

Tempe Preparatory Academy

Family Handbook **2009-2010**

www.TempePrep.org

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<i>SCHOOL CULTURE</i>	4
Tempe Preparatory Academy	4
Focus on the Western Tradition	5
Tolerance and Pluralistic Sensitivity	5
Parent Involvement	5
Material Support of the Academy: Time, Treasure, and Talent	6
Family-Teacher Communication	6
Student-Teacher Relationships: On-campus and Off-campus	7
Parent and Student Grievance Procedure	7
<i>ACADEMICS</i>	9
General Expectations	9
Academic Honor Code	9
Study Materials	10
Homework	11
Evaluation and Grades	12
Promotion	13
Physical Education – Grades 7 & 8	13
Transfer of Credits	13
Tutoring	14
Foreign Language Selection	14
Senior Thesis	15
Applying for College	15
College Tests	16
Official Graduation Requirements for Tempe Preparatory Academy	18
Valedictorian	19
<i>BASIC SCHOOL INFORMATION</i>	20
Administrative Responsibilities	20
Attendance	20
Absences	20
Illness	21
Tardiness	21
Calendar	21
Campus Leave and Visitor Policies	21
Crisis Management Plan	22
Dropping Off and Picking Up Students	22
Fees	23
Fingerprinting	23
Hours of Operation	23

Lockers	24
Lost and Found	24
Lunch Program	24
Medication Policy	24
Registration and Records	25
Special Education	25
Student Information Center	25
Telephones and Cell Phones	25
Transcripts	26
Transportation	26
Trips Away from Campus	26
Walkers & Bicyclists	27
<i>STUDENT LIFE</i>	28
Uniform and Dress Code	28
Men’s Uniform and Dress Code	29
Women’s Uniform and Dress Code.....	30
Dress Code for Special Events	31
Social Life	31
TPA Student Social Committee.....	31
Prom	32
Community Service	32
Extra-Curricular Activities	33
Eligibility Requirements	33
Fees.....	33
Physicals	34
Behavior Code and Discipline	34
Harassment, Intimidation and Bullying of Students	35
Suspension/Expulsion Procedure.....	37
Suspension	37
Expulsion.....	38
Required Annual Notification Regarding Student Records	38
Staff and Faculty Phone/Email Directory	41
Signature Page	42

See the TPA Website for the Official School Calendar (updated periodically).

Information regarding the faculty’s educational background is available on the school website (www.tempeprep.org) in the faculty directory or upon request in the school office.

SCHOOL CULTURE

Tempe Preparatory Academy

Tempe Preparatory Academy (TPA) educates students for the lifelong pursuit of truth, goodness, and beauty.

The TPA 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, 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 TPA graduate is ready to live the lifetime of learning that creates the richest human life possible.

TPA 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 classes of 22 or less
- 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, TPA is not an exclusive school for the best and the brightest. Our mission is to provide an environment that allows every student who is curious and diligent the opportunity to fulfill her or his potential.

TPA offers a core curriculum in which each of the grades builds on previous grades over the student's six-year tenure. The 11th and 12th grades in particular 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 TPA graduate will look like at graduation. Our graduates are confident, articulate, and prepared to live full human lives. They have studied some of the greatest works in the history of the world; they understand the intellectual foundations of the world in which they live; they are trained in advanced mathematics and science; they appreciate art and culture as expressions of the human spirit; they are approaching fluency in a modern European language or have access to the riches of Classical culture through knowledge of both Latin and Greek; they possess the intellectual skills and disciplines which 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. It is an important stage of a journey that must continue throughout life.

Focus on the Western Tradition

The Tempe Prep curriculum focuses on Western Culture during a student's six years at the school. This focus is not intended as a statement about other cultural heritages. We believe, rather, that six 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. Additionally, many of the principal values and ideas that underlie our own American society may be clearly traced to the classics we study.

Tolerance and Pluralistic Sensitivity

TPA is a public, non-sectarian institution serving a variety of Arizonans. All members of the TPA community—the administration, teachers, parents, and students—should show profound respect and tolerance for the religious, political, and cultural traditions and perspectives of others. The administration and teachers will take the lead at TPA 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 should encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus.

Parent Involvement

The primary way that parents are involved in the school is by supporting their child in his or her journey through the Academy. Parents serve an essential role in listening to and then encouraging their students when they are working hard. Likewise, parents can communicate frequently with their son's or daughter's teachers so they can develop an understanding of the Academy's expectations of how preparatory-level, liberal arts studies form habits of learning. 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. TPA students invest a great deal in their education, and thus teachers and parents should be unanimous in their support of them 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 a TPA 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 in their best interest.

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

TPA has proven to be an outstanding educational offering unprecedented in the public arena, "in the tradition of the finest private schools" but free of tuition. TPA 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 / teacher ratio. Charter schools, unlike regular public schools, cannot levy taxes or sell bonds. Consequently, we must regularly seek outside charitable funding and grants to develop and maintain the high level of our program.

Volunteerism is a critical component toward TPA's success. Without this practical proof of your belief in the value and quality of the Academy, we could not exist. TPA 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 TPA: 1) volunteering regularly to assist in the office and on campus, and/or becoming a member of the *Parent Organization*, 2) support of 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 extra-curricular tax credit program, and regular contributions to the Community Investment Annual Giving Campaign. TPA is a non-profit, 501(c)3 corporation; as such, your gifts to the Academy may be tax-deductible. **Your donations are absolutely vital to the health of the school. To be what we are, we rely on your generous financial support. We suggest a \$100 donation per month per child.**

The *Tempe Preparatory Academy Parent Organization (PO)* helps in the planning and management of school community events. The *PO* supports all other aspects of the community through periodic festivals and parties, through fundraisers that support school activities, and through many acts of kindness and school spirit.

Several committees have been formed by the Board of Directors for the purpose of gathering the ideas and energy of community members in pursuit of school improvement. The Finance Committee, Facilities Committee, and Strategic Academic Improvement Committee are examples of such groups. Parents are welcome to attend meetings of these groups (all Board meetings and Board committee meetings are public) and may become committee members, as well.

Family-Teacher Communication

As a preparatory school, TPA believes that the student should be the primary agent in his or her education. He or she should be responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. It is also the job of students to communicate honestly to their parents about their day-to-day performance and academic standing. That said, it is the teacher's duty to communicate to the student clearly what is expected of him or her. It is also the teacher's responsibility to share information with the parents, even prior to the quarter reports or semester evaluations, when a student is struggling considerably with the material or is not performing as expected.

We encourage parents to talk with the faculty as soon as they think their son or daughter might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your child's teacher by phone, or to make an appointment for a conference, please call the school office and leave a message on the individual teacher's voice-mail box with your name, your child's name, your phone number, and times during which you will be available. Teachers may also be reached via email. Please see the directory at the back of this handbook.

Stopping by the classroom or faculty office before school starts is usually not an effective way to meet with the teacher, unless an appointment has been made. Students or parents may not enter the faculty offices since confidential student records are contained in these rooms, and these rooms are private workspaces. Teachers and parents and/or students may meet at the large tables in the Student Union or in the annex library.

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

TPA highly values the working relationship between teachers (or staff) and students. This is a relationship best characterized as a professional friendship based 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.

It is also the responsibility of the teacher, staff member, or coach to maintain a proper professional boundary between himself or herself and the student. A teacher should 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 should be referred confidentially to the administration and/or parents). A teacher should also insist on maintaining appropriate physical boundaries. Teachers should not engage in physical displays of affection with students, nor should a teacher ever be in a room alone with a student with the door closed. Teachers should also never provide a student with a ride to or from school without the parent's explicit written permission to do so.

Many of our teachers 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. Furthermore, students should not contact or visit teachers off campus unless the teacher 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 the parents have approved such contact.

Parent and Student Grievance Procedure

Concerns about curricular or disciplinary matters should first be directed to the appropriate teacher or other staff member. Teachers and administrative staff must have the opportunity to address the affected party directly, and with the respect accorded to the teacher/staff member's ability to deal responsibly with the situation, before others are brought into the discussion. Every family has the right, in turn, to clear and prompt responses regarding their concerns. Only when this first level of discussion fails to produce a satisfactory resolution should the matter be taken farther, as outlined below.

