student may be required to repeat the entire year.

Note: Humane Letters in the high school counts as two courses.

2. Student fails two courses – Typically, the student will be required to repeat the entire year. In exceptional circumstances, the Headmaster may permit a student to remediate both of the failed courses during the summer and be promoted.
3. Student fails more than two courses – The student will be required to repeat the entire year.

***A high school student who fails any course in either the first OR second semester, regardless of whether that student is eligible for year-to-year promotion at the Academy, earns zero credit for that course and must earn a replacement credit through means approved by the Headmaster in order to graduate. “Missing” credits can also impact college applications; in general, then, students should complete such credit make-ups *before* their senior year.**

The Academy requires 24.25 credits of high school study for graduation from the high school. This exceeds the minimum state requirement, which is 22 credits. Please see the table which follows for an outline of the official graduation requirements, grade by grade. Please also see the information on the senior thesis, as it is a graduation requirement.

Students who transfer into the high school must still meet all Academy requirements to graduate. The Academy Headmaster will determine which courses from other schools attended prior to the Academy will receive Academy credit.

OFFICIAL GRADUATION REQUIREMENTS

The Governing Board of Directors may prescribe the course of study and competency requirements for the graduation of pupils from high school which are in addition to or higher than the course of study and competency requirements which the State Board of Education prescribes pursuant A.R.S. §15-701.

According to Title 7 of the Arizona Administrative Code, the State Board of Education prescribes 22 credits as the minimum required for high school graduation. At the Academy, 24.25 credits, which include a senior thesis, are required for graduation.

The State Board of Education further clarifies that students shall obtain credits within required subject areas based on successful completion of subject area course and competency requirements. The table below clarifies all of the required Academy high school subjects and how all of the specific State Board of Education requirements are met. (R72-302.04).

Academy Grade and Course	Academy Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 22 credits, OR Academy courses that exceed minimum state requirement
9th: Humane Letters	2.0	1.0=English, 1.0=American History, including AZ History
9th: Geometry	1.0	1.0=Math
9th: Foreign Language I	1.0	1.0=Local Requirement
9th: Biology	1.0	1.0=Science
9th: Chorus/Music Theory	0.5	0.5=Fine Arts
9th: Art	0.5	0.5=Fine Arts
10th: Humane Letters	2.0	1.0=English, 0.5=World History/Geography. 0.5 American Government including AZ Government
10th: Pre-calculus	1.0	1.0=Math
10th: Foreign Language II	1.0	1.0=Local Requirement
10th: Chemistry	1.0	1.0=Science
10th: Chorus/Music Theory II	0.5	Exceeds
10th: Economics	0.5	0.5=Economics
11th: Humane Letters	2.0	1.0=English, 0.5=World History/Geography, 0.5=Local Req.
11th: Calculus I	1.0	1.0=Math
11th: Foreign Language III	1.0	1.0=Local Requirement
11th: Physics I	1.0	1.0=Local Requirement
11th: Drama I	0.5	Exceeds
11th: Poetry	0.5	Exceeds
12th: Grade, Required:		
12th: Humane Letters	2.0	1.0=English, 1.0=Local Requirement
12th: Drama	0.5	Exceeds
12th: Studio Art	0.5	Exceeds
12th: Senior Thesis & Defense	0.25	Exceeds
12th Grade, Optional (must complete 3 of 5):		
12th: Physics II	1.0	1.0=Science
12th: Calculus II	1.0	1.0=Math or Exceeds*
12th: Logic and Coding	1.0	1.0=Math or Exceeds*
12th: American Rhetorical Tradition	1.0	Exceeds
12th: Foreign Language IV	1.0	Exceeds
Total Credits:	24.25**	Exceeds Minimum State Requirement

Four credits in mathematics are required for graduation. Students may use 8th grade Algebra as a credit towards the fulfillment of this requirement. Both Calculus II and Logic and Coding count as a mathematics credit.

** The 8th grade Algebra credit counts towards satisfying the number of mathematics credits required for graduation (4.0), but not towards the total credits for graduation. In other words, a student needs 24.25 credits without the 8th grade Algebra credit.

SENIOR OPTIONS SELECTION

High school students are asked to submit (and rate) their individual preference for senior options. Student must select three of the following five courses: Calculus II, Physics II, Greek II or Modern Language IV, Logic and Coding, and The American Rhetorical Tradition. All of the senior options are appropriate for preparatory studies and high-level college admissions.

The Academy does not guarantee that all students will receive their first three choices. In some years there will be more interest in some options than in the others. If a student does not receive all three of his or her choices, then the administration will assign the student to an alternative choice based on the student's preferences.

8TH GRADE COMPOSITION EXAM

Because grammar and writing is such a demanding, essential aspect of the high school curriculum, the Academy will require that all 8th graders pass a comprehensive composition exam at the end of the 8th grade year in order to be promoted to the high school. This requirement is above and beyond the passing grade required from the 8th grade Literature and Composition course. Students will receive two chances to pass the exam prior to the end of the year. Students who do not pass the exam will be required to take a summer "Comp Camp" before being admitted to the high school.

FOREIGN LANGUAGE SELECTION

High school students are asked to submit (and rate) their individual preferences for foreign language study for the high school. There are two modern European language options: French and Spanish. Students may also select a Classical language track and continue their study of Latin in the high school. All students in the classical language track will take two years of Greek in their junior and senior years (though the first Classical language group of a school will have a slightly altered track). All of the foreign and Classical languages are appropriate for preparatory studies and high-level college admissions.

The Academy does not guarantee that all students will receive their first language choice. In some years there will be more interest in one or two of the languages than in the others. If a student does not receive his or her first choice, then the administration will assign the student to his or her second choice. The timeliness of submitting the foreign language preference form can be a factor in language assignments.

Students may transfer between languages during the summer only if the following criteria have been met:

1. There is an available opening in the desired language course;
2. The student holds a "B" or higher in both semesters in the language he or she is leaving; and
3. He or she passes an approved summer study course in the levels of the language he or she has missed at the Academy.

COMMUNITY SERVICE

As established by our charter and mission, the Academy will sponsor voluntary involvement in a number of off-campus community service activities throughout the year. The Academy will offer an orientation for community service near the beginning of the year for all students who might want to participate.

Parents/guardians and faculty are welcome to participate.

High School students in grades 9th-11th are required to complete a total of 40 community service hours with a 501c3 non-profit organization by the end of their Junior year. All necessary verifiable information is submitted with an online form.

SENIOR THESIS

The culminating project for the Academy student is the senior thesis. Over the course of the senior year, the senior explores, as a philosopher, a topic of great interest to him or her, reading from the great books and writing an original analysis.

Under the guidance of a faculty member designated as the "Thesis Director", each senior selects a general topic for the thesis within the parameters established by the Thesis Director. The student should be inspired to pursue the topic with authentic curiosity and passion. Each student will also have a faculty advisor, a teacher who will work closely with the student to develop the thesis after he/she has chosen a

general topic. The initial work involves the completion of readings, directed study, note-taking, and conversations with the faculty advisor. The student hones his or her understanding and brings the topic into focus. The following phase of the project involves the writing of the (minimum 15 page) thesis in sections, with the advisor offering feedback and guidance at each successive stage. The thesis culminates with a public oral defense in front of a committee of three faculty members and an audience. All members of the school community are welcome to attend each student's senior defense. The oral defense and dialogue is the crowning accomplishment in a senior's career at the Academy. It demonstrates that the senior is now on par with the faculty in his or her understanding of some aspect of the liberal arts and in his ability to share that understanding with others.

