



TELEOS
PREPARATORY ACADEMY
A Great Hearts Academy

FAMILY
HANDBOOK

Revised July 2015

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Letter to Families

Dear Families,

Welcome to Teleos Preparatory 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 as new. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Academy family as we share common values and expectations of one another. When you have finished reading the handbook, both parents and the student(s) should complete and detach the mandatory signature page. *Please return this page to the school office by the end of the first week of school.*

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

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

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

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

Warmest regards,

Christina Lucas-Sheffield
Headmaster

Our Mission

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

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

The Academy will fulfill its mission by the following means:

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

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

Academy Overview

The Academy is a state-chartered public school offering a liberal arts education rooted in the western literary and philosophic tradition, and committed to the pursuit of truth, goodness, and beauty. Our Academy embraces wisdom and virtue as the proper ends of education, and our school culture is ordered to help foster great-hearted young men and women.

Our Charter, Accreditation, and Affiliations

The Academy is certified by the State Board for Charter Schools and is fully accredited by AdvancEd.

The 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 2015-16, Great Hearts operates, in addition to the Academy, 21 other classical, liberal arts schools in the metropolitan Phoenix area.

TELEOS PREPARATORY ACADEMY'S 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.*

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

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

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

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

Knowledge and the Great Books

The classical view of education holds that human beings are thinking creatures. Unlike other living beings, humans live by their intelligence. We want to know things. Specifically, we want to know the truth. From birth, the curiosity of children is astounding. Children observe everything around them. They pick up language at an astonishing rate. And as soon as they begin to speak, they ask the question “what is it?” of everything that catches their attention. Children demonstrate what is true of all people: we are natural learners. Therefore, any plan of education should take advantage of young people's natural curiosity. Schemes that stall children in their

learning because “they are not ready for it,” or that use various gimmicks that sugar-coat learning, as though children take to their books as they do their medicine, are not only unnecessary but counterproductive and insulting to humanity.

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

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

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

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

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

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

Upholding Standards

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

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

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

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

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

Moral Virtue

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

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

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

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

The Academy expects no less of our students.

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 preparatory-level, 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. Academy 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 Academy education will offer young people in the long run. It can be difficult for both young people and adults to maintain a focus on the long-term benefits that a liberal education offers. Likewise, students, especially younger students, may not fully sense the extent of their own intellectual and moral growth over time. When students are applying themselves on a particular part of their journey, they will look to their parents 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.

We know from experience that students find the curriculum more manageable in the upper grades, even though the course work there is the most advanced. The Academy offers a core curriculum in which each of the grades builds on previous grades. All parents and students should maintain a vision of what the Academy graduate will look like at graduation. Our graduates will be confident, articulate, and prepared to live full human lives. They will have studied some of the greatest works in the history of the world; they will understand the intellectual foundations of the world in which they live; they will have been trained in advanced mathematics and science; they will appreciate art and culture as expressions of the human spirit; they will be approaching (after Latin) fluency in a modern European language; and they will possess the intellectual skills and disciplines that make a lifetime of learning possible. Of course, a liberal arts education is not one that can be completed hurriedly or with a sense only of its immediate benefit or material value. The formation of our students' characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation. The Academy does not claim to offer a definitive or exhaustive education, for as the great American philosopher and teacher Mortimer Adler once wrote, "Education stops only with the termination of life; the only fully educated human being is a dead one."

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

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

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

The Parent Service Organization (PSO) helps in the planning and management of school community events. The PSO 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 at 602-438-7045, option 7, to make arrangements to have the required fingerprinting completed.

Tolerance and Pluralistic Sensitivity

The Academy is a public, non-sectarian institution serving a variety of Arizonans. All members of the Academy 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 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.

Focus on the Western Tradition

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

Registration, Records, and Medication Policies

Registration

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

Home-school coursework for junior high grades will also be reviewed to assure appropriate preparation to enter the Academy's curriculum at the 6th, 7th, or 8th grade level.

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

Official Transcripts

To request a middle school transcript, please submit a request to your school's Office Manager.. Please make note of whether an unofficial or official transcript is needed. Unofficial transcripts are given directly to the family. However, official transcripts will be sent directly to the institution. Exceptions may be made in extenuating circumstances, but official transcripts are usually requested to be sent directly from the school. Take note to include a business-sized envelope with the complete address of the school where you want the transcript to be mailed. Families are responsible for addressing the envelopes correctly. Sufficient notice (at least one week) needs to be given to allow for adequate time to process the request.