Grievance Process Description

1. Introduction

It is TPA's policy to ensure that students or parents with a grievance relating to the Academy and/or its employees can use a procedure which can help to resolve grievances as quickly and as fairly as possible.

2. Initial discussions

If you or your child has a grievance you should discuss it informally with the administrator, teacher, coach, or staff member directly involved in the matter. We hope that the majority of concerns will be resolved at this stage.

3. Stage 1

If you feel that the matter has not been resolved through informal discussions, you should put your grievance in writing to the appropriate administrator, teacher, coach, or staff member. The school employee must give a response within five working days in an endeavor to resolve the matter.

4. Stage 2

If the matter is not 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 school employee. The headmaster will lead this meeting.

5. Stage 3

If the matter is not resolved to your satisfaction, you should put your grievance in writing to the president of the board of directors. You are entitled to have a hearing with the grievance committee established annually by the board of directors. This committee will formally respond within seven working days of the grievance being received. 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.

Guidance Notes

The grievance procedure is clearly outlined and distributed to all families and employees in the *Family Handbook*.

Informal discussions should resolve the vast majority of grievances.

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.

The first stage should allow the school 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.*

The headmaster is the acting supervisor of all school employees.

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.

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.

ACADEMICS

General Expectations

Though the curriculum is rigorous and expectations of students are high, we are not a school directed exclusively at gifted students. 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 TPA. While the school understands that some students are more proficient than others in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies himself or herself diligently on a daily basis will succeed at TPA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her six years at the Academy and will finally be demonstrated in his or her character as a typical TPA senior and graduate, a truly impressive young man or woman.

As a key philosophical assumption, TPA 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 academic results. Just as individuals differ in their physical gifts and characteristics, we all have different gifts and challenges in the subjects of learning. TPA 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 TPA requires a rigorous course of study, we strongly recommend that students do not work at an outside job during the school year.

Academic Honor Code

The objective of the TPA Honor Code is to build trust among students and to maintain an academic community in which a code of values is shared. At the beginning of the school year students are asked to sign a copy of this code. The TPA Honor Code is given here:

- I will not lie, cheat, steal or plagiarize in any of my academic endeavors.
Plagiarism is the intentional or unintentional use of another person's words, ideas, images, artwork, or other original creative material without proper citation, i.e. plagiarism is the theft of intellectual property.*
- 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.*
- 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 unpermitted 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 understand, or will seek to learn, the difference between studying or 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 others in completing homework, nor will I collaborate on projects of assignments when doing so is expressly forbidden. 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.

I will never use any unapproved study aids such as Cliff's Notes, SparkNotes, or other materials, nor will I watch a movie/video version of a work of literature before or during the study of it in school as a substitution for reading the work. 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 TPA in a commitment to this Code of Honor.

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

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. In all cases of academic dishonesty, an administrator will meet with the student to review the circumstances of the situation to fairly and conclusively establish what the student did and to reinforce the student's commitment to ethical academic behavior. Consequences for academic dishonesty will be meted out in accordance with the policies detailed in the Family Handbook. If a student has more than one confirmed act of academic dishonesty on his or her record, even if such instances occur in separate years, they will be considered cumulatively. However, it must be emphasized that the purpose of this Honor Code is not to focus on punitive measures, but to educate students in ethics and encourage behavior in accordance with the school's motto of Truth, Beauty, and Goodness.

Study Materials

In order to do well at school, a student must be prepared with the proper tools. Backpacks or book bags may be used to carry books to and from school. Each student should be prepared with several pencils and blue ink ballpoint pens, and white, blue-lined, loose-leaf notebook paper. Spiral-bound notebooks are acceptable for note taking, but assignments written on spiral tear-out paper will not be accepted. Individual teachers may require additional specific tools for school use, such as rulers, compass, calculator, sketchbook, subject notebooks, binders, etc. Students should wait to purchase such items until their teacher has specified them.

Textbooks will be issued to each student and remain the property of the school. A \$35 book deposit is required for each textbook issued; \$30 will be refunded at the end of the school year when the books are returned to the school. The \$5 per book usage fee is retained to help defray the costs of replacement and new books. The deposit paid for the textbooks will be applied toward the following year's texts. (A student who graduates or withdraws from TPA will be given a refund of any remaining deposit, upon request.) Issued textbooks are assigned a condition of 'new', 'good', 'fair', or 'poor' and this assessment is provided in a letter sent to parents at the start of the school year. During the school year, if one of the textbooks is rain damaged due to a leaking locker, please notify the school office immediately. If the books are still usable, a change in condition will be noted. If the books are unusable, a replacement will be issued.

If a student loses a book he or she will be charged for the full price of the book. Replacement fees range between \$35-\$135 depending on the subject. The replacement book is still the property of the school even if a replacement fee has been paid, and is to be returned to the school at the end of the year. If the lost book is found and returned mid-year, half of the replacement cost billed will be credited. Students may also be charged a \$5 return fee by the front office to return assigned textbooks found by staff on the campus.

At the end of the school year, issued textbooks are returned to the school. These books have a number on the binding and a Tempe Prep Academy stamp on the inside cover. Students must return books numbered identically to the books they were issued. Any books returned that do not belong to Tempe Prep will be considered a donation. Textbooks should be returned in a condition no worse than that accounted for by normal wear and tear. Students whose books are returned with damage beyond such normal deterioration will receive reduced credit for them. Full replacement cost will be charged for any book that is lost or significantly damaged. In June, a statement will be sent home indicating any missing books or charges for damaged books. Missing books must be returned by June 5th, 2009 to receive credit.

A set of consumable books is the responsibility of the parent(s). The required consumable books for each grade culminate in a library of the classics for each student over the course of their years at TPA. These books may be purchased through www.tpabooks.com for convenience. A list of books and ISBNs are provided in the event books are purchased from other sources.

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. The amount of time spent studying is not necessarily a function of intellectual ability. A good deal of success with homework is conditioned by a student's study strategies, such as planning, goal-setting, time-management, self-monitoring, reducing, and the like. Students who struggle do not usually employ these strategies systematically, even though they may in fact spend a significant amount of time studying.

As a general guideline, students should be prepared for two to three hours of homework a night. High school students should expect up to one hour of homework for Humane Letters each

night and one-half hour for other subjects. Junior high students should expect, on the average, between twenty to thirty minutes of homework per class each night. Teachers work carefully in measuring out a proper amount of work for their class and will coordinate with other teachers of a section of students. Also, students should not have more than two major exams and/or projects/essays due on the same day.

It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school, he or she should contact a classmate, not the school office, for information regarding assigned work. This is the student's responsibility. It is wise to coordinate with a friend (who perhaps lives close by) early in the year such 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.) may not extend the due date of that assignment. Likewise, absences during the preparation time of a major assignment may not extend the due date. Teachers will notify students at the beginning of the year about each class's policy regarding late work.

The official school calendar lists a number of "R and R" weekends. These are designated 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 before and due several days after an R and R weekend; students will need to stick to a disciplined work schedule so as to enjoy the time off.

Evaluation and Grades

At the end of each quarter, each student's academic progress will be thoroughly evaluated, and a report will be mailed home. The 1st, 3rd, and 4th quarter reports will include short narratives, and the mid-year report will include a longer narrative evaluation for each course. The first quarter evaluation will also be done in parent-teacher conferences. 11th and 12th graders are required to attend the conferences and engage in substantial self-assessment. 10th graders are encouraged to attend and participate. The emphasis on student evaluation according to the liberal arts will be on discussion of strengths, sense of wonder, accomplishments, and specific areas for improvement. This is much more meaningful than the assignment of a single letter grade or a percentage. 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 standardized achievement tests such as the Terra Nova and AIMS tests.

A progress report will be mailed home by the teacher quarterly. Please keep in mind that a student may be passing a class with a grade of C or better for the greater part of a quarter or semester, and only enter the D or F range very close to the end of the grading period (by failing a significant assignment or test at the end of the period, for example) - at which point sending the progress report becomes ineffective. Thus, while teachers will strive to keep parents informed when students are having academic struggles, it is not always possible to forewarn parents of academic deficiency in time to develop meaningful interventions. It is critical for parents to talk with students about their progress in their classes, and to communicate with teachers, especially if they sense that their son or daughter is having difficulty with a class.

