TRIVIUM
PREPARATORY ACADEMY

A Great Hearts Academy

2026 - 2027

FAMILY HANDBOOK

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LETTER TO FAMILIES

Dear Families,

Welcome to Trivium Preparatory Academy, a Great Hearts Academy!

Parents and guardians, please take the time to read through our entire handbook. We encourage you to read pertinent portions with your children, such as the mission statement, dress code, and honor code. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well as new. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Academy family as we share common values and expectations of one another.

The center of our school is the classroom and the Socratic dialogue between the teacher and the student. Yet our community would be incomplete if the partnership between the Academy and each family stopped at the classroom door. As such, I urge every parent/guardian, student, and teacher to become wholeheartedly involved in at least one Academy activity each year. For a parent/guardian, 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 us continue to build up each other's spirits and develop our community.

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

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

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

Warmest regards,

Mike Johnson
Headmaster

OUR MISSION

The mission of Trivium Preparatory Academy is to cultivate the minds and hearts of students through the pursuit of truth, goodness, and beauty.

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

The Academy will fulfill its mission by the following means:

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

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

OUR CHARTER, ACCREDITATION, AND AFFILIATIONS

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

Trivium Preparatory Academy is a non–profit 501 (c) (3) corporation governed by a Governing Board of Directors and is a part of the Great Hearts network of academies. Great Hearts academies contract with Great Hearts Arizona, a non- profit management organization, to support its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, standard policies and procedures, and the development of funding and facility opportunities.

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

THE ACADEMY'S PHILOSOPHY

"A Classical Education for Modern Times"
By Dr. Terrence O. Moore

Doctrina sed vim promovet insitam, rectique cultus pectora roborant.

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

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

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

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

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

KNOWLEDGE AND THE GREAT BOOKS

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

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

Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. E. D. Hirsch captured this idea in his book Cultural Literacy. For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James Bible, fables of 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 pears as a child. His knowledge of sin came from his own inner struggle. Schools can approach the moral lives of youth in three ways. They can try to ignore moral issues altogether. They can open up moral questions for students to explore in a non-judgmental and noncommittal environment. Or they can teach classical views of self-command using traditional teaching methods.

The first approach is simply impossible. All schools must maintain an atmosphere of order and decorum for learning to take place. Schools that try to ignore the character of their students either end up with

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

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

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

The Academy expects no less of our students.

COMMUNICATION

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

The **High School Assistant Headmaster** is Dorion Simmons and the **Middle School Assistant Headmaster** is Corey Grable. They assist the Headmaster with various administrative duties. They serve as a member of the school's leadership team and supports the Headmaster in responding to parent concerns, observing, and evaluating teachers, and handling elevated student issues.

The **Deans of Students** are Mindy Brinker, Stephanie Ochoa, and Cory Hancock. They serve as members of the school's leadership team, working to infuse the school culture with both joy and self-discipline while building a safe and vibrant school community. Their duties include serving as a primary contact for parents and students in regard to school rules and procedures, building a healthy and strong school culture and handling elevated disciplinary issues.

The **Deans of Academics** are James Thieke (High School) and Stephanie Ochoa (Middle School). They serve as members of the school's leadership team, working to help students achieve academic success. Their duties include coaching students on academic strategies, organizing academic testing, and handling elevated student academic issues.

The **Exceptional Student Services Lead** is Marie Hager. She coordinates and provides services for students with Health Plans, IEPs and other exceptional requirements.

The **504 Coordinators** are Mindy Brinker and Justine Klewer. They coordinate and provide services for students with 504s.

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

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

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

The **Registrar** is Erika Simms. She is in charge of the enrollment process and all records requests.

The **College Counselors** are Kathy Jenkins and April Heuseveldt. They primarily work with juniors and seniors and their families to help them plan and execute college applications; They also coordinate the school's administration of college admissions-related testing, such as the PSAT and also works closely with the Registrar to maintain official transcripts for students.

The **School Nurses** are Marjaan Khan, Janette Yeager, and Elva Federico.

The **Safety Coordinator** is Dorion Simmons.

Some faculty also serve as **Master Teachers** and work closely with the Headmaster with curricular, teacher-mentoring, and administrative tasks. The Headmaster, then, functions as the Head of the Master Teachers.

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

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

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

GREAT HEARTS CEO AND MANAGEMENT TEAM

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

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

GREAT HEARTS 504 AND TITLE IX COORDINATORS

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

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

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

FACULTY AND STAFF PHONE/E-MAIL REFERENCE*

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

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

OFFICIAL SCHOOL CALENDAR

The official school calendar for each academic year is posted on the school website and distributed to each family prior to the start of school. Any updates and revisions will also be found on the web version of the calendar, which is updated as needed. This calendar should be carefully coordinated with each family's own calendar and should be consulted on a regular basis throughout the year. The calendar identifies school holidays, and half-days.

OFFICIAL SCHOOLS WEBSITE

The Academy's websites are an important tool for communication. Families are encouraged to visit websites regularly to view communiqués, faculty contact information, updates on athletic and extra-curricular schedules and locations, and other school related events and information. Great Hearts is committed to making websites usable by all people, including those with disabilities.

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

SCHOOL-PARENT COMPACT

Commitment to Excellence

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PARENT INVOLVEMENT

The primary way that parents/guardians are involved in the school is by supporting their student in their journey through the Academy. Parents/guardians will want to have an established plan for listening to

and then encouraging their students when they are working hard. Likewise, parents/guardians may want to communicate frequently with their son's or daughter's teachers, so the parents/guardians can develop an understanding of the Academy's expectations of how preparatory-level, liberal arts studies form habits of learning. Also, parents/guardians should contact the teachers to share important information on how their student approaches the curriculum at home and if he or she is experiencing difficulty. Academy students invest a great deal in their education, and thus teachers and parents/guardians should be unanimous in their support of the students and one another.

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

The Academy knows from experience that students find the curriculum more manageable in the upper grades, even though the course work there is the most advanced. The Academy offers a core curriculum in which each of the grades builds on previous grades over the student's 7-year tenure. The 11th and 12th grades in particular will be culmination years that gather all of the previous years of liberal arts study together to offer the student a critical and comprehensive understanding of the Western tradition. All parents/guardians and students should maintain a vision of what the Academy graduate will look like at graduation. The Academy's 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 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."

VOLUNTEERS

Parents/guardians are enthusiastically encouraged to volunteer at Great Hearts as the Academy believes that education must involve the student, the teacher, and the parent/guardian. The teachers, students, and staff greatly appreciate the time volunteers are willing to share through your volunteer work. Great Hearts offers a variety of activities parents/guardians may choose from when volunteering.

Volunteers work in conjunction with the faculty to ensure the most effective education possible for their students. To this end, volunteers are responsible for knowing and understanding the contents of the Academy's family handbook and are encouraged, but not required, to participate on school committees and provide other volunteer services. As indicated on the Volunteer Agreement, volunteers may be removed for conflicts of interest or violation of confidentiality. Volunteering is a privilege. The privilege of volunteering may be removed by the Headmaster if it is believed to be in the best interest of the school.