Prescription and Over-the-Counter Medication Policy

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

If a student must take prescription or any non-prescription (OTC) drugs while at school, the parent must bring the prescription/OTC medication to the school office and complete an additional permission form with signed instructions for administration. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or OTC drug shall be documented in the school's database by the administering office staff. The school 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 lockers on campus (all drugs, including cough drops, are kept locked in the front 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”:

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

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

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

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

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

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

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

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

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

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

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of*–
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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

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

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

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

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

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 are high, we are not an exclusive school for the best and the brightest. 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 the Academy. While the school understands that some students are more talented than other students in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies him or herself diligently on a daily basis will succeed at the Academy. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her seven years at the Academy and will finally be demonstrated in his or her character as a typical Academy senior and graduate, a truly impressive young man or woman.

As a key philosophical assumption, the Academy 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. The Academy 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.

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

The Academy will offer a study-skills workshop during the academic year. This workshop has proven to be extremely helpful to new students, as well as older students who wish to improve their skills in this regard.

Course of Study

	6th	7th	8th
English	Literature & Composition	Literature & Composition	Literature & Composition
History	U.S. History	Ancient History	Medieval History
Mathematics	Pre-Algebra	Pre-Algebra/Algebra I	Algebra I
Science	The Nature of Science	Life Science	Earth Science
Foreign Language	Latin I	Latin II	Latin III
Fine Arts	Music / Art	Music / Art	Music / Art

Study Materials

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

Textbooks will be issued to each student for use during the academic year, but they remain the property of the school. A one-time book deposit of \$100 is required upon enrollment to the school, and is refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year. *If a student misplaces a book, he or she will be charged for the full replacement cost of the book, which is significantly more than the per-book deposit amount.* (Students may also be charged a return fee by the reception desk to return assigned textbooks found by staff on the campus.). **Deposit is due when you submit your completed registration packet to the school.**

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.

Alternate Vendors

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

Homework

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

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

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

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

An absence on the due date of a major assignment (essay, lab report, project, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam 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 mailed home. Twice a year, a longer narrative semester evaluation for each course will be sent home. A minimum of two conferences will be held each year. 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. Students will also be assessed according to state requirements using the state standardized achievement test, AzMERIT. Testing for all students takes place in the Spring.

Promotion

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

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

1. Student fails one course – Typically, the student will be allowed to complete a summer course of study in order to be promoted. At the Headmaster's discretion, the student may be required to repeat the entire year.
2. Student fails two courses – Typically, the student will be required to repeat the entire year. In exceptional circumstances, the Headmaster may permit a student to remediate both of the failed courses during the summer and be promoted.
3. Student fails more than two courses – The student will be required to repeat the entire year.

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, spanning over the years of instruction the core elements of the liberal arts. 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 five days. Students can expect to invest 20 to 30 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. All faculty participate in the grading and evaluation of projects. This assessment is factored into the second semester “projects” category for the course that corresponds to the project subject area. 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.

Family-Teacher Academic Partnership

As a preparatory school, the Academy believes that the student should 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 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 may 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. Stopping by the classroom or faculty office before school starts is usually not a good time to meet with the teacher, unless an appointment has been made.

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

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

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

Our teachers, staff members, and coaches will maintain a proper professional boundary between him or her and the student. They will not be overly familiar with the student or get involved in the details of the student's personal life. (If a teacher senses that a student requires counseling for a social or family issue, that issue will be referred confidentially to the administration and/or parents). The faculty/staff/coaches of the Academy will insist on maintaining appropriate physical boundaries, and will not meet in a room alone with a student with the door closed. It is also Academy policy that faculty/staff do not transport students in their personal vehicles. This is excepting, of course, when transporting 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 appropriate to offer a word regarding off-campus relationships. ***The same professional rules governing on-campus relationships apply to off-campus relationships or chance meetings between students and faculty.***

It is not appropriate for students and teachers/staff to interact as anything other than students and teacher/staff, regardless of the location, time, or day of the week. Furthermore, students should not contact or visit teachers or staff members off campus unless the teacher or staff member has spoken with the parents 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.