A senior thesis and successful defense is required for graduation from the Academy. The title of the thesis is listed on the high school transcript as soon as it is submitted by the student (another way that Academy students and transcripts may be differentiated from those of other schools), and the .25 credit and the assessment of the thesis by the defense committee (high pass, pass, or low pass) will be listed on the final transcript as well. A senior who fails to pass ALL the requirements of the thesis by the ultimate due date will not graduate and will not walk in commencement ceremonies.

VALEDICTORIAN

The senior valedictorian is the recipient of the highest honor that the Academy can confer upon a student. The valedictorian is selected at the beginning of May by the assembled faculty. Academic GPA through the senior year among students who have been at the school since at least the beginning of 10th grade is the primary criterion for selecting the valedictorian. Personal conduct and positive participation in the school's culture and activities are also considered; negative facts (such as a serious act of misconduct, especially academic dishonesty, at any point in a student's record) may be considered as disqualifying. The faculty reserves the right to not award the top academic student if the faculty determines that another high-level academic student stands as a considerably better character example to the community. It is possible for co-valedictorians to be selected. The faculty may also select a salutatorian from the senior class, a student of high distinction beneath the valedictorian.

GRADES AND APPLYING FOR COLLEGE

A priority at the Academy is for students to pursue worthwhile post-secondary options. We support this effort not only through a broad liberal arts education, but also through the direct services of a College Counselor and a robust college counseling program. Since there are over 3,000 colleges and universities in America that differ in type, such as public or private, secular or religious, liberal arts or technology institutes, we recognize that guidance is needed during this important transition in a student's life.

The Academy's rigorous and honors curriculum offers more than is often required for admission to university. College Counselors are dedicated to helping each family identify the best college fit for each student, given the student's interests, the family goals, and the financial situation. Furthermore, College Counselors focus on schools into which students can be both admitted and attend. Therefore, the emphasis of the program is to assist each student to identify and apply to the right college, not the most prestigious, and in rare cases, alternatives to attending college right after high school. Great Hearts academies has established a very strong track record on college admissions, from first-tier, nationally recognized universities to smaller, liberal arts colleges and state universities.

Admissions officers spend a considerable amount of energy determining the rigor of a student's curriculum. They are aware that different schools possess widely varying degrees of rigor in their curriculum and grading system. A "School Profile" is enclosed with every transcript that explains the nature of the Academy's curriculum and the content of the courses. Admissions officers, especially at more selective institutions are aware of the differences in grading styles amongst schools, and they are able to

determine a “soft” GPA, i.e., one that is the result of easier course work. Thus, a high or inflated GPA is not beneficial for the student in his or her learning or college applications. Given that Great Hearts academies has established an excellent reputation with both in-state and national universities, our regional admissions officers know the academic standard and how to interpret our transcripts, which include both unweighted and weighted GPAs. Colleges that conduct a holistic review will assess the accuracy of the GPA in combination with SAT/ACT scores, teacher and counselor letters of recommendation, and co-curricular involvement.

The Academy’s rigorous curriculum, along with a wealth of co-curricular opportunities prepares students to thrive in college. Many students enter colleges across the country unprepared for the diligence required of their studies, and they struggle considerable to balance the competing demands of outside activities, having not been prepared by their high school experience. The lessons students learn at the Academy from having to stretch themselves to achieve their goals allows them to mature into thoughtful and hard-working adults. The writing skills the students hone in the Lit/Comp and Humane Letters courses provide them the foundation to write strong application essays; the focus on Socratic discussion helps the students to become eloquent speakers, proves a valuable asset for college interviews, not to mention life in general; and the practice of inclusive participation in co-curricular activities gives students the opportunities to discover and develop their interests and talents.

The school curriculum and culture combined with our low student-to-counselor ratio allows each student to get the counseling and support needed to successfully navigate the college admissions process. Please get to know your college counselor if you have questions about the college counseling program and admissions process.

***NOTICE AND AGREEMENT TO TERMS RELATED TO DISTANCE LEARNING**

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

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

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

No Hard Copy Packets.

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

Academic Requirements for Distance Learning.

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

Great Hearts Policies Apply to Distance Learning.

All Academy Policies including specifically Honor Code and Disciplinary Consequences, shall apply to Distance Learning. Please also review the Academy’s Honor Code for Distance Learning.

Specific Times to Move to Onsite Learning.

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

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

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

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

Options to Limit Visibility or Audio

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

Academy Policies and Honor Code Apply

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

Passwords and Meeting Security

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

Data Collection

All visual/audio conference services collect certain data from users. The information collected related to student use is more limited than for commercial users, but data is still subject to collection. As an example of the type of information collected by visual/audio conferencing services, a summary of Zoom's data collection as provided by Zoom, is attached as an Addendum to this Notice. Please review the material carefully. If a Student User or their parent/guardian would like to request to access, review, refuse further collection of or delete a Student User's personal information, they must contact their Academy Headmaster in writing to initiate a request with Zoom or similar service provider. These services delete information associated with K-12 Accounts upon receiving a valid deletion request from a School Subscriber or automatically following the termination of the K-12 Account. K-12 Account users may

access or request deletion of their personal information in the manner set forth in each services' Privacy Statements which can be found [here](#). Additional information available at <https://zoom.us/privacy>.

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

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

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

Background

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

Services Available

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

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

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

Additional Services

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

Information Regarding Use of Data

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

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

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

FAMILY-TEACHER ACADEMIC PARTNERSHIP

As a preparatory school, the Academy believes that the student should be the primary agent in their education. Our first priority in this regard is to encourage student responsibility by establishing an open line of communication between students and their individual teachers. Timely and effective communication between teachers, students, and parents/guardians is essential in fostering academic growth.

COMMUNICATION ROLES

Student: Students are responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. We strongly encourage students to meet with their teachers regularly for tutoring if they are having difficulty understanding specific concepts or material. It is also the job of the students to communicate honestly to their parents/guardians about their day-to-day performance and academic standing.

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

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

DEFICIENCY NOTICES

When a student falls into the "D" or "F" range for a course, a Deficiency Notice will be sent home by the teacher. Parents/guardians are asked to acknowledge receipt of a notice with a phone call or an e-mail to the teacher to discuss strategies for helping their struggling student.

We encourage parents/guardians to talk with the faculty as soon as they think their son or daughter might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your student's teacher by phone, or to make an appointment for a conference, please email the faculty member directly to do so. Teachers may also be reached via the Academy's land line, though voicemails are generally rarely left, and as a result, faculty do not check them as often. The teacher will return communication within 24 business hours; families should never expect a teacher to respond to an email after regular working hours, on weekends, or during breaks. Please see the directory tab on the school website for faculty contact information.

Stopping by a classroom or office without an appointment is never the right way to approach a teacher or an administrator with a matter of any importance. Teachers and administrators will usually be unavailable for walk-ins during the high-traffic times right before and right after school.

Students or parents/guardians should not enter the faculty office(s). These are private workspaces which contain confidential student records. Teachers, parents/guardians and/or students may meet in the library/forum area, or in one of the classrooms.

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

STUDENT-TEACHER RELATIONSHIPS: ON CAMPUS AND OFF CAMPUS

The Academy highly values the working relationship between teachers (or 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, on their part, will treat each teacher with the respect properly accorded his or her role as an authority figure and leader here at the Academy. With this in mind, students should address teachers by their formal title, i.e. Mrs., Ms., Mr., Dr., and their last name.