VOLUNTEER CONFIDENTIALITY POLICY

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

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

VOLUNTEER BACKGROUND CHECK

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

VOLUNTEER AGREEMENT

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

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

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

- Not discussing the names or any other information regarding students, teachers, staff, or other volunteers with anyone other than the volunteer's specific supervisor
- Not participating in discussions about suspected wrongdoing by students, teachers, staff, or other volunteers
- Participating in discussions regarding confidential information only in settings where such confidences can be maintained and not jeopardized (1 to 1 with volunteer supervisor or in writing to the Headmaster)
- Exercising judgment in situations where public statements of personal opinion may be detrimental to the reputation of the Academy and its members
- Maintaining the confidential status of information obtained as "confidential forever"
- Wearing appropriate attire for the work being done (Revealing, skin-tight clothing such as spandex or exercise clothing is insufficient.)
- Leaving student discipline to faculty and staff
- Not using volunteer time as extra quality time with your students
- Not grading or evaluating your own student's work
- Full cooperation with your supervisor regarding but not limited to following specific directions, making judgments regarding "fairness" or "appropriateness" of assignments given, classroom

management, or equity in treatment of individual students. If concerns arise these must be submitted in writing to the volunteer supervisor or the Headmaster.
- While volunteering in the classroom, no discussion of the volunteer's student may occur. If a discussion is necessary, a separate appointment must be scheduled.

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

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

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

Signature:_____ Printed Name:_____ Date:_____

MATERIAL SUPPORT OF THE ACADEMY: TIME, TREASURE, AND TALENT

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

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

1. Volunteering regularly to assist in the school office and/or on campus and/or through serving on the Parent Service Organization board or one of its committees.
2. Supporting the Academy's material structure through donation of a unique talent or service, and
3. Providing 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, all gifts to the Academy may be tax-deductible.

Since only 80% of the Academy's budget income actually comes from the state, all donations are absolutely vital to the health of the school. These donations directly address the reality (the bottom line) that the Academy is not just a public school, but a unique institution that relies on the partnership with our families to help provide our students with a unique and worthwhile education.

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

TOLERANCE AND PLURALISTIC SENSITIVITY

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

FOCUS ON THE WESTERN TRADITION

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

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

REGISTRATION AND RECORDS

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

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

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

Only credits taken at a Great Hearts school will be calculated into the GPA. This procedure generally requires the student to send one transcript to colleges. Students whose preparation does not allow them to meet the credits expected for their requested grade level placement may be advised to apply for a lower grade level. Home-school credits will be reviewed by the academy for inclusion in a student's transcript. All decisions by the headmaster regarding the awarding of credits for transfer students should be documented in the student's file. If a transfer student is to receive his or her diploma at time of graduation, all official transcripts must be received beforehand. No diploma can be handed out without having official documents of all graduation requirements being met.

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

OFFICIAL TRANSCRIPTS

To request a middle school transcript, please submit a request to the school's Office Manager. To request a high school transcript, please submit a request to the school's Registrar or College Counselor. Please make note of whether an unofficial or official transcript is needed. Unofficial transcripts are given directly to the parent/guardian. However, official transcripts will be sent directly to the requesting educational institution. Take note to include a business-sized envelope with the complete address of the college or

university where you want the transcript to be mailed. Parents/guardians 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.

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

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

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

Your Right as A Parent or Eligible Student

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

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

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

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

Directory Information. Consent is not required for 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
- Weight & Height for athletic teams
- Parent/guardian name
- Student photograph
- Dates of attendance
- Email address
- Achievement or honors

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

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

- Headmasters, supervisors, and teachers

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

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

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

If a parent/guardian or eligible student believes the student's records contain information that is inaccurate, misleading, or in violation of the student's privacy or other rights, they may ask the Academy to amend the record. Parent/guardian or eligible student 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 a submitted request. A form for this purpose and additional information is available in the Headmaster's office.

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

Parent/guardian or eligible student are entitled to file a Complaint with the U.S. Department of Education if they 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. § 15-141 and 15-142.

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

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

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

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

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

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

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

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

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

Parents/guardians who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

VIDEO SURVEILLANCE POLICY

The Academy has installed a video camera system across the campus to help maintain the safety of the students and faculty. The administration retains all rights to the video footage and only shares it with entities that obtain a subpoena or when required by law enforcement for an investigation. In cases where a student has been injured on campus or the video footage is utilized to determine disciplinary consequences, parents/guardians can request a viewing of the footage, if it is available. Similar to staff observation during supervision of students, this information is confidential and protected under FERPA.

HEALTH OFFICE

ABOUT THE HEALTH OFFICE

The health office is designed to ensure a safe, healthy environment that is conducive to learning and to provide professional care for those who become acutely ill or injured while at school, or students with

fragile, chronic health needs. The health office is staffed by registered nurses, licensed practical nurses, and health assistants.

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

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

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

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

ILLNESS

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

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

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

If a student is admitted to the hospital, please reach out to administration as soon as possible. Upon a student's return, the Academy may request discharge instructions or accommodations requested by the medical provider. The reason for these requests is due to staff being nurses or health assistants that must operate under provider's instructions. Requests of this nature are to ensure safety and best practices for your student.

ADDITIONAL HEALTH POLICIES AND FORMS

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

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

ACADEMICS

ACADEMIC EXPECTATIONS

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

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

A student's willingness and desire to learn and grow (the curiosity and perseverance of each student) is the key to the pursuit of excellence and fulfillment at the Academy. While the school understands that some students are more talented than other students in certain subjects, all students who have passed the appropriate prerequisites, are genuinely curious, and apply themselves diligently on a daily basis will succeed at the Academy. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of years at the Academy, to be demonstrated in character as a senior and graduate; a truly impressive young man or woman.

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

COURSE OF STUDY

<table>
<tr><th>Course</th><th>6th</th><th>7th</th><th>8th</th><th>9th</th><th>10th</th><th>11th</th><th>12th</th></tr>
<tr><td>English</td><td colspan="3">Literature & Composition</td><td rowspan="2">Humane Letters American Tradition</td><td rowspan="2">Humane Letters European Tradition</td><td rowspan="2">Humane Letters Greece and Rome</td><td rowspan="2">Humane Letters Rome to Modern Time/ American Rhetorical</td></tr>
<tr><td>History</td><td>U.S. History</td><td>Ancient History</td><td>Medieval History</td></tr>
</table>

Mathematics	Fundamentals of Math	Pre-Algebra	Algebra I	Geometry	Algebra II/ Trigonometry	Calculus I	Calculus II/ Logic & Coding
Science	Life Science	Physical Science	Earth Science	Biology	Chemistry	Physics I	Physics II
Foreign Language	Latin I	Latin II	Latin III	Latin IV or Mod. Lang. I	Latin V or Mod. Lang. II	Greek I or Mod. Lang. III	Greek II or Mod. Lang. IV
Fine Arts	Music/ Arts	Music/ Art	Music/ Art	Music/ Poetry	Music/ Economics	Art/ Drama	Art/ Drama

POLICY FOR GRANTING CREDIT FOR ALGEBRA I TAKEN IN GRADE 8

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

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

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

Students who enter 9th grade without having the Algebra I credit must complete the course through summer school, alternate school enrollment, or by passing the Algebra I End of Course Assessment. Parents and students should communicate with the Assistant Headmaster of Academics or the College Counselors to determine the best path by which to earn this credit.

