

FAMILY HANDBOOK



Signature Page

Family Handbook, Family Directory, and Media Release

Thank you for taking the time to read the Archway Classical 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.

We have read, understand, and agree to abide by the guidelines and procedures outlined in the Archway Classical Academy *Family Handbook*.

Parent Name: _____

Date: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

Archway Classical Academy (ACC) Family Directory (check one below)

I do **NOT** want my family's address and phone number published in the *ACC Family Directory*. This directory facilitates academic and social life and is not to be used for any other sort of communication.

I do **NOT** want my family e-mail address to be used by coaches, teachers, or the Parent Organization. If you check here, teachers will not be allowed to send you weekly updates.

Media Release (check one below)

By signing above, you understand that you are giving permission for your child to appear in photos and/or video that may appear in media receptacles covering ACC and Great Hearts Academies. You also give permission to ACC and Great Hearts Academies to use, at no cost, photos or video of your child for official websites, promotional materials, and collateral.

Please check here if you wish to opt out of this media release, thereby **NOT** allowing your child's picture to appear on teacher blogs, the school's website or any Great Hearts promotional material,

Family Handbook: Table of Contents

Letter to Families	6
Our Mission	7
Our Charter, Accreditation, and Affiliations	7
Archway Classical Schools' Philosophy	8
Parent Involvement	12
<i>Volunteers</i>	<i>13</i>
Volunteer Confidentiality Policy	14
Archway Classical Schools Volunteer and Parent Confidentiality and Conflict of Interest Agreement	15
Material Support of the Academy	16
Fingerprinting	16
Tolerance and Pluralistic Sensitivity	16
Registration, Records, and Medication Policies	17
<i>Registration</i>	<i>17</i>
<i>Prescription and Over-the-Counter Medication Policy</i>	<i>17</i>
FERPA Notification	18
Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)	20
Parents' Right to Know Notice	22
Arizona Early Intervention Program's (AzEIP) – Child Find	22
Individuals with Disabilities Education Act (IDEA)	23
Academic Expectations, Evaluation, and Student Promotion	24
<i>Academic Expectations</i>	<i>24</i>
<i>Study Materials</i>	<i>24</i>
<i>Homework</i>	<i>25</i>
<i>Evaluation</i>	<i>26</i>
STUDENT SEMESTER EVALUATION	27
<i>Promotion</i>	<i>29</i>
<i>Project Week</i>	<i>29</i>
Family-Teacher Academic Partnerships	30
<i>Communication Roles</i>	<i>29</i>

<i>Deficiency Notices</i>	30
<i>Student-Teacher Relationships: On-campus and Off-campus</i>	31
<i>Parent and Student Grievance Procedure</i>	32
Basic School Information	33
<i>Office and Student Hours; Campus Access</i>	33
<i>Administrative Responsibilities</i>	33
<i>Crisis Management Plan</i>	35
<i>Official School Calendar and Website</i>	35
<i>Special Education</i>	35
<i>Backpacks</i>	35
<i>Food and Drink on Campus</i>	35
<i>Lost and Found</i>	36
<i>Traffic Flow for Drop-off and Pick-up</i>	36
Transportation	37
<i>Campus Leave and Visitor Policies</i>	37
<i>Student Trips Away from Campus</i>	37
<i>Fees</i>	38
Attendance	38
<i>Absences</i>	39
<i>Illness</i>	39
<i>Tardiness</i>	39
<i>Family Vacations</i>	40
Behavior Code and Discipline	40
<i>Recovery Time</i>	41
Electronic Devices, and other Prohibited Items	41
<i>Cell Phones</i>	41
<i>Photography and Public Internet Postings</i>	42
<i>Policy on Bullying</i>	42
<i>Anonymous Reports of Suspicious Activity</i>	43

Suspension/Expulsion Procedure	43
<i>Suspension</i>	43
<i>Suspension over 10 School Days and Expulsion</i>	44
Academy Honor Code	45
Code of Conduct	46
Uniform and Dress Code	47
<i>Student Uniforms (Required):</i>	47
<i>Student Uniforms (Optional):</i>	48
<i>Additional Guidelines</i>	49
Non-uniform Dress Code for Special Events	50
<i>Athletic Practice and Outdoor Field Day Dress Code</i>	50
<i>Semi-formal Events Dress Code</i>	50
Student Social Life	51
<i>Guidelines for all ACA Social Activities</i>	51
<i>Community Service</i>	52
Supporting Archway Classical Academy	53
Faculty and Staff Contact Information	54

Additional copies of this Handbook may be purchased through the school office for \$2.50.

Letter to Families

Dear Families,

Welcome to Archway Classical Academy!

As a family, please take the time to read through our entire handbook. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Archway Classical Academy (ACA) family as we share common values and expectations of one another. When you have finished reading the handbook, both parents and the student(s) should complete and detach the mandatory signature page. *Please return these pages to the Teleos front office.*

The center of our school is the classroom and the mentoring relationship 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 ACA activity outside of the classroom each year. For a parent, this might mean joining the Volunteer Corps or volunteering at the reception desk or in a classroom; 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, beauty, and goodness -for those students, parents, and teachers who will follow us.

Warmest regards,

Wade Chapman, School Director
Brian Taylor, Executive Director

Our Mission

The mission of Archway Classical Academy (ACA) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

The ACA graduate has a foundation for further studies 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 further studies at a Great Hearts Preparatory Academy (GHPA). As a graduate of a GHPA the student is prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, The GHPA graduate is ready to live the lifetime of learning that is possible for a human being.

ACA will fulfill its mission by the following means:

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

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

Our Charter, Accreditation, and Affiliations

ACA is certified by the State Board for Charter Schools and is affiliated with Ridgeview Classical School in Fort Collins, CO. ACA is accredited by AdvanceEd.

Archway Classical Academy is a subsidiary corporation of Great Hearts Academies, a non-profit charter management organization. Great Hearts Academies supports its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, and the development of funding and facility opportunities. In addition to Teleos, in 2014-15 Great Hearts will operate 18 schools in Chandler, Mesa, Scottsdale, Phoenix, North Phoenix, Maryvale, Glendale, Anthem, and Litchfield Park.

