



**CICERO**  
**PREPARATORY ACADEMY**  
**A Great Hearts Academy**

***FAMILY***  
***HANDBOOK***

Revised August 2016

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*The Academy reserves the right to amend or alter the handbook as needed during the school year. Any such changes will be communicated to families through multiple channels.*

## Letter to Families

Dear Families,

Welcome to Cicero Preparatory Academy!

Parents and guardians, please take the time to read through our entire handbook. We encourage you to read pertinent portions with your children, such as the mission statement, dress code, and honor code. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well as new. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Academy family as we share common values and expectations of one another. When you have finished reading the handbook, both parents and the student(s) should complete and detach the mandatory signature page. *Please return this page to the school office by the end of the first week of school.*

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

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

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

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

Warmest regards,



Dr. Mark Discher  
Headmaster

## **Our Mission**

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

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

The Academy will fulfill its mission by the following means:

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

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

## **Our Charter, Accreditation, and Affiliations**

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

The Academy is a subsidiary corporation of Great Hearts Academies, a non-profit charter management organization. Great Hearts Academies supports its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, and the development of funding and facility opportunities. In 2016-17, Great Hearts operates, in addition to the Academy, 21 other classical, liberal arts schools in the metropolitan Phoenix area.

## **CICERO PREPARATORY ACADEMY'S PHILOSOPHY**

### **“A Classical Education for Modern Times”**

*By Dr. Terrence O. Moore*

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

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

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

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

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

### **Knowledge and the Great Books**

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

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

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

Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. E. D. Hirsch captured this idea in his book *Cultural Literacy*. For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James Bible, fables of Æsop, Euclid’s geometry, and the documents of the American Founding Fathers. 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 away from presenting students with standards that lift them out of the formless dross of the culture. Music is another area in which students are in dire need of high standards. The logical thinking that comes from mathematics and the sciences is no less important. Upholding standards is a principle of exclusion as much as of inclusion. The Academy does not pretend that all writing is equally good, that all human endeavors are equally important or beneficial to society, or that all scientific theories are equally true. In choosing works of art, pieces of music, works of literature, and the like, our motto is that of Churchill: “I shall be satisfied with the very best.”

## Moral Virtue

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

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

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

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

The Academy expects no less of our students.

## Parent Involvement

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

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

We know from experience that students find the curriculum more manageable in the upper grades, even though the course work there is the most advanced. The Academy offers a core curriculum in which each of the grades builds on previous grades over the student's 7-year tenure. The 11<sup>th</sup> and 12<sup>th</sup> 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 and students should maintain a vision of what the Academy graduate will look like at graduation. Our graduates will be confident, articulate, and prepared to live full human lives. They will have studied some of the greatest works in the history of the world; they will understand the intellectual foundations of the world in which they live; they will have been trained in advanced mathematics and science; they will appreciate art and culture as expressions of the human spirit; they will be approaching (after Latin) fluency in a modern European language; and they will possess the intellectual skills and disciplines that make a lifetime of learning possible. Of course, a liberal arts education is not one that can be completed hurriedly or with a sense only of its immediate benefit or material value. The formation of our students' characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation. The Academy does not claim to offer a definitive or exhaustive education, for as the great American philosopher and teacher Mortimer Adler once wrote, "Education stops only with the termination of life; the only fully educated human being is a dead one."

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

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

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

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

### **Fingerprinting**

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

## **Tolerance and Pluralistic Sensitivity**

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

### **Focus on the Western Tradition**

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

### **Notice of Non-Discrimination**

Cicero Preparatory Academy does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

**504 Coordinator:**

Thomas Doebler, Exceptional Student Service Director  
Great Hearts Academies  
3102 N. 56<sup>th</sup> Street  
Phoenix, AZ 85018  
602.438.7045 EXT 345

**Title IX Coordinator:**

Jennifer Whitmire, HR Director  
Great Hearts Academies  
3102 N. 56<sup>th</sup> Street  
Phoenix, AZ 85018  
602.438.7045 EXT 363

## Registration, Records, and Medication Policies

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### Registration

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

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

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

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

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

### Official Transcripts

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

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

### **Prescription and Over-the-Counter Medication Policy**

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

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

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

### **Asthma and Anaphylaxis (life-threatening allergies)**

It is the responsibility of an anaphylactic/potentially anaphylactic child's parents to inform the school health personnel of their child's allergy. Anaphylactic children who have been cleared by their physician to carry their own auto-injector (EpiPen) may do so. The physician will need to provide the school with an Action Plan to support the self-carry instructions.

In order to protect all students with asthma, each student at our Great Hearts Academies who have been identified as having asthma must have an Asthma Action Plan on file that is signed by a physician or healthcare provider. An Asthma Action Plan is a self management tool that is used to help the school health personnel assist children diagnosed with asthma to better control his or her condition. The plan is completed by a physician or healthcare provider and includes information on a student's medications and dosing requirements, asthma triggers, how to handle worsening symptoms and what to do during a breathing emergency. It is a critical element in our school's overall wellness plan and will support school health personnel identify in tracking those students who are most at risk for having an asthma emergency.