STUDY MATERIALS

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

TEXTBOOKS

Textbooks will be issued to each student for use during the academic year, but they remain the property of the school. Students are responsible for keeping the books in their possession and in good care. If a student misplaces a book, he or she will be charged for the full replacement cost of the book.

LITERATURE CONSUMABLES

Each student's class will utilize classic works of literature during the upcoming school year. At Great Hearts academies, it has always been the tradition for students to develop a personal library of books that they mark in, keep, and return to during their time at Great Hearts, and treasure for years to come. The Academy calls these books "Classics to Keep." Each student's class will utilize these classics during the upcoming school year. Parents/guardians and students are strongly encouraged to purchase these books for their own personal collections, so that they can mark them and keep them, allowing students to develop their own impressive personal library of classics over the course of their academic career with Great Hearts. For families who do not wish to purchase their own consumables, their student will be given

access to academy copies to be used as part of their curriculum. Students should not mark these books provided by Great Hearts and will be asked to return the books in good condition once their class has finished working with the book. Financial assistance is available in certain circumstances. Please speak with the Headmaster or School Office staff for information.

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 school office for vendor information. The Academy asks that all books match the ISBNs listed on the website. This ensures that students can all follow along on the same page when reading and discussing in class.

HOMEWORK

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 their 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. The Academy thinks junior high and high school are appropriate places for young people to develop and strengthen their work skills; in essence, students learn how to learn through the rigors of school. This policy also applies to semester exams, which must be taken on the scheduled day of administration. Please contact the school office in the case of excused absences on the day of semester exams.

As a general guideline, students should expect 2 to 2.5 hours of homework each night across all of their classes. 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 assignments, they should contact a classmate for that information, not the school office. It is wise to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

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

The official school calendar lists a number of "R and R" (Rest and Relaxation) weekends. These are designated as school-wide "no homework" weekends. Teachers will not assign homework over these weekends and tests and quizzes will not be administered on the first day following an "R and R" weekend. It may be the case that a long-term or multi-day project is given well before and due a few days after an "R

and R" weekend; students will need to stick to a disciplined work schedule so as to enjoy the well-deserved time off.

EVALUATION

At the end of each quarter, each student's academic progress will be thoroughly evaluated, and a report will be sent home. Once a year, a longer narrative evaluation for each course will be sent home. If the evaluation is required in an alternative format, please notify the school office or Headmaster. Once a year, the evaluation will also be done in conferences with students, teachers, and parents/guardians. Students in 6th to 12th grade are required to attend the conferences and engage in substantial self-assessment. A liberal arts education requires a special kind of written evaluation – one that offers a prose discussion of the student's sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and towards others. This narrative evaluation is much more meaningful than the assignment of a single letter grade or a percentage.

Students will also be assessed according to state requirements using the state standardized achievement tests, including the AASA. Parents/guardians will be notified of the dates of administration of these tests, which take place multiple times throughout the year. Under Arizona law, there is no right of opt-out from these mandatory assessments required in all public schools.

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

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

Students found to be in need of academic support may be referred to tutoring before or after school.

GRADE PROMOTION

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

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

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

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

OFFICIAL GRADUATION REQUIREMENTS

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

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

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

Academy Grade and Course	Academy Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 22 credits, OR Academy courses that exceed minimum state requirement
9th: Humane Letters	*2.0*	*1.0=English, 1.0=American History, including AZ History*
9th: Geometry	*1.0*	*1.0=Math*
9th: Foreign Language I	*1.0*	*1.0=Local Requirement*
9th: Biology	*1.0*	*1.0=Science*
9th: Chorus/Music Theory	*0.5*	*0.5=Fine Arts*
9th: Poetry	*0.5*	*0.5=Fine Arts*
10th: Humane Letters	*2.0*	*1.0=English, 0.5=World History/Geography. 0.5 American Government including AZ Government*
10th: Pre-calculus	*1.0*	*1.0=Math*
10th: Foreign Language II	*1.0*	*1.0=Local Requirement*
10th: Chemistry	*1.0*	*1.0=Science*
10th: Chorus/Music Theory II	*0.5*	*Exceeds*
10th: Economics	*0.5*	*0.5=Economics*
11th: Humane Letters	*2.0*	*1.0=English, 0.5=World History/Geography, 0.5=Local Req.*
11th: Calculus I	*1.0*	*1.0=Math*
11th: Foreign Language III	*1.0*	*1.0=Local Requirement*
11th: Physics I	*1.0*	*1.0=Local Requirement*
11th: Drama I	*0.5*	*Exceeds*

11th: Art	*0.5*	*Exceeds*
12th: Grade, Required:		
12th: Humane Letters	*2.0*	*1.0=English, 1.0=Local Requirement*
12th: Drama	*0.5*	*Exceeds*
12th: Studio Art	*0.5*	*Exceeds*
12th: Senior Thesis & Defense	*0.25*	*Exceeds*
12th Grade, Optional (must complete 3 of 5):		
12th: Physics II	*1.0*	*1.0=Science*
12th: Calculus II	*1.0*	*1.0=Math or Exceeds**
12th: Logic and Coding	*1.0*	*1.0=Math or Exceeds**
12th: American Rhetorical Tradition	*1.0*	*Exceeds*
12th: Foreign Language IV	*1.0*	*Exceeds*
Total Credits:	**24.25****	**Exceeds Minimum State Requirement**

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

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

SENIOR OPTIONS SELECTION

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

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

FOREIGN LANGUAGE SELECTION

High school students are asked to submit (and rate) their individual preferences for foreign language study for the high school. There are two modern European language options: French and Spanish. Students may also select a Classical language track and continue their study of Latin in the high school. All students in the classical language track will take two years of Greek in their junior and senior years (though the first Classical language group of a school will have a slightly altered track). All of the foreign The Academy does not guarantee that all students will receive their first language choice. In some years there will be more interest in one or two of the languages than in the others. If a student does not receive their first choice, then the administration will assign the student to their second choice. The timeliness of submitting the foreign language preference form can be a factor in language assignments.

Students can apply to transfer between languages during the summer only if the criteria below been met. The Headmaster ultimately maintains discretion on approving or denying transfer requests:

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

COMMUNITY SERVICE

The Academy will sponsor voluntary involvement in a number of off-campus community service activities throughout the year. The Academy will offer an orientation for community service near the beginning of the year for all students who might want to participate. Parents/guardians and faculty are welcome to participate.

SENIOR THESIS

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

Under the guidance of a faculty member designated as the "Thesis Director", each senior selects a general topic for the thesis within the parameters established by the Thesis Director. The student should be inspired to pursue the topic with authentic curiosity and passion. Each student will also have a faculty advisor, a teacher who will work closely with the student to develop the thesis after the student has chosen a general topic. The initial work involves the completion of readings, directed study, note-taking, and conversations with the faculty advisor. The student hones their understanding and brings the topic into focus. The following phase of the project involves the writing of the (minimum 15 page) thesis in sections, with the advisor offering feedback and guidance at each successive stage. The thesis culminates with a public oral defense in front of a committee of three faculty members and an audience. All members of the school community are welcome to attend each student's senior defense. The oral defense and dialogue is the crowning accomplishment in a senior's career at the Academy. It demonstrates that the senior is now on par with the faculty in their understanding of some aspect of the liberal arts and in their ability to share that understanding with others.

