

# **Tempe Preparatory Academies**

## ***Family Handbook*** **2011-2012**

[www.TempePrep.org](http://www.TempePrep.org)

480-839-3402

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*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](http://www.tempeprep.org)) in the faculty directory or upon request in the school office.*

# SCHOOL CULTURE

## Tempe Preparatory Academies

Tempe Preparatory Academies, comprising Tempe Preparatory Academy and Tempe Preparatory Junior Academy, educate students for the lifelong pursuit of truth, goodness, and beauty. For the purposes of this Family Handbook the two, distinct, academies will be referred to as “TPA” except where specifically noted.

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, poetry, drawing and painting, and drama. The graduate is thus prepared for every career, every course of advanced or specialized study, and every kind of leisure. In short, the 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 fewer (with limited exception)
- 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 the student’s potential.

TPA offers a core curriculum in which each of the grades builds on previous grades over the student’s tenure. The 11<sup>th</sup> and 12<sup>th</sup> 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 understand the vision upheld for a TPA graduate. 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 that make a lifetime of learning possible. Of course, a liberal arts education is not one that can be completed hurriedly or with a sense only of its immediate benefit or material value. The formation of our students’ characters and imaginations involves an exposure to great works and thinking over time, and it is not complete even at graduation. It is an important stage of a journey that must continue throughout life.

## **Focus on the Western Tradition**

The TPA curriculum focuses on Western Culture during a student's years at the school. This focus is not intended as a statement about other cultural heritages. We believe, rather, that the junior high and high school years are just sufficient 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 clearly may be traced to the classics we study at TPA.

## **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 a parent is involved in the school is by supporting a child in the child's journey through TPA. Parents serve an essential role in listening to and then encouraging their students as they seek to master TPA's challenging curriculum. Likewise, parents may communicate frequently with teachers to develop an understanding of TPA's expectations of how preparatory-level, liberal arts studies form habits of learning. Parents should contact teachers to share important information on how their child approaches the curriculum at home and if their child 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 TPA 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. Parents' support of teachers in these challenging efforts is essential for their student's success.

## **Material Support of TPA: 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 the facilities or capital improvements to them. Nor does state funding provide completely for our unparalleled student / teacher ratio. Charter schools, unlike regular public schools, cannot levy taxes or sell publicly financed bonds. Consequently, we must regularly seek outside parental support, 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 parents' belief in the value and quality of TPA, 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 support for TPA: 1) volunteering regularly to assist in the office and on campus, and/or becoming a member of the *Parent Organization*, 2) support of TPA's material structure through donation of a unique talent or service, and 3) financial assistance through book donations, participation in the extra-curricular tax credit program, and regular contributions to TPA. TPA is a non-profit, 501(c)(3) charitable corporation; as such, gifts to TPA may be tax-deductible. **Donations are absolutely vital to the health of TPA. To be what we are, we rely on generous financial support.**

The *Tempe Preparatory Academy Parent Organization* (PO) also is a non-profit, 501(c)3 charitable corporation. The 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.

## **Family-Teacher Communication**

As a preparatory school, TPA believes that the student should be the primary agent in the student's education. The student 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 a teacher's duty to communicate to the student clearly what is expected of the student. It is also a teacher's responsibility to share information with parents when a student is struggling considerably with the material or is not performing as expected.

We encourage parents to talk with teachers 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, or to make an appointment for a conference, please email the individual teacher with your name, your child's name and times during which you will be available.. Please see the directory at the back of this handbook. **Stopping by the classroom or faculty office before school starts or after its conclusion is usually not an effective way to meet with the teacher, unless an appointment has been made. In addition, students or parents may not enter the faculty offices because 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 the teacher's role as an authority figure and leader here at TPA. With this in mind, students should address teachers by their formal title, i.e. Mrs., Ms., Mr., Dr., and their last names.

Many of our teachers live in the same neighborhoods as our students; hence it is appropriate to offer a word regarding off-campus relationships. 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 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 TPA and/or its employees can use a procedure that 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 a grievance committee, which will be established by the Board of Directors on request. This committee will formally respond within seven working days of the grievance being received and the committee's formation. 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 an 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 toward 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, a student's 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 the student's years at TPA and finally will be demonstrated in the student's 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 the student 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.

## 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 during examinations, tests or quizzes.*
- I will not give or receive unpermitted aid in class work, homework, the preparation of reports, or 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 or 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 not 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 of Students or 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 fairly and conclusively to 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 general discipline 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**

To do well in 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, and the like. 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 book deposit is required for each textbook issued; the deposit will be refunded at the end of the school year when the books are returned to the school. Deposits 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. 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 TPA 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 TPA 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.

A set of consumable books is the responsibility of the parent(s). These books may be purchased through [www.tpabooks.com](http://www.tpabooks.com) for convenience. A list of books and ISBNs are provided if books are purchased from other sources.

## **Homework**

Students should expect to do 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 the student’s “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 depends on a student’s study strategies, such as