Our teachers, staff members, and coaches will maintain a proper professional boundary between him or her and the student. They will not be overly familiar with the student or get involved in the details of the student's personal life. (If a teacher senses that a student requires counseling for a social or family issue, that issue will be referred confidentially to the administration and/or parents/guardians). The faculty/staff/coaches of the Academy 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 Academy policy that faculty/staff do not transport students in their personal vehicles. This is excepting, of course, when transporting their own children, or when acting in some other capacity (for example as a camp counselor or church leader) and parental permission for such transportation is explicitly granted.

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

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

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

*ATTENDANCE, ILLNESS AND TARDINESS

*COVID-19 RELATED ATTENDANCE ADDENDUM

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

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

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

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

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

OR

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

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

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

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

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

ABSENCES

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

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

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

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

FAMILY VACATIONS

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

EXCUSE OF PUPILS FOR RELIGIOUS PURPOSES

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

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

ILLNESS

If your student has a fever or is otherwise ill, or has come into direct contact with someone who has COVID-19, it is best to keep the student at home, rather than send him/her to school where others may be exposed to infection. Students who come to the reception desk with a fever will be sent home upon parent contact. Students must be fever-free for at least 24 hours before returning to school. Each family should have an emergency card on file. Please see the section on medication for additional information regarding prescription and OTC medications.

TARDINESS AND FIRST PERIOD INSTRUCTION

Students who arrive after the beginning of first period must report directly to the front office for a late pass in order to be admitted to class. If your student will be late, please provide him/her with a signed acknowledgement or personally sign them in at the office on arrival. Special considerations will be given during times of heavy traffic or additional COVID-related procedures.

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

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

SPECIAL EDUCATION

As a public charter school, the Academy will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students will also be screened by teachers within the first 45 days of their attendance at the Academy for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Arizona Director of Special Education Services. If requested by the parent/guardian or teacher, a student may be evaluated for possible Special Education placement. Parental approval is required prior to an evaluation. Please contact the office for more information. The Academy 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](#).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

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

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

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

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

It provides that:

- No otherwise qualified individual with disabilities in the United States... shall, solely by reason of her or his 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

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

Disabilities:

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

All Other:

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

MCKINNEY-VENTO ACT AND STUDENTS

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

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

TITLE IX POLICY AND PROCEDURES

Statement of Non-Discrimination

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

Title IX Coordinator

The Academy has designated Brandon Crowe, Great Hearts Executive Director of Upper Schools, to serve as its Title IX Coordinator and to coordinate its efforts to comply with and carry out its responsibilities under

federal law, including any investigation of any complaint communicated to 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:

Brandon Crowe
 Executive Director of Upper Schools
 Great Hearts Arizona
 4801 East Washington Street, Suite 250
 Phoenix, Arizona 85034
 (602) 438-7045

Grievance Procedures

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

Grievance Process for General Concerns

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

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

Process	Guidance
Stage 1 If you or your student has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.	<i>Informal discussions should resolve the vast majority of grievance. NOTE: Grievance or information involving an ongoing or imminent threat to a student’s well-being should skip this stage and be immediately directed to the Headmaster.</i>
Stage 2 If the matter is not satisfactorily resolved, you may raise the matter, in writing, with the Headmaster, who must give a response within five working days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This meeting will be led by the Headmaster.	<i>The Headmaster is the acting supervisor over all school employees.</i>
Stage 3 If the matter is still not satisfactorily resolved, you may raise the matter to the Executive Director’s Office by addressing the matter in writing to the Executive Director of Arizona Lower Schools or Preparatory Schools, who must give a response within ten working days. This response may take	<i>The Executive Director’s office oversees the Headmasters.</i>

the form of a letter and/or follow-up meeting.

Stage 4

If the matter is not resolved to your satisfaction, and you wish to pursue this matter further, you should put your grievance in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 days. If the Board as a whole is convened to address the grievance, all applicable public 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.

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

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

POLICY FOR HARASSMENT, INTIMIDATION OR BULLYING OF STUDENTS

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

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

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

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

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

In advising the Headmaster on the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the Dean of Students will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the school's policies and applicable law.

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

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

POLICY FOR HAZING

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

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

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

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

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

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

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

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

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

POLICY FOR ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY

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

POLICY ON SOCIAL MEDIA

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

POLICY FOR PRIVACY PRACTICE AND ACCOMMODATIONS GUIDANCE

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

Student enrollment and instruction

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

Use of School Facilities

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

Participation in school activities

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

ADDITIONAL POLICIES AND FORMS

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

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

***BEHAVIOR CODE AND DISCIPLINE**

***ACADEMY HONOR CODE**

Knowledge, skill, and character are fundamentally the possessions of individuals, and only the individual, through their actions, may obtain and preserve these goods. The Academy Honor Code exists to guide individual students towards those actions which promote honesty and learning and away from those actions which sacrifice honesty and learning to other ends. The Honor Code codifies those values which must be upheld for the health of our academic community, and universal subscription to it builds trust amongst students, faculty, and families. The Academy Honor Code is given below.

As a student and citizen of the Academy, I agree to the following:

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*
- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*

- *I will not copy from or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, I will carefully cite all external sources. I will not represent someone else's work as my own. I will do my very best to learn from my teachers the clear distinctions between appropriate research and plagiarism, intentional or unintentional.*
- *I will never use any "study aids" such as Cliff's Notes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*
- *I join the entire student body of the Academy in a commitment to this Code of Honor.*

The extraordinary circumstances of the COVID-19 pandemic might occasion the necessity of extended periods of online instruction. The internet is full of readily accessible information, both reliable and suspect, and opportunities to share information in ways that either deepen or impair learning. While the tenets of the Honor Code remain an adequate guide to student behavior, the academy recognizes the need for additional guidance on these issues as modeled by the additional commitments below.

As a student and citizen of the Academy participating in online learning, I agree to the following:

- *I will treat virtual spaces for collaboration (voice, video, message, and chat platforms and social media of all other types) in exactly the same way as I would treat physical spaces for collaboration (classrooms, hallways, lunchrooms, practice fields, houses, etc.). These virtual spaces provide opportunities to study with and help classmates which I will use with integrity, in ways consistent with the honor code.*
- *When I seek to enrich my education with online information, I will make use of online sources only at those times and for those purposes that harmonize with the honor code and are permitted by my teachers. I recognize that even while learning at home there may be some time periods in which my teachers ask me to restrict access to online materials and I pledge to abide by their guidance in this.*
- *I will virtually enrich my learning experiences only with resources that do not short circuit the processes of thinking and understanding encouraged by my teachers. Even when not explicitly instructed, I will avoid online summaries and commentaries on material which my teachers wish for me to grapple with on my own or with my peers.*
- *I will treat my online assessments with exactly the same amount of confidentiality required by in-person assessments unless told otherwise by my teachers. I will resist the temptation to treat online assessments like games, puzzles, or social media quizzes and will redouble my vigilance to maintain the integrity of my own work and that of my peers.*
- *If I am ever in any doubt about the correctness of any online activity, I will approach a teacher, dean, headmaster, or other faculty member for counsel.*

The faculty on its part manifests its confidence in the honor of its students by refraining from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code. On some occasions, teachers may ask students to write "AHC" (Academy Honor Code) on the heading of their assignments to remind them of the details and spirit of this honor code.

Please see the discipline policy below for information about how violations of the Academy Honor Code are addressed by the school. Since academic dishonesty is viewed as a serious offence, even first offenders may

be punished with a suspension. The Academy Honor Code is typically reviewed in class with students during the first week of school each year.

-Portions of this honor code are derived from the current Duke University and Stanford University honor codes.