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

COLLEGE CREDIT

Great Hearts students can earn college credit before college by registering for AP exams, CLEP exams, and/or dual enrollment courses that are available through their Academy. Please note that the AP exams offered are selected in advance by the host Academy, AP test dates are published by the College Board and both the exams offered and the May test dates vary each year. Dual enrollment courses can vary each year based on agreements with our partner institutions. After registration is completed and paid on Configio, no refunds will be issued. Semester grades earned through dual enrollment become part of the student's permanent college record/transcript. It is the responsibility of the student to research and determine how their dual enrollment credits may or may not transfer to their future 4-year college or university. If you have questions about which option is best for you, please consult with your Great Hearts college counselor before purchasing

VALEDICTORIAN

The senior valedictorian is the recipient of the highest honor that the Academy can confer upon a student. The valedictorian is selected at the beginning of May by the assembled faculty. Academic GPA through the senior year among students who have been at the school since at least the beginning of 10th grade is the primary criterion for selecting the valedictorian. Personal conduct and positive participation in the school's culture and activities are also considered; negative facts (such as a serious act of misconduct,

especially academic dishonesty, at any point in a student's record) may be considered as disqualifying. The faculty reserves the right to not award the top academic student if the faculty determines that another high-level academic student stands as a considerably better character example to the community. It is possible for co-valedictorians to be selected. The faculty may also select a salutatorian from the senior class, a student of high distinction beneath the valedictorian.

GRADES AND APPLYING FOR COLLEGE

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

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

Admissions officers spend a considerable amount of energy determining the rigor of a student's curriculum. They are aware that different schools possess widely varying degrees of rigor in their curriculum and grading system. A "School Profile" is enclosed with every transcript that explains the nature of the Academy's curriculum and the content of the courses. Admissions officers, especially at more selective institutions are aware of the differences in grading styles amongst schools, and they are able to determine a "soft" GPA, i.e., one that is the result of easier course work. Thus, a high or inflated GPA is not beneficial for the student in their learning or college applications. Given that Great Hearts academies has established an excellent reputation with both in-state and national universities, our regional admissions officers know the academic standard and how to interpret our transcripts, which include both unweighted and weighted GPAs. Colleges that conduct a holistic review will assess the accuracy of the GPA in combination with ACT scores, teacher and counselor letters of recommendation, and co-curricular involvement.

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

The school curriculum and culture combined with the Academy's low student-to-counselor ratio allows each student to get the counseling and support needed to successfully navigate the college admissions process. Please contact the College Counselor for questions about the college counseling program and admissions process.

FAMILY-TEACHER ACADEMIC PARTNERSHIP

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

COMMUNICATION ROLES

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

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

Parent/Guardian: Parents/guardians are responsible for clearly communicating with teachers any conditions that may affect their student's ability to learn and focus in class. Parents/guardians must conduct themselves in a civil manner—towards Academy faculty, towards students, and towards each other. Screaming, vulgarity, and other forms of uncivility will not be permitted on campus, including in the parking lot. Uncivil adult behavior undermines the community and will not be tolerated.

ACADEMIC PERFORMANCE COMMUNICATION

In order to equip parents with ongoing information regarding their children's academic performance, the academy will provide online access to their teachers' gradebooks. This practice, commonly referred to as Open Gradebooks, is intended to strengthen the school-home partnership in service to our students. Parents should expect weekly updates on assignment scores from each of their children's classes and draw from this information, along with other academic reports provided by the academy, to support their children in their academic effort and growth. Parents can also reach out to their student's teachers to discuss strategies to help their children improve.

The Academy encourages parents/guardians to talk with the faculty as soon as they think their student might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If a parent/guardian wishes to talk with their student's teacher by phone, or to make an appointment for a conference, please email the teachers directly to do so. The teacher will respond within 24 business hours.

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

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

STUDENT-TEACHER RELATIONSHIPS: ON 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., Instructor, and their last name.

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

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

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

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

CONFLICT OF INTEREST

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

ATTENDANCE, ABSENCES, AND TARDINESS

ABSENCES

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

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

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

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

In order for absences relating to illness, doctor appointment, bereavement, or family emergencies, the Academy must be notified in advance or at the time of any absence by the parent/guardian per A.R.S. § 15-807(B).

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

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

VACATIONS

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

EXCUSE OF PUPILS FOR RELIGIOUS PURPOSES

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

1. A reasonable number of excused absences from school incurred by a student for religious purposes shall be allowed. For purposes of this policy, "reasonable number of excused absences for religious purposes" shall not exceed 2 school days in any one school year.
2. The parent/guardian who has custody of the student shall provide written consent for the student to be absent from school on the designated days, the dates of which will be included in the written consent. The written consent should be sent in sufficient time to be received by the school no later than one week prior to the dates of the designated days on which the student will be absent.
3. A request for reasonable accommodation for absences for religious purposes in excess of 2 school days in one school year must be made and approved in advance by the Headmaster.

4. Unless specifically approved by the Headmaster in advance, all absences for religious purposes that exceed 2 school days in any one school year shall be designated as unexcused absences.
5. Any religious exercise, instruction, or observance of religious holidays shall take place at a suitable place away from school property designated by the church or religious denomination or group.

TARDINESS

Students who arrive after the beginning of school must report directly to the school office for a late pass in order to be admitted to class. If a student will be late, the parent/guardian should provide their student with a signed acknowledgement or personally sign them in at the school office on arrival.

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

Persistent tardiness is highly disruptive of instruction and undermines student morale. The academy may implement consequences, such as detentions, for the accumulation of tardiness either to the start of school or for class periods throughout the school day.

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

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

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

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

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

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

It provides that:

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

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

ANTIDISCRIMINATION POLICIES AND PROCEDURES

NON-DISCRIMINATION POLICY

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

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

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

MCKINNEY-VENTO ACT/HOMELESS EDUCATION

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

McKinney-Vento Definition of Homeless

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

- A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living in one of the following situations:
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason,

- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations,
- Living in emergency or transitional shelters; or are abandoned in hospitals,
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings,
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Is a migratory child who qualifies as homeless for the purposes of this subtitle because the children are living in the circumstances described above.