### **Biological Sex and Gender Policy**

Great Hearts is responsible for ensuring the safety of all students during the school day and during school activities. This includes providing for the physical privacy rights of students. Great Hearts is further responsible for maintaining order, decorum and discipline during school. Great Hearts is further responsible for ensuring the educational environment is free from disruption and disturbance, and provides equal educational opportunity to all

students. The following policy is found by the Board of Directors to be in the best interest of students and necessary for maintaining privacy rights of students, maintaining safety, discipline and order, and in preserving the educational environment:

#### ASSUMPTIONS

1. That the recognition of any distinction between “gender identity” and biological sex is not yet a matter of settled law in the United States;
2. That there exists no general consensus but rather disagreement between the State of Arizona and the United States and in the United States as a whole—legal, scientific, educational, philosophical—about the relationship between “gender identity” and biological sex;
3. That GH will comply with all settled law (plain language of statute, controlling case law and duly adopted administrative regulations) for the states in which it operates schools;
4. That GH will take into account each student’s right to privacy and safety in accessing facilities;
5. That EVERY CHILD entrusted to our schools, regardless of sex, class, race, religion, and national origin, is to be educated with exactly the same level of care and respect for his/her dignity and innate human potential.

DEFINITION: “Sex” means an individual’s biological classification as male or female at the time of birth and as recorded on their official state-issued birth certificate.

#### POLICY:

##### A. Student enrollment and instruction

1. Schools will record, report, and classify each enrolled student as male or female according to the sex as indicated in the submitted enrollment documents. In the event of a discrepancy, the sex as indicated on the birth certificate will be considered as accurate.
2. In the event of an update or change to a birth certificate, the school shall consider the information upon the most recent birth certificate as accurate, and shall modify all school records as pertinent.
3. Schools will record and report the legal name of the child as recorded in enrollment documents submitted by the family. School staff may either a) refer to a child by the name as indicated in school records, or b) refer to the child by a variant nickname sanctioned by the student and his/her family.
4. School personnel may use the personal pronouns consistent with the sex of students as recorded in school records described above.
5. When a learning activity calls for the separation of students by sex, students shall be classified according to sex as recorded in current school records described above.
6. Students must adhere to the uniform code and grooming standards of their sex as recorded in current school records described above.

##### B. Use of School Facilities

1. Schools shall maintain restroom and locker room facilities that are single-sex only, and shall also provide single-occupant restroom and changing facilities that are sex-neutral. Students are permitted to use the single-sex facilities that correspond to their sex as noted in current school records describes above, and single-occupant restrooms and locker/changing rooms that are open to use by individuals of either sex.
2. Restrooms, locker room facilities and changing facilities shall be clearly marked and designated for the assigned sex or sex-neutral.
3. This shall not apply to a person or persons who enter a single-sex facility for purposes of
  - a. Maintenance
  - b. Providing medical assistance
  - c. Protecting a student/students from a threat to good order or safety
  - d. Shelter in an emergency
4. No student shall be compelled to use a single-sex restroom or locker/changing room facility against their wishes; access to private, sex-neutral facilities will be provided.

##### C. Participation in school activities

1. Students are eligible to participate in the single-sex athletic activities that correspond to their sex as noted in current school records and based on requirements of the specific league or ruling body for the athletic activity.

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

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

**YOUR RIGHT AS A PARENT OR ELIGIBLE STUDENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Contact information:

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

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

## **Individuals with Disabilities Education Act (IDEA)**

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

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

For additional information or to file a complaint, you may call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD), or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Or you may contact:

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

Arizona Department of Education  
Exceptional Student Services  
1535 W. Jefferson, BIN 24  
Phoenix, AZ 85007

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

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

## **Academic Expectations, Evaluation, and Student Promotion**

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### **Academic Expectations**

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

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

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

## Course of Study

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

## Study Materials

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

**Textbooks** will be issued to each student for use during the academic year, but they remain the property of the school. A one-time book deposit of \$175.00 is required upon enrollment to the school, and is refunded when the student graduates or withdraws from the school as long as all textbooks have been returned in good condition each year. *If a student misplaces a book, he or she will be charged for the full replacement cost of the book, which is significantly more than the per-book deposit amount.* (Students may also be charged a return fee by the reception desk to return assigned textbooks found by staff on the campus.). **Deposit is due when you submit your completed registration packet to the school.**

### Literature Consumables

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

### **Alternate Vendors**

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

### **Homework**

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

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

As a general guideline, however, students should be prepared for two to three hours of homework a night. Junior high students should expect up to twenty-five minutes of homework per class each night. High school students should expect up to one hour of homework for Humane Letters each night and one-half hour each night for other subjects. Teachers work carefully in measuring out a proper amount of work for their class. For middle school unmixed sections, teachers 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. For high school mixed sections teachers cannot guarantee a students will not have major tests and projects on the same day.