DISCIPLINE POLICY

All of the information that you will find below is directed toward the common good of the Academy and its maintenance as a place of learning and moral development. At the Academy, we believe that habits of behavior play a significant part in forming habits of mind. The Academy's teachers will make every effort to enforce the rules below consistently, informatively, and with a heart of mercy for the student's overall well-being.

Students at the Academy strive to make the most of their educational opportunities. No less than their parents/guardians and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness. As many students and parents/guardians will gratefully attest, the Academy is a very good place to be.

Nevertheless, our students are young and human, and they will make mistakes in speech or behavior— they are still learning how appropriately to comport themselves. Many such behavioral mistakes, while requiring correction, need not be punished. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of the Academy is that students are young adults in the making who will learn civil, polite, and respectful conduct by the example of their teachers and other adults. Consequently, students will be treated with respect and courtesy by the Academy staff and will be expected to treat not only all adults on campus with such respect, but one another as well. Several very obvious signs of such respect are a student's willingness to refrain from talking in class when others have the floor; a respect for the property of the school and of other students; a willingness to refrain from sarcastic or critical comments towards others; and a willingness to ask (and give) forgiveness when someone has been wronged.

In conjunction with parents/guardians, the Academy has the goal of developing not only habits of good scholarship and critical inquiry, but the character traits of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students and will not be specially rewarded at school. It is its own reward in the esteem the student earns from his teachers and his fellow students.

The Academy's guiding policy is to be fair, firm, and consistent in the application of discipline for inappropriate behavior. However, the following guidelines for discipline are not intended to be exhaustive. The school reserves the right to exercise reasonable judgment as an individual circumstance might dictate.

Please note that a student may be disciplined for violating the behavior code while off campus in the neighborhood of the Academy.

DETENTION

Students may be assigned detention, or lose the privilege of lunch-time recess or extra-curricular activity, or be required to perform some work detail, such as cleaning, depending on the nature and frequency of offenses such as: littering; possession and/or chewing of gum on campus; being late to class; talking out of

turn or otherwise disrupting class; use of profanity or disrespectful speech toward other students; uniform and dress code violations; or other inappropriate behaviors. If a student repeatedly violates any of the above, the parent may be contacted, and other disciplinary measures may be taken.

Students may not skip detention. Any student who fails to report to detention at the scheduled time will receive additional penalties (typically an additional detention). Students should not ordinarily ask to have a detention rescheduled; detentions are by their very nature inconvenient, and students should view the inconvenience that detention causes to be a direct result of the misbehavior that incurred the punishment in the first place. Exceptions may be made in the event of a family emergency or serious scheduling conflict. All matters pertaining to the scheduling and serving of detentions should be directed to the Dean of Students, or the faculty member designated as the Detention supervisor.

Detentions can be serious in nature and a high number of detentions can indicate a student's general unwillingness to cooperate with the school. If a student has received five detentions for any reason in a school year, then he or she may be suspended for a duration determined by the Headmaster. If a student has received six detentions for any reason in a quarter, then he or she will be suspended for a duration determined by the Headmaster. A student may be suspended for a lesser number of detentions if many of the detentions are received for the same offense (such as tardiness), or if the Headmaster and Dean determine that the accumulated detentions are of a serious nature and warrant immediate action.

In the case of more serious misbehavior, such as forging a parent's signature, lying to an adult, cheating on exams and/or academic assignments, fighting, theft, willful destruction of property, defiance of authority, disrespect of adults, leaving campus without permission, skipping class, etc., the parent will be contacted, and other disciplinary measures taken.

Please see the Academy Honor Code above for special information on academic dishonesty.

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

SUSPENSION

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

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

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

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

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

LONG-TERM SUSPENSION AND EXPULSION

The Headmaster may recommend to the Disciplinary Hearing Committee suspension for over 10 days and/or expulsion of a student for serious cause. The parent/guardian will be notified of the intent to suspend for over 10 school days or expel the student, and a hearing shall be held in accordance with the Academy's policies and procedures. If a student is being recommended for a long-term suspension or expulsion, the parent/guardian will be provided with a complete copy of the Academy's Long-Term Suspension and Expulsion Policy and Procedure regarding these discipline procedures.

The Academy 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.

The Academy 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

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

The school will work together with the Parent Service Organization to plan and execute some student social events throughout the year.

YOUNG MEN AND WOMEN

Although the Academy does sponsor some social events, these events should not be viewed as the promotion of romantic relationships between our young men and young women. The Academy believes that young men and women should be friends. We encourage their socializing together and the development of healthy relationships among them. Romantic relationships, on the other hand, can take up an enormous amount of the consciousness of young people. This absorption can be a direct challenge to focusing their consciousness on learning and thinking. This is why the Academy prohibits activity like holding hands, kissing, and other overt forms of romantic behavior among students while on campus and at all Academy-related events.

POLICY FOR STUDENT TRIPS AWAY FROM CAMPUS

Students will have the opportunity to take field trips from time to time. Students involved in clubs and sports will also have the opportunity to travel; in some cases, trips will extend overnight and even take students out of the state. Some trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper insurance and have submitted proof of that insurance to the trip director prior to leaving campus; and 3) the student traveling must follow all the rules established by the school and trip director. For its part, the Academy will maintain the safest travel conditions possible and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a reasonable student-teacher chaperone ratio. For overnight trips, the chaperones will engage in periodic room checks to ensure that the travelers are adhering to the set curfew; students and adult chaperones will never share rooms. Parents/guardians who agree to be chaperones on trips must follow the guidelines established by the trip director and have their fingerprint clearance on file with the front office. Students may not drive on trips off campus.

POLICY FOR CAMPUS LEAVE AND VISITORS

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

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

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

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

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

POLICY ON FOOD AND DRINK ON CAMPUS

The Academy does not prepare food or provide lunches to students, although the Parent Service Organization provides a regular hot-lunch offering with a monthly pre-order. Forms are available on the PSO website (<http://www.chandlerpreppso.org>). Students must bring their own lunches to school each day. The school may provide access to microwave ovens in the cafeteria for student use, but there is no refrigerator for student use, so care should be taken in packing lunches.

All students should possess refillable personal water bottles with their names printed on them. They may refill them from any of the drinking fountains. As a precaution against sickness, students should not share bottles.

No students are permitted to bring food/snacks into class at any time, before, between, or during classes. Students are permitted to bring their water bottles into classrooms at all times.

There are designated areas on campus for student snacking. These areas include outside the building, in the ramada area outside the cafeteria and in the cafeteria. Drinks and snacks are, for the sake of cleanliness, not permitted in the hallways, classrooms or theater.

ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS

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

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

CELL PHONES AND PERSONAL TECHNOLOGY

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

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

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

POLICY FOR STUDENT DRIVERS

Students must sign a *Student Driver Agreement* before driving themselves to school. Any student who drives himself or herself to school should park in the designated student parking area. If a student driver arrives late, they must sign in with the front office. No student will be permitted to leave campus for lunch under their own supervision, regardless of having turned legal age, unless they are personally signed out by a parent/guardian. Student drivers who need to leave school for an appointment must be excused by a parent/guardian phone call or written permission submitted to the office. Student drivers may not return to their car, during the school day, for any reason without front office or teacher approval.

GUIDELINES FOR ALL ACADEMY SOCIAL ACTIVITIES

Students **only** (no guests) will be allowed to attend school functions unless otherwise specified prior to the event. All school functions will be closed. No 'in and out' privileges. Entrances and exits will be monitored.