Academy Parent and Student Grievance Procedure

Process	Guidance Notes
<p>1. Introduction It is the Academy’s policy to ensure that students or parents with a grievance relating to the Academy, its administration, and/or other employees shall, except as otherwise set forth below, use a procedure which may resolve grievances as quickly and as fairly as possible.</p>	<p>The grievance procedure is clearly outlined and distributed to all families and staff in the <i>Family Handbook</i>.</p>
<p>2. Initial discussions 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. <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 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 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 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 a.m. every day that school is in session and will have limited hours 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 email (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 a.m. depending on staggered drop off times. For safety reasons, students should not arrive on campus earlier than 7:00 a.m. nor stay later than 4:00 p.m. (even on the playground) unless they are attending an organized, adult-supervised program associated with the school. Extra-curricular activities (sports, clubs) will normally end by 5:30 P.M., depending on the activity.

Please note that, outside of scheduled school activities, members of the Academy community should not access the campus after hours or on weekends.

The Academy has a closed campus. **Once a student is on campus, he/she may not leave, except under parental supervision or under supervision of an authorized teacher or coach.** Students may also not receive any unauthorized visitors to the campus during the school day, including before school, during lunch, and even after school. Parents, however, are permitted to take their student off campus for lunch, but will need to sign them out and back into school using the sign in/out sheets located at the Front Office.

Administrative Responsibilities

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

The **Dean of Students** is Roy Newton. He oversees school-wide discipline, the scheduling of teacher and aide duties, and the implementation of Singapore Math.

The **After-school Athletics Coordinator** is Thomas Taylor. 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, works closely with the Headmaster in communicating information to the families, and assists families with records and school business unrelated to student discipline, curriculum, or the classroom.

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

Some faculty will also serve as **Lead Teachers and Academic Support Specialists** and work closely with the Headmaster with curricular, teacher mentoring, and administrative tasks. The lead teachers oversee grades K-4 and 5-8 respectively. The Headmaster, then, functions as the head of the Lead Teachers. The Lead Teacher for K-4 is Isabel Williams. Academic Support Specialist for 5-8 is Anna Ring.

Questions or concerns about curriculum should be directed to the Lead Teacher or Headmaster. Questions or concerns about student conduct or discipline should be directed to the Dean of Students. General questions regarding the school may be directed to the Office Manager or Headmaster. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate employee.

The Great Hearts Lead Office Staff, led by Mr. Erik Twist, the CEO of Great Hearts Academies, work with the Headmasters and Boards of Directors, and offer essential support to the network schools. For more information about Great Hearts, please visit the website, www.greatheartsaz.org. Great Hearts Lead Office staff includes:

Dr. Robert Jackson, Chief Academic Officer
 Ms. Katie Cobb, Sr. Vice President of Academic Advancement
 Mr. Ward Huseh, Chief Financial Officer
 Mr. Aaron Martin, General Counsel
 Ms. Marilyn Papke, Vice President of Operations
 Ms. Tealai Gonella, Director, Special Education Services

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

Crisis Management Plan

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

Lockers and Backpacks

Each Academy student will be assigned a locker. Students should bring their own lock (only combination locks are acceptable) and register the combination with the school office. The Academy requires that students keep their locker locked throughout the day. The school is not responsible for items stored in lockers. This includes theft of books (considered to be the property of the school) and personal belongings such as lunch boxes, jackets, etc. It will be incumbent on students to ensure their lockers are locked at all times, and to conceal their lock combination numbers to avoid lock tampering. The Academy reserves the right to inspect student lockers at any time, with or without notice, and at any time with or without reason. Students are not permitted to write on or otherwise deface school lockers, inside or out. They may tape non-offensive posters or photos *inside* their lockers, but may not glue or paste stickers, and no decoration may be placed on the outside of any locker (excepting "Birthday Surprise" decorations on lockers, which must be removed at the end of the day).

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

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

Food and Drink on Campus

The Academy does not prepare food or provide lunches to students, although the Parent Service Organization provides a regular hot-lunch offering with a monthly pre-order. Forms are available in the front office. Students should bring a sack lunch to school each day. The school provides microwave ovens in the Cafeteria for student use, but there is no refrigerator for student use, so care should be taken in packing lunches.

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.

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

Restrooms

The restrooms for students are located on the first, second and third floors. There are eight handicapped-accessible restrooms on campus. These are reserved for faculty use or for use by persons with physical impairments.