Archway Classical Schools' Philosophy **"A Classical Education for Modern Times"**

This article was adapted from an article by T.O. Moore found in the handbook published by Ridgeview Classical Schools

Doctrina sed vim promovet insitam, rectique cultus pectora roborant.*

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

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

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

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

Knowledge and Core Knowledge

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

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

Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. To this end, Archway Classical Academy has adopted the Core Knowledge Sequence for the K-8 curriculum. Core Knowledge is based upon E. D. Hirsch's idea of "cultural literacy." For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James' Bible, fables of Aesop, Euclid's geometry, and the documents of the American Founding. Few men in our history have been able to express so forcefully and with such economy the principles of freedom and human dignity:

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

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

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

By teaching the Core Knowledge Sequence, Archway Classical Academy has resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. The students of ACA study the traditional liberal arts—language and literature, math, history and government, the sciences, music and art—in a coherent and orderly program. The curriculum runs from the rudiments of basic literacy and math skills to the higher orders of thought and expression. All students are required to complete this classical curriculum. Admittedly, different children have different talents. Some students “catch on” more quickly than others. We shall always seek to challenge every student all the time. Yet ACA regards any system of tracking that relegates certain students to an inferior curriculum as nefarious. Not all students will learn at the same speed, but all will complete the course.

Upholding Standards

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

“. . . I come to bury Caesar, not to praise him.” Shakespeare “These are the times that try men’s souls.”
Paine

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

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

Moral Virtue

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

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

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

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

Archway Classical Academies expect no less of their students.

Civics and Citizenship

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

We shall exalt the inalienable rights of life, liberty, and the pursuit of happiness as guaranteed by and realized through the American frame of government. We shall ensure that our students enter the world as citizens fully cognizant of their rights and responsibilities. Such knowledge can only be gained by a thorough study of American history and government. If at times our political instruction verges on the patriotic, we must remember that James Madison, the father of the Constitution, considered a “reverence for the laws” a prejudice which even the most enlightened nations cannot afford to be without.

Parent Involvement

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

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

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

Volunteers

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

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

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

Volunteer Confidentiality Policy

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

Archway's volunteer policy has been adapted from Ridgeview Classical School's handbook.

Archway Classical Academy

Archway Classical Schools Volunteer and Parent Confidentiality and Conflict of Interest Agreement

(also available on our website)

The success of our volunteer program depends very much on our ability to keep confidences and remain impartial. Maintaining confidences and avoiding conflicts of interest are required of all who volunteer at Archway Classical Academy.

In doing so, we accomplish these two purposes:

- fairness to all students, faculty, staff, volunteers, and visitors
- protection of Archway's reputation, which in turn impacts the future of our school

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

- not discussing the names or any other information regarding students, teachers, staff, or other volunteers with anyone other than the volunteer's specific supervisor
- not participating in any discussions about suspected wrong doing by students, teachers, staff, or other volunteers
- participating in discussions regarding confidential information only in settings where such confidences can be maintained and not jeopardized (1 to 1 with volunteer supervisor or in writing to the administration)
- exercising judgment in situations where public statements of personal opinion may be detrimental to the reputation of Archway Classical Academy
- maintaining the confidential status of information obtained as "confidential forever"
- 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.

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.

Printed Name, Signature, Date

Volunteer Coordinator or Teacher Signature, Date

Material Support of the Academy: Time, Treasure, and Talent

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

Volunteerism is thus strongly encouraged. Without this practical proof of your belief in the value and quality of the Academy, we could not exist. ACA humbly asks for each parent's time, talent, or treasure. Each parent must consider making all of the following a part of their tenure at ACA: 1) volunteering regularly to assist in the office and/or on campus and/or through membership in the *Parent Organization*, 2) supporting the Academy's material structure through donation of a unique talent or service, and 3) financial assistance to the Academy via book donations, participation in the \$200/\$400 extra-curricular tax credit program, and regular contributions to the Community Investment Annual Giving Campaign. ACA is a non-profit, 501(c)3 corporation; as such, your gifts to the Academy may be tax-deductible. **Since only 80% of ACA's budget income actually comes from the state, your donations are absolutely vital to the health of the school. These donations directly address the reality (the bottom line) that ACA is not just a public school, but a unique institution that asks for so much more from everyone involved.**

The *ACA Parent Organization (PO)* helps in the planning and management of school community events. The *PO* supports all other aspects of the community through periodic events, through fundraisers that support student-teacher activities, and through many acts of kindness and school spirit.

Fingerprinting

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

Tolerance and Pluralistic Sensitivity

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

Registration, Records, and Medication Policies

Registration

In order to complete the registration process, parents must have their child's records transferred from the child's previous school to ACA. This documentation should include the child's immunization history and a copy of his/her birth certificate, as well as his/her complete academic and disciplinary records, including any special needs or information. A request form may be obtained at the school office. Official transcripts should be sent to ACA directly by the previously attended school or, if hand delivered, the transcripts should arrive sealed with a signature across the back of the envelope. If your child was home-schooled, a signed description of the curriculum and course content mastered must also be provided.

Parents have the right of access to the records of their children. The school reserves the right to have a 24-hour waiting period in order to maintain the smooth flow of school business, and to charge a reasonable fee for the cost of copying records. Non-custodial parents also have the right of access to records, unless the school has received a court document to the contrary. Please review the FERPA notification which follows for more information regarding access to and disclosure of student information.

Prescription and Over-the-Counter Medication Policy

Parents must fill out an Emergency Information Card that will remain on file in the front office and in the health assistant's 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 any OTC drugs (cold remedies, etc.) while at school the parent must bring the prescription/OTC medication to the health office and complete an additional permission form with signed instructions for administration. These forms are available online for easy downloading and printing on our website. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or non-prescription (OTC) drug shall be documented in the school's database by the administering office staff. The school does not provide any medications; therefore, your student will need to provide their own if needed. This includes cough drops, ibuprofen, antacids and acetaminophen.

Students are not permitted to keep prescription or OTC medications on their person or in their backpacks on campus (all drugs, including cough drops, are kept locked in the health office). The Headmaster must be notified immediately of students suspected of breaching these regulations. Violation of these policies place the student and others at great risk of personal harm, and as such, will result in disciplinary action.

FERPA Notification REQUIRED ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS REGARDING STUDENT RECORDS

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

YOUR RIGHT AS A PARENT OR ELIGIBLE STUDENT

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

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

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

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

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

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

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.

Archway Classical 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. Archway Classical Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Archway Classical Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Archway Classical 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 will be provided the opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office

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

Parents' Right to Know Notice

In accordance with the U.S. Elementary and Secondary Education Act Section 1111(h)(6) Parents Right to Know, please let this serve as your notification that every parent of a student in a Title I school has the right to request information regarding the professional qualifications of his child's classroom teacher. This information includes, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
5. If at any time your child has been taught for four or more consecutive weeks by a teacher not highly qualified, the school will notify you. If you have questions, contact your school principal.
Teacher resumes available upon request.