Promotion

Students must pass all of their courses to be admitted to the next grade level. Semester grades will thus be used to determine promotion. In the junior high school, a student may be promoted to the next grade if all classes have been passed in the second semester, or if there is only one failing grade in the second semester and none in the first. In the latter case, the teacher of the class will prescribe a course of remedial study, or a summer school class can be taken in order to assure that a student is ready for the following grade. A high school student who fails one class in one semester of any grade may be promoted by completing an approved course of summer study or another off-site course (such as certain approved on-line courses).

If a student fails two or more classes during the year (Humane Letters in the high school counting as two classes), then he or she is not eligible for summer study/school and must repeat the entire year.

A summer school make-up grade required for promotion will be averaged on the transcript with the failed course. For example: a replacement grade of an A would result in a semester grade of a C on the transcript. A notation will accompany the grade to indicate that it is an averaged make-up grade.

Physical Education – Grades 7 & 8

Participation in extra-curricular athletics is required of all students in grades 7 & 8. Such activity develops traits of teamwork, leadership, and discipline that can pay dividends in academic endeavors, as well. Participation also offers great opportunities to develop strong friendships with classmates. Each junior high student is required to engage in at least one season of a sport, and there are numerous sports from which to choose at TPA. Although we highly encourage each student to fulfill this requirement at school, in the case where a student participates in athletic activity outside of school (e.g., Little League, club soccer, a swimming team), the family may substitute that activity for a sport at TPA. The family must request a waiver from the front office, and the director/coach of that activity must verify that the student's participation amounts to approximately 60 hours of athletic activity.

Transfer of Credits

High school transfers will have their official transcripts from previous high schools reviewed by the college counselor/registrar. After that review, parent(s) will be notified 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 TPA curriculum.

TPA requires 24.5 credits of high school study for graduation from the high school. This exceeds the minimum state requirement, which is 20 credits. Please see the section titled *Official Graduation Requirements for Tempe Preparatory Academy*, outlining the official graduation requirements, grade by grade. Please also see the paragraphs on "Senior Thesis" and "Community Service", as they are also requirements for graduation. Students who transfer into the high school must still meet all TPA requirements (all 24.5 credits) to graduate. Only TPA's headmaster may determine which courses from other schools attended prior to TPA will receive TPA credit.

Home-school coursework for junior high grades will be reviewed to assure appropriate preparation to enter TPA's curriculum at the 7th, 8th, or 9th 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 TPA in 9th grade.

Students are not accepted as transfer students in 12th grade, given the importance of student familiarity with the Academy's culture, and of the careful sequencing of coursework to prepare students for their final year at Tempe Prep. Transfers into 11th grade are only accepted in unusual cases of very strong academic background and a clear readiness to immerse oneself in Tempe Prep's academic and social environment.

Tutoring

Teachers will inform students and parents at the start of the school year of their office hours and tutoring hours. Additionally, the math department sponsors a "Math Lab" before school on most days, and students can come to the Lab to meet with teachers (whether or not they are in those teachers' classes) to receive additional help. Students should avail themselves of tutoring if they have trouble in a class or with certain assignments. It is up to the student to let the teacher know that he or she desires further help. Parents can also contact the teacher to arrange for tutoring.

The department chair can also put students needing extra help in touch with older students who are especially proficient in each subject area. This peer tutoring is another important asset for students seeking to improve academically.

Foreign Language Selection

High school students are allowed to select a foreign language to study in high school. There are currently three modern European language options: French, German, and Spanish. Students may also choose a classical language track and continue their study of Latin in the high school. All students who select the classical language track will take two years of Greek in their junior and senior years. All of the foreign and classical languages are appropriate for preparatory studies and high-level college admissions.

TPA 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. The foreign language class size is limited in order to facilitate even more discussion and participation between students and the teacher. In the case that there is more interest in a language than available spots, students will be assigned to their second choice of language.

Students may transfer between languages during the summer if the following criteria have been met: 1) there should be an available opening in the desired language course, 2) the student must hold a B or higher in both semesters in the language he or she is leaving, 3) he or she must pass an approved summer study course in the levels of the language he or she has missed at TPA.

Senior Thesis

The culminating project for the TPA student is the senior thesis. Over the course of the year, the senior explores a topic of interest to him or her. At the beginning of the senior year, the student is assigned a thesis advisor selected from the TPA faculty. After reading three or four texts chosen with guidance from his or her advisor, the student prepares a 15-20 page paper that explores elements of the six great ideas of humanity summarized as Truth, Beauty, Goodness, Freedom, Justice, and Equality. The first semester primarily involves the selection of readings, close textual reading and interpretation, note taking, and conversation with the advisor. The second semester involves the writing of the thesis in stages, with the advisor offering feedback and guidance at each successive stage. Some Humane Letters class time will be given over to senior thesis work. Both the rough and final drafts of the thesis paper are graded by Humane Letters teachers and those grades count toward the final second semester grade. The thesis culminates with the senior defending his or her final draft in front of a three-person panel. All members of the school community are welcome to attend each student's senior defense, for seniors teach not only other students but also their teachers and parents during this important rite of passage. The dialogue of the defense is an important part of graduation from TPA because it demonstrates that the senior is able to interact intellectually with the faculty as a colleague and is ready to take the next step in his or her education.

A senior thesis and successful defense are required for graduation from TPA and completion carries with it a quarter credit. The title of the thesis is listed on the high school transcript as soon as it is submitted by the student (another way that TPA students and transcripts may be differentiated from those of other schools), and the independent assessment of the thesis by the defense committee will be listed on the final transcript as well.

Applying for College

At TPA, we are committed to helping our students pursue a college or university career, and the chief way the school lends help in this regard is in the education it offers.

There are over 3,000 colleges and universities in the United States, as well as a large number of two-year junior colleges. There are both public and private schools, secular and religious institutions, with a wide range in the rigor of both instruction and of admissions.

It is probably true that virtually any high school graduate in the United States can attend a college or university. The TPA curriculum offers all the courses necessary for admission to college. So the first thing for parents and prospective college students to understand is that, if they do approach their TPA education earnestly and seriously, graduates should have no trouble getting into some college or university. Not every student will—or should—attend Harvard, Pomona, Chicago, or Stanford, but there is undoubtedly a college or university out there that is suited for each TPA graduate. TPA already has a very good track record on college admissions, from first-tier, nationally recognized universities to smaller, selective liberal arts colleges to state universities.

In saying this, TPA does not recommend a focus on grade point averages (GPAs) or on SAT/ACT scores. Rather our interest is that the students achieve a solid foundation in the basics that will serve them in their college and university years and beyond.

The student's GPA in combination with the SAT/ACT scores and letters of recommendation from the faculty will determine the range of schools to which a particular student ought to apply. Often parents and students concentrate on the GPA. They worry that TPA is too difficult and too demanding and that as a result their child's GPA declines, thereby restricting their college options.

It is of the utmost importance that parents and students understand the role of the GPA. Admissions offices at colleges and universities try to determine with some accuracy just what kind of student an application presents. They want an honest and accurate reading of the student's strengths and weaknesses. Thus, a GPA which is inflated and which does not accurately reflect the student's academic career will mislead them, and ultimately, the new undergrad will find the college curriculum overly difficult. As a parent or student, then, the concern should be not how high the GPA is, but how accurate it is. In the long run, the four-year high school program or the entire six years of TPA give the faculty a sufficient amount of time to assess the student's abilities. That assessment is usually accurately reflected (although incompletely) in the GPA. The SAT scores or ACT scores are also indicators that often, but not always, reinforce the GPA over the student's entire career at TPA.

Further, in April 2008 the school began adding weighted GPAs to official transcripts and **only** to official transcripts. One point is added for each honors course in which the student receives a grade of C- or above. The purpose of adding the weighted GPA is to ensure that our students are provided equity in the screening and acceptance processes of colleges and scholarships. It is critically important to emphasize the rigor of our curriculum and fairly compare it to other schools that offer weighted grades for honors courses. Class rank is still determined through calculation of unweighted GPAs which will remain on the official transcript as well. The majority of selective colleges will use the student's unweighted GPA, or calculate their own GPA.