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

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

The Official School Calendar lists a number of "R and R" weekends. These are designated as school-wide "*no homework*" weekends. Teachers will not assign homework over these

weekends and tests and quizzes will not be administered on the Mondays following. It may be the case that a long-term or multi-day project is given well before and due a few days after an “R and R” weekend; students will need to stick to a disciplined work schedule so as to enjoy the well-deserved time off.

### **Evaluation**

At the end of each quarter, each student’s academic progress will be thoroughly evaluated, and a report will be sent home. Once per year, a longer narrative semester evaluation for each course will be sent home. Once a year, the evaluation will also be done in conferences with the teachers and parents. Eleventh and twelfth graders 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 semester evaluation narrative is much more meaningful than the assignment of a single letter grade or a percentage (please see the following pages for an example of this form). End-of-semester transcripts will include a letter grade and statement of the specific content and skills covered for each subject for transfer to another high school or to college.

Students will also be assessed according to state requirements using the state standardized achievement test, AzMERIT. Parents 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 will also administer other assessments at different points in the year. None of the results of these tests have any bearing upon student grades at the school. No individual students’ test scores will be released to any third parties.

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

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

## Promotion

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

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

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

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

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

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

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

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

## Official Graduation Requirements for Cicero Preparatory Academy

*“The governing board 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 prescribes.”*

*Arizona Revised Statutes 15-701*

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

The State Board 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 requirements are met (R7-2-302.04).

<b>Academy Grade and Course (all courses are year-long)</b>	<b>Academy Credits Earned</b>	<b>State Requirement Met, Local Governing Board Requirement to Meet Minimum 22 credits, OR Academy courses that exceed minimum state requirement</b>
9 <sup>th</sup> : Humane Letters	2.0	1.0=English, 0.75=U.S./AZ history, 0.25 U.S./AZ govt.
9 <sup>th</sup> : Geometry	1.0	1.0=math
9 <sup>th</sup> : Foreign Language I	1.0	1.0=local requirement
9 <sup>th</sup> : Biology	1.0	1.0=science
9 <sup>th</sup> : Chorus/Music Theory	0.5	0.5=fine arts
9 <sup>th</sup> : Poetry I	0.5	0.5=fine arts
10 <sup>th</sup> : Humane Letters	2.0	1.0=English, 0.25=U.S./AZ history, 0.25U.S./AZ govt., 0.5=world history/geography
10 <sup>th</sup> : Pre-calculus	1.0	1.0=math
10 <sup>th</sup> : Foreign Language II	1.0	1.0=local requirement
10 <sup>th</sup> : Physics I	1.0	1.0=science
10 <sup>th</sup> : Chorus/Music Theory II	0.5	<i>Exceeds</i>
10 <sup>th</sup> : Poetry II	0.5	<i>Exceeds</i>
11 <sup>th</sup> : Humane Letters	2.0	1.0=English, 0.5=world history/geography, 0.5=local req.
11 <sup>th</sup> : Calculus I	1.0	1.0=math
11 <sup>th</sup> : Foreign Language III	1.0	1.0=local requirement
11 <sup>th</sup> : Chemistry	1.0	1.0=science
11 <sup>th</sup> : Drama I	0.5	<i>Exceeds</i>
11 <sup>th</sup> : Studio Art I	0.5	<i>Exceeds</i>
12 <sup>th</sup> : Humane Letters	2.0	1.0=English, 1.0=local requirement
12 <sup>th</sup> : Calculus II	1.0	1.0=math
12 <sup>th</sup> : Foreign Language IV	1.0	<i>Exceeds</i>
12 <sup>th</sup> : Physics II	1.0	1.0=local requirement
12 <sup>th</sup> : Economics	0.5	0.5=Economics
12 <sup>th</sup> : Studio Art II	0.5	<i>Exceeds</i>
12 <sup>th</sup> : <i>Senior Thesis &amp; Defense</i>	0.25	<i>Exceeds</i>
<b>Total Credits</b>	<b>24.25</b>	<i>Exceeds minimum state requirement</i>

## **A Word on Grades and Applying for College**

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

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

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

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

The school curriculum and culture combined with our low student-to-counselor ratio allows each student to get the counseling and support needed to successfully navigate the college admissions

process. Please get to know your college counselor if you have questions about the college counseling program and admissions process.