Arizona Early Intervention Program's (AzEIP) – Child Find

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

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

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

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

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

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

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

Individuals with Disabilities Education Act (IDEA)

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

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

For additional information or to file a complaint, you may:

Call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Or you may contact:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington, D.C.
20202-5901 Arizona Department of
Education Exceptional Student Services
1535 W. Jefferson, BIN 24
Phoenix, AZ 85007

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

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

Academic Expectations, Evaluation, and Student Promotion

Academic Expectations

Though the curriculum is rigorous and expectations of students high, we are not an exclusive school. Our mission is to provide an environment that allows every student who wants to learn the opportunity to achieve academically. A student's desire to learn, in short, his or her curiosity, is the key to success and fulfillment at ACA. While the school understands that some students are more talented than other students in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies him or herself diligently on a daily basis will succeed at ACA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her six years at the Academy and will finally be demonstrated in his or her character as a typical Great Hearts Academies senior and graduate, a truly impressive young man or woman.

As a key philosophical assumption, ACA holds 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* capacity, and certainly not with equality of academic results. Just as individuals differ in their physical gifts and characteristics, we all have different gifts and challenges in the subjects of learning. ACA is committed to helping each student achieve as much as he or she can. True excellence across the curriculum is a rare and worthy achievement, to be admired by all, but not to be unreasonably expected of all.

At Archway Classical Academy we believe that every student deserves to have access to the "rich cream" of the curriculum, not just the "gifted and talented" children. Therefore, our teachers teach the class as if all of the students are "gifted and talented". Not every cup will be filled to the same capacity, but they all should receive the best in terms of critical thinking and extended learning.

Study Materials

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

Textbooks: 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 \$100.00 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 of \$25-\$35. (Students may also be charged a return fee by the reception desk to return assigned textbooks found by staff on the campus.)* **Deposit is due when you submit your completed registration packet to the school.**

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

Textbook Consumables: We are working on finalizing the student workbooks for Singapore Math (We have referred to these as "Singapore Bundles".) While we ask that parents consider contributing to offset the cost of these consumable workbooks that have to be purchased each year, a full set of the workbooks will be provided to all

students on the first day of school. If you would like to contribute to offset this cost to the Academy, the payment portal will be available in June.

Alternate vendors: Families may purchase books and other school supplies from whichever vendor they choose. We have partnered with Edukit and Barnes and Noble as a convenience for our families, but families are free to shop for bargains elsewhere! 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, comprehension monitoring, 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.

As a general guideline, however, students should be prepared for forty minutes to one 1/2 hours of homework a night depending on the grade level. Kindergartners and first graders can expect to do thirty to forty minutes of homework each night and fifth graders can expect to do one to one and a half hours of homework each night. Homework will be assigned on the weekends. Teachers work carefully in measuring out a proper amount of work for their class and will coordinate with other teachers of a section of students in scheduling their major tests and projects. Thus, students will not have two major exams and/or projects/essays due on the same day. It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school and seeks his or her assignments, he or she should contact the teacher for that information, *not* the school office. It is wise to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

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 makeup the exam on the day of his/her return. Likewise, absences during the preparation time of a major assignment may not extend the due date. Please see the faculty 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 Mondays following. It may be the case that a long-term or multi-day project is given well before and due a few days after an "R and R" weekend; students will need to stick to a disciplined work schedule so as to enjoy the well-deserved time off.

Evaluation

At the end of each quarter, each student's academic progress will be thoroughly evaluated, and a report will be emailed home. Twice a year, a longer narrative semester evaluation for each course will be emailed home. A minimum of two conferences will be held each year. Students do not attend these conferences. 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 semester evaluation narrative is much more meaningful than the assignment of a single letter grade or a percentage (please see the following pages for an example of this form). End-of-semester transcripts will include a letter grade and statement of the specific content and skills covered for each subject for transfer to another school. Students will also be assessed according to state requirements using standardized achievement tests such as the AIMS, and Stanford 10. Testing for students takes place in the spring.

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

Students found to be in need of academic support, as evidenced by a deficiency notice, will be referred to the Academic Support Program. This is a free tutoring service offered twice a week after school with tutors from Chandler Preparatory Academy and teacher oversight.

Archway Classical Academy

A Great Hearts Academy

1401 East Jefferson Street | Phoenix, AZ 85034

STUDENT SEMESTER EVALUATION

Name:

Grade:

Primary Teacher:

Semester:

NOTE: This evaluation is written for parents, not students. Therefore we recommend that the student not read it. However, parents should judiciously communicate the evaluation to their child.

Depth of Inquiry and Sense of Wonder:

Basic Understanding of Subject Matter:

Language Arts:

History/Geography:

Mathematics:

Science:

Participation, Attitude, Behavior:

Work Habits/Study Skills:

Special Courses:

Music:

Art:

Language:

Physical Education:

Grades	Lang Arts	History/Geo	Math	Science	Music	Art	Language	PE/Health
1 st Quarter								
2 nd Quarter								
1 st Semester								
3 rd Quarter								
4 th Quarter								
2 nd Semester								

Determinations of Grade Promotion and Retention

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

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

- Age, social maturity, and academic and task independence of the student relative to grade level peers
- Level of effort across the curriculum in all academic exercises
- Performance in Language Arts and Mathematics which support success in all academic disciplines
- Performance on standardized tests and recognized assessments (AIMS, Stanford 10, BRI)
- Quality, quantity and completion of assignments across the curriculum including in-class assignments, homework and projects
- Reading achievement and the ability of the student to access the rich and rigorous literature
- Student engagement and participation in a variety of subjects, lessons and assignments
- Behavior as it impacts the student's ability to access the curriculum
- Attendance (please refer to the Archway Attendance Policy)

The determination of retention and promotion is made by the classroom teacher. If requested, this decision may be reviewed by the School Director.

Project Week

Project week typically takes place in the week just before the start of the second semester, the same week in which the parents and teachers meet for evaluation conferences. Students will be given directions for a research project before they leave for winter break. The project assignments vary from grade to grade. Students are to work on their projects only during project week since winter break is for rest and family time. Each student will be given a work schedule to use over the course of the four days. Students can expect to invest 5 to 10 hours on their projects, which are due on the first day they return for the second semester. Projects usually involve some form of library/internet research and/or hands-on problem-solving, and/or preparation of an oral presentation. Overall, project week proves to be a fascinating time for the students since it allows them to explore a topic (often of their choosing) in greater depth, using resources that are not readily available to them in the classroom. We want students to learn how to study a topic in-depth on their own, to exhibit an intrinsic love of learning, and participate in true intellectual "leisure." They will share their findings with the rest of the community of learners upon their return from project week.