It is also worth knowing that colleges and universities are aware that different schools possess widely varying degrees of difficulty in their curriculum and in their grading system. (With every transcript for college admissions we enclose a School Profile that explains the curriculum at TPA and the content of every high school course.) Admissions officers, especially at more selective institutions, are abreast of the differences in grading styles within a particular town or city, even among the public schools. TPA has already achieved an excellent reputation in many circles as a tough-minded school that does not inflate grades. Increasingly, the reputation that TPA has earned in the Valley is known among those professionals who work in the field of academic standards around the nation. When admissions directors receive our transcripts and see our students' GPAs, they understand the background. Their assessment is in most cases supported by our students' SAT/ACT scores and detailed teacher recommendations.

Please see the headmaster or college admissions counselor if you have questions about the admissions process or need assistance. TPA recommends that families begin to investigate potential colleges or universities that may be suited to the student in the summer between the student's sophomore and junior year. TPA does have a calendar available that outlines all the steps that families should take as they look forward to placing the graduate at a higher institution.

College Tests

There are also a number of tests that are part of the college application process. In all of these, you must use Tempe Preparatory Academy's assigned high school code: **030444**.

The PLAN test is a pre-ACT test recommended for sophomores. It is offered by Tempe Preparatory Academy on-campus in the fall. This test provides an opportunity for students to become familiar with the ACT test format and includes an interest survey, which can be helpful in thinking about college plans. It will also provide sophomores with a projected ACT range, with plenty of time to identify potential areas for improvement, if necessary.

The PSAT is a preliminary SAT test offered at Tempe Preparatory Academy on the designated national test date each fall. It is an objective test measuring certain verbal and mathematical abilities that have been shown to be related to success in college work. While originally targeted at juniors, many sophomores also take it for practice. When taken in the junior year, the test counts towards the National Merit Scholarship Program, with designations as National Merit Scholars, Finalists, Semifinalists, and Commended Students, as well as National Achievement Scholars and National Hispanic Scholars. We encourage all students to take the exam in both the sophomore and junior years.

The SAT is one of two nationally recognized college entrance tests. It is given at a number of testing centers (usually large high schools or universities) throughout the Phoenix metropolitan area. We encourage students to take this test in the spring of their junior year, and if students think they can improve their scores, the test can be repeated in the fall of the senior year. Students can get more information and register through the College Board website: <http://www.collegeboard.com> (or see the college counselor for registration materials). It is important for students to be well prepared for the test because all scores from all test dates will be sent to colleges. It is NOT recommended for a student to take it prior to the spring of the junior year, unless it is needed for a particular purpose (such as a summer program).

The ACT is the other nationally recognized college test which should also be taken in the spring of the junior year (and repeated, if necessary, in the fall of the senior year). Students can register through the website <http://www.act.org> (or see the college counselor for a registration packet). The test format is not the same as the SAT, and there is no penalty for wrong answers. Thus, students are encouraged to take both tests since they may do better on one than the other. All U.S. colleges accept either test, although some prefer one over the other.

Some colleges throughout the country also require SAT II subject tests in addition to the SAT or ACT. While most of these tests are also taken in the spring of the junior year or fall of the senior year, it can be advantageous for students with a particular strength in certain subjects including U.S. History, Biology, and Latin to take them earlier, just after completing the class in school. However, since most colleges don't require them, and colleges that do want them only ask for two exams, it is not necessary to take them until the junior year. Parents and students who want more information about the SAT II's in relation to the student's particular situation should make an appointment with the college counselor.

While the Academy does not specifically prepare or coach students for any of the college tests, our students tend to do very well on them. There are a number of books and software on the market that can be very helpful in preparing for the exams. While TPA has some materials for test preparation in its college admissions library, the books must be used at the school. TPA recommends that students purchase a preparation book or software for self-study at home.

AP (Advanced Placement) Exams in various scholastic areas are not offered on campus, but students will be dismissed for the day(s) if they would like to take one or more of the exams in the hope of earning college credit. The exams are offered at local high schools that have AP classes on

campus. More information on how to register can be found on the College Board website, and they can help identify high schools that offer the exams you wish to take. Students will need to contact a local AP coordinator at a high school to ask if they can take the exams at that location, and they should do so by the end of February. Please remember to provide our high school code (030444) to the test administrator. Students may also earn college credit through the CLEP program (College-Level Examination Program) with tests administered at colleges. The College Board website will provide you with more details on this program, too.

Official Graduation Requirements for Tempe Preparatory Academy

(established in the TPA charter and approved by the TPA governing board in a legally convened public meeting)

“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 State Board of Education, 20 credits are the minimum required for high school graduation. At Tempe Preparatory Academy, 24.5 credits, which include a senior thesis and community service, are required for graduation.

The State Board (in Title 7 of the Arizona Administrative Code) 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 Tempe Preparatory Academy high school subjects and how all of the specific State Board requirements are met (R7-2-302.04).

TPA Grade and Course (all courses are year-long)	TPA Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 20 credits, Or TPA courses that exceed minimum state requirement
9 th : Humane Letters	2.0	1.0=English, 1.0=U.S. History
9 th : Geometry	1.0	1.0=math
9 th : Foreign Language I	1.0	1.0=local requirement
9 th : Biology	1.0	1.0=science
9 th : Chorus/Music Theory	0.5	0.5=fine arts
9 th : Poetry I	0.5	0.5=fine arts
10 th : Humane Letters	2.0	1.0=English, 0.5=source of U.S. ideals, 0.5=world history
10 th : Algebra II	1.0	1.0=math
10 th : Foreign Language II	1.0	1.0=local requirement
10 th : Physics I	1.0	1.0=science
10 th : Chorus/Music Theory II	0.5	<i>Exceeds</i>
10 th : Poetry II	0.5	<i>Exceeds</i>
11 th : Humane Letters	2.0	1.0=English, 0.5=world history, 0.5=exceeds
11 th : Pre-calculus/Calculus A	1.0	1.0=local requirement
11 th : Foreign Language III	1.0	1.0=local requirement
11 th : Physics II	1.0	1.0=local requirement

TPA Grade and Course (all courses are year-long)	TPA Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 20 credits, Or TPA courses that exceed minimum state requirement
11 th : Drama I	0.5	<i>Exceeds</i>
11 th : Studio Art I	0.5	<i>Exceeds</i>
9 th /10 th /11 th : <i>Community Service</i>	0.25	<i>Exceeds</i>
12 th : Humane Letters	2.0	1.0=English, 0.5=speech and debate, 0.5=local reqmt.
12 th : Calculus B/C	1.0	1.0=local requirement
12 th : Foreign Language IV	1.0	<i>Exceeds</i>
12 th : Chemistry	1.0	1.0=local requirement
12 th : Drama II	0.5	<i>Exceeds</i>
12 th : Studio Art II	0.5	<i>Exceeds</i>
12 th : <i>Senior Thesis and Defense</i>	0.25	<i>Exceeds</i>
Total Credits	24.5	<i>Exceeds minimum state requirement</i>

Valedictorian

The faculty select one graduate each year to represent his or her class via a valedictory address at senior commencement. The valedictorian is selected by a majority vote of the faculty at a general faculty meeting. The two criteria outlined for selection: 1) the senior must be one of the top two or three students in his or her class in terms of academic achievement, and 2) he or she must be a solid moral example to the community in terms of behavior and participation in activities. The faculty reserve the right to not award the top academic student if the faculty determine that another high-level academic student stands as a considerably better character example to the community. In the case of a tie in the faculty valedictory vote, the headmaster will make the final decision.

BASIC SCHOOL INFORMATION

Administrative Responsibilities

The headmaster for the school is Mrs. Julie Boles. She works under the authority of the Board of Directors and is responsible for overseeing the day-to-day operations of the school. She oversees the implementation of the Academy's curriculum and manages the teachers and staff at the Academy. Mrs. Carol Dye is the business manager for TPA. Mrs. Dannette Flores is the school's Registrar and Technology Coordinator. She oversees the front office and works closely with the headmaster in communicating information to the families. She also assists families with records and school business unrelated to student discipline, curriculum, or the classroom. The office administrative assistant, Mrs. Lisa Hicks, assists Mrs. Flores.