Dress code regulations for each function will be outlined prior to the function and will be enforced. Vulgar, obscene, or profane language will not be tolerated. Respectful behavior will be expected:

- All adults are treated with equal respect- DJ, chaperones, teachers, etc.
- All fellow students will be treated with respect: no fighting, roughhousing, or bullying
- All attendees will be respectful of the facility and the grounds.

Alcohol use or intoxication, tobacco, drug use (legal or illegal), and weapons are prohibited.

All behavioral/social guidelines outlined in the Handbook will be enforced as applicable. Chaperones/teachers may take actions they judge necessary to enforce these guidelines, up to and including removal of a student from the event. Parents/guardians will be notified if student is denied entry or ejected for violations. Misconduct at a school-sponsored social event can result in disciplinary sanctions at school.

*UNIFORM, DRESS CODE AND MASK POLICY

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

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

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

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

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

***Great Hearts Mask Policy**

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

All Masks/Face Shields

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

Kindergarten through Fifth Grade

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

Hallways – Masks required. Face shields, upon request.

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

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

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

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

Middle School through High School

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

Hallways – Masks required. Face shields, upon request.

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

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

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

Teachers and Staff

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

Hallways – Masks required. Face shields, if necessary.

Classroom – Mask required. Face shields, if necessary.

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

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

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

Boys' Uniform and Dress Code

Boys' Shirts: Shirts must remain tucked in at all times with waistband visible. A white undershirt may be worn, free of any designs or logos.

High School – Boys have the option of wearing a short or long sleeve black polo shirt with school crest or a long sleeve white oxford dress shirt with the school crest. The oxford dress shirt with school crest must be pressed and worn fully buttoned with only the uppermost button undone. Seniors may wear their senior blazers over the oxford shirt only. The oxford shirt may also be worn with a designated tie by members of extracurricular clubs/sports as competition day uniform attire. The tie's design and color scheme will be selected by the school. Seniors may also wear a senior pin or pin from an extracurricular, such as Speech

and Debate. Pins not representing an extracurricular club or organization, especially pop culture pins, may not be worn.

Middle School – Boys have the option of wearing a short or long sleeve red polo shirt with school crest. A long sleeve, white oxford dress shirt may be worn with tie by members of extracurricular clubs/sports as competition day uniform attire.

Boys' Sweater: The black uniform cardigan or pullover sweater with the school crest may be worn. No other sweaters may be worn in classrooms.

Boys' Dress Pants: Student's dress pants must be khaki colored, with belt loops. Acceptable fabrics for the dress pants are cotton, polyester, or poly-blend. A solid-colored black or dark brown dress belt must be worn with the dress pants. Dress belts with a simple clasp or open buckle designs are acceptable. Pants must reach to the shoe but may not drag on the ground. (No khaki jeans or dungarees. No utility loops or patch pockets, extra zippers, Velcro, or extra seams.) Neither oversized, baggy pants nor tight ("skinny") pants will be permitted. Pants should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games).

Boys' Shorts: Khaki walking shorts are a uniform option for males from the beginning of the school year through the end of school year. Acceptable fabrics for the shorts are cotton, polyester, or poly-blend. No utility loops or patch pockets, extra zippers, Velcro, or extra seams. Shorts must be worn with a solid-colored black or dark brown dress belt. Dress belts with a simple clasp or open buckle designs are acceptable. Shorts should extend to just above the knee.

Boys' Footwear/Socks: Students may wear black leather or simulated leather dress shoes in lace-up or loafer style (see Footwear document in Appendix). As a reminder, dress shoes require periodic hand cleaning and polishing/conditioning. Cloth, canvas, plastic, or athletic shoes are not uniform attire. Socks must be white or solid black, navy, or dark brown in color, and extend above the ankle and be free of visible brand logos, patterns, or decorations. Students with medical foot problems requiring special footwear should consult the "Medically-Necessary Footwear" document. Middle School students may wear solid black sneakers, as long as the sole and logo are all completely black.

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

Boys' Jewelry: All jewelry must be tasteful and worn in a non-distracting manner. Boys are permitted to wear one watch, one finger ring and one necklace. Only simple, fine-gauged, 16 to 20-inch, silver or gold chain necklaces are permitted. Necklaces must be worn inside the shirt. One charity/motivational bracelet may be worn to support an appropriate cause provided it does not make inappropriate allusions.

Boys' Headwear: Hats, bandanas, and sunglasses will not be permitted indoors and must be stored in student lockers during the school day. Accommodations for religious reasons are permitted.

Boys' Letter Jacket: Letter-earning participants in extracurricular activities are eligible to purchase a letter jacket. Letter jackets may be worn in class. Students may only wear their own letter jackets.

Boys' Outerwear: All jackets, sweatshirts, and other outerwear should be free of distracting or inappropriate images and messages. Outerwear must be stored in student lockers during the school day. Except for the school letter jacket, outerwear may not be worn in classrooms.

Additional Guidelines: *If an item of dress or appearance is deemed incongruent with the standards of the Academy by an administrator, the student must alter their dress or appearance in accordance with the administrator's directive.*

Uniform items must be properly-fitting, neat in appearance and free of stains, tears, or excessive wear. Temporary or permanent visible tattoos are not permitted; this includes pen and ink drawing or writing on the skin.

Girls' Uniform and Dress Code

Girls' Shirts: Shirts must remain tucked in at all times with waistband visible. A white undergarment may be worn, free of any designs or logos.

High School – Girls have the option of wearing a short or long sleeve black polo shirt with school crest or a long sleeve white oxford blouse with the school crest. The oxford blouse with school crest must be pressed and worn fully buttoned with only the uppermost button undone. Seniors may wear their senior blazers over the oxford only. The oxford may also be worn with a designated tie by members of extracurricular clubs/sports as competition day uniform attire. The tie's design and color scheme will be selected by the school. Seniors may also wear a senior pin or pin from an extracurricular, such as Speech and Debate. Pins not representing an extracurricular club or organization, especially pop culture pins, may not be worn.

Middle School – Girls have the option of wearing a short or long sleeve red polo shirt with school crest. A long sleeve, white oxford may be worn with tie by members of extracurricular clubs/sports as competition day uniform attire.

Girls' Sweater: The black uniform cardigan or pullover sweater with the school crest may be worn. No other sweaters may be worn in classrooms.

Girls' Skirts: Girls may wear the official uniform skirt. Skirts must be worn at the waist with the waistband visible at all times. When properly adjusted at the student's waist, the skirt hem should be touching the top of the knee. Skirts may be longer if desired.

Girls' Dress Pants: Girls' dress pants must be khaki colored, with belt loops. Acceptable fabrics for the dress pants are cotton, polyester, or poly-blend. A solid-colored black or dark brown dress belt must be worn with the dress pants. Dress belts with a simple clasp or open buckle designs are acceptable. Pants must reach to the shoe but may not drag on the ground. (No khaki jeans or dungarees. No utility loops or patch pockets, extra zippers, Velcro, or extra seams.) Neither oversized, baggy pants nor tight ("skinny") pants will be permitted. Pants should be worn at the waist.

Girls' Shorts: Khaki walking shorts with white or black socks are a uniform option for students from the beginning of the school year to Fall Break and from Spring Break through the end of school year. Acceptable fabrics for the shorts are cotton, polyester, or poly-blend. No utility loops or patch pockets, extra zippers, Velcro, or extra seams. Shorts must be worn with a solid-colored black or dark brown dress belt. Dress belts with a simple clasp or open buckle designs are acceptable. Shorts should extend to just above the knee.

Girls' Footwear/Socks: Girls may wear any all black shoe (including athletic shoes) are acceptable. The shoes must not contain any logos/marks/etc. that are any other color than black (i.e. no white, red, etc.).