Although it is tempting to want to help the student to create a project that can be attractive and refined, we really want the project to reflect the student's own work. Teachers can tell when the parent has done much of the work and it makes it very difficult to assess the student's performance. Our teachers are highly qualified to assess student work and will not compare your child's work to the work obviously completed by an adult. You should feel relieved to know that we expect these projects to look like students did them.

Family-Teacher Academic Partnerships

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

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 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 when their student is struggling considerably with the material or is not performing as expected. See **Deficiency Notices** below.

Parent: The primary means by which parents can assist their children are:

1. Encouraging their children in their development in Academy goals, namely the growth of character and wisdom.
2. Providing a distraction-free study environment.

Deficiency Notices

When a student falls into the D or F range for a course, a *Deficiency Notice* will be mailed home by the teacher. It is the responsibility of the parents to sign and return a copy of the Deficiency Notice to the reception desk or to the teacher as soon as possible. Teachers at ACA will often, but not in all cases, follow-up a mailed Deficiency Notice with a phone call.

We encourage parents 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 child's teacher by phone, or to make an appointment for a conference, please call the school office and leave a message on the individual teacher's voice-mail box with your name, your child's name, your phone number, and times during which you will be available. Teachers can also be reached via e-mail. The teacher will return communication within 24 hours. Please see the Directory at the back of this handbook for faculty contact information. **It is never appropriate to stop by the classroom before school starts to meet with the teacher, unless an appointment has been made. In the morning, teachers are monitoring students and should not be disrupted. Our teachers' lunch time and prep time is also valuable and should be protected. If you would like to meet during the school day, please make an appointment. Students or parents should not enter the classroom before 7:40 or attempt to speak with the teacher at the end of the day while the teacher is dismissing students.**

While on campus, parents should always conduct themselves in a civil manner. Screaming and vulgarity will not be permitted on campus, including in the parking lot. Parents should never approach a teacher in a negative manner while other students are around. If you find yourself extremely upset, please stop by and see the Headmaster or Dean to discuss the problem. An appointment will be made with the teacher to resolve the problem quickly.

Student-Teacher Relationships: On-campus and Off-campus

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

Many of our teachers and staff live in the same neighborhoods as our students; hence, it is important to note *the same professional rules governing on-campus relationships apply to off-campus relationships or chance meetings between students and faculty.*

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

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

ACA Parent and Student Grievance Procedure

Process	Guidance Notes
<p>1. Introduction</p> <p>It is the Academy's policy to ensure that students or parents with a grievance relating to the Academy, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.</p>	<p>The grievance procedure is clearly outlined and distributed to all families and staff in the <i>Family Handbook</i>.</p>
<p>2. Initial discussions</p> <p>If you or your child has a grievance you should discuss it informally with the teacher, administrator, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.</p>	<p>Informal discussions should resolve the vast majority of grievances.</p> <p><i>NOTE: Grievances or information involving an ongoing or imminent threat to a student's well-being should skip this stage and be immediately directed to the Headmaster.</i></p>
<p>3. Stage 1</p> <p>If you feel that the matter has not been resolved through informal discussions, you should put your grievance in writing to the appropriate teacher, administrator, coach, or staff member (again, the one directly involved). The school employee must offer a response within 5 working days in an endeavor to resolve the matter.</p>	<p>The first stage should allow the family and Academy employee to resolve the grievance without the involvement of the Headmaster or Board of Directors. The aim should be to resolve the grievance at the lowest relevant level.</p>
<p>4. Stage 2</p> <p>If the matter is not satisfactorily resolved, you may raise the matter, in writing, with the Headmaster, who must give a response within five working days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This meeting will be led by the Headmaster.</p>	<p>The Headmaster is the acting supervisor over all school employees.</p>
<p>5. Stage 3</p> <p>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 Board of Directors. You are entitled to have a meeting with the grievance committee established annually by the Board of Directors and comprised of directors. This committee will formally respond by setting a meeting or taking another course of action within 30 days. If the Board as a whole is convened to address the grievance, all applicable public open meeting laws will be followed, including prior notice and the right of the employee to request an open meeting or an executive session for the hearing. The Board's decision is final.</p>	<p>If the Board understands that stages 1 and 2 have not been completed, these may be a requirement prior to further action or hearing from the Board.</p> <p>A response by the committee may include a dismissal of the grievance, a formal reprimand of the school employee, or Headmaster, and/or a directive for staff to develop an additional policy recommendation for Board consideration.</p>

Basic School Information

Office and Student Hours; Campus Access

The school office is open from 7:30-4:00 every day that school is in session and will be closed during the month of July. The school phone number is (602) 275-5455. Messages may be left on voice mail any time the phone is busy or we are out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via e-mail (please see the Directory or our website). The school's FAX number is (602) 275-5954.

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

School starts daily at 7:45 depending on staggered pick up times. For safety reasons, students should not arrive on campus earlier than 7:15 nor stay later than 4:00 (even on the playground) unless they are attending an organized, adult-supervised program associated with the school. Students are allowed into the classroom at 7:45 if the teacher is present. Before then, they can play on the playground or in the multi-purpose room under supervision. Since there is no supervision prior to 7:15, we ask parents to stay with their children until the supervisor arrives. Students should be in their classrooms by 7:40 ready to begin their studies at 7:45. Students who are not picked up by 4:00 will be taken to the after school program which will charge a fee. Students who are not picked up on time more than 5 times in a semester will automatically be enrolled in the after-school program and charged the full monthly fee for the program. Please note that, outside of scheduled school activities, members of the ACA community should not access the campus after hours or on weekends.

Administrative Responsibilities

The Executive Director for the school is Brian Taylor. He works with the ACA Board of Directors under the authority of Great Hearts Academies, and is responsible for setting the vision for the school and community outreach.

The **School Director** for the school is Wade Chapman. He works with the ACA Board of Directors under the authority of Great Hearts Academies, and is responsible for overseeing the day-to-day operations of the school. He directly oversees the implementation of the Academy's curriculum and has sole authority to manage all teachers and staff at the Academy.

The **Dean of Students** is Christina Lucas. Ms. Lucas oversees school-wide discipline, the scheduling of teacher and aide duties, and the implementation of Singapore Math.

The **After school athletics coordinator** is Mr. Thomas Taylor for all grades. He oversees all coaches and athletic activities, as well as P.E. at the school. All questions about sports, especially those pertinent to practice/game schedules and locations should be directed to Thomas Taylor.

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

The **Exceptional Student Services Coordinator** is Christie Hegebush. She oversees all students with an IEP or a 504 plan. She is also responsible for screening incoming students for special needs and testing when necessary.