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

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

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

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

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

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

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

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

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

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

Academy Homeless Liaison:
Erika Sims
2001 North Bullard Avenue
Goodyear, Arizona 85395

Great Hearts Arizona Homeless Liaison:
Melissa Penniman
4717 East Hilton Avenue, Suite 300
Phoenix, Arizona 85034

(623) 866-4730
esims@triviumprep.org

(602) 438-7045
melissa.penniman@greathearts.org

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

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

TITLE IX POLICY AND PROCEDURES

Statement of Non-Discrimination

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

Title IX Coordinator

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

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

Grievance Procedures

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

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

Grievance Process for General Concerns

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

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

Process	Guidance
Stage 1 If parents/guardians or student has a grievance it should be discussed informally with the teacher, Headmaster, coach, or staff member directly involved in the matter. The Academy hopes that the majority of concerns will be resolved at this stage.	*Informal discussions should resolve the vast majority of grievances. NOTE: Grievance or information involving an ongoing or imminent threat to a student's well-being should skip this stage and be immediately directed to the Headmaster.*
Stage 2 If the matter is not satisfactorily resolved, the matter may be raised, in writing, with the Headmaster, who must give a response within 5 school days. This response may take the form of a letter and/or follow-up meeting with the family and any employee(s) involved in the matter. This meeting will be led by the Headmaster.	*The Headmaster is the acting supervisor over all school employees.*
Stage 3 If the matter is still not satisfactorily resolved, the matter may be raised to the Executive Director's Office by addressing the matter in writing to the Executive Director of Lower Schools or Upper Schools, who must give a response within 10 school days. This response may take the form of a letter and/or follow-up meeting.	*The Executive Director's office oversees the Headmasters.*
Stage 4 If the matter is not resolved satisfactorily, and the parent/guardian wishes to pursue the matter further, the grievance should be put in writing to the President of the Governing Board of Directors. The President will formally respond by setting a meeting or taking another course of action within 30 school days. If the Board as a whole is convened to address the grievance, all applicable public open meeting laws will be followed, including prior notice and the right of the employee(s) directly involved in the matter to request an open meeting or an executive session for the hearing. The Board's decision is final.	*Stages 1, 2, and 3 must be completed before the action is brought to the Governing Board of Directors. A response by the Board may include a dismissal of the grievance, a formal reprimand of the school employee(s), or Headmaster, and/or a directive for staff to develop an additional policy recommendation for Board consideration.*

POLICY FOR HARASSMENT, INTIMIDATION, OR BULLYING OF STUDENTS

The Academy prohibits acts of harassment, intimidation, bullying, and cyberbullying of students.

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

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

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

Cyberbullying- bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

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

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

The Dean of Students, in consultation with the Headmaster, will determine whether an alleged act constitutes a violation of this policy. In so doing, the Dean of Students shall conduct a prompt and thorough investigation of the alleged incident. The Dean of Students may conclude that the alleged violation occurred or did not occur, or that the evidence is inconclusive. If the Dean of Students concludes that the alleged

violation did not occur or that the evidence is inconclusive, no written report of the matter will be maintained in a student's file.

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

In advising the Headmaster on the appropriate response to students who commit one or more acts of harassment, intimidation, or bullying, the Dean of Students will consider the following factors:

- The developmental and maturity levels of the parties involved.
- The levels of harm, the surrounding circumstances.
- The nature of the behaviors, past incidences or past or continuing patterns of behavior.
- The relationships between the parties involved, and
- The context in which the alleged incidents occurred.

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. It is only after meaningful consideration of these factors that an appropriate consequence should be determined, consistent with the school's policies and applicable law.

Consequences and appropriate remedial action for students who commit acts of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school respond appropriately to the students committing the acts. Other acts may be so serious that they require a response by law enforcement officials**. Any acts that involve a weapon, sexual abuse, severe physical injury, and substantive threats deemed serious or very serious will be reported to law enforcement officials as required by state law**.

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

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

POLICY FOR HAZING

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

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

- The act is committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with the Academy; 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 the Academy 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 the Academy or any activity or conduct that furthers the goals of a legitimate educational curriculum or legitimate extracurricular program.

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

Students and others should report hazing to the Headmaster but may also report hazing to another faculty and staff member. It is the responsibility of the faculty/staff member to submit a report of the incident to the Headmaster within 1 school day. The faculty/staff member shall respect the confidentiality of those involved, disclosing the incident only to those with a need to know or as required by law. Any incident of hazing that includes possible violation of state or federal statutes shall be treated as required by statutory requirements and reported to law enforcement.

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

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

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

POLICY FOR ANONYMOUS REPORTS OF SUSPICIOUS ACTIVITY

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

POLICY ON SOCIAL MEDIA

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

POLICY FOR PRIVACY PRACTICE AND ACCOMMODATIONS GUIDANCE

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

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

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

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

Student enrollment and instruction

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

Use of School Facilities

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

Participation in school activities

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

ADDITIONAL POLICIES AND FORMS

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

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

BEHAVIOR CODE AND DISCIPLINE

ACADEMY HONOR CODE

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

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

- *I will not lie, cheat, or steal in any of my academic endeavors.*
- *I will forthrightly oppose each and every instance of academic dishonesty.*

- *I will not request, receive, or give aid in examinations/tests/quizzes.*
- *I will not give or receive illicit aid in class work, homework, in the preparation of reports, or in any other work that is to be used by the teacher as the basis of grading. I will understand the difference between studying and reviewing with others (which often is acceptable) and producing written documents that are submitted under my name for credit (which can only be done alone).*
- *I will not copy from or collaborate with others in completing homework. When I put my name on a homework assignment, I attest that all of the work on the assignment is my own in origin and content.*
- *In the case of all essays and research papers, I will carefully cite all external sources. I will not represent someone else's work as my own, nor use Artificial Intelligence (AI) to generate any part of my work. 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 policy below for information about how violations of the Academy Honor Code are addressed by the school. Since academic dishonesty is viewed as a serious offence, even first offenders may receive a suspension. The Academy Honor Code is typically reviewed in class with students during the first week of school each year.

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

DISCIPLINE POLICY

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

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

Nevertheless, students are young and human, and they will make mistakes in speech or behavior— they are still learning how appropriately to comport themselves. Many such behavioral mistakes, while requiring correction, need not be punished. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to

discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

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

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

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

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

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

DETENTION

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

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

Detentions can be serious in nature and a high number of detentions can indicate a student's general unwillingness to cooperate with the school. If a student has received five detentions for any reason in a school year, then he or she may be suspended for a duration determined by the Headmaster. If a student has received six detentions for any reason in a quarter, then he or she will be suspended for a duration determined by the Headmaster. A student may be suspended for a lesser number of detentions if many of

the detentions are received for the same offense (such as tardiness), or if the Headmaster and Dean determine that the accumulated detentions are of a serious nature and warrant immediate action.

In the case of more serious misbehavior, such as forging a parent/guardian'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/guardian will be contacted, and other disciplinary measures taken.

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

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

SUSPENSION

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

- Defiance of authority of Academy staff
- Disregard or disobedience of school rules and regulations as outlined in the handbook
- Coarse language or slurs
- Verbal abuse of adults or students
- Disruptive or disorderly behavior
- Violent or threatening behavior
- Bullying or harassment
- Fighting
- Destruction or theft of school property or personal property
- Truancy
- Persistent absenteeism that is not due to certifiable medical illness or disability
- Persistent tardiness
- Excessive accumulation of infractions
- Possession, use, distribution, and/or sale of tobacco, alcohol, or drugs

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

In cases of suspension from school, the parent/guardian will receive a formal written notice of suspension identifying the reason. There is no right to appeal a short-term (less than 10 days) suspension imposed by the Academy. There will be no corporal punishment of students at the Academy, though staff may use reasonable, necessary force to restrain a student who is harming themselves or others.

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

While serving a suspensions, students are not permitted to attend on-campus or off-campus school activities.