A number of teachers serve in administrative capacities, including: dean of students (Mr. Tom Brittain), assistant headmaster (Mrs. Rebecca Veenstra), and athletic director (Mr. Rich Polley; Mrs. Nancy Calahan is the assistant athletic director). Other staff members working with administrative duties include our college counselor, Mrs. Victoria Davies, and the special education directors from *Shively and Vogel Associates*.

Several teachers also serve as department chairpersons and work closely with the headmaster in overseeing the curriculum and its implementation. The department chairs are: Mr. Ed Denny and Mr. Ron Bergez (Humanities), Dr. Edward Wolfe (Fine Arts), Mr. James Atkinson (Math/Science), Mr. Jeff Veenstra (Languages).

Attendance

Absences

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

It is the responsibility of the parent/guardian to call the school before 9:00 a.m. to report an absence by leaving a message on the attendance line: 480-839-3402 x300. Students will be recorded as having an unexcused absence if no message is left. (The administration will not 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. On the day s/he returns to school the child should bring a signed excuse stating the reason for the absence. 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 their assignments, they should contact one of their classmates for that information, not the school office. Once again, it is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the headmaster,

students may not be allowed to make up missed work due to an unexcused absence or suspension. Parents will receive a detailed attendance report at the end of each grading period.

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

Illness

If your child has a fever or is otherwise ill, it is best to keep the child at home, rather than send him/her to school where others may be exposed to infection. Students who come to the front office with a fever will be sent home upon parent contact. Each family should have a yellow emergency card on file that specifies what medicines may be administered by the school, and what action to take in the event of illness or accident.

Tardiness

TPA recognizes that a student may be late on occasion due to transportation problems or a family emergency. Students who are late to school must report to the office for a late pass to be admitted to class. If your child will be late, please provide him/her with a signed excuse or sign them in at the office on arrival. Tardiness due to medical appointments or to circumstances beyond a family's/driver's control will be excused. (The headmaster will determine whether tardiness is excused, if a question arises.)

Persistent tardiness interrupts the instruction and undermines the morale that are of benefit to all students and families. On the third occasion that a student is tardy in a quarter, a detention slip will be issued to the student. Of course, arrival at school after first hour will also be counted as tardiness. For each subsequent tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter then he or she will be suspended from school for a duration determined by the headmaster.

Calendar

The official school calendar for each academic year is posted on the school website (www.tempeprep.org). Any updates and revisions will also be found on the web version of the calendar, which is updated on a weekly basis. Parents may also request a print copy from the front office. 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.

Campus Leave and Visitor Policies

Because we take seriously our responsibility to supervise and protect our children, TPA has a closed campus. That 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. If a student must leave campus during school hours, parents must sign their own children out and accompany them off-campus. If they return before the end of the school day, parents must accompany their children back to school and sign them back in at the office. Parental requests to excuse the student to leave campus on their own will not be honored.

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

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

Students' friends are not permitted to visit the campus before, during, or after school. Official signs will be posted that prohibit trespassing and stating that TPA is a public school and that visitors must come directly to the office. Former TPA students are also not permitted to visit the campus during school hours. Alumni of TPA may visit the campus but must still sign in at the front office.

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.

Just to the south on Dorsey is Hudson School and Hollis Park, a public city park where students will occasionally have field activities and after-school sports. Students are not allowed to go to Hollis Park or otherwise leave school grounds unless accompanied by a supervising adult. Students who leave the school grounds during the school day without permission may be suspended from school for truancy, and the school will report missing students to the Tempe Police Department.

Crisis Management Plan

TPA has an established Crisis Management Plan available for review in the front office. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fire. TPA faculty and staff are trained on the plan prior to the first day of school.

Dropping Off and Picking Up Students

For maximum safety and traffic flow, enter the campus by the western driveway on Southern Avenue and exit by the eastern driveway. Follow the direction arrows. Pull up as far around the loop as possible to drop your children off and then exit slowly onto Southern. When picking up students at the end of the day take a parking space while waiting for them. Do not use the drop-off lane to wait for them. If students are ready to load into your vehicle you may then pick them up at the main entrance of the school. Please do not use Dorsey as a pick-up/drop-off area.

Please note that cars may not be left unattended in the pick-up / drop-off lanes. If you wish to leave your car and enter the school, even for just a moment, you will need to pull out of the lanes and take a parking space.

Fees

Families can expect to pay fees for various services the Academy offers beyond the classroom, such as senior graduation fees and various trip fees. Please call the office if you need estimates of any fees for the year for budgeting purposes. The Academy never seeks to profit from any of the special services it offers. Fees are only meant to assist with funding services that are not funded by monies from the state.

Also, please see the more detailed information found in the *Study Material* section on book deposits and the information in the *Extra-Curricular Activities* section discussing fees for extra-curricular participation.

Tempe Preparatory Academy does not want to exclude any student from participation due to financial hardship. However, the administration of the school is not in a position to determine fairly which families should receive full or partial fee waivers. As such, if a family wishes to apply for a fee waiver, they may apply to the FAIR system (Financial Aid Independent Review). The family may complete a financial aid application which is then processed *confidentially* by this outside company. The family must pay the application fee and submit all required information, including Federal tax returns and W2 and/or 1099 forms. FAIR will then review the family's financial position to determine what level of discretionary income is available for fee payment. Depending on the level of discretionary income, TPA will determine if a family is eligible for 100% fee waiver, or a percentage waiver thereof.

The family need not apply for a waiver determination every year. Once a calculation has been made, subsequent waivers may be granted over the student's tenure at the Academy. Families who seek a waiver are wise to apply well prior to the start of a season due to the processing time required.

Fingerprinting

All employees of charter schools, and all adult school volunteers who work with students, are required to be fingerprinted and have a criminal background check done by the Arizona Department of Public Safety and the FBI. In order to receive a fingerprint clearance card application, please contact Mrs. Flores in the front office.

Hours of Operation

The school office is open from 8:00 a.m. until 4:00 p.m. every day that school is in session, and Monday through Friday 8:00 a.m. – 2:00 p.m. through the last day of summer school. The office will re-open per the website calendar. . The school phone number is 480-839-3402. Messages may be left on voice mail any time the phone is busy or we are out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via email. (Please see the directory.) The school's FAX number is 480-755-0546.

School starts daily at 8:25 a.m. and ends at either 3:05 p.m. (grades 9-12) or 3:10 p.m. (grades 7, 8). Students should not arrive on campus earlier than 7:30 a.m. nor stay later than 4:00

p.m., for safety reasons, unless part of an organized, adult-supervised program. Extra-curricular activities (sports, clubs, tutoring) will normally end by 6:00 p.m., depending on the activity.

Lockers

Each student is assigned a locker and issued a school lock. A \$5 fee is assessed for use of the locker and lock. TPA requires that students keep their locker locked throughout the day. The school is not responsible for items stored in lockers. TPA reserves the right to inspect student lockers at any time. 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. Purses and backpacks must be stored inside lockers during classes. Sports/athletics bags may be stored on top of the lockers, and should not be left on the sidewalks in or out of the courtyard.

Lost and Found

The office maintains a lost and found cupboard in the Student Union. Unclaimed items will be given away or discarded periodically throughout the year. It is strongly recommended that any items of value be marked with the student's name. Jackets and shirts should have the family name on the inside label; calculators should have the name etched on them, etc.

Lunch Program

TPA does not prepare food or provide lunches to students. Students should bring a sack lunch to school each day. The school provides a microwave oven in the Student Union for student use. Three days a week, Tuesday, Wednesday and Thursday, the Parent Organization sells food and drinks to the students. There is a snack machine located in the Student Union and a water/juice vending machine in the courtyard. The lunch period is 30 minutes long.

Medication Policy

Parents must also fill out an Emergency Information Card that will be on file in the office. If a student must take prescription drugs while at school, the parent must bring the prescription drug to the school office in the morning and leave it there with signed instructions for administration. Students may not carry prescription drugs with them on the school campus at any time. Please review the over-the-counter/Rx drug policy and prescription permission form distributed at the beginning of the year.