Lost and Found

The Academy maintains a lost and found box at the front office. 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 fee/fine. All unidentified clothing, lunch boxes, etc. not claimed within one week will be donated.

Traffic Flow for Drop-off and Pick-up

For maximum safety and traffic flow, parents must drop children off in the cul-de-sac within the parking lot located on the corner of E. Jefferson and 15th Street.

Students who walk or bicycle to school should always obey the traffic lights and Walk/Don't Walk signals. Students may lock up bicycles on 13th Street and Jefferson, but all bicycles must be removed at the end of the school day; no bikes should be left on campus after hours or on weekends. The Academy is not responsible for any bicycles or other personal property left on the campus after hours or on weekends.

Transportation

The Academy 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.

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.

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

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

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

Campus Leave and Visitor Policies

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

Non-custodial parents who wish to pick up a student during or after school must have a signed statement from the custodial parent for each occasion, or 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.

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

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 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 local Police Department.

Student Trips Away from Campus

Students will have the opportunity to take field trips from time to time. Students involved in clubs and sports will also have the opportunity to travel; in some cases, trips will extend over night and even take students out of the state. Some trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper insurance and have submitted proof of that insurance to the trip director prior to leaving campus; and 3) the student traveling must follow all the rules established by the school and trip director. For its part, the Academy will maintain the safest travel conditions possible and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a student to chaperone ratio of at least 10 to 1. For overnight trips, the chaperones will engage in periodic room checks to ensure that the travelers are adhering to the set curfew. Parents who agree to be chaperones on trips must follow the guidelines established by the trip director and have their fingerprint clearance on file with the front office. Students may not drive on trips off campus.

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.

Fees and Fee Waiver System

Each extracurricular activity will have a fee associated with it, commensurate with the cost per participant to operate the program. These fees are not voluntary, but required. The fee must be paid prior to the student joining the extracurricular program. In addition, there is a deposit required for the textbooks that the students use during the year, and that deposit is refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year.

The Academy does not want to exclude any student from participation due to financial hardship. Families should speak with the Headmaster for assistance if this is the case.

Attendance

Absences

Regular attendance and prompt arrival at school are vital to an Academy 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. (The administration will not usually attempt to contact parents in the event of a message not being left.) Please be sure the office has your current work and home telephone numbers on file. Whenever possible, if a student absence is anticipated, we recommend that the student notify his or her teachers and request the assignments prior to the absence. It is the responsibility of the student to make up all missed assignments after an absence from school. If a student is unable to attend school and seeks his or her assignments, the student should contact a classmate for that information, not the school office. Once again, it is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the Headmaster, students may not be allowed to make-up missed work due to an unexcused absence 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 the Academy, and numerous absences are also destructive to the student's and the school's morale, the Academy has a policy of assigning incompletes for semester grades to those students who miss more than 10 instructional days (or the equivalent thereof in cumulative 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 reception desk with a fever will be sent home upon parent contact. Students must be fever-free for at least 24 hours before returning to school. Each family should have an emergency card on file 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

The Academy 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 a.m. should go directly to class; students who arrive after 7:45 a.m. must report directly to the front office for a late pass in order to be admitted to class. If your child will be late, please provide him/her with a signed excuse or sign them in at the office on arrival.

The Academy does distinguish between cases of planned tardiness (e.g., due to a doctor's appointment) and accidental tardiness (due to a student oversleeping, transportation problems, or some other late start). In cases of planned 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 accidental tardiness. Persistent tardiness interrupts the instruction and undermines the morale that are of benefit to all students and families. On the third occasion that a student has an accidental tardy in a quarter (either late arrival to school or late arrival to any class during the school day), a detention slip will be issued to the student by the teacher. (Of course, arrival at school after first hour will also be counted as tardiness.) For each subsequent tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter then he or she may receive an in-school suspension for a duration determined by the Headmaster.

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 the Academy, we believe that habits of behavior play a significant part in forming habits of mind. The Academy's teachers will make every effort to enforce the rules below consistently, informatively, and with a heart of mercy for the student's overall well-being.

Students at the Academy strive to make the most of their educational opportunities. No less than their parents 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, the Academy is a very good place to be.

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

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

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

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

Please note that a student may be disciplined for violating the Behavior Code while in the neighborhood of the Academy.