Laces on the shoe must also be black in color. White socks may only be worn with shorts. Heel must be an 1.5 inch or less. Shoes cannot sit above the ankle bone. No high tops (i.e. Converse), boots, slippers, or sandals are permitted. Girls should wear solid color black nylons, tights or socks (no patterns or designs on tights). Ankle socks may be worn, but they must meet the ankle above the entire shoe. Sock liners or invisible “ped” socks are not allowed. No socks should extend beyond the knee. Socks must be free of decorations and logos. No ankle bracelets allowed. Students with medical foot problems requiring special footwear should consult the “Medically- Necessary Footwear” document, however shoes must still be all black.

Girls’ Hair: Hair should be neatly combed or styled. Neat small bows, barrettes, headbands, and hair ties are permissible so long as they coordinate with the uniform. Hair must be natural looking and conservative in its color and cut (no unnatural streaking/highlighting, no artificial jet-black coloring, and no unnatural colors). Hair may not change color during the school year. Accommodations for religious reasons are permitted.

Girls’ Makeup/Nail Polish: Girls may wear subtle make-up applied tastefully and in moderation. Fingernails may be painted with clear or light pink nail polish. Nude nail polish colors and French manicures are also accepted. Fingernails should not be excessively long or painted garishly.

Girls’ Jewelry: All jewelry must be tasteful and worn in a non-distracting manner; gaudy costume or novelty jewelry is not uniform attire. Girls have the option of wearing one pair of matching earrings (No other body piercings are permitted), one watch, one finger ring and one necklace. Earrings must be worn on the ear lobe and cannot hang more than one-half inch below the ear lobe. Only fine-gauged, 16 to 20 inch, silver or gold chain necklaces are permitted. Necklace pendants, if worn, must be less than an inch in length, width, or diameter. Girls may wear one tasteful, non-distracting bracelet. One additional charity/motivational bracelet may be worn to support an appropriate cause provided it does not make inappropriate allusions.

Girls’ Headwear: Hats, bandanas, and sunglasses will not be permitted indoors and must be stored in student lockers during the school day. Accommodations for religious reasons are permitted.

Girls’ Letter Jacket: Letter-earning participants in extracurricular activities are eligible to purchase a letter jacket. Letter jackets may be worn in class. Students may only wear their own letter jackets.

Girls’ Outerwear: All jackets, sweatshirts, and other outerwear should be free of distracting or inappropriate images and messages. Outerwear must be stored in student lockers during the school day. Except for the school letter jacket, outerwear may not be worn in classrooms.

Additional Guidelines: *If an item of dress or appearance is deemed incongruent with the standards of the Academy by an Administrator, the student must alter their dress or appearance in accordance with the Administrator’s directive.*

Uniform items must be properly-fitting, neat in appearance and free of stains, tears, or excessive wear. Temporary or permanent visible tattoos are not permitted; this includes pen and ink drawing or writing on the skin.

General Uniform and Dress Code Option for All Students

Shirts: Shirts must remain tucked in at all times with waistband visible. A white undershirt may be worn, free of any designs or logos.

High School – Students have the option of wearing a short or long sleeve black polo shirt with school crest or a long sleeve white oxford dress shirt with the school crest. The oxford dress shirt with school crest must be pressed and worn fully buttoned with only the uppermost button undone. Seniors may wear their senior blazers over the oxford shirt only. The oxford shirt may also be worn with a designated tie by members of extracurricular clubs/sports as competition day uniform attire. The tie's design and color scheme will be selected by the school.

Middle School – Students have the option of wearing a short or long sleeve red polo shirt with school crest. A long sleeve, white oxford dress shirt may be worn with tie by members of extracurricular clubs/sports as competition day uniform attire.

Sweater: The black uniform cardigan or pullover sweater with the school crest may be worn. No other sweaters may be worn in classrooms.

Dress Pants: Dress pants must be khaki colored, with belt loops. Acceptable fabrics for the dress pants are cotton, polyester, or poly-blend. A solid-colored black or dark brown dress belt must be worn with the dress pants. Dress belts with a simple clasp or open buckle designs are acceptable. Pants must reach to the shoe but may not drag on the ground. (No khaki jeans or dungarees. No utility loops or patch pockets, extra zippers, Velcro, or extra seams.) Neither oversized, baggy pants nor tight (“skinny”) pants will be permitted. Pants should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games).

Shorts: Khaki walking shorts are a uniform option from the beginning of the school year to Fall Break and from Spring Break through the end of school year. Acceptable fabrics for the shorts are cotton, polyester, or poly-blend. No utility loops or patch pockets, extra zippers, Velcro, or extra seams. Shorts must be worn with a solid-colored black or dark brown dress belt. Dress belts with a simple clasp or open buckle designs are acceptable. Shorts should extend to just above the knee.

Footwear/Socks: Students may wear black leather or simulated leather dress shoes in lace-up or loafer style. As a reminder, dress shoes require periodic hand cleaning and polishing/conditioning. Cloth, canvas, plastic, or athletic shoes are not uniform attire. Socks must be white or solid black, navy, or dark brown in color, and extend above the ankle. Students with medical foot problems requiring special footwear should consult the “Medically-Necessary Footwear” document. Middle School students may wear solid black sneakers, as long as the sole and logo are all completely black.

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

Jewelry: All jewelry must be tasteful and worn in a non-distracting manner. Students are permitted to wear one watch, one finger ring and one necklace. Only simple, fine-gauged, 16 to 20-inch, silver or gold chain necklaces are permitted. Necklaces must be worn inside the shirt. One charity/motivational bracelet may be worn to support an appropriate cause provided it does not make inappropriate allusions.

Headwear: Hats, bandanas, and sunglasses will not be permitted indoors and must be stored in student lockers during the school day. Accommodations for religious reasons are permitted.

Letter Jacket: Letter-earning participants in extracurricular activities are eligible to purchase a letter jacket. Letter jackets may be worn in class. Students may only wear their own letter jackets.

Outerwear: All jackets, sweatshirts, and other outerwear should be free of distracting or inappropriate images and messages. Outerwear must be stored in student lockers during the school day. Except for the school letter jacket, outerwear may not be worn in classrooms.

Additional Guidelines: *If an item of dress or appearance is deemed incongruent with the standards of the Academy by an administrator, the student must alter their dress or appearance in accordance with the administrator's directive.*

Uniform items must be properly-fitting, neat in appearance and free of stains, tears, or excessive wear. Temporary or permanent visible tattoos are not permitted; this includes pen and ink drawing or writing on the skin.

NON-UNIFORM DRESS CODE FOR SPECIAL EVENTS

Athletic Practice and Outdoor Field Day Dress Code

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

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

Pants/shorts should be modest and in good repair (no holes, torn sleeves, etc.) Pants should be worn at the waist and should be no shorter than mid-thigh, and no-longer than just below the knee. No short-shorts or long baggy shorts may be worn. No boxers or undergarments may be visible. No yoga pants.

Attire should be free of inappropriate messages. Sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, 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 a black skirt or black dress pants and black dress shoes (open-toed shoes and reasonable heels are permitted).

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

The **semi-formal dress code for 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.

*BASIC SCHOOL INFORMATION

OFFICE AND STUDENT HOURS; CAMPUS ACCESS

The school office is open from 7:45 a.m. – 3:45 p.m. every full day that school is in session and will be closed during parts of July. The school phone number is (480) 855-5410. Messages may be left on voicemail any time the phone is busy, or staff is out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via e-mail (please see the Faculty & Administration Directory on the school website). The school's fax number is (480) 855-7789.