If your child needs to take an over-the-counter medication, such as a cold remedy, etc., it must also be turned into the office and the proper permission and instructions must be filed with the school office. Students are not permitted to keep prescription or over-the-counter medications on their person or in their lockers. ***Violations of this policy place self and others at great risk of personal harm.***

Registration and Records

In order to complete the registration process, parents must have their records transferred from the child's previous school to TPA. That record should include your child's immunization history and a copy of his/her birth certificate, as well as his/her complete academic records, including any special needs or information. A request form may be obtained at the school office. Official transcripts should be sent to TPA 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 record of state-required testing must be submitted to TPA, along with a signed description of the curriculum and course content mastered.

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

Special Education

As a public charter school, TPA will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, teachers will also screen all new students within the first 45 days of their attendance at TPA for possible special education eligibility. Results of these screenings are confidentially referred to the school's contracted special services coordinator. If requested by the parent or teacher, a student may be evaluated for possible special education placement. Please contact the headmaster for more information.

Student Information Center

There is a large bulletin board located in the breezeway between the 300 and 400 buildings. This board serves as the Academy's Student Information Center. All bulletins, signs, posters, etc. will be posted at this location only. Students are not permitted to post bulletins, posters, signs, etc. anywhere on the campus except with the headmaster's permission.

Telephones and Cell Phones

(for other electronic devices refer to the *Behavior Code and Discipline* paragraphs)

Students may request to use an office telephone in the event of an emergency. Please see the reference below in the *Behavior Code* section on the possession and use of cell phones on campus.

Cell phones are strongly discouraged on campus, except as noted below. The reason for the discouragement is to promote an uninterrupted academic environment and to encourage the development of personal relationships among TPA students while they are at school. One can immediately see the disruption to classes and the interruption of communication among students were cell phones to be used at random on campus. On the other hand, parents sometimes provide cell phones to their children in order to promote the safety of their children or to communicate regarding unanticipated changes in transportation. In light of this, a student may keep a cell phone

turned off and locked in his or her locker during the school day. A cell phone may be used to communicate with one's parents only after school and just outside the school office. Any other use on campus before school, during the school day, or after school will result in confiscation of the cell phone and possible disciplinary action.

Transcripts

These transcripts take time to produce as the Registrar must calculate grade point average and class rank, as well as include PSAT, SAT, and ACT scores (if applicable). Official transcripts must be sent directly from the school and cannot be hand-carried. You must submit a transcript request form at least five days before the application deadline. There will be no fee for the first six transcripts. Additional transcripts are \$5 for each request. Include for each transcript you wish sent a business-size envelope with the complete address where you want the transcript directed. Families are responsible for addressing the envelope correctly. Place the request and other materials in the box for the Registrar/ College Admissions Counselor, which is located in the administration building.

Transportation

TPA does not provide bus transportation to/from school.

Licensed students are permitted to drive and park personal vehicles on campus. Students may not park their cars on side streets; cars driven by students must be parked on school property during the school day. The parking area directly behind the administration building is for faculty and staff parking only. Students must park in the west parking lot. Students should not park in any space that is identified as "visitor parking." Once parked on campus, students may not go to their cars until the end of the school day. Students may not loiter in the parking lot.

TPA students will not be permitted to leave campus as part of a school-sponsored activity, in a car driven by someone other than the parent, unless explicit written permission from the parent is on file with the school office.

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 overnight 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 (properly maintained vehicles with a seatbelt for every traveler, for instance) and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a student to chaperone ratio of at least 10 to 1. For overnight trips, the chaperones will engage in periodic room checks to ensure that the travelers are adhering to the set curfew. Parents who agree to be chaperones on trips must follow the guidelines established by the trip director.

Walkers & Bicyclists

Students who walk or bicycle to school should cross Southern Avenue at the light at Dorsey and always obey the traffic light and Walk-Don't Walk signals. Bicyclists should dismount and walk their bikes across. **Students riding bicycles to school are strongly advised to wear a helmet. Southern Avenue is one of the busiest streets in Tempe. Students and parents must exercise great care in pulling out into traffic and in crossing the street at the crosswalk: serious accidents have occurred at that intersection in past years.**

STUDENT LIFE

Uniform and Dress Code

TPA 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 the most important function 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.

Another purpose of a uniform is to reduce the attention given to appearances, and to questions of group affiliation, socio-economic status, and the like. We want students to attend to the ideas and character of their colleagues in school, expressed in other students' words and deeds, rather than focusing on external appearances. We hope to engender in students a respect for the essential dignity of others. Our desire is not to quash students' individuality, but to secure their commitment to a community of learners whose purpose, while at school, is scholarship and character development.

Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed to be wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Good judgment exercised at home will be a learning activity for the child that will help to avoid embarrassment or wasted time at school. Decisions about the appropriateness of apparel may be referred to the headmaster, whose judgment will be final.

Other than the dress code requirements which follow, 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 *Dress Code for Special Events* below for an exact definition of how the Academy defines "semi-formal" attire.

Students must stay in uniform whenever they are on campus during a school day. This includes before school and after school. Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extra-curricular activity that requires a change in dress.

Dennis Uniforms sets the standard for the kind of pants, shorts, and shirts that are required, but such clothing may be purchased elsewhere. The headmaster, and/or the assistant headmaster will be the final judge(s) of whether clothing bought at stores other than Dennis is in accord with the guidelines of the dress code.

Men's Uniform and Dress Code

Men's Pants: Khaki dress slacks that reach to the shoe but are not dragging on the ground. No patch pockets, extra zippers or seams. No oversized, super-baggy pants will be permitted. Dress slacks should be worn at the waist. The slacks should have belt loops and a solid, dark belt should be used. During hot weather months (August - October and March - May) khaki walking shorts with belt may be worn. Shorts should go to just above the knee but not below, and should not be tight fitting or excessively baggy.

Men's Shirts: Solid white or navy blue collared, knit polo shirts (two- or three-button, with or without a breast pocket--no logos, except the TPA logo) or white, oxford button-down dress shirts, short or long sleeve. Shirts must always be tucked in. Male athletes may wear a white dress shirt and tie on their game days. Seniors may wear solid red, polo-style shirts on Friday.

Men's Footwear: Dark, solid-colored, low-heeled, low-soled dress shoes with dark laces or loafers, and solid-colored (dark or tan) socks. No heel-high socks. No high-top shoes or boots. Sneakers, tennis or jogging shoes will be permitted only during athletic activities. White socks may be worn with shorts.

Men's Hair: Hair should be neatly trimmed and combed and be well off the top of the shirt collar. 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. Regarding the side of the haircut, the bottom half of the ears should be visible. Crew cuts are permitted, but a clipper attachment may only be used to cut the hair as long as the head does not appear shaved or skin widely visible underneath. It is more acceptable to use the clipper attachment on the sides of the head than on top. No Mohawks, rat's tails, or braids are allowed. No hairnets or bandannas. No dyed hair. No shaved heads. No facial hair. Men should be clean-shaven.

Men's Jewelry: No nose-rings or earrings or other body-piercing jewelry will be permitted for boys. Nor are wrist bracelets or necklaces permitted. One watch and one ring are permissible. Both must be tasteful. Jewelry should not be distracting or dangerous. Students may appeal to the headmaster for permission to wear items of religious significance, but if physically possible, such items should be worn underneath the clothing.

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

Jackets, sweatshirts and sweaters may be worn to school for warmth, but must be free of logos and advertisements. Sweatshirts and jackets worn to and from school must be stored in lockers during classes and between classes, other than during the lunch period. A solid, navy blue sweater in the uniform colors, or the approved TPA crew-neck sweatshirt may be worn in the classroom and must be purchased from Dennis Uniform for the sake of consistency. TPA issued athletic letter jackets or sweaters may also be worn in the classroom.

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

Women's Uniform and Dress Code

Women's Skirt: a plaid TPA uniform skirt, available at Dennis Uniform in two styles. The skirt hem should reach to just above the knee (skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface). Skirts should be worn at the waist.

Women's Slacks: navy blue uniform dress slacks available at Dennis Uniform. Slacks should not be baggy nor tight fitting. No hip huggers, bellbottoms, or faddish slacks. A dark dress belt must be worn with dress slacks. Slacks should be worn at the waist.

Women's Shorts: During hot weather months (August - October and March - May) navy blue walking short. Shorts should go to just above the knee but not below, and should not be tight fitting. A dark dress belt must be worn with dress shorts. Shorts must be worn at the waist.