LONG-TERM SUSPENSION AND EXPULSION

The Headmaster may recommend to the Disciplinary Hearing Committee, as assigned by the Governing Board of Directors, long-term suspension (more than 10 days) and/or expulsion of a student for serious cause. The parent/guardian will be notified of the school's intent to long-term suspend or expel the student, and a hearing shall be held in accordance with the Academy's policies and procedures. The Long-Term Suspension and Expulsion Policy and Procedure can be found in the Academies Standard School Policies Guide, linked here.

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

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

STUDENT SOCIAL LIFE

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

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

YOUNG MEN AND WOMEN

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

POLICY FOR STUDENT TRIPS

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

1. All students must have a signed permission form on file before the student travels.
2. Field trip fees must be paid.
3. All students must have the proper insurance; and
4. The student must follow all the rules established by the Academy.
5. Students can be denied the opportunity to participate in field trips due to disciplinary reasons

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

For overnight trips, the chaperones will engage in periodic room checks to ensure that the travelers are adhering to the set curfew; students and adult chaperones will never share rooms. Parents/guardians who agree to be chaperones on trips must follow the guidelines established by the trip director and be cleared to volunteer.

POLICY FOR CAMPUS LEAVE AND VISITORS

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 an authorized adult. Parents/guardians may come to the school and sign their student out and accompany them off-campus for lunch. Parents/guardians who do so must then accompany their student back to school and sign them in at the office.

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

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. All persons who come onto campus without official business are considered to be trespassing. Official signs are posted that prohibit trespassing, stating that the Academy is a public school, and that visitors must come directly to the school office, where they must sign in and obtain an official school visitor's pass to wear visibly on their outer clothing. Former 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 school office. Alumni are not permitted to drop onto campus during the school day without an appointment.

POLICY ON FOOD AND DRINK ON CAMPUS

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

Students are permitted to bring nut-free food/snacks into classrooms to be consumed during the designated snack time. Students are not permitted to receive items on campus from food delivery services.

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

TOBACCO, DRUG, AND ALCOHOL USE BY STUDENTS

Tobacco

The possession or use of tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor products is prohibited in the following locations:

A. School grounds
B. School buildings
C. School parking lots
D. School playing fields

E. School transportation vehicles
F. Off-campus school-sponsored events

Disciplinary consequences for students found in violation of the provisions of this policy may include, but are not limited to, suspension and/or expulsion of the student from the Academy.

Pursuant to A.R.S. 36-798.03, a person who violates the prohibition is guilty of committing a petty offense.

Drug And Alcohol

Students on school property or at school events shall not knowingly breathe, inhale, or drink a vapor-releasing substance containing a toxic substance, nor shall a student sell, transfer, or offer to sell or transfer a vapor-releasing substance containing a toxic substance.

The use, possession, distribution, or sale of alcohol or drugs (Synthetic, Counterfeit, or imitation) on school property or at school events is prohibited.

Students in violation of the provisions of the above paragraph will be subject to removal from school property and will be subject to prosecution in accordance with the provisions of the law.

Students attending school who are in violation of the provisions of this policy will be recommend to the Disciplinary Hearing Committee, as assigned by the Governing Board of Directors, for long-term suspension and/or expulsion consideration.

For purposes of this policy, "drugs" shall include, but not be limited to:

A. All dangerous controlled substances prohibited by law
B. All alcoholic beverages
C. Any prescription or over-the-counter drug, except those for which permission to use in school has been granted pursuant to the Prescription and Over-The-Counter Medication Policy
D. Hallucinogenic substances
E. Inhalants
F. Synthetic, counterfeit, or imitation drugs

A compound or substance, regardless of its contents, compound, or substance, that produces in the user an experience, effect and/or display of effects that mimic the experience, effect and/or display of effects produced by substances controlled or prohibited by law, or that is represented as producing in the user such experiences or effects.

CELL PHONES AND PERSONAL TECHNOLOGY

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

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

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

ELECTRONIC DEVICES AND OTHER PROHIBITED ITEMS

Music players, headphones/earphones, smart watches or glasses, cameras, electronic games, tablets, laser pointers, and other toys that are not part of the academic or extra-curricular program are prohibited on campus. Students may be disciplined, and such items will be confiscated and returned only at the parent/guardian's request.

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.

POLICY FOR STUDENT DRIVERS

Students must purchase a parking permit for $60 and must sign a Student Driver Agreement before being allowed to park any vehicle on school property. Students will be assigned a reserved parking space and may not park anywhere else on school property. If a student driver arrives late, they must sign in with the school office. No student will be permitted to leave campus for lunch, regardless of having turned legal age, unless they are personally signed out by a parent/guardian. Student drivers who need to leave school for an appointment must be excused by a parent/guardian phone call or written permission submitted to the school office. Student drivers may not return to their car during the school day for any reason. A student who violates these rules, or who operates a vehicle in an unsafe manner on school property can have their parking permits suspended or revoked, in addition to being subject to the disciplinary process.

GUIDELINES FOR ALL ACADEMY SOCIAL ACTIVITIES

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

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

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

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

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

UNIFORM AND DRESS CODE

At Great Hearts, the student uniform is an essential part of who we are and what we do. The uniform serves to unify our students as one community of learners, irrespective of our diverse backgrounds. The uniform also signifies to the larger community our common purpose and identity as learners in pursuit of the true, the good, and the beautiful. Finally, the uniform frees our students to pursue their intellectual and moral development as individuals, without the distractions of fad and fashion. True individuality is formed in the heart and mind, not in appearances.

Uniforms are available for purchase at Lands' End.

Bottoms:

- Khaki or black dress slacks or shorts with black dress belt.
- Girls may wear school plaid or solid skirts (from vendor).
- Skirts and shorts shall be no shorter than just above the knee.

Tops:

- Middle School: Crimson polo, short or long sleeved, with embroidered school crest, tucked into waistband. White undershirts are permitted.
- High School: White or black polo or white Oxford, short or long sleeved, with embroidered school crest, tucked into waistband. White undershirts are permitted. Seniors may wear the school tie and blazer. High school students may wear a letterman jacket.
- Campus pullover or athletic jacket with school crest or approved emblem may be worn at all times.
- Non-academy outerwear may be worn outside before and after school and must be free of pop-culture, political messages, and/or inappropriate messages.

Footwear:

- Shoes must be solid black. Athletic shoes or dress shoes are permitted.
- Socks must be solid black or white.
- Girls may wear solid black or white knee highs or tights with skirts.

Accessories:

- All accessories must be free of pop-culture, political messages, and/or inappropriate messages.
- One necklace, one pair of small earrings, one ring, one bracelet, and one simple watch are allowed. Smartwatches and facial piercings are not allowed.
- Headwear and sunglasses may not be worn inside the school buildings.

Hygiene and personal care:

- Hair must be a naturally occurring color and clean, styled, and out of the face. Neatly groomed facial hair is permitted.
- Hair accessories should be small and match the uniform.
- Students will bear no tattoos, temporary or permanent, including pen and ink writing and drawings on the skin or face.
- Girls may wear make-up but it may not be excessive in its application.