Some faculty will also serve as **Lead Teachers** and work closely with the Headmaster with curricular, teacher-mentoring, and administrative tasks. The lead teachers oversee grades K-1, 2-3, and 4-5 respectively. The Headmaster, then, functions as the head of the Lead Teachers. The Lead Teacher for K-1 is Mrs. Isabel Williams. The Lead Teacher for 2-3 is Christina Lucas and the Lead Teacher for 4-5 is Mr. Roy Newton.

Questions or concerns about curriculum should be directed to the School Director, Mr. Wade Chapman. Questions or concerns about student conduct or discipline should be directed to Ms. Christina Lucas. General questions regarding the school may be directed to Mr. Chapman, Ms. Lucas, or Mr. Taylor. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate employee.

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

The Great Hearts Lead Office Staff, led by Dr. Dan Scoggin, the CEO of Great Hearts Academies, work with the Headmasters and Boards of Directors, and offer essential support to the network schools. This staff includes:

Dr. Robert Jackson, Chief Academic Officer
Ms. Helen Hayes, Vice President of Academies
Mr. Andrew Ellison, Vice President of Academies
Mr. Erik Twist, Vice President of Academies
Ms. Kiann Mapes, Chief Talent Officer
Ms. Maria Baier, Chief Development Officer
Mr. Ward Huseth, Chief Financial Officer
Ms. Marilyn Papke, Vice President of Operations
Ms. Tealai Gonella, Director, Special Education Services
Ms. Jenny Oby, Director, Co-Curricular Programs

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

Crisis Management Plan

ACA has an established Crisis Management Plan that will be available for review at the reception desk at the beginning of school. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fires. ACA faculty and staff are trained on the plan during the annual orientation prior to the start of the school year.

Official School Calendar and Website

The official school calendar for each academic year is posted on the school website www.teleosprep.org and distributed to each family the summer 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 on a weekly basis. 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, yearend ceremonies, etc. 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.

Special Education

As a public charter school, ACA will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students will also be screened by teachers within the first 45 days of their attendance at ACA for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Academies Director of Special Education Services. If requested by the parent or teacher, a student may be evaluated for possible Special Education placement. Parental approval is required prior to an evaluation. Please contact Christie Hegebush, Special Education Services Coordinator for more information. ACA is also required under the "Child Find" law to offer possible referrals and/or evaluations for children not enrolled in the school. Contact the front office for details.

Backpacks

Students may bring backpacks, gym bags, and purses to and from school. These items must be stored on the designated shelving units in the classroom during the school day. Due to small storage spaces, rolling backpacks are not permitted without a doctor's note. Backpacks and gym bags should be free of messages that are offensive or inappropriate to the academy environment. Backpacks and lunchboxes should also be free of icons of popular culture.

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.

Food and Drink on Campus

ACA does not prepare food or provide lunches to students, although the Parent Volunteer Corps provides a regular hot-lunch offering with a monthly pre-order. Forms are available at the front office. Students may also bring a sack lunch to school each day.

There are several water fountains available on the campus. During very hot weather, students are encouraged to bring clear plastic water bottles to school 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 or drink from the same bottles.

Students are permitted to bring food/snacks into classrooms to be consumed during the designated snack time. Students are permitted to bring their water bottles, filled only with clear water, into classrooms at all times.

Lost and Found

ACA maintains a lost and found box at the front of the school near the reception desk. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that any items of value be marked with the student's name. Jackets and shirts should have the family name on the inside label; calculators should have the name etched on them, and we recommend that consumable books have the student's name prominently displayed either on the front cover or on one of the four sides of the book. Lost (and found) school-issued textbooks will be released to the student upon receipt of a \$5.00 fine. All unidentified clothing, lunch boxes, etc. not claimed within one week, will be donated.

Traffic Flow for Pick-up and Drop-Off

Students may be dropped off and picked up from the entrances on 14th Street or 15 Street.

Transportation

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

Students will not be released to leave school with any adult except the parent, or by written permission of the child's parent. If another parent will be picking up your child to drive home after school, please file a permission card with the office.

ACA 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 ACA 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 Leave and Visitor Policies

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

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

Since we are a public school, strangers who come on campus without official business are considered to be trespassing. If you or your child ever notices a stranger or suspicious behavior, please contact the school office at once. 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.

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. Official signs are posted that prohibit trespassing, stating that ACA is a public school, and that visitors must come directly to the office. Former ACA students who transferred out or otherwise did not graduate are also not permitted to visit the campus before, during, or after school hours. Alumni/graduates of the school may visit the campus before or after school hours, but must still sign in at the front office. Alumni are not permitted to drop onto campus during the school day.

Students are not allowed to leave school grounds, unless accompanied by a supervising adult. Students who leave the school grounds during the school day without permission may be suspended from school for truancy, and the school will report missing students to the Phoenix Police Department.

Please plan all appointments for after school or on half-days whenever possible. The funding that the school receives from the state is dependent entirely on the number of minutes that the student has attended school on any given day. In order to provide the level of education that we want to provide we need every penny that the State will give to us. Please be respectful of this when you pull your student out of school before 3:45.

Student Trips Away from Campus

Students will have the opportunity to take field trips from time to time. Some field trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper permission slip submitted to the classroom teacher prior to leaving campus; 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 (in most circumstances a bus) and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a student to chaperone ratio of at least 10 to 1. Parents who agree to be chaperones on trips must follow the guidelines established by the trip director.

Fees

Families can expect to pay fees for various services the Academy offers beyond the classroom, such as various trip fees. 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 funded by monies from the state.

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 are returned in good condition each year. Archway Classical Academy does not want to exclude any student from participation due to financial hardship. Families should speak with Mrs. Hardin, if this is the case.

Attendance

Absences

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

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. 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 parent should contact the front office or email the teacher before noon. These requests will be honored at the end of the school day. 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 makeup 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 or suspension.**

Parents will receive a detailed attendance report at the end of each grading period.

Since regular attendance is essential to a student's success at ACA, and numerous absences are also destructive to the student's and the school's morale, ACA has a policy of assigning incompletes for semester grades to those students who miss more than 10 full days (or the equivalent thereof in partial absences) in a semester. Students will need to repeat the grade to remove the incompletes from their academic record. Only the Headmaster may make exceptions to this policy in the case of very serious illness or approved leave of an academic nature.

Illness

If your child has a fever or is otherwise ill, it is best to keep the child at home, rather than send him/her to school where others may be exposed to infection. Students who come to the health assistant's office with a fever will be sent home upon parent contact. Students must be fever-free for a minimum of 24 hours before returning to school. Each family should have an emergency card on file that specifies what medicines may be administered by the school and what action to take in the event of illness or accident. Please see the section on medication for additional information regarding prescription and OTC medications.