Women's Shirts: Solid white knit polo shirts (two- or three-button, with or without a breast pocket--no logos, except the TPA logo) or white or light blue oxford button-down dress shirts, short or long sleeve. Shirts must always be tucked in so that the waistband of the skirt, pants or shorts is visible. Athletes may wear 'Lady Knights' blouses on their game days. Seniors may wear solid, red, polo-style shirts on Friday.

Women's Footwear: Low-heeled, low-soled or flat, dark, solid-colored leather loafers or dress shoes. No open-toed or open-heeled shoes or sandals. Sneakers, tennis or jogging shoes will be permitted only during athletic activities. Girls should wear nylons, blue tights, or solid color navy blue or white socks. Socks must be visible above the shoe.

Women's Jewelry: Girls may wear one pair of short earrings. ("Short" means that the earrings should not hang more than one-half 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 earrings will be permitted. One wrist bracelet, one watch, two rings and one small necklace are permissible. Only simple, fine-gauged, 16 to 20 inch, silver or gold chain necklaces (with or without a pendant) are permitted. Pendants should not be large or elaborate; they should be not much larger than an inch or so in length, width, or diameter. No chokers, beaded necklaces (colored or otherwise), shells, or large or elaborate chain-link may be worn.

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

Women's Hair: Should be neatly combed or styled. No shaved heads. Neat bows, barrettes, headbands and "scrunchies" are permissible. Hair should not be arranged or colored so as to draw undue attention to the student. Hair must be natural looking and conservative in its color. Radical changes in hair color during the school year are unacceptable.

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

Jackets, sweatshirts and sweaters may be worn to school for warmth, but must be free of logos and advertisements. Sweaters and jackets worn to school must be stored in lockers during classes. A solid navy blue sweater may be worn in the classroom and must be purchased from Dennis Uniform for the sake of consistency. TPA issued athletic letter jackets or sweaters may also be worn in the classroom.

No oversized or super-baggy clothing will be permitted.

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

Dress Code for Special Events

There are specific, semi-formal dress requirements for special events, including periodic fine arts concerts, the all-school award ceremony, and high school graduation.

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

The semi-formal dress code for young ladies is: modest length skirts or dresses (no shorter than the uniform skirt); no bare midriffs; no strapless, spaghetti, or tank tops. Girls should wear dress shoes. No flip-flops. No dyed hair.

There is also a specific, athletic dress code for Outdoor, Athletic Field Day.

Social Life

TPA knows that healthy friendships between students are helpful to the health of the Academy as a whole. TPA encourages relationships between students that are noble and supportive of their overall moral and intellectual growth. To offer leadership in this area, TPA has several organizations and events that work to promote student social life.

The Parent Organization plans a number of class parties throughout the year and usually one major social event for the student body in the fall, such as the Ice Skating Social. The PO plans the Renaissance Fair, the major all-school social event of the spring.

TPA Student Social Committee

The purpose of the Student Social Committee is to promote healthy friendships and to improve community life here at TPA. The committee is comprised of high school students who feel called to serve the school in this area. One faculty member also sits on the committee to serve as a liaison between the students and the headmaster.

Students may use the guidelines below to propose events to the assistant headmaster and then, after approval, promote and plan such for the enjoyment of them and their fellow students. Students are responsible for designing the events and working to make them happen, while the

liaison and headmaster are responsible for approving their content, scheduling the facility, and providing chaperones.

Some guidelines:

1. The committee should plan events that build up the morale of the school and fit with the spirit of the school.
2. The committee should obtain approval from the liaison or headmaster at least two weeks prior to a proposed event.
3. Friday nights are best for on-campus social events. TPA does lease the property for other uses on the weekends. Event planners should coordinate with the headmaster regarding availability of school properties. Students may also design events off campus.
4. The students on the committee may want to charge money at the door of an event to pay for decorations, food, or services. (Any event for which admission is charged requires the issuance of numbered tickets, or some method of accounting for money taken in, in order to report income accurately for auditing purposes.)
5. If necessary, a signed permission slip will be requested from parents for a student to attend.
6. There will be a reasonable, non-uniform dress code for the events, ranging from semi-formal to casual, depending on the nature of the event. Students will be turned away at the door if they do not meet the established dress code for the event.
7. Dances are only open to high school students and should be communal as opposed to romantic or coupling in nature. There are other established criteria for dances, including directives on song selection, dance styles, and dress code.

Although TPA does sponsor dances during year, these events should not be viewed as the promotion of romantic relationships between our young men and young women. TPA 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 activities like holding hands, kissing, and other overt forms of romantic behavior among students while on campus and at Academy-related events.

Prom

The TPA social committee liaison and the headmaster work with the Student Social Committee to plan a Junior/Senior Prom each spring as a way of honoring our older students. Juniors and seniors are encouraged to invite other TPA students to prom. They may not invite other students younger than the 10th grade. There is a fee to attend.

Community Service

As established by our charter and mission, there is a community service requirement for all

high school students other than seniors. Community service is a credit requirement for graduation on the high school transcript. The community service director will notify students of community outreach programs, such as visiting the elderly, serving at a homeless shelter, volunteering at a local museum, or working at the school itself. Students must complete a total of 10 hours of community service each year. Hours that are not completed accumulate from year to year and must be satisfied before entering the senior year. The hours may be completed outside of TPA or in activities on the TPA campus (assisting in the library, helping at the Renaissance Fair, etc.). Such opportunities are offered on a first-come, first-serve basis, so students should seek opportunities for service throughout the year rather than waiting until the end of the year, when only a limited number of people may be needed.

Extra-Curricular Activities

TPA believes that students are happier and more successful at TPA 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. 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 have professed that the discipline gathered from participation (in terms of time management and personal habits) has greatly helped their academic growth. There are a range of supervised activities to select from: many athletic teams, Cantamus (our extra-curricular choir), Model United Nations, Odyssey of the Mind, Classics club, various music ensembles, speech and debate, student social committee, and yearbook. We encourage the parents to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

Eligibility Requirements

To be eligible for extra-curricular activities at TPA, the student must maintain passing grades in all subjects and must have displayed good behavior. If a student fails any course in a quarter, he/she will be suspended from all TPA extra-curricular activities in the following quarter until he/she demonstrates improved academic performance. As early as the end of the second week of the new quarter, a student suspended from extra-curricular activities may ask the teacher(s) of the class(es) in which the grade(s) was(were) received to review the student's performance, and to report to the director of the activity if he/she is passing the course(s). If so, the student may rejoin the activity but must maintain a passing grade.

Fees

Most extra-curricular activities 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 TPA are required to be self-supporting through income from fees and tax credits. The primary, academic budget of the school is not able to manage such costs. **The fee for an extra-curricular activity must be paid prior to the student joining the team or activity, even for practice.**

All families should use the Arizona extra-curricular tax credit program to give to the activity they wish to support. Information on how the tax credit works may be obtained from the

headmaster, development director, or athletic director. Please note, however, that if you choose to use the tax credit for the payment of a fee, the fee must be paid at the required time as indicated above. The school generally asks families to pay both fees and tax credits since the tax credit contribution program is the primary system for subsidizing the extra-curricular programs. For instance, if a large number of parents used the tax credit contribution to pay fees then the school would be required to raise fees to a much higher rate for all families.

Physicals

Parents of students on TPA 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. For high school sports, there is a special AIA physical form that must be used.

Behavior Code and Discipline

All of the information that you will find below is directed toward the common good of the Academy and its maintenance as a place of learning and moral development. At TPA, we believe that habits of behavior play a significant part in forming habits of mind. The teachers at TPA 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 TPA 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, TPA is a very good place to be.

Nevertheless, our students are human and sometimes make mistakes. Usually these mistakes are normal consequences of their age and can often be overlooked. 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 TPA 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 TPA 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, TPA has the goal of developing not only habits of good scholarship and critical inquiry, but also 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/her teachers and fellow students.

TPA'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.

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

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 in grades 7-9 receives six detentions for any reason in a quarter, he or she will be required to serve a work detail on Saturday. If a student in grades 10-12 receives four detentions for any reason in a quarter, the student will be required to serve a work detail on Saturday. If a student misses more than two detentions in a quarter, he/she will be required to serve a Saturday work detail. Failure to serve the assigned work detail will result in suspension. Students may either be assigned a work detail or be suspended for a lesser number of detentions if the detentions are received for the same offense (e.g., tardiness), or if the headmaster or dean of students determines that the detentions are of a serious nature.