Students must stay in uniform whenever they are on campus during school hours. 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 co-curricular activity that requires an immediate change in dress. For religious, cultural, or medical exceptions to the dress code policy, please reach out to the academy's the Deans of Students.

EVENTS DRESS CODE

Athletic Practice and Outdoor Field Day Dress Code

Bottoms:

- Athletic shorts or pants may be worn.
- Shorts must be loose fitting, no shorter than mid-thigh, and no longer than just below the knee.
- Where applicable, some athletic teams will provide exceptions to this policy for their practices, e.g. standard spandex shorts for volleyball.

Tops:

- Tops must be loose fitting and either tucked in or well over the waist of the pants/shorts.

Additional Guidelines:

- Attire must be free of pop-culture, political messages, and/or inappropriate messages. Sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Nike) are acceptable.
- 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.

Special Events Dress Code

Concert Performance Attire

- Boys must wear white collared dress shirts with black pants, belt, and black dress shoes.
- Girls must wear a white blouse with a black skirt or dress pants or a black dress and black dress shoes.

End of Year Ceremonies

- Boys must wear dress pants, a collared dress shirt, dark socks, and dress shoes.
- Girls must wear dresses or skirts/dress pants with a blouse and dress shoes.

Spirit Days & Social Events

- The academy will provide specific guidelines for Spirit Days and social events held across the school year, e.g. homecoming, prom, middle school socials, etc.

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

BASIC SCHOOL INFORMATION

SCHOOL OFFICE AND STUDENT HOURS; CAMPUS ACCESS

The school office is open from 7:30 a.m. – 3:30 p.m. on full days and 7:30 a.m. – 2:00 p.m. on Wednesdays. Hours may vary during the half days, holidays, breaks, and will be closed during parts of the summer. The school phone number is (623) 866-4730. Messages may be left on voice mail any time the phone is busy.

Messages left after hours will be returned within 24 hours. Also, parents/guardians may contact the administration via e-mail (please see the Faculty Directory on the website).

School classes start daily at 7:50 a.m. and end at 3:00 p.m. for middle school. School classes start daily at 7:55 a.m. and end at 2:40 p.m. for high school. Students arrive at 7:35 a.m. High school students should leave by 2:50 p.m. Middle school should leave by 3:15PM. (see www.triviumprep.org for half day bell schedules). For safety reasons, students should not arrive on campus earlier than 7:30 a.m. nor stay later than 2:50pm (high school) or 3:30 p.m. (middle school) unless they are attending an organized, adult-supervised program associated with the school.

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

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

LOCKERS AND BACKPACKS

As permitted by space and facilities, each Academy student is assigned a locker. Students must use locks as provided by the school. The school is not responsible for the loss or theft of items stored in lockers. It will be incumbent on students to ensure their lockers are locked, and to conceal their lock combination numbers to avoid lock tampering. The Academy reserves the right to inspect student lockers at any time, with or without notice, and at any time with or without reason. If there is a compelling reason to open a locker and the lock cannot be opened, school staff may cut the lock; families will not be compensated for a cut lock. Students are not permitted to write on or otherwise deface school lockers, inside or out. They may tape non-offensive posters or photos inside their lockers, but may not glue or paste stickers, and no decoration may be placed on the outside of any locker (excepting "Birthday Surprise" decorations on lockers, which must be removed after 1 week).

Students may bring backpacks, gym bags, and purses to and from school. These items must be stored inside lockers during the school day and should not be brought into classrooms or left on the floor/ground. Backpacks and gym bags must be free of pop-culture, political messages, and/or inappropriate messages. No rolling backpacks allowed.

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

EXTRA-CURRICULAR ACTIVITIES

The Academy believes that students are happier and more successful at the Academy if they are involved in one or more extra-curricular activities. The extracurricular offerings are all run by the Academy and NOT required of students. However, 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. The Academy does not permit student-led extracurricular groups, as the Academy believes the host of options crafted and executed by the school allow for the best opportunity for student

involvement and success. In order to support the expense of extracurricular activities, several activities require a participation fee to cover the required costs of supplies, additional faculty instruction, transportation (where necessary), etc.

1. Athletics: under the supervision of the Athletic Director, students in both Middle and High School have the opportunity to compete in a range of Athletic opportunities.
2. Volunteer Opportunities: In the running the operations of the Academy, there are a host of circumstances in which student volunteers are invited to assist the school in organizing and executing special events, providing peer support, leading mentor programs, editing school publications, and the like.
3. Enrichment Courses: A typical school-day provides six rich hours of learning for students. The Academy knows that many students will crave additional opportunity to study some topics more deeply while others may wish to explore previously unstudied subject matter. The Enrichment Courses are additional opportunities for student to receive instruction from the Academy's faculty outside of the ordinary time of the school day. While the exact meeting time(s) may vary and the exact content of each course may change from semester to semester, the menu of enrichment courses that a school offers are from a fixed list that our network can best support, supervise, and continually improve. All enrichment courses have attendance requirements and culminate with a final project/deliverable at the end of the semester. The following are some enrichment courses the Academy may offer:
    - Menu of Courses:
        - World Languages
        - Antiquities
        - Theater
        - Instrumental Music
        - Choir
        - Philosophy
        - Poetry
        - Math
        - Science
        - Speech and Debate
        - Mock Trial
        - Writer's Workshop
        - Engineering/Robotics
        - Horticulture
        - Chess
        - Strategic Games

For all extra-curricular activities, students must attend at least half the school day in order to participate in that day's practices, games, or performances. Furthermore, students should be picked up at the time the extra-curricular activity ends. Siblings are not allowed to be on campus during extra-curricular activity times unless they are also registered in an extracurricular activity. As the school office closes at 3:30pm, they will not be able to assist after that time. The Academy encourages parents/guardians to schedule ahead of time if it is known that a student needs to be picked up early. If school is not in session or it is a half day, student's extra-curricular activity will not take place. For questions, please confirm with the teacher.

Participation

During the established grade checks each quarter, if a student has 1 or more "F's' they are ineligible to participate in practices or games. They may attend but not participate. They remain ineligible until all grades are verified (by faculty and Athletic Director) to be above an "F." At that time they may resume participation immediately. Eligibility for students with accommodations plans to participate will be discussed and determined in a teaching team meeting.

Fees

Fees for various activities the Academy offers beyond the classroom, such as enrichment courses and field trips are required. The Academy, of course, never seeks to profit from any of the special services it offers. Fees are only meant to assist with services that are not directly funded by monies from the state. The

Academy has an annual fee schedule issued by Great Hearts academies. The schedule sets minima and maxima for activity fees and is available upon request (see below).

Please see the more detailed information elsewhere in this handbook regarding consumable book donations as well as the information below on fees for extracurricular participation. Each extracurricular activity will have a fee associated with it, commensurate with the cost per participant to operate the program. The fee must be paid prior to the student joining the extracurricular program. In case of financial hardship, please contact the school office.

Extra-Curriculars/Athletics Fees

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

Great Hearts Academies
Extra-Curricular and Field Trip Fee Schedule

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

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

Physicals

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

SAFETY AND EMERGENCIES

STUDENT/ACADEMY SAFETY

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

and The United States Government school safety resources (https://www.schoolsafety.gov/prevent/threat-assessment-and-reporting).