Tardiness

ACA recognizes that a student may be late on occasion due to transportation problems or a family emergency. Students who arrive on campus before 7:45 should go directly to the Gym; students who arrive after 7:45 must report directly to the front office for a late pass, and must wait until 8:20 to enter class. If your child is late, please provide him/her with a signed excuse or sign them in at the office on arrival.

Instructional time will not be interrupted. Every minute at our academy is precious and useful time. Students and/or parents entering the classroom after 7:45 disrupt the learning environment for both the teacher and the rest of the students. **Tardy students will not be admitted to class until 8:20.** Parents may not expect to go back to the classroom during instructional time unless they are scheduled to volunteer. Lunches can be left at the Front Office and students may come and pick them up during their lunch break.

ACA does distinguish between cases of excused tardiness (e.g., due to a doctor's appointment) and unexcused tardiness (due to a student oversleeping, transportation problems, or some other late start). In cases of excused tardiness, families should try to deliver their student near the end of an instructional period, and should either send the student in with a signed note of explanation or walk the student in to sign him/her in.

The school frowns, however, upon the accumulation of unexcused tardiness. Persistent tardiness interrupts the instruction and undermines the morale that are of benefit to all students and families. On the fourth occasion of tardiness, a report will be sent home that will need to be signed by the parents and returned. On the fifth occasion of tardiness a student will serve a 15 minute detention after school. On the sixth-ninth tardies, the student will serve two 15 minute detentions after school. A tenth tardy will result in a suspension.

Family Vacations

All family vacations should be scheduled during scheduled school breaks. Absences due to vacation will be considered unexcused absences. An unexcused absence longer than ten consecutive days will automatically result in the withdrawal of the student from the school. Unexcused absences in excess of eighteen days will be reported as truancy to the State. Teachers will not provide homework and/or class work for unexcused absences. Special considerations will be made for absences due to bereavement.

Behavior Code and Discipline

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 ACA, we believe that habits of behavior play a significant part in forming habits of mind. The teachers at ACA 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 ACA strive to make the most of their educational opportunities. No less than their parents 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 will gratefully attest, ACA 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-awareness and success.

The philosophy of ACA 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 ACA 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, ACA 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.

ACA'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 in the neighborhood of the Academy.

Recovery Time

Recovery may be used from time to time to give students an opportunity to refocus. A teacher can send a student to recovery for being disruptive to other's learning. Recovery can be spent in the hall, in another classroom, or in an administrator's office. Students are always free to return when they feel ready. Students may be assigned to the recovery room, or lose the privilege of recess or extracurricular 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.

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 below 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.

Electronic Devices, and other Prohibited Items

iPods or other portable music players, 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

The use of **cell phones** during the school day is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment.

On the other hand, parents often provide cell phones to their children in order to promote the safety of their children or to communicate regarding unanticipated changes in transportation. In light of this, the following restrictions/allowances apply:

1. A student may keep a cell phone *turned off and stored in his or her locker* during the school day. Phones may not be brought in pockets or purses into classrooms. The school is not responsible for a lost or stolen cell phone.
2. A cell phone may be used to communicate only after school (3:45), and only outdoors.
3. If a student needs to phone a parent at any time during the school day, the student must come to the front office and request use of one of the school's land lines. No cell phone use of any kind is allowed before 3:45. If parents need to contact a student during the school day, they should call the school's main telephone line and ask for a message to be delivered.
4. Any other student phone use on campus before school, during the school day, or after school will result in confiscation of the cell phone and disciplinary action. Phones will be turned in to the office and released only to parents/guardians after confiscation.

Photography and Public Internet Postings

1. The name and crest of Archway Classical Academy are the property of the school and may be used only for official school business. Any ACA student who, without written permission from the headmaster, posts the crest or logo of ACA on the internet or in any other public forum for purposes of identifying themselves or other students is subject to school disciplinary action.
2. All personal photography is banned on campus unless permission for it has been obtained, in writing, from the Headmaster. No photos taken on campus, whether authorized or not, may be posted on the internet or in any other public forum without written permission from the Headmaster. No photos of minors may be publicly displayed without the consent of the parent(s) or guardian. Any ACA student found to be in violation of these rules is subject to school disciplinary action.
3. Any public display or posting by an ACA student, on the internet or in any other public forum, of derogatory, offensive, or harassing speech directed against another student, teacher, or other member of the school community is in violation of the standards of Archway Classical Academy and is subject to school disciplinary action.

Policy on Harassment, Intimidation or Bullying of Students

Archway Classical 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. (a) Harms the student or damages the student's property, or threatens personal harm or damage to

his property; or (b) Insults, demeans or intimidates the student or a group of students in such a way as to substantially interfere with the student or students' educational or social activities at school or cause a substantial disruption of the orderly operation of the school.

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

The School Director 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 School Director. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The School Director, in consultation with the Executive Director, will determine whether an alleged act constitutes a violation of this policy. In so doing, the Directors shall conduct a prompt and thorough investigation of the alleged incident. The Directors may conclude that the alleged violation occurred or did not occur, or that the evidence is inconclusive. If the Directors conclude 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 School Director on the appropriate response to students who commit one or more acts of harassment, intimidation or bullying, the School Director 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.

Anonymous Reports of Suspicious Activity

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

Suspension/Expulsion Procedure

Suspension

The School Director or Assistant Director may suspend any student for up to 10 school days for serious cause, including, but not limited to the following: defiance of authority of ACA staff, disregard or disobedience of school rules and regulations as outlined in the ACA Family Handbook, violation of the Academy Honor Code, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco, or controlled substances, including illegal drugs, prescription drugs, and over-the-counter drugs, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, and persistent tardiness.

In cases of out-of-school suspension, the School Director shall present the student with the reasons and evidence for suspension and provide the student with an informal opportunity to respond to the charges prior to the suspension. The school officials involved shall make reasonable efforts to verify facts and statements prior to recommending a discipline. Depending on the severity of the offense and the student's past behavior, the School Director may choose to impose a lesser discipline, including before-or after-school detention, in-school suspension from regular classes, parental conference, and/or work detail. In cases of inappropriate behavior observed by the teacher, the teacher has the discretion to assign detention or initiate a parental conference, or to recommend suspension orally or in writing to the Headmaster. In cases where the teacher assigns a detention or other discipline, the student has the opportunity of appeal, first to the teacher, and then to the Headmaster, whose decision shall be final. There is no right to appeal a short-term (less than 10 days) suspension imposed by the Headmaster. There will be no corporal punishment of students at ACA, though staff may use reasonable, necessary force to restrain a violent, disruptive, or disobedient student.