## **Project Week**

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Project week typically takes place in the week just before the start of the second semester, the same week in which the parents and teachers meet for evaluation conferences. Students will be given directions for a research or other project before they leave for winter break. The project assignments vary from grade to grade, and may include such things as a science experiment, a research topic and presentation/paper, building a model, or a longer assigned reading. Sometimes, students will be assigned their projects well before the semester break and given guidance by their teacher for completion. Students can expect to invest up to 20 -30 hours on their projects, which are due on the first day they return for the second semester. Projects may require library/internet research, acquisition of modeling materials, or hands-on problem-solving. All faculty will participate in the evaluation of projects. This assessment is factored into the second semester grades. Project allows students to explore a topic (often of their choosing) in greater depth, using resources that are not readily available to them in the classroom. Project week teaches students how to study a topic in-depth on their own and how to manage their time, to cultivate love for something of interest to them, and to participate in true intellectual “leisure”—i.e. pursuing something for its own sake and value. While the temptation will be present for parents to over-assist students with projects, especially hands-on modeling or crafting activities, students must problem-solve and produce their work on their own. Parents should seek to guide as teachers would—i.e. helping a student to find a solution rather than giving them the solution.

## **Foreign Language Selection**

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High school students are asked to submit (and rate) their individual preferences for foreign language study for the high school. Typically, there will be three Modern European language options: French, Spanish, and German (one or more of these may not be offered if not logistically feasible). Students may also select a Classical language track and continue their study of Latin in the high school. All students in the classical language track will take two years of Greek in their junior and senior years (though the first Classical language group of a school will have a slightly altered track). All of the foreign and Classical languages are appropriate for preparatory studies and high-level college admissions.

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

Students may transfer between languages during the summer only if the following criteria have been met: 1) there is an available opening in the desired language course; 2) the student holds a B or higher in both semesters in the language he or she is leaving; and 3) he or she passes an approved summer study course in the levels of the language he or she has missed at the Academy.

## Senior Thesis

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

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

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

## Valedictorian

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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 10<sup>th</sup> 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.

## Family-Teacher Academic Partnership

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**As a preparatory school, the Academy believes that the student should be the primary agent in his or her education.** Our first priority in this regard is to encourage student responsibility by establishing an open line of communication between students and their

individual teachers. Timely and effective communication between teachers, students, and parents is essential in fostering academic growth.

### **Communication Roles**

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

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

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

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

### **Deficiency Notices**

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

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

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

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

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

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

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

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

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

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

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

## Academy Parent and Student Grievance Procedure

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

## Basic School Information

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### Office and Student Hours; Campus Access

The school office is open from 7:30 A.M.-4:00 P.M. every day that school is in session and will be closed during the month of July. The school phone number is 480-424-1790. Messages may be left on voice mail any time the phone is busy or we are out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via e-mail (please see the Directory or our website). The school's FAX number is 480-434-6614.

The administration asks that non-urgent calls to the school office be made between 9 and 11 and between 1 and 3, since other times during the school day are “high-traffic” periods. Messages for faculty can be left in their personal voice-mail boxes at any time, though e-mail is usually a quicker way to get in touch.

School starts daily at 7:40 A.M. and ends at 2:40 P.M. For safety reasons, students should not arrive on campus earlier than 7:20 A.M. nor stay later than 3:00 P.M., unless they are attending an organized, adult-supervised program associated with the school. Extra-curricular activities (sports, clubs) will normally end by 5:30 P.M., depending on the activity.

Outside of scheduled school activities, students and parents 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, and excepting 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, however, are permitted to take their student off campus for lunch, but will need to sign them out and back into school using the sign in/out sheets located at the Front Office.

### Administrative Responsibilities

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

The **Assistant Headmaster** is Melanie Pritchard. She assists the Headmaster with various administrative duties, and is primarily responsible for coaching faculty in the craft of teaching and helping to cultivate a positive campus environment and culture.

The **Dean** is Stephen Philabaum. His responsibilities are two-fold; he oversees the academic program of the school, and he oversees school wide discipline and forming a school culture.

The **Assistant Dean** is Alex Julian. He assists the dean in carrying out his responsibilities.

The **Office Manager** is Connie Malkin. She manages the front office, works closely with the Headmaster in communicating information to the families, and assists families with records and school business unrelated to student discipline, curriculum, or the classroom. The **Office Assistant** is Nigora DaCorte.

The **Athletic Director** oversees all coaches and athletic activities at the school. All questions about sports, especially those pertinent to practice/game schedules and locations should be directed to the athletic office.

The **College Counselor** primarily works with juniors and seniors and their families to help them plan and execute college applications, and coordinates the school's administration of college admissions-related testing, such as the PSAT and PLAN. The Counselor also works closely with the Office Manager and Headmaster to maintain official transcripts for students.

After the school's second year of operation, some faculty will 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 curricular should be directed to the appropriate teacher, master teacher, or the Headmaster. Questions or concerns about student conduct or discipline should be directed to the Dean. General questions regarding the school may be directed to Office Manager or to the Headmaster. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate employee.