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

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

CRISIS MANAGEMENT PLAN

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

SCHOOL SITE MAP AND LOCATIONS

RESTROOMS

The restrooms for student use are located at three locations near the elevators on the first and second floors on campus. There are three male single sex and three female single sex accessible restrooms. The Academy maintains single sex restroom and locker room facilities, and also provides single-occupant restroom and changing facilities. Students may use the single-sex facilities that correspond to their current school records described above, and single-occupant restrooms and locker/changing rooms that are open to use by all students.

LOST AND FOUND

The Academy maintains a lost and found box in the breezeway. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that all personal items be marked with the student's name. Uniform clothing should have the last name on the inside label; calculators should have the name etched on them, and it is recommended that student-owned consumable books have the student's name prominently displayed either on the front cover or on one of the four sides of the book. All unidentified clothing, lunch boxes, etc. not claimed within one week will be donated.

TRAFFIC FLOW FOR DROPOFF AND PICKUP

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

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

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

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.

Drive-Through Drop-Off/Pick-Up

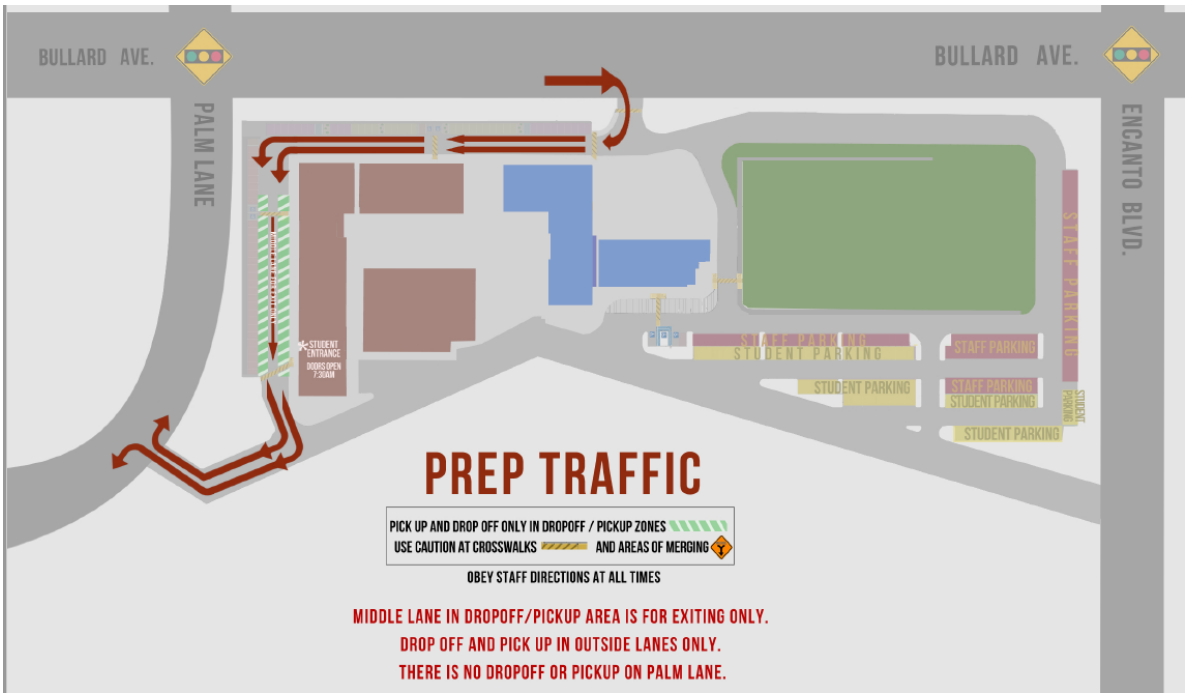
- *Prep-ONLY families Drop-Off AND Pick-Up:* Enter from northbound Bullard Avenue, on the west side of the campus, near the Administration Offices. Follow the parking lot south, then turn along the south side of the Prep building for pick-up/drop-off at the Prep Entrance. Students should only exit/load vehicles in the designated Prep Drop-off/Pick-up Zone. Please leave the middle lane in the drop-off zone clear for exiting cars. Exit the campus via Palm Lane.
- *Prep/Archway families Drop-Off:* Enter the campus from Encanto Blvd and form two lanes of traffic that flow around the football field to the Archway Drop-Off Zones. Once ALL students have been dropped-off in front of the Archway building, drivers will follow the flow of traffic to exit campus as directed by faculty. Prep students will follow the sidewalk around to the east side of the building and enter campus at the gate near the gym.
- *Prep/Archway families Pick-Up:* Prep/Archway families will pick-up both their Prep and Archway students from the Archway Pick-Up Zone. Please notify your Prep Students to meet you promptly on the Archway side where they should wait on the sidewalk of the Archway Pick-Up Zone until their parent arrives. Please review the Archway Traffic Flow procedures for more details.
- *Please note that Archway students being picked up by car will not be released to Prep siblings, only to parents.* High School students who drive or walk may pick up their siblings in the student walk-up line on campus and then exit through the west basketball court gate. Student drivers parked on-campus may exit through the east gate near the gym.

Walking/Biking Students

Walking and biking students MUST use crosswalks and sidewalks to enter/exit the campus and obey all traffic signals and crossing guards. Crosswalks on campus will have a monitor during drop-off/pick-up. Students may lock up bicycles at the bicycle racks on the East side of the property near the gym and the west side near the crosswalk. 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.

- *South Exit Route*: Prep students may cross at the crosswalk located at the southeast corner of the Prep building and follow the sidewalk to Palm Lane. If proceeding east along Palm Lane, they will cross the road again at the south exit of the campus.
- *West/North Exit Route*: Prep students may also follow the sidewalks to the crosswalk at the northwest corner of the Archway building and walk along Bullard Ave in either direction to cross at a traffic light.

For the safety of all, students will NOT be allowed to walk/ride bikes through the parking lot and must use these designated walking/biking routes.


BULLARD AVE.
BULLARD AVE.
PALM LANE
ENCANTO BLVD.
STAFF PARKING
STUDENT ENTRANCE
DOORS OPEN 7:30AM
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STUDENT PARKING
PREP TRAFFIC
PICK UP AND DROP OFF ONLY IN DROPOFF / PICKUP ZONES
USE CAUTION AT CROSSWALKS AND AREAS OF MERGING
OBEY STAFF DIRECTIONS AT ALL TIMES
MIDDLE LANE IN DROPOFF/PICKUP AREA IS FOR EXITING ONLY.
DROP OFF AND PICK UP IN OUTSIDE LANES ONLY.
THERE IS NO DROPOFF OR PICKUP ON PALM LANE.

SUPPORT YOUR ACADEMY THROUGH OUR ANNUAL CAMPAIGNS!

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

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

COMMUNITY INVESTMENT CAMPAIGN

The Community Investment Campaign directly supports our operating budget.

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

Helps us support our excellent and dedicated faculty.

Keeps our class sizes smaller for individualized attention.

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

TAX CREDIT DRIVE

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

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

Claim the full credit on your state income tax return.

Married couples filing jointly may contribute up to $400.

Individuals may contribute up to $200.

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

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

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

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

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

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