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

School starts daily at 8:15 a.m. and ends at 3:15 p.m. (see www.chandlerprep.org for Wednesday and half day bell schedules). For safety reasons, students should not arrive on campus earlier than 7:30 a.m. nor stay later than 4:00 p.m., unless they are attending an organized, adult-supervised program associated with the school.

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.

The Academy has a closed campus. During the school day, with the exception of official school activities such as field trips and athletic contests, a student may not leave the campus except under parental supervision (including written permission for student drivers). Students may also not receive any peer or adult visitors to the campus during the school day, including before school, during lunch, and after school. Parents/guardians, however, are permitted to take their student off campus for lunch but will need to sign them out and back into school using the sign in/out sheets located at the front office.

LOCKERS AND BACKPACKS

As permitted by space and facilities, each Academy student is assigned a locker. Students must use the types of locks as directed by the school; combinations must be kept on file with the school office. The Academy requires that students keep their lockers locked throughout the day. The school is not responsible for the loss or theft of items stored in lockers. It will be incumbent on students to ensure their lockers are locked at all times, and to conceal their lock combination numbers to avoid lock tampering. The Academy reserves the right to inspect student lockers at any time, with or without notice, and at any time with or without reason. If there is a compelling reason to open a locker and the lock cannot be opened, school staff may cut the lock; families will not be compensated for a cut lock. Students are not permitted to write on or otherwise deface school lockers, inside or out. They may tape non-offensive posters or photos inside their lockers, but may not glue or paste stickers, and no decoration may be placed on the outside of any locker (excepting “Birthday Surprise” decorations on lockers, which must be removed at the end of the day).

Students may bring backpacks, gym bags, and purses to and from school. These items must be stored inside lockers during the school day and should not be brought into classrooms or left on the floor/ground. Backpacks and gym bags should be free of messages that are offensive or inappropriate to the academy environment.

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

***EXTRA-CURRICULAR ACTIVITIES**

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

It is important to continue to set forth new approaches which allow for the management and safety of students while on campus. For all extra-curricular activities, students should be picked up at the time the extra-curricular activity ends. Siblings are not allowed to be on campus during extra-curricular activity times unless they are also registered in an extracurricular activity. If you need to get ahold of your student during the time of an extra-curricular activity, please email the teacher directly. As the Front Office closes at 3:45p.m., they will not be able to assist you after that time. We encourage you to schedule ahead of time if you know that you need to pick up your student early. If school is not in session or it is a half day, your student's extra-curricular activity will not take place. Please confirm with the teacher if you have any questions.

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

Participation

Participation in school extracurricular activities, both athletic and non-athletic, is a privilege and not a right. Students can be suspended from extracurricular activities for academic or behavioral reasons at any time by decision of the coach, the Athletic Director, or the school administration.

To be eligible for extracurricular activities at the Academy, the student must maintain passing grades in all subjects and must have displayed good behavior. If a student fails any course in a quarter, he/she may be suspended from all Academy extracurricular activities for the following quarter. If a student is currently deficient in a course, he/she may not be allowed to leave campus early when this occasionally occurs for games. If a student has demonstrated a commitment to academics (as evidenced by homework completion, test/quiz scores, attendance at tutoring, participation, and sense of wonder in and out of the classroom) and is currently passing all courses, they may regain their eligibility for participation in extra-curricular activities. However, such a student stays on probation for the remainder of the quarter and is subject to a grade check every two weeks.

Fees

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

Please see the more detailed information elsewhere in this handbook on textbook deposits and consumable book donations as well as the information below on fees for extracurricular participation. Each extracurricular activity will have a fee associated with it, commensurate with the cost per participant to operate the program. These fees are not voluntary but required. The fee must be paid prior to the student joining the extracurricular program. In addition, there is a deposit required for the textbooks that the students use during the year, and that deposit is refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year. The Academy does not want to exclude any student from participation due to financial hardship. Families should speak with administrative staff if there is a case of hardship.

Extra-Curriculars/Athletics Fees

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

Great Hearts Academies Extra-Curricular and Field Trip Fee Schedule

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

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

Physicals

Parents/guardians of students on Academy sports teams must submit a medical release form signed by themselves and the student's doctor. Forms may be picked up in the school office. In the high school, there is a special Arizona Interscholastic Association (AIA) physical form that must be used.

SAFETY AND EMERGENCIES

STUDENT/ACADEMY SAFETY

It is our goal to maintain the safety of our students, faculty, and staff at all times. In light of this goal, every potential threat or rumor of a potential threat of harm against others or against the school will be taken seriously, investigated, and addressed through the Great Hearts Threat Assessment Protocol. Such threats or rumors of threats may include verbal, physical, direct, and indirect challenges to the safety or well-being of an individual, group, school, or persons in general. The Threat Assessment Protocol provides a standardized procedure to determine the level of severity of a threat, what (if any) immediate safety responses are required, and the need for a long-term recovery plan. While there may be instances in which a student utilizes threatening language or gestures in a transient manner (such as an inappropriate

expression of frustration that can be resolved), the Academy’s response to the threat will remain the same. *This uniform and established reporting procedure follows guidelines set forth by the Department of Education and The United States Government school safety resources (<https://www.schoolsafety.gov/prevent/threat-assessment-and-reporting>).*

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

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

CRISIS MANAGEMENT PLAN

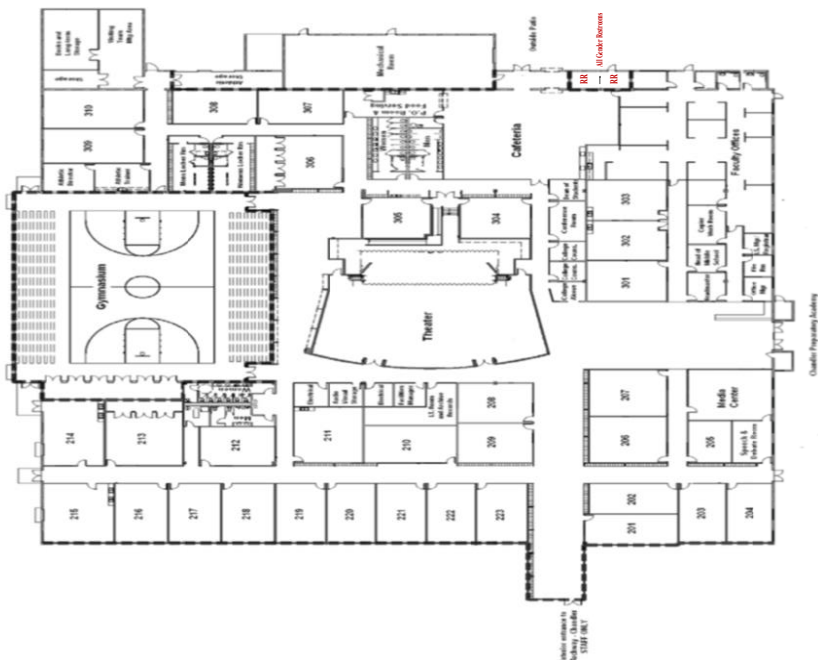
The Academy has an established Crisis Management Plan that is maintained and updated by the facilities and operations staff at Great Hearts. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fires. Academy faculty and staff are trained in and drilled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

SCHOOL SITE MAP AND LOCATIONS

RESTROOMS

The restrooms for student use are located at three locations on campus. There are two male single sex and two female single sex accessible restrooms. The Academy maintains single sex restroom and locker room facilities, and also provides 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.

MAP OF SINGLE-OCCUPANT FACILITY LOCATION BELOW.