The parent/legal guardian will be notified (by phone or in writing) of the behavior problem and the corrective measures taken. In the case of suspension, the parent/guardian will be notified in writing and will be required to attend a conference with the student and the school prior to re-admission. If the school is unable to contact the parent/legal guardian, the suspended student will be held in school until the end of the day. The parent/legal guardian shall be held liable for all damages caused by a student. The administration shall notify the Board of Directors in writing of all suspensions. Students are not entitled to appeal a short-term suspension.

Suspension over 10 School Days and Expulsion

The School Director may recommend to the Board of Directors, suspension for over 10 days and/or expulsion of a student for serious cause, including, but not limited to the following: defiance of authority of ACA staff, repeated disregard or disobedience of school rules and regulations as outlined in the ACA Family Handbook, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, 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, possession of firearms or other dangerous weapons, possession of controlled substances, including illegal drugs, alcohol, tobacco, prescription drugs, and over-the-counter drugs. In cases where the student has committed a crime or violation of local, state or

federal law, law enforcement authorities will be notified.

The parent/legal guardian will be notified of the intent to suspend for over 10 school days or expel the student, and a hearing shall be held, after at least five working days' notice, and must include the student, the School Director or other staff, and the parent/legal guardian. Parents will have the right to request an open meeting or an executive session of the Board of Directors for the expulsion hearing and the right to reapply for admission after one year of expulsion. If a student is being recommended for a long-term suspension or expulsion, the parent will be provided with a complete copy of the Academy's policies regarding these discipline procedures.

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

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

Academy Honor Code

The objective of the ACA Honor Code is to build trust among students and to maintain an academic community in which a code of values is shared. The ACA Honor Code is given below:

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

- When taking a test, I will not look at other students' answers, or use other materials unless given permission by the teacher.
- When taking a test, I will not provide answers or assistance to anyone else.
- When doing my homework, although I may receive help from my parents, a tutor, or other students, the words I write will be my own words, in my own handwriting, and will not be copied from someone else's work.
- When helping another student with their homework, I will not give them the answers, but will help them to better understand the assignment.
- When writing a report, I will use my own words. I will not copy words and thoughts from other sources, including the internet, without giving credit to the source.
- I will never use "study aids" such as Cliff's Notes, Spark's Notes, or other materials, nor will I watch a movie/video version of a work of literature during study of it in school. I will do the reading for myself and strive to understand it for myself.
- I will always be honest about my work and behavior with my teachers, parents, and the Headmaster.
- I believe that everyone should have an equal opportunity to learn. I will not do anything that will prevent someone else from learning.

I join the entire student body of ACA in a commitment to this Code of Honor. 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 Section for information on how violations of the Academy Honor Code are addressed by teachers and the Headmaster. 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.

Code of Conduct

Responsibility

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

Perseverance

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

Integrity

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

Honesty

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

Courage

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

Citizenship

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

Humility

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

Friendship

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

Wisdom

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

Uniform and Dress Code

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

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

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

Other than the dress code requirements for school, there are special requirements for periodic, special events throughout the year, such as the "semi-formal" dress code for concert participation and the all-school awards ceremony. Please see page 48 of the Handbook for an exact definition of how the Academy defines "semi-formal" attire.

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

Student Uniforms (Required):

1. **Polo Shirt** -Short or Long sleeve with school logo
 - a. Color: White or Burgundy or white
 - b. Fit: Shirt must always remain tucked in
 - c. Vendor: Teleos for all logo shirts. White shirts may be purchased elsewhere.

2. **Pants** -Girls and Boys

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

3. **Plaid Jumper and/or Skort** -K-2 Girls

- a. Color: Khaki
- b. Length: The skirt hem may be no higher than just above the knee, both in front and in back. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface, and may be longer if desired. Skirts must be worn at the waist.
- c. Dark spandex tight-fitting shorts must be worn under the jumper
- d. Vendor: Teleos

4. **Skort and/or Skirt** -3-5 Grade Girls

- a. Color: Khaki
- b. Length: The skirt hem may be no higher than just above the knee, both in front and in back. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface, and may be longer if desired. Skirts must be worn at the waist.
- c. Dark spandex tight-fitting shorts must be worn under the skirt
- d. Vendor: Teleos

5. **Shoes**

- a. Color: The shoes should be predominately Black or White.
- b. Style: Athletic (tennis, Keds) shoes

6. **Socks**

- a. Color: White
- b. Length: Ankle or knee-high
- c. Girls may also wear white or black tights

Student Uniforms (Optional):

1. **Shorts** -Girls and Boys

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

2. **Sweater**

- a. Color: Black with school logo
- b. Style: Vest, sweater, or cardigan
- c. Vendor: Teleos

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

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

Hair, Jewelry and Makeup

Girls: Hair should be neatly combed or styled. Neat small bows, barrettes, headbands, and "scrunchies" are permissible so long as they **coordinate with the uniform**. Hair should not be arranged or colored so as to draw undue attention to the student. Hair must be natural looking and conservative in its color (no bleaching or unnatural streaking/highlighting, no deep/bright reds or oranges, no artificial jet-black coloring, and no unnatural colors).

Boys: Hair should be neatly combed or styled. Hair must be well-off the top of the shirt collar. Hair should not fall below the eyebrows or past the mid-point of the ear. Hair cannot be tucked behind the ears. No shaved heads, Mohawks, rat's tails, pony tails, or braids. Hair must be natural looking and conservative in its color (no bleaching or unnatural streaking/highlighting, no deep/bright reds or oranges, no artificial jet-black coloring, and no unnatural colors).

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

Makeup: Students may not wear makeup of any kind.

Additional Guidelines

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

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

Non-uniform Dress Code for Special Events

Athletic Practice and Outdoor Field Day Dress Code

Just as Archway 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.

Shorts should be modest, in good repair (no holes, torn sleeves, etc.) Shorts 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.

Attire should be free of logos and messages, with the following exceptions: sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Abercrombie) are acceptable, provided they do not make inappropriate allusions (as do some skateboarding/ snowboarding brands). 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.

Concert dress is, for boys and girls, white and black. Boys wear white collared dress shirts with black slacks and black dress shoes. Girls wear a white blouse with a black skirt or black dress slacks and black dress shoes (open-toed shoes and reasonable heels are permitted).