Detention

Students may be assigned detention, or lose the privilege of lunch-time recess or extra-curricular activity, or be required to perform some work detail, such as cleaning, depending on the nature and frequency of offenses such as: littering; possession and/or chewing of gum on campus; being late to class; talking out of turn or otherwise disrupting class; use of profanity or disrespectful speech toward other students; uniform and dress code violations; or other inappropriate behaviors. If a student repeatedly violates any of the above, the parent may be contacted and other disciplinary measures may be taken.

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

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

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

Please see the Academy Honor Code 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

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

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

Cell Phones

The use of **cell phones** during the school day is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment. One can immediately see the disruption to classes and the interruption of communication among students were cell phones to be used freely on campus.

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.
2. A cell phone may be used to communicate only with one's parents, only after school (after 3:45 p.m.), and only outside of the school building.
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 p.m. 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 the Academy are the property of the school and may be used only for official school business. Any Academy student who, without written permission from the headmaster, posts the crest or logo of the Academy 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, including the taking of videos, is banned on campus and at school events. No photos of minors may be publicly displayed without the consent of the parent(s) or guardian. Any Academy student found to be in violation of these rules is subject to school disciplinary action.
3. Any public display or posting by an Academy 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 the Academy and is subject to school disciplinary action.

Policy on Hazing

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

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

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

“Organization” means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

Violations of this policy do not include customary athletic events, contests or competitions that are sponsored by an educational institution or any activity or conduct that furthers the goals of a legitimate educational curriculum or legitimate extracurricular program.

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

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

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

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

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

Policy on Harassment, Intimidation or Bullying of Students

The Academy prohibits acts of harassment, intimidation or bullying of students. "Harassment, intimidation or bullying" means any gesture or written, verbal or physical act toward a student that takes place on school property 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 Dean of Students is the first person responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Dean of Students. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. Oral reports also shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

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

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

Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts.

Other acts may be so serious that they require a response by law enforcement officials. **Any act of harassment, intimidation or bullying that may constitute sexual abuse or any other form of child abuse, and threats of violence against students, teachers, or staff, shall be reported to law enforcement officials as required by state law.**

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

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 Headmaster or Dean of Students may suspend any student for up to 10 school days for serious cause, including, but not limited to the following: defiance of authority of Academy staff, disregard or disobedience of school rules and regulations as outlined in the Academy 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 and prescription drugs, possession of 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 Headmaster/Dean of Students 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 Headmaster/ Dean of Students 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/ Dean of Students. 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/ Dean of Students, whose decision shall be final. There is no right to appeal a short-term (less than 10 days) suspension imposed by the Headmaster/ Dean of Students. There will be no corporal punishment of Academy students, 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 Headmaster 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 Academy staff, repeated disregard or disobedience of school rules and regulations as outlined in the Academy 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, and prescription drugs, and possession of 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 Headmaster or other staff, and the parent/legal guardian. Parents will have the right to request an open meeting or an executive session of the Board of Directors for the expulsion hearing and the right to reapply for admission after one year of expulsion. If a student is being recommended for a long-term suspension or expulsion, the parent will be provided with a complete copy of the Academy's policies regarding these discipline procedures.

The Board of Directors has the right to deny admission of a student who has been expelled from another school or is in the process of being expelled, and to deny, upon review of a request, re-admission 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 Academy Honor Code is to build trust among students and to maintain an academic community in which a code of values is shared. The Academy Honor Code is given below:

As a student and citizen of the Academy, I agree to the following when I sign on the Signature Page at the end of this *Family Handbook*:

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*
- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*
- *I will not copy from or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, I will carefully cite all external sources. I will not represent someone else's work as my own. I will do my very best to learn from my teachers the clear distinctions between appropriate research and plagiarism, intentional or unintentional.*
- *I will never use any "study aids" such as Cliff's Notes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*

I join the entire student body of the Academy in a commitment to this Code of Honor. The 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.

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

Uniform and Dress Code

The Academy 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; parents should address specific concerns to the Headmaster before the second week of school.

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 the Academy 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.

Anton Uniform sets the standard for the kind of pants, shorts, and shirts that are required, but such clothing may be purchased elsewhere. However, both the uniform skirts and sweaters must be purchased at Anton Uniform. If the cost of the uniform presents a financial hardship for your family, please contact the school office for assistance.

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.