LOST AND FOUND

The Academy maintains a lost and found box in the cafeteria near the exit to the ramada area. Lost books and valuables may be picked up at the front desk. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that all personal items be marked with the student's name. Uniform clothing should have the family name on the inside label; calculators should have the name etched on them, and we recommend that student-owned consumable books have the student's name prominently displayed either on the front cover or on one of the four sides of the book. All unidentified clothing, lunch boxes, etc. not claimed within one week will be donated.

TRAFFIC FLOW FOR DROPOFF AND PICKUP

Students who walk or bicycle to school should always obey the traffic lights and Walk/Don't Walk signals. Students may lock up bicycles at the bicycle racks near the entrance, but all bicycles must be removed at the end of the school day; no bikes should be left on campus after hours or on weekends. The Academy is not responsible for any bicycles or other personal property left on the campus after hours or on weekends.

The Academy does not provide bus transportation to/from school.

Students will not be released to leave school with any adult except the parent, or by written permission of the student's parent. If another adult will be picking up your student to drive home after school, please file permission with the office through required annual enrollment or re-enrollment documents.

Academy students are not permitted to leave campus in any car driven by someone other than the parent unless explicit written permission from the parent is on file with the school office.

It is school policy that Academy faculty/staff do not transport students in their personal vehicles.

Once a student is on campus, he/she may not leave except under parental supervision or under the supervision of an authorized teacher or coach.

Campus Traffic Flow

Since we will have traffic for two full schools navigating our parking lot, it is vitally important that all drivers know the information below. There is also a traffic-flow map available below and on the school's website.

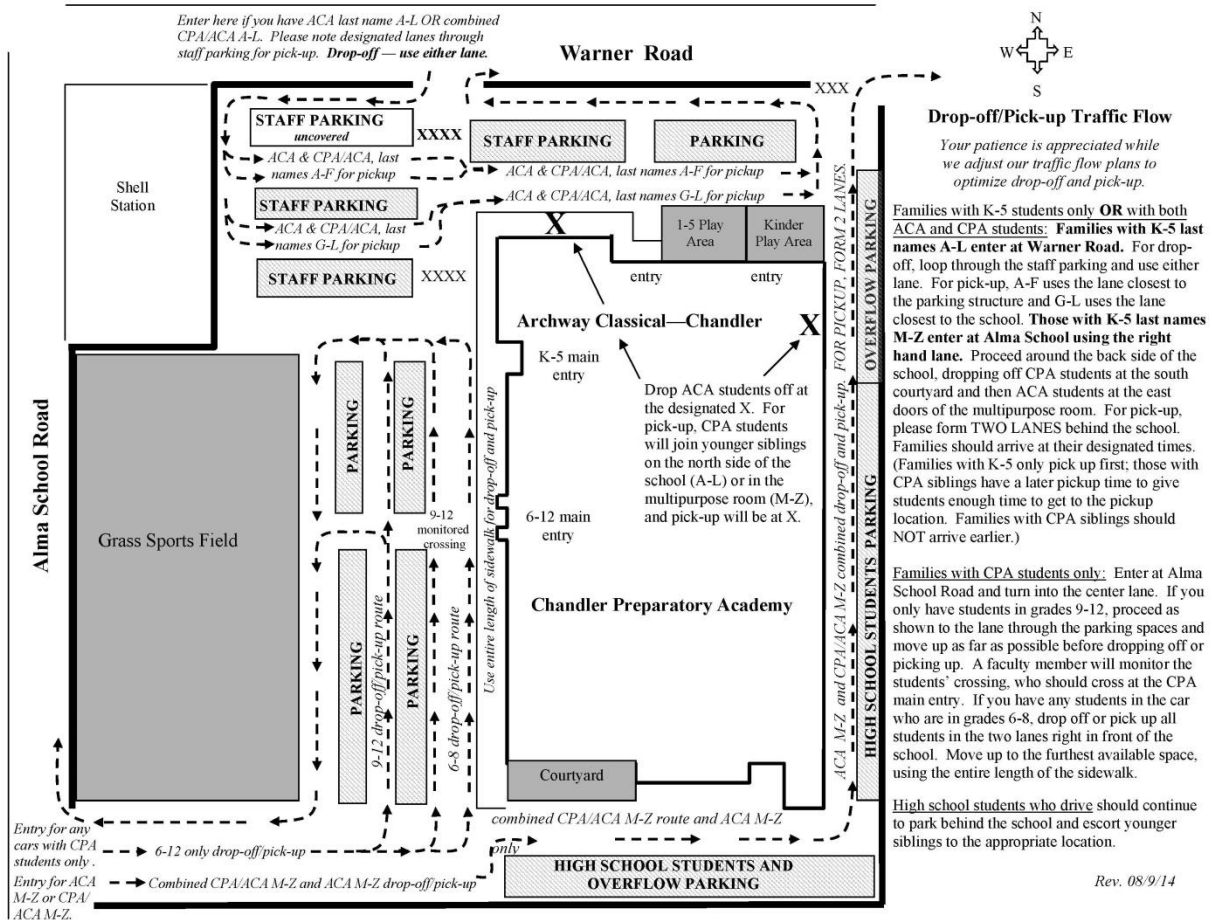
If you only have students in grades 6-12, enter on the southwest corner of the campus just south of the sports field (from Alma School Road). Turn left in front of the school and let your students off at the designated drop off plaza. To leave the campus, turn left at the 6-12 main entry and loop back to the southwest school entrance (onto Alma School Road).

For those families with students in both K-5 and 6-12, enter at the southwest corner (from Alma School), drop off those students in 6-12, then proceed past the K-15 main entry, turn right, and drop off younger children on the north side of the school. Exit the campus on the northeast corner (to Warner).

High school student drivers should enter at the southwest corner (Alma School entrance) and proceed to the parking areas on the south and around the east (back) of the school. High school students may NOT park in the parking lots in front of the school or at the north end. After the first week of classes, student drivers must display a parking permit. The school reserves the right to place a wheel lock on any student vehicle that is driven recklessly, that is parked in an area other than the student parking area, or that lacks a parking permit. Permit applications are available on our website and at the front office.

High school students who drive younger siblings to school must escort them to the appropriate entrance (the south Courtyard for 6-12 or the north drop-off zone for K-5).

Families with students in K-5 only should enter at one of the two north entrances (from Warner Road), turn right and proceed toward the Shell station on the outer edge of the parking lot. Loop around the northwest parking area to reach the K-5 drop off areas. Grades 1-5 are dropped off first, then Kindergarteners are dropped off right in front of the Kindergarten playground. Exit the school parking lot at the northeast corner (onto Warner).



SUPPORT YOUR ACADEMY THROUGH OUR ANNUAL CAMPAIGNS!

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

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

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

COMMUNITY INVESTMENT CAMPAIGN

The Community Investment Campaign directly supports our operating budget



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



Helps us support our excellent and dedicated faculty



Keeps our class sizes smaller for more individualized attention



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

TAX CREDIT DRIVE

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



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



Claim the full credit on your state income tax return



Married couples filing jointly may contribute up to \$400

Individuals may contribute up to \$200

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

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

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

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

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

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

*SIGNATURE PAGE

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

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

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

Parent/Guardian signature

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

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

Parent Name:_____Signature:_____Date:_____

Parent Name:_____Signature:_____Date:_____

Student Name:_____Signature:_____Date:_____

Student Name:_____Signature:_____Date:_____

Student Name:_____Signature:_____Date:_____

Student Name:_____Signature:_____Date:_____

(if more than one Academy student in family)

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