The Great Hearts CEO and management teamwork with the headmasters and schools, and offer essential support.. For more information about Great Hearts, please visit the website, [www.greatheartsaz.org](http://www.greatheartsaz.org). The Great Hearts management team includes:

Mr. Ward Huseh, CEO and Chief Financial Officer  
 Mr. Robert Wagner, VP of Academy Operations  
 Dr. Robert Jackson, Chief Academic Officer  
 Mr. David Denton, VP of Lower Schools  
 Mr. Andrew Ellison, VP of Upper Schools  
 Mr. Thomas Doebl, Director of Exceptional Student Services  
 Ms. Dee-Dee Sanders, Director of College Counseling

*Note to Parents: Copies of resumes and fingerprint clearance cards for all Academy faculty, Great Hearts leadership and Academy board members are available upon request. Please direct your request to Great Hearts Human Resources via email at [HR@greatheartsaz.org](mailto:HR@greatheartsaz.org).*

## **Crisis Management Plan**

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

## **Official School Calendar and Website**

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

## **Special Education**

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

## **Lockers and Backpacks**

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

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

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

### **Food and Drink on Campus**

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

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

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

There are designated areas on campus for student snacking. These areas include the quad and the health office. Drinks and snacks are, for the sake of cleanliness, not permitted in the prep building.

### **Restrooms**

The restrooms for student use are located on both the first and second floors of the prep building. There are handicapped-accessible restrooms on campus. These are reserved for faculty use or for use by persons with physical impairments. ***Students without disabilities are never permitted to use these private bathrooms without direct consent from school office staff, and then only in cases of special illness or injury.***

### **Lost and Found**

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

## **Traffic Flow for Drop-off and Pick-up**

For maximum safety and traffic flow, parents must drop children off in the designated prep drop-off lanes.

Students who walk or bicycle to school should always obey the traffic lights and Walk/Don't Walk signals. Students may lock up bicycles near gate 3, outside of the archway building, 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. Specific drop-off and pick-up procedures are posted on our website at [www.ciceroprep.org](http://www.ciceroprep.org).

Drivers must at all times comply with all traffic signs and symbols on school property, and they must obey the directives of any school official directing traffic. Cell phone use by drivers on school property is prohibited.

## **Transportation**

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 child's parent. If another adult will be picking up your child to drive home after school, please file permission with the office through required annual enrollment or re-enrollment documents.

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

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

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

## **Campus Leave and Visitor Policies**

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

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

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

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

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

### **Student Drivers**

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

## **Student Trips Away from Campus**

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

## **Fees**

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

Please see the more detailed information elsewhere in this handbook on textbook deposits and consumable book donations as well as the information below on fees for extracurricular participation.

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

## Attendance

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### Absences

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

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

It is the responsibility of the parent/guardian to call the school before 8:00 A.M. to report an absence by leaving a message on the attendance line. Students will be recorded as having an unexcused absence if no message is left. (The administration will not usually attempt to contact parents in the event of a message not being left.) Please be sure the office has your current work and home telephone numbers on file. Whenever possible, if a student absence is anticipated, we recommend that the student notify his or her teachers and request the assignments prior to the absence. It is the responsibility of the student to make up all missed assignments after an absence from school. If a student is unable to attend school and seeks his or her assignments, the student should contact a classmate for that information, not the school office. Once again, it is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the Headmaster, students may not be allowed to make-up missed work due to an unexcused absence. Parents may receive a detailed attendance report upon request.

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

### Illness

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

## **Tardiness and First Period Instruction**

Students who arrive after the beginning of first period must report directly to the front office for a late pass in order to be admitted to class. If your child will be late, please provide him/her with a signed acknowledgement or personally sign them in at the 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 *accidental lateness to school* (due to a student oversleeping, transportation problems, or some other late start).

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

Tardiness during other periods in the school day will also result in disciplinary action.

### **Family Vacations**

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

## **Behavior Code and Discipline**

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

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

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

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

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

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

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

## **Detention**

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

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, or the faculty member designated as the Detention supervisor.

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

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

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

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

## **Electronic Devices, and other Prohibited Items**

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

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

## **Cell Phones and Personal Technology**

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

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

1. A student may keep a cell phone *turned off* (not merely silenced, but off) *and stored in his or her locker* during the school day. Phones may not be brought in pockets or purses into classrooms.
2. Personal phone use is permitted on campus only after school (after 2:40 P.M.), and only in designated areas.
3. If a student needs to phone a parent at any time during the school day, the student must come to the front office and request staff permission either to use a personal phone or to use one of the school's land lines. In rare cases in which parents 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 should be mindful that texts or other messages that they send directly to their children during the school day are to be picked up only after school dismissal.
4. Violation of the above restrictions will result in confiscation of the cell phone and disciplinary action. Phones will be turned in to the office and released only to parents/guardians after confiscation.

## **Photography and Public Internet Postings**

1. The name and crest of the Academy are the property of the school and may be used only for official school business. Any Academy student who, without written permission from the headmaster, posts the crest or logo of the Academy on the internet or in any other public forum for purposes of identifying themselves or other students is subject to school disciplinary action.

2. All personal photography, including the taking of videos, is banned on campus and at school events. No photos of minors may be publicly displayed without the consent of the parent(s) or guardian. Any Academy student found to be in violation of these rules is subject to school disciplinary action.

3. Any public display or posting by an Academy student, on the internet or in any other public forum, of derogatory, offensive, or harassing speech directed against another student, teacher, or other member of the school community is in violation of the standards of the Academy and is subject to school disciplinary action.

## Policy on Hazing

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

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

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

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

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

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

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

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

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

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

### **Policy on Harassment, Intimidation or Bullying of Students**

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

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

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

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

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

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

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

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

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

### **Anonymous Reports of Suspicious Activity**

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

### **Social Media**

The Academy reserves to itself the right to investigate allegations of bullying, harassment, intimidation, and threats that occur in social media venues and which disrupt the learning environment of the school. Not everything said or done by students online is the school's business, but actions and words directed against fellow students, parents, or school staff may be considered as such. The school will also notify law enforcement when credible threats of violence are detected.

## **Suspension/Expulsion Procedure**

### **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 Academy Family Handbook, violation of the Academy Honor Code, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco or controlled substances, including illegal and prescription drugs, possession of over-the-counter drugs, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, and persistent tardiness.

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

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

### **Suspension over 10 School Days and Expulsion**

The Headmaster may recommend to the Board of Directors, suspension for over 10 days and/or expulsion of a student for serious cause, including, but not limited to the following: defiance of authority of Academy staff, repeated disregard or disobedience of school rules and regulations as outlined in the Academy Family Handbook, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, persistent tardiness, possession of firearms or other dangerous weapons, possession of controlled substances, including illegal drugs, alcohol, tobacco, and prescription drugs, and possession of over-the-

counter drugs. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

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

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

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

*Note: Colleges routinely ask students and/or schools to report all suspensions or expulsions in the college application paperwork. The Academy honestly answers such questions and reports all suspensions at the high school level. (Colleges will take into consideration the timeframe and nature of the suspension, and students with suspensions have been accepted into top colleges.)*

## Academy Honor Code

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

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

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

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

Please see the Discipline Section for information on how violations of the Academy Honor Code are addressed by teachers and the Headmaster. Since academic dishonesty is viewed as a serious offense, even first offenders may be punished with a suspension. The Academy Honor Code is typically reviewed in class with students during the first week of school each year.

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

## Uniform and Dress Code

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The Academy has a primary objective of developing a "community of learners," dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group. Our school is also committed to the development of individual personality and character-- not through the external 'expressions' of dress and appearance, which can easily be purchased or affected, and which can quickly divide students through the power of snap judgments and prejudices—but through personal qualities, virtues, quirks and traits. It seems countercultural to assert this in our age, but the Academy holds that the school uniform is an essential condition for cultivating genuine individuality in the school community. It is not this or that particular element of the uniform that "matters" more than any of the others; rather, the uniform as a whole is what matters.

While students are responsible for their clothing and appearance, it is the parents who are responsible for providing the conditions required for meeting the standard, e.g. haircuts, proper shoes, shirts, skirts and pants that fit properly, etc. Parents are urged to understand the uniform requirements below, and to ensure that their children go to school each day in the right attire, from head to toe. It is an uncomfortable experience for a child to be corrected for a uniform violation, and repeated uniform issues can become an enormous distraction for students.

The uniform is the basis of a dress code with a "professional," business-like standard. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed to be wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing.

Decisions about the appropriateness of apparel may be referred to the Dean, whose judgment will be final. The school will make specific exceptions to the dress code as required by particular religious customs; parents should address specific concerns to the Dean before the second week of school.

Other than the dress code requirements for school, there are special requirements for periodic, special events throughout the year, such as the "semi-formal" dress code for concert participation and the all-school awards ceremony. Please see page 47 of the Handbook for an exact definition of how the Academy defines "semi-formal" attire.

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

**Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus *fully* in uniform and leaving campus *fully* in uniform (correct shoes, shirts tucked in, etc.). Students may only change out of**

**uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires an immediate change in dress.**

## Boys' Uniform and Dress Code

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

**Boys' Shorts:** Khaki walking shorts, with a dark belt, may be worn. Shorts should go to just above the knee but not below, and should not be excessively tight or loose-fitting. Shorts should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games)

**Boys' Shirts:** For all boys, solid white or navy blue, collared, knit polo shirts with the Academy logo (two- or three-button, with or without a breast pocket--no logos of any kind, except the Academy logo). High school boys may also wear a white oxford button-down dress shirts with the Academy logo, short- or long-sleeved. The oxford dress shirt must be properly buttoned.. *Shirts must always be tucked in, and shirttails must be long enough to stay tucked in.*

**Boys' Footwear:** Boys should wear dark blue, dark brown, or black solid-colored, low-heeled, low-soled dress shoes or loafers with dark laces and dark soles along with socks that are solid-colored, logo free, and match the color of the shoes. Tan socks may be worn with dark brown shoes. No high-top shoes, boots, sandals, athletic shoes, or skateboard shoes. Athletic shoes will be permitted only during official school athletic activities. Socks must be visible above the entire shoe; knee socks are not permitted with shorts.

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

**Boys' Jewelry:** No nose-rings, earrings, or other body-piercing jewelry are permitted for boys. No wrist bracelets, anklets, or necklaces are permitted. A total of one watch and one ring are permissible. Both must be tasteful. Jewelry should not be distracting or dangerous. A tasteful, simple necklace may be worn inside the shirt and should not be visible.

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

**Boys' Jackets:** The spirit-wear sweatshirts marketed by the Parent Service Organization may be worn in classrooms. They must be clean and free of tears. A polo shirt or dress shirt must be worn under the sweatshirt and must be tucked in, and a belt must still be worn. Violation of either of the above rules will result in a permanent revocation of the student's permission to wear the sweatshirt for that year.

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

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

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

### **Girls' Uniforms and Dress Code**

**Girls' Skirt:** a plaid Academy uniform skirt, available at Dennis Uniforms in two styles. The skirt hem may be no higher than just above the knee, both in front and in back. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface, and may be longer if desired. Skirts must be worn at the waist.

**Girls' Shorts:** Khaki shorts should go to just above the knee, but not below, and should not be tight-fitting. A dark belt must be worn with shorts that have belt loops. Shorts must be worn at the waist.

**Girls' Slacks:** Khaki slacks, with a belt, may be worn. Slacks should reach to the shoe but not drag on the ground. No oversized, super-baggy pants will be permitted, nor should they be excessively tight. Slacks should be worn at the waist. The slacks should have belt loops and a solid, dark belt should be used.

**Girls' Shirts:** Girls should wear a solid white or navy knit, collared, polo shirt with the Academy logo (two- or three-button, with or without a breast pocket--no logos of any kind, except the Academy logo.) High school girls may wear a white oxford button-down dress shirt with the Academy logo, short or long sleeved. The oxford dress shirt must be properly buttoned. Shirts must always be properly tucked in so that the waistband of the skirt, pants, or shorts is visible, and shirttails must be long enough to stay tucked in. Students may not deliberately blouse out or give a partially "untucked" look to their shirts.

**Girls' Footwear:** Girls should wear low-heeled (1.5" – 2"), low-soled or flat, dark blue, dark brown, or black solid-colored leather loafers or dress shoes. No open-toed or open-heeled shoes or sandals are permitted. Sneakers, tennis or jogging shoes will be permitted only during official school athletic activities. Girl's tights or socks should be solid white or match the color of the shoes. Tan socks or tights may be worn with dark brown shoes. Ankle socks may be worn, but they must be visible above the entire shoe. Socks should not come above the knees. Socks should be free of decorations and logos. No ankle bracelets allowed.

**Girls' Jewelry:** Girls may wear *one* pair of short earrings only on the ear lobes. "Short" means that the earrings should not hang more than ½ inch below the ear lobe. Large hoops or other dangling or distracting earrings are not permitted. Loops are not to be larger than the size of a nickel. No body-piercing jewelry except traditionally-located earrings will be permitted. One

simple ring on each hand is permitted. One wrist bracelet, one watch, and one simple necklace are permissible. No chokers, no beaded necklaces (colored or otherwise), no leather necklaces, no shells, no large or elaborate chain-link, and no large or elaborate pendants (larger than an inch in length, width or diameter) may be worn.

**Girls' Makeup:** Makeup is permitted and should be applied tastefully and in moderation. Heavily lined eyes or gaudy lipstick, glittered or white-powdered faces will not be permitted. Fingernails should not be excessively long or painted garishly. Fingernails may only be painted in natural skin tones. Tasteful French manicures are acceptable. Cicero is a fragrance free campus. No perfumed lotions or perfume allowed.

**Girls' Hair:** Hair should be neatly combed or styled. No shaved heads. Tasteful bows, barrettes, headbands, and "scrunchies" are permissible in navy, tan, or white. Hair should not be arranged or colored so as to draw undue attention to the student. Hair must be natural looking and conservative in its color (no bleaching or unnatural streaking/highlighting, no deep/bright reds or oranges, no artificial jet-black coloring, and no unnatural colors). Any artificial changes in hair color during the school year are unacceptable.

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

**Women's Jackets:** The spirit-wear sweatshirts marketed by the Parent Service Organization may be worn in classrooms, except for hoodies. They must be clean and free of tears. A polo shirt or dress shirt must be worn under the sweatshirt and must be tucked in, and a belt must still be worn (where applicable). Violation of either of the above rules will result in a permanent revocation of the student's permission to wear the sweatshirt for that year.

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

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

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

## **Non-uniform Dress Code for Special Events**

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### **Athletic Practice and Outdoor Field Day Dress Code**

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

All shirts worn for athletic practices and field day should be modest, loose fitting, in good repair (no holes, torn sleeves, etc), should be worn either tucked in or well over the waist of the

pants/shorts if not tucked in. No midriffs may be shown. T-shirts are preferred—no tank tops, camisoles, or sports bras may be worn as outer-garments. Sleeveless shirts may be worn if modest.

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

Attire should be free of inappropriate messages; sports team logos (e.g., Diamondbacks, Notre Dame), and apparel brand names (e.g., Adidas, Abercrombie) are acceptable, provided they do not make inappropriate allusions. These guidelines also apply to sweatshirts and jackets that students may wear. Footwear should be athletic in nature: no sandals, open-toed, or platform shoes. Hats and sunscreen may be appropriate, if the students will be in the sun. Hat styles should follow the same guidelines as above.

### **Semi-formal Events Dress Code**

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

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

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

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

## Student Social Life

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

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

### Young men and women

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

### Guidelines for all Academy Social Activities

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

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

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

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

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

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

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

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

Misconduct at a school-sponsored social event can result in disciplinary sanctions at school.

## **Community Service**

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

Juniors and seniors are especially encouraged to pursue community service in time for college applications.

## Extra-Curricular Activities

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

### Participation

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

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

Families can use the \$400 Arizona extra-curricular tax credit program to give to the activity they wish to support. Information on how the tax credit works may be obtained from the school’s director of academy giving. The school asks families to pay participation fees and make tax credit donations as well, since the tax credit donation program is the primary system for subsidizing the schools extra-curricular programs. Less than half of the extracurricular budget is maintained through participation fees; if the tax credit campaign were to fall short of its goal, the school would have to more than double participation fees to maintain the programs. We do not wish financial need to be an obstacle to participation in extracurricular activity. Families should speak with a school administrator for assistance if this is the case.

### Physicals

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

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



## **SUPPORT YOUR SCHOOL THROUGH OUR ANNUAL CAMPAIGNS!**

We are honored to partner with our families through our two annual campaigns, the Community Investment campaign and the Tax Credit drive. Thanks to your support, we offer our students the education they deserve to become great-hearted leaders prepared for the 21st century.

### **COMMUNITY INVESTMENT CAMPAIGN AND A GREAT HEARTS EDUCATION**

#### **What is the Community Investment campaign?**

Though charter schools are funded less than district schools, Great Hearts is committed to offering our students the best education possible. In order to provide our faculty and students with the resources they need to learn and thrive, we ask for support through our Community Investment campaign. This annual fund covers the gap between what we need to deliver the top-tier education that your children deserve and what we receive from public funding.

#### **Your Community Investment gift directly supports the school's operating budget. Community Investment:**

- Helps us pay, reward, and retain our excellent and dedicated faculty
- Keeps our class sizes smaller for more individualized attention
- Enables us to offer programs like art, music, and foreign language on a daily basis

#### **How do families participate?**

We ask each family to contribute \$1,500 per student per year to help cover the gap. Knowing that the situation is different for every family, we encourage families to give as they are able. Every family's participation, at any level, is vital to supporting our teachers and the educational priorities of our academy.

100% of your gift stays at your school.

### **TAX CREDIT DRIVE AND EXTRA-CURRICULAR PROGRAMS**

#### **What is the Tax Credit drive?**

The Arizona Public School Tax Credit is a program that allows Arizona taxpayers to contribute to the public school of their choice and receive a dollar-for-dollar credit on their state taxes.

Married couples may contribute up to \$400 and single filers may contribute up to \$200 and receive the full credit from their state tax liability. Tax Credit contributions support our qualified extra-curricular and athletic programs, field trips, and character-building programs.

#### **Who can participate?**

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

100% of each gift stays at your school.

### **THANK YOU!**

Thank you for your participation in our annual campaigns. Only through your support can we provide essential funding for the exceptional educational opportunities given to your children.

## Signature Page

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

Additional copies of this Handbook may be accessed online at [www.ciceroprep.org](http://www.ciceroprep.org).

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

Family Name \_\_\_\_\_ Student Name \_\_\_\_\_  
 Student Name \_\_\_\_\_  
 Student Name \_\_\_\_\_  
 Student Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

(if more than one Academy student in family)

## Faculty and Staff E-Mail Reference

Please remove and keep near your computer for reference when contacting the school.

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<b>NAME</b>	<b>E-Mail Address</b>
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For a complete list of faculty, please go to [www.ciceroprep.org](http://www.ciceroprep.org) or contact the office at (480) 424-1790.