The **semi-formal dress code for young men** is: dress slacks (no jeans or patched pocket pants), a collared dress shirt, dark socks, dress shoes (no sneakers or sandals) No dyed hair or hats. Hair should be trimmed appropriately.

The **semi-formal dress code for young women** is as follows: modest-length skirts or dresses (no shorter than the uniform skirt), or appropriately fitting dress slacks; bare midriffs are not acceptable. Modestly-cut sleeveless tops/dresses are allowed; ladies may not wear strapless, spaghetti-strap, or tank tops. Girls should wear dress shoes. No flip-flops. No dyed hair.

Student Social Life

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

The Parent organization, through “room moms” and the social committee, plans a number of class parties and all-school events throughout the year.

Young men and women

Although ACA does sponsor social events, these events should not be viewed as the promotion of romantic relationships between our young men and young women. ACA 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.

Guidelines for all ACA Social Activities Students and their families **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 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.

Community Service

As established by our charter and mission, Archway will sponsor voluntary involvement in a number of off-campus community service activities throughout the year. In addition, each class will participate in a community service project each year. Parents and faculty are welcome to participate.

Extra-Curricular Activities

ACA believes that students are happier and more successful at ACA if they are involved in one or more of our extra-curricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extra-curricular participation also builds teamwork and school spirit among the community of learners. Still, we recognize that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. Nonetheless, some of our most accomplished students at our sister schools have professed that the discipline gathered from participation (in terms of time management and personal habits) has greatly helped their academic growth. There is a range of supervised activities to select from: Chess club, various music ensembles, art club, science club, yearbook, or one of our many athletic teams. We encourage the parents to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

Fees

Most such activities will require a fee for supplies, rented venues, and equipment and, for some time-intensive activities, to pay the coach/supervisor. All extra-curricular programs at ACA are required to be self-supporting through income from fees and tax credits. The primary, academic budget of the school is not able to manage such costs. **The fee for an extra-curricular activity must be paid prior to the student joining the team or activity, even for practice. The school is not able to carry balances for fees or manage payment plans by parents. The school, however, does take a credit card as a form of payment for fees.**

Families can use the \$400 Arizona extra-curricular tax credit program to give to the activity they wish to support. Information on how the tax credit works may be obtained from the Headmaster, Athletic Director, or Great Hearts Development Director. The school asks families to pay participation fees and make tax credit donations as well, since the tax credit donation program is the primary system for subsidizing the schools extra-curricular programs. Less than half of the extracurricular budget is maintained through participation fees; if the tax credit campaign were to fall short of its goal, the school would have to more than double participation fees to maintain the programs.

The Directors reserves the right to amend the handbook throughout the school year. If this is the case, changes will be posted on the school website.

Supporting Archway Classical Academy

Support Your Academy

Every family is asked to participate in our two annual fundraising campaigns: Community Investment and Tax Credit.

The **Community Investment** campaign supports our academic model in the classroom and the **Tax Credit** drive supports our extra-curricular programs. Together these two efforts are vital to the health of the school and our ability to provide a full prep school education to every student.

Community Investment and the Academic Model

What is the Community Investment campaign? The essential priorities of our educational model cost more per-student than what we receive from public funding. Therefore, we ask our families to contribute to the annual Community Investment campaign and help make up that difference.

What does it support? Family support through the Community Investment campaign allows our school leadership to run the school day-to-day, and to hold fast to our mission as we plan and grow. Your Community Investment:

- Keeps our class sizes small with two teachers in each core classroom
- Gives our teachers more time for tutoring and classroom preparation
- Helps us reward and retain our excellent and dedicated faculty
- Allows us to provide a classical preparatory education in a public school setting

Our teachers instruct fewer students than the district average, are better able to prepare for their lessons, and have more time for communication with parents. The result is that our students receive more direct instruction from excellent faculty, more meaningful assignments, timely feedback, and the opportunity for one-on-one tutoring. **These are essentials you will not find at a district school. These are the essentials that set our school apart.**

How do families participate? We ask each family to contribute per-student to help cover the gap between what we need for our academic model and what we receive from public funding. Knowing that the situation is different for every family, we encourage families to give as they are able. Many families choose to spread out their contribution by making monthly gifts over the course of the school year. Other families make a one-time gift to the Community Investment campaign. Every family's participation, at any level, is vital to supporting the priorities of our academy.

Tax Credit Drive and Extra-curricular Programs

What is the Tax Credit drive? The Arizona Public School Tax Credit is a state program that allows Arizona taxpayers to contribute to our extra-curricular programs and receive a dollar-for-dollar credit on their state taxes. Married couples can donate up to \$400 and single filers can donate up to \$200 and receive the full credit from their state tax liability.

What does it support? Tax Credit contributions support our qualified extra-curricular programs. Community support through successful Tax Credit drives ensures that we are able to provide a vibrant extra-curricular program for our students.

Who can participate? Every family can take advantage of the Arizona Public School Tax Credit and support our academy. Many families chose to contribute in November and December, but any Tax Credit contribution made in the calendar year will receive the dollar-for-dollar credit. Any Arizona taxpayer is eligible to take the credit. We ask every family to donate their Tax Credit and invite their extended network of friends and family to do the same.

Faculty and Staff Phone/E-Mail Reference

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

NAME	E-Mail Address	EXTENSION
Susana Aguilar	saguilar@teleosprep.org	
Wade Chapman	wchapman@teleosprep.org	4702
Paul De Mola	pdemola@teleosprep.org	
Max Dinet	mdinet@teleosprep.org	
Suzanne Everhart	severhart@teleosprep.org	4809
Tanisha Fanney	tfanney@teleosprep.org	4805
Sharkea Hardin	shardin@teleosprep.org	4709
Christie Hegebush	chegebush@teleosprep.org	4817
Nedehzda Khaimova	nkhaimova@teleosprep.org	
Michelle Long	mlong@teleosprep.org	
Christina Lucas	clucas@teleosprep.org	4715
Sugiyama Mamaiko	smamaiko@teleosprep.org	
Katherine McBeth	kmcbeth@teleosprep.org	4707
Alexis McKenzie	amckenzie@teleosprep.org	4804
Christina Pruitt	cpruitt@teleosprep.org	4708
Roy Newton	rnewton@teleosprep.org	4820
Heather Tarkany	htarkany@teleosprep.org	
Brian Taylor	btaylor@teleospreprep.org	4708
Thomas Taylor	ttaylor@teleosprep.org	
Sylvia Walsh	swalsh@teleosprep.org	4806
Taylor Warner	twarner@teleosprep.org	4802
Seth Whitlock	swhitlock@teleosprep.org	4813
Isabel Williams	iwilliams@teleosprep.org	