Men's Uniform and Dress Code

Men's Pants: Khaki or dress slacks that reach to the shoe but are not dragging on the ground. (Not blue jeans or dungarees. No patch pockets, extra zippers, or extra seams.) No oversized, super-baggy pants will be permitted. Slacks should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games). The slacks should have belt loops and a solid, dark belt should be used.

Men's Shorts: During hot weather months (August to Fall Break and Spring Break to May) khaki walking shorts, with a belt, may be worn. Shorts should go to just above the knee but not below, and should not be excessively tight or loose-fitting. Shorts should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games)

Men's Shirts: For all boys, solid white or maroon, collared, knit polo shirts (two- or three-button, with or without a breast pocket--no logos of any kind, except the Academy logo). *Shirts must always be tucked in, and shirrtails must be long enough to stay tucked in.* Male athletes may wear a white dress shirt and tie on their game days.

Men's Footwear: Dark, solid-colored, low-heeled, low-soled dress shoes or loafers with dark laces and solid-colored (dark or tan) socks. No high-top shoes, boots, sandals, athletic shoes, or skateboard shoes. Athletic shoes are will be permitted only during official school athletic activities. White socks may only be worn with shorts. Socks must be free of logos or decorations. Socks must be visible above the entire shoe.

Men's Hair: Hair should be neatly trimmed and combed; no gel-mussed or long spiked hair-styles. Hair must be well off the top of the shirt collar, and it may not cover the ears. In a normal sitting position, hair should not overlap the shirt collar. Hair should not be so long as to hang far below the eyes if combed forward nor long enough to bring into a ponytail. Crew cuts are permitted, but the head must not appear shaved, nor scalp be visible. No mohawks or rat's tails or braids. No hairnets or bandanas. No dyed or bleached hair. No shaved heads. Sideburns may not descend below the earlobe. No facial hair: students must be clean-shaven.

Men's Jewelry: No nose-rings, earrings, or other body-piercing jewelry will be permitted for boys. No wrist bracelets, anklets, or necklaces are permitted. A total of one watch and one ring are permissible. Both must be tasteful. Jewelry should not be distracting or dangerous. Students may wear items of genuine devotional or religious significance such as a necklace with a pendant, but such items must be worn inside the shirt and should not be visible.

Men's Headwear: Hats and sunglasses will not be permitted indoors and must be stored in student lockers during the school day.

Men's Jackets: The Academy-logo sweatshirts may be worn in classrooms. They must be clean and free of tears. A polo shirt must be worn under the sweatshirt and must be tucked in, and a belt must still be worn. Violation of either of the above rules will result in a permanent revocation of the student's permission to wear the sweatshirt for that year. Likewise, any student who uses the pockets of the sweatshirt conceal items forbidden by school policy will not be permitted to wear the sweatshirt into classes for the remainder of the school year.

Jackets, sweaters, and non-Academy sweatshirts may be worn to school for warmth but must be free of logos and advertisements. However, these garments may not be worn into or brought into the classrooms; they must be stored in lockers during and between classes, other than during the lunch period. A solid black sweater may be worn in the classroom and must be purchased from Anton Uniform for the sake of consistency. Academy-issued athletic letter jackets or sweaters may also be worn in the classroom.

No oversized or super-baggy clothing will be permitted. This includes sweatshirts. If a student owns a conspicuously oversized Academy sweatshirt, he may not wear it into the classroom.

No tattoos, temporary or permanent. This prohibition includes pen and ink drawings on the skin.

Women's Uniforms and Dress Code

Women's Skirt: a khaki Teleos Preparatory Academy uniform skirt, available at various uniform supply stores. 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.

Women's Shorts: During hot-weather months (August to Fall Break and Spring Break to May), khaki walking shorts may be worn. Shorts should go to just above the knee, but not below, and should not be tight-fitting. A dark belt must be worn with shorts that have belt loops. Shorts must be worn at the waist.

Women's Slacks: During cold-weather months (Fall Break to Spring Break), khaki slacks, with a belt, may be worn. Slacks should reach to the shoe but not drag on the ground. No oversized, super-baggy pants will be permitted, nor should they be excessively tight. Slacks should be worn at the waist. The slacks should have belt loops and a solid, dark belt should be used.