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.

Radios, "Walkman" or iPod-type tape/CD/MP3 players, cameras, beepers, electronic games, laser pointers, skateboards, roller blades, and other toys that are not part of the academic or extra-curricular program are prohibited on campus. Students may be disciplined, and such items will be confiscated and returned only at the parent's request.

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

Please see the Academic Honor Code (Academics section) for special information on academic dishonesty.

Harassment, Intimidation and Bullying of Students

Tempe Preparatory Academy (the "school") prohibits acts of harassment, intimidation or bullying of students.

"Harassment, intimidation or bullying" means any gesture or written, verbal or physical act toward a student that takes place on school property or at a school-sponsored activity and that:

1) is motivated by any actual or perceived characteristic of the student, such as race, ethnicity, religion, ancestry, sex or sexual orientation, socio-economic status, or disability; and

(2) (a) harms the student or damages the student's property, or threatens personal harm or damage to his property; or (b) insults, demeans or intimidates the student or a group of students in such a way as to substantially interfere with the student or students' educational or social activities at school or cause a substantial disruption of the orderly operation of the school.

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

The dean of discipline 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 as needed, 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 determining 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.

The headmaster shall develop an annual process for discussing the school policy on harassment, intimidation and bullying with students. The policy shall be disseminated annually to all school staff, students and parents, along with a statement explaining that it applies to all acts of harassment, intimidation and bullying that occur on school property and school-sponsored activities.

Suspension/Expulsion Procedure

The following guidelines and procedures have been developed pursuant to ARS 15-840, -841, -842, -843, and -844, and approved by the State Board for Charter Schools.

Suspension

The 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 TPA staff, disregard or disobedience of school rules and regulations as outlined in the TPA Family Handbook, violation of the Academy honor code, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, fighting, intoxication, possession of tobacco or controlled substances including illegal and prescription drugs, destruction 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 suspension out of school, the 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 may choose to impose a lesser discipline, including before- or after-school detention, parental conference, and/or work detail. In cases of inappropriate behavior observed by the teacher, the teacher has the discretion to assign detention or initiate a parental conference, or to recommend suspension orally or in writing to the headmaster. In cases where the teacher assigns a detention or other discipline, the student has the opportunity of appeal, first to the teacher, then to the headmaster, whose decision shall be final. There is no right to appeal a short-term (less than 10 days) suspension imposed by the headmaster. There will be no corporal punishment of students at TPA, though staff may use reasonable, necessary force to restrain a violent, disruptive, or disobedient student.

The parent/legal guardian will be notified of the behavior problem and the discipline applied, by phone or in writing, and, in the case of suspension, 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 headmaster shall notify the Board of Directors in writing of all suspensions. The headmaster may recommend to the Board of Directors a suspension in excess of 10 school days. If the Board decides to suspend for a period of time in excess of 10 days, a hearing must be held, after five working days' notice, and must include the student, the headmaster or other staff, and the parent/legal guardian.

Students who have been suspended are expected to complete any work that was due during the suspension period, turning it in to the teacher on the first day of returning to class. Work assigned during the suspension period is also to be made up and must be turned in to the teacher immediately upon returning to classes. Tests and quizzes that a student has missed due to a suspension must be made up as soon as a student returns to classes; the teacher will determine with the student when the test or quiz can be taken (in most cases, the student will take the test in the front office on the first day back, and before attending any classes). All such work will be treated as late work and will be subject to a reduction in credit according to each teacher's policy regarding late work.

Expulsion

The teacher may recommend to the headmaster, and the headmaster may recommend to the Board of Directors, expulsion of a student for serious cause, including, but not limited to the following: defiance of authority of TPA staff, repeated disregard or disobedience of school rules and regulations as outlined in the TPA Family Handbook, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, fighting, destruction 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. 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 expel, 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. All rights and responsibilities of the school, the Board of Directors, the parent/legal guardian and the student, pursuant to ARS 15-840, -841, -842, -843, and -844 shall adhere in cases of expulsion, including the right of parents to request an open meeting or an executive session for the expulsion hearing, the right to reapply for admission after one year of expulsion, and the right of the Board to deny admission of a student expelled from another school, and to deny, upon review of a request, re-admission of a student previously expelled from TPA.

Note: Colleges routinely ask students and/or schools to report all suspensions or expulsions in the college application paperwork. TPA 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.)

Required Annual Notification 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	• Extra-curricular 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 the first month after the start of the school year. A form for this purpose is available from the school administrator.

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 from the school administrator.

- **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.

Staff and Faculty Phone/Email Directory

Also, refer to the school website, tempeprep.org under the tab 'Contact Us'.

Name	Office extension	Voicemail extension	E-mail address
Staff			
Ms. Julie Boles	128	128	jboles@tempeprep.org
Mrs. Becky Veenstra	102	102	rveenstra@tempeprep.org
Ms. Dannette Flores	101	101	dflores@tempeprep.org
Mrs. Lisa Hicks	100	100	lhicks@tempeprep.org
Mrs. Carol Dye	339	339	cdye@tempeprep.org
Mrs. Nancy Calahan	106	106	ncalahan@tempeprep.org
Mrs. Victoria Davies	129	129	vdavies@tempeprep.org
Mrs. Anna Gregg	340	340	agregg@tempeprep.org
Mr. Joe Abeyta (Custodian)	-----	-----	-----
Department Chairs/Dean			
Mr. James Atkinson	131	331	jatkinson@tempeprep.org
Mr. Ron Bergez	115	328	rberge@tempeprep.org
Mr. Tom Brittain	115	322	gbrittain@tempeprep.org
Mr. Ed Denny	117	335	edenny@tempeprep.org
Mr. Rich Polley	106	106	rpolley@tempeprep.org
Mr. Jeff Veenstra	115	320	jveenstra@tempeprep.org
Dr. Edward Wolfe	113	310	ewolfe@tempeprep.org
Faculty			
Mr. Mark Amorose	117	302	mamorose@tempeprep.org
Ms. Donna Blumenfeld	115	317	dblumenfeld@tempeprep.org
Mr. Jaime Cardoso	115	313	jcardoso@tempeprep.org
Mr. Kary Cawley	131	337	kcawley@tempeprep.org
Mr. Paul Culp	117	307	pculp@tempeprep.org
Mrs. Anna DiCaro	115	304	adicaro@tempeprep.org
Mr. James Ditsworth	115	326	jditsworth@tempeprep.org
Dr. Scott Evans	117	347	sevans@tempeprep.org
Mr. Jamison Gray	131	324	jgray@tempeprep.org
Mrs. Lori Hickernell	115	315	lhickernell@tempeprep.org
Dr. Tom Hickernell	131	332	thickernell@tempeprep.org
Mrs. Kathleen Hill	131	323	khill@tempeprep.org
Ms. Carissa Irmen	115	309	cirmen@tempeprep.org
Mr. Chris Martin	117	338	cmartin@tempeprep.org
Mrs. Gwen Melton	113	311	gmelton@tempeprep.org
Ms. Nicole Pitman	115	334	npitman@tempeprep.org
Mr. Rowe Sergent	131	312	rsergent@tempeprep.org
Mr. Dan Shindell	117	305	dshindell@tempeprep.org
Mrs. Eileen Spenla	113	321	espenla@tempeprep.org
Ms. Krista Strohm	115	318	kstrohm@tempeprep.org
Mr. Greg Thielen	113	308	gthielen@tempeprep.org
Mr. Keith Thurston	115	314	kthurston@tempeprep.org
Mr. Ben Tyler	113	333	btyler@tempeprep.org
Mr. Shawn Whaley	131	346	swhaley@tempeprep.org

Signature Page

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

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

Family Name _____

Parent's Signature _____ Date: _____

Parent's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____
(if more than one TPA student in family)

TPA Family Directory

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

_____ Please check the box if you do not want your family email address to be used by coaches or the Parent Organization to communicate with you.

Image Release

_____ From time to time, reporters visit the school to produce articles and video clips on TPA. Please check this box if you do not want your child to appear in photos that may be published in the newspaper and images appearing on television. Checking this box will also designate that photos of your child may not be posted on the official school website.