

Welcome to All Children's Academy!

All Children's Academy is a 501(c)(3) non-profit faith-based academy that blends classical education with integrative academics, biblical concepts and therapeutic methods to ensure students are successful in their studies. This approach enhances our learner's educational experience by intricately weaving within many areas of their life beyond the walls of school. ACA partners with local public schools, adhering to the Arkansas State framework and national testing, but is not governed by state entities. We are excited for you to bring your unique strengths and talents to our team and will strive to support you throughout your time with us! We are honored to have you with us.

Our Mission!

ACA uses a multi-tiered learning approach to match each child's learning pace and individual needs. Working within the Arkansas State Frameworks curriculum, certified teachers strive to instill a lifelong love of learning into each student. Outdoor learning, Growth Mindset, in-house therapy, and community engagement are strongly utilized within the teaching model of the Academy. With an emphasis on academic and social/emotional growth, ACA families are given the opportunity to pursue an integrative approach to everyday learning and development. High expectations for behavior and regular parent communication ensure safety and consistency in the classroom.

Who are we?

ACA facilitates the Arkansas State Frameworks to children at each child's individual pace to complete at mastery level. Children are provided scaffolding from certified staff using approaches that fit each individual child's learning needs. Daily routines are consistently used to give structure to a child's day. The learning approach is foundational skills mixed with project based learning partnered with a high accountability piece for children to demonstrate growth in skills. Children are pulled in multiple small groups daily that facilitate the child's growth through goals. ACA is a small environment that allows for parental knowledge and consent over curriculum to meet individual children's educational and social/emotional needs. ACA strives to empower families to guide the children that were gifted to each family. ACA holds high accountability for behavior to maintain safety and consistency in the classroom. It is the expectation that open communication occurs between the classroom and the home allowing for discipline to come from the child's home. The ACA model is framed around a growth mindset and classroom community. Families, Staff, and students are not perfect but when we work to get better every single day we will all support one another and achieve personal growth.

Review and Revision of Policies

This manual is for all persons employed and/or attending All Children's Academy. The purpose of the manual is to provide a better understanding of the paperwork, working conditions, and other factors relevant to the employee and students served and is not intended to be comprehensive. The Academy reserves the right to make amendments, modifications, changes, and updates of policy or otherwise in the best interest of the academy, students, and staff.

All changes in policy will be published through typical communication channels and will be made available to persons involved upon request. Administration paired with our Board will have policy revision capabilities and access.

Dress Code

ACA values the input from our families. If the dress becomes distracting a conference to discuss next steps will occur. Appropriate grooming on the part of students is a factor in developing a desirable classroom climate and aids in promoting growth, pride and service, establishing self-esteem and developing respect in themselves and in our school. A student's dress is expected to not be distracting, unreasonable, immodest or unkempt. Any student whose dress or conduct is disruptive to the educational process or could constitute a threat to the safety, health, or welfare of self or others will cause school officials to deal with his/her situation individually.

While in attendance during the school day, students may not dress in an unacceptable manner. Though not limited to the following, this list provides examples of unacceptable attire:

- Hats may be worn; unless a staff member asks for the child to remove his/her hat.
- Clothing which depicts, advertises or promotes drugs, alcohol, tobacco, violence, gangs, nudity, obscenity or profanity.
- Clothing that contains messages that are vulgar, offensive, obscene or libelous: that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability
- Clothing or accessories that may pose a potential danger or threat, be readily used as a weapon, or pose a safety or health concern such as spiked jewelry, wallet chains, studded belts or unusually large chain necklaces, etc.
- Clothing items which are brief or revealing are not appropriate apparel for the school day, such as halter tops, half-shirts, spaghetti strap tops, strapless tops, backless, or tops with one shoulder. Midriffs must be covered at all times when students are standing or sitting.
- Shorts, skirts, or dresses must be of an appropriate length; the length should not rise above the mid-thigh, and students must be able to bend over and/or sit down without the length of the garment becoming shorter than mid-thigh. Any holes in pants/shorts/skirts must not have tears that are above the mid-thigh.
- Garments that are see-through, cut low, or expose one's midriff at any time
- Shirts and tops should cover all undergarments. At no time should undergarments be exposed.

DRESS CODE:

General Philosophy:

The All Children's Academy dress code sets standards for student dress that enhance the atmosphere of the school and reflect biblical standards of modesty and appropriateness as well as building a maturing view toward the appropriateness of certain attire for certain occasions.. The dress code boundaries are also designed to promote the safety, security, protection, and the moral well being of the students and staff. This written dress code is to provide guidance to parents and students on the proper attire for our students.

The standard of dress at All Children's Academy is designed to reflect **modesty, neatness, and appropriateness**. It is designed to contribute to a distinctive Christian education and promote an effective learning environment.

Modesty can be defined as making sure our bodies are covered in such a way as to honor the Lord

Neatness can be defined as a look that is clean with clothes that are proper fitting and in good repair.

Appropriateness can be defined as wearing clothes that fit the occasion. In a school setting, appropriate clothes are those that do not hinder the educational process.

General Standards:

- Students should dress and groom themselves in a manner that is neat, modest, and respectful to themselves, God, and the school.
- All clothes must be free of questionable language and phrases.
- Garments that are tight fitting, clinging, semi-transparent or “see-through”, are not permitted.
- Dresses, shirts, blouses, tank-tops, etc. must have a thick strap or a sleeve of some sort.
- Hats/Hoods are not permitted during classes. Hoods and hats that cover any portion of the face should not be worn inside the building during school hours.
- Clothing that is “shredded” to look ripped or torn should not expose skin. Tears or rips higher than 2” above the knee must be worn with a layer of fabric underneath so that no skin shows.
- Low necklines, enlarged armholes, bare shoulders/back/midribs, or tops that show bare midsection are not allowed.
- Pants are to be worn so that tops could be tucked in (though students are not required to do so), or so that tops cover the beltline at all times sitting and standing. Pants are to be worn at the waist at all times, this means the belt line will be above the hip-bone.
- Undergarments should not be seen at any time.
- Shorts must be mid-thigh or longer for all students.
- Dress standards for school field trips, team travel and extra-curricular or program activities will be established by the supervising teacher or administrator, and given in advance so parents may be informed. Any school sponsored function which involves wearing a swimsuit will require a one piece swimsuit for girls and regular shorts-style swim trunks for boys.
- Individual exceptions may be made by administration

Staff will adhere to the above standards as well.

Classrooms

Classrooms will remain low ratio; no more than a 15:1, and divided based on social/emotional needs.

Students will not be in a homeroom classroom with students who are not within 2 years of his/her age.

ACA believes in keeping student funding in the community with our public school partners. We keep funding in the district and receive services that can benefit our families and students.

Academic Standards, Curriculum, and Frameworks

ACA will offer outdoor learning experiences that follow unified themes, game of the month, daily writing/reading, cursive (when appropriate, and number patterns. Students will rely on daily routines at all levels that allow for them to grow better at skills not to just finish a checklist of skills. The curriculum will spiral on skills from Kindergarten to 8th grade. Rote memorization will be a part of the foundational approach paired with multi-sensory, hands-on, Project Based Learning that allows for critical thinking followed with paper based accountability. The Science of Reading will be a cornerstone in our learning to read classroom.

Students will take state mandated assessments that allow for us to audit our curriculum and student individual learning goals. Parents may opt out of this testing.

The Arkansas State Frameworks will be delivered at mastery level to your child at his/her individual pace through small group instruction. This allows strong students to be challenged and to grow through the frameworks while allowing struggling learners to receive the proper support before being pushed past a skill that hasn't been developed through automaticity

A full list of curriculum and curriculum guides is available upon request.

Craft Writing, Benchmark Phonics, Bridges, Drops in a Bucket, Shirley English, Everyday Mathematics

Student Internship Program

ACA believes in instilling work ethic into our future leaders. Students who wish to partner academics with real world experience will be supported by ACA.

Students wishing to pursue an internship may submit a proposal 3 weeks in advance.

A curriculum specialist will be assigned to work with the student, family, and institution. Weekly assignments will be assigned, in a bundle format, and required for completion through the curriculum specialist.

Upon approval the student will work with the Individualized Curriculum Specialist to create and execute the plan in alliance with state standards and individual goals.

In order for credit to be received all assignments must be completed and a final 5 paragraph essay must be submitted within 2 weeks of returning to class.

Field Fridays

Fridays are flexible for students to attend. Students may use this day to spend with family, or ACA in accordance with the group plan.

ACA will work in the field every 3 weeks. A list of Field Friday events will be given at Parent Night.

If academic progress declines a student may be put on an individualized plan that requires Friday attendance.

A decision on Friday attendance is required by Wednesday of that week.

If transportation is required a written request must be put in by Wednesday as well.

Reading Therapy

-On-site dyslexia therapist that will pull for 3 hours weekly.

-Therapist will push into the classroom and co-teach with the teacher.

-Therapist will guide the teacher on best practices.

-The academic and curriculum plans will match from therapy and CR curriculum instruction.

-Growing/building from individual current level rather than skipping steps to follow a curriculum guide.

-Providing tools to support daily function in addition to reading therapy.

Academic Approaches

Reading Therapy	<p>-On-site dyslexia therapist that will pull for 3 hours (or what B qualifies for) weekly.</p> <p>-Therapist will push into the classroom and co-teach with the teacher.</p> <p>-Therapist will guide the teacher on best practices.</p> <p>-The academic and curriculum plans will match from therapy and CR curriculum instruction.</p>	<p>-growing/building from individual current level rather than skipping steps to follow a curriculum guide.</p> <p>-providing tools to support daily function in addition to reading therapy.</p>
Small Group CR Reading	<p>-daily CR reading group IN ADDITION to therapy for 15 minutes with a dyslexia certified teacher that all match the same goals and instructional goals.</p> <p>-highly trained teacher that is supported in pulling ALL children DAILY in small group math and reading.</p>	<p>-It is imperative that we backbuild the foundation to foster individual growth for the child.</p>

Inclusion	<p>-15 to 1 ratio with peers of varying skill and social levels. -School Family that understands, and celebrates, individual strengths and weaknesses.</p> <p>-Allowing for family involvement. Mom may educate the Academy on brain awareness/differences and foster empathy.</p>	<p>CONFIDENCE</p> <p>Intrinsic Motivation Ownership of strengths and weaknesses</p> <p>Normalcy and safety within the child's environment</p>
Confidence	<p>ACA is built on a daily routine checklist, growth mindset, and individualized instruction.</p>	<p>Confidence leads to academic growth</p>
Individualized Schedule	<p>-support staff to modify and adjust if needed.</p> <p>-freedom to choose the order of his daily routines.</p>	<p>A flexible routine allows for the child to know what to expect, but to also not become stagnate in the day to day. Small Changes within the routine lead to growth in executive function forcing the brain to change and adjust within a controlled and safe environment.</p>
Feeling Safe	<ul style="list-style-type: none"> - 15 to 1 ratio - OUTDOOR EDUCATION - Multisensory approach that builds confidence and leads to confidence on pencil to paper work. 	
Small Group CR Math	<p>-Bringing the frameworks to child to allow for a foundation to be built and extended on.</p>	<p>-growth at individual level</p>
Growth Mindset	<p>-Accepting weaknesses and pushing strengths...small group will do both of these things.</p>	<p>-Understanding that all people, despite their label and/or outward appearance, have strengths and weaknesses.</p>
Safe Place Retreat	<p>-Program Directors schedule and availability to pull Braxton to help with daily tasks to build safety and confidence.</p>	<p>-This provides an LRE for the child to grow and to feel safe. This also allows for students to be protected in their weak moments.</p>

<p>Model Differentiation</p>	<ul style="list-style-type: none"> -Multisensory -Outdoor Education 	<p>-A hands on approach changes the “buy in” from students and allows for them to learn through play. More confidence is gained as a result and we see more confidence in pencil to paper work.</p>
<p>Support Staff/Model</p>	<p>The model is set up to create an environment where administration is hands on with kids and/or available for individual pullout (1 to 1 tutoring if necessary)</p> <p>The daily routine is tight but the activities are loose.</p>	<p>-We have the support staff readily available to push in/pull out the child if difficulties to other children’s learning are presented.</p>
<p>Sensory Diet</p>	<ul style="list-style-type: none"> -OT seeing Braxton for qualifying hours -OT training teacher on best practice -Ot training Program Director on best practice to allow for pulling or pushing in based on child’s needs. 	<ul style="list-style-type: none"> -When the plan is followed the child will be successful. If the child is not successful the team will meet and make adjustments with the family. -There are not any government procedures or red tape in our way...we can do what is best for the child and implement immediately.
<p>NWEA Standardized test growth</p>	<ul style="list-style-type: none"> -sensory diet/plan being implemented by trained therapist AND followed whole group in the CR by the teacher. -OT leading whole group body movements before testing 	<p>Growth will still be measured and analyzed.</p>

<p>Social Skills to allow for Career Readiness</p>	<p>We have the freedom to meet the long term goals set by the child and family to allow for success in future job/career goals.</p>	<p>-We can create an educational plan that leads for individualized skill/academi growth in specific areas that will allow for a successful future.</p> <p>-providing leadership opportunities within our flex friday outings for the child to practice his/her strengths that will lead to confidence and career readiness.</p>
<p>Critical Thinking</p>	<p>-more time -more freedom -smaller class size - a true trust/effort of all staff at ACA...he is "our" kid and each person's individual strengths will be poured into your child.</p>	<p>Critical thinking is the backbone for success....there are tools in every other area of academic instruction outside of critical thinking...we must build and hone these lifeskills.</p>

Building Procedures

Daily Snack

Each child should bring a daily snack, if you would like to purchase a snack from ACA the weekly rate is \$5 this cost can be added to your monthly tuition account. Children who do not bring a daily snack will be automatically enrolled in this service.

Visitors at School

ACA loves visitors and helping hands! Visitors are always welcomed at lunch and on field Fridays. If you would like to volunteer in the classroom please contact the program director to set up a time.

Bathrooms

The bathrooms across from the teachers lounge are ALWAYS opened to families.

Volunteer Opportunities

It takes all of us to build a healthy school. ACA has assembled volunteer committees and truly would be honored if you could contribute and sit on one of the committees in order to help us to make fair and balanced decisions that represent the needs of all students. If you have a committee idea that is not listed please submit your idea to the program director. Visitors must check in at the office.

PTO

ACA relies on our community of teachers and parents to work together to provide strong experiences for the children. We can do much more for kids when we collaborate and work together. It is highly encouraged that parents contribute to the success of their child's education by contributing to ACA through volunteer hours.

Student Organization System

Red Binders- Take Home Binders

parent communication, reading practice, important notes, graded papers, red word list, Warrior Verses

White Binders- Writer's Workshop (stays at school)

Black Binders- 1 inch Small Group Binder (stays at school) Progress tracking, portfolio