Women's Shirts: Solid white or maroon knit, collared, polo shirt (two- or three-button, with or without a breast pocket--no logos of any kind, except the Academy logo). Shirts must always be tucked in so that the waistband of the skirt, pants, or shorts is visible, and shirttails must be long enough to stay tucked in. Students may not deliberately blouse out or give a partially "untucked" look to their shirts.

Women's Footwear: Low-heeled (1.5" – 2"), low-soled or flat, dark, solid-colored leather loafers or dress shoes. No open-toed or open-heeled shoes or sandals. Sneakers, tennis or jogging shoes will be permitted only during official school athletic activities. Girls should wear solid color black nylons, tights, or socks. Ankle socks may be worn, but they must be visible above the entire shoe. Socks must be free of decorations and logos. No ankle bracelets allowed.

Women's Jewelry: Girls may wear *one* pair of short earrings only on the ear lobes. "Short" means that the earrings should not hang more than ½ inch below the ear lobe. Large hoops or other dangling or distracting earrings are not permitted. Loops are not to be larger than the size of a nickel. No body-piercing jewelry except traditionally-located earrings will be permitted. One simple ring on each hand is permitted. One wrist bracelet, one watch, and one small necklace are permissible. Only simple, fine-gauged, 16 to 20 inch, silver or gold chain necklaces (with or

without a pendant) are permitted. No chokers, no beaded necklaces (colored or otherwise), no leather necklaces, no shells, no large or elaborate chain-link, and no large or elaborate pendants (larger than an inch in length, width or diameter) may be worn.

Women's Makeup: Makeup is permitted and should be applied tastefully and in moderation. Heavily lined eyes or gaudy lipstick, glittered or white-powdered faces will not be permitted. Fingernails should not be excessively long or painted garishly. Fingernails may only be painted in shades of red or pink and colors matching one's skin tone. Tasteful French manicures are acceptable. No shades of blue, green, yellow, purple or black are permissible, nor is glittered, speckled, or patterned nail polish.

Women's Hair: Should be neatly combed or styled. No shaved heads. Neat bows, barrettes, headbands, and "scrunchies" are permissible. 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). Any artificial changes in hair color during the school year are unacceptable.

Women's Headwear: Hats, bandanas, and sunglasses will not be permitted indoors and must be stored in student lockers.

Women's Jackets: The Academy-logo sweatshirts may be worn in classrooms. They must be clean and free of tears. A polo shirt or dress shirt must be worn under the sweatshirt and must be tucked in, and a belt must still be worn (where applicable). Violation of either of the above rules will result in a permanent revocation of the student's permission to wear the sweatshirt for that year. Likewise, any student who uses the pockets of the sweatshirt to conceal items forbidden by school policy will not be permitted to wear the sweatshirt into classes for the remainder of the school year.

Jackets, sweaters, and non-Academy sweatshirts may be worn to school for warmth but must be free of logos and advertisements. These garments may not be worn into or brought into the classrooms; they must be stored in lockers during and between classes, other than during the lunch period. A solid black sweater may be worn in the classroom and must be purchased from Anton Uniform for the sake of consistency. Academy-issued athletic letter jackets or sweaters may also be worn in the classroom.

No oversized or super-baggy clothing will be permitted. This includes sweatshirts. If a student owns a conspicuously oversized Academy sweatshirt, she may not wear it into the classroom.

No tattoos, temporary or permanent. This prohibition includes pen and ink drawings on the skin.

Non-uniform Dress Code for Special Events

Athletic Practice and Outdoor Field Day Dress Code

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

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

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

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 and the end-of-year ceremonies (such as commencement and graduation).

Concert dress is, for boys and girls, white and black. Boys wear white collared dress shirts with black slacks and black dress shoes. Girls wear a white blouse with 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). For commencement, graduating 8th graders must wear a tie. No dyed hair or hats. Hair should be trimmed appropriately.

The **semi-formal dress code for 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

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

The Parent Organization, through “room moms” and the social committee, plans a number of class parties and all-school events throughout the year. As a rule, parties and “dances” will *not* be held on the school campus.

Young men and women

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

Guidelines for all Academy Social Activities

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

Dress code regulations for each function will be outlined prior to the function and will be enforced.

Vulgar, obscene, or profane language will not be tolerated. Respectful behavior will be expected:

All adults are treated with equal respect—DJ, chaperones, teachers, etc.

All fellow students will be treated with respect: no fighting, roughhousing, or bullying

All attendees will be respectful of the facility and the grounds.

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

All behavioral/social guidelines outlined in the *Handbook* will be enforced as applicable. Chaperones/teachers may take actions they judge necessary to enforce these guidelines, up to and including removal of a student from the event. Parents 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.

Extra-Curricular Activities

The Academy believes that students are happier and more successful at the Academy if they are involved in one or more of our extra-curricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extra-curricular participation also builds teamwork and school spirit among the community of learners. Still, we recognize that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. 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: Latin club, chess club, various music ensembles, art club, science explorers 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.

Eligibility Requirements

To be eligible for extracurricular activities at the Academy, the student must maintain passing grades in all subjects and must have displayed good behavior. If a student fails any course in a quarter, he/she will be suspended from all Academy extracurricular activities for the following quarter. If a student is currently deficient in a course, he/she may not be allowed to leave campus early, when this occasionally occurs for games.

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 the Academy 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. We do not wish financial need to be an obstacle to participation in extracurricular activity. Families should speak with a Head of School for assistance if this is the case.

Physicals

Parents of students on Academy sports teams must submit a medical release form signed by themselves and the child's doctor. Forms may be picked up in the school office.

The Headmaster of the Academy maintains the right to amend this handbook during the course of the year when it is deemed necessary. If this is the case, changes will be posted on the Academy's website.

Donate to your Great Hearts Academy and Support Your Faculty and Programs!

Community Investment and a Great Hearts Education

What is the Community Investment campaign?

Great Hearts is committed to transforming students into leaders who are prepared for the 21st-century. We do this by teaching the skills necessary for success; the ability to innovate through creativity, the ability to communicate clearly, the ability to apply critical thought through analysis and questioning the world around us, and through building virtue and character in order to demonstrate ethical judgment and integrity. The unique Great Hearts educational model is made possible by the annual Community Investment campaign.

Charter schools are funded differently than district schools. The Community Investment campaign was created to help our schools cover the gap between what we need to deliver a top-tier education and what we receive through public funding.

Your Community Investment gift helps us pay, reward, and retain our excellent and dedicated faculty, so that we can continue to provide the full Great Hearts educational model to our students.

We ask each family to contribute to help cover the gap between what we need for our unique academic model and what we receive from public funding.

We recognize every family in our community has unique circumstances. **Every family's participation, at any level, is appreciated, and vital to supporting the teachers and educational priorities of our academy.**

Tax Credit Drive and our Extra-Curricular Programs

What is the Tax Credit drive?

The Arizona Public School Tax Credit is a program that allows Arizona taxpayers to contribute to the public school of their choice and receive a dollar-for-dollar credit on their state taxes. Married couples can donate up to \$400 and single filers can donate up to \$200 and receive the full credit from their state tax liability.

Tax Credit contributions support our qualified extra-curricular and athletic programs, field trips, and character-building programs.

Who can participate?

Every Arizona taxpayer can take advantage of the Arizona Public School Tax Credit and support our academy. **We ask every family to donate their Tax Credit and invite their extended network of friends and family to do the same.**

Signature Page

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

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

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

Family Name _____ Student Name _____
 Student Name _____
 Student Name _____
 Student Name _____

Parent's Signature _____ Date: _____

Parent's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

(if more than one Academy student in family)

Academy Family Directory

____ Please check the box to the left if you do NOT want your family's address and phone number published in the *Academy Family Directory*. This directory facilitates academic and social life at the school between families and is not to be used for any other sort of communication.

____ Please check the box if you do NOT want your family e-mail address to be used by coaches, teachers, or the Parent Service Organization to communicate with you.

Media Release

By signing the agreement above, you hereby give permission for your child to appear in images that may appear in media covering the Academy and Great Hearts Academies. You also give permission to the Academy and Great Hearts Academies to use at no cost, images of your child for official websites, promotional materials, and collateral. If you wish to opt out of this media release, please check below:

____ Please check here if you do NOT agree to the media release above.

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	4817
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Paul De Mola	pdemola@teleosprep.org	
Gilbert Donatelli	gdonatelli@teleosprep.org	4808
Shawana Grigsby	sgrigsby@teleosprep.org	4803
Sharkea Hardin	shardin@teleosprep.org	4709
Christie Hegebush	chegebush@teleosprep.org	4817
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Isabel Williams	iwilliams@teleosprep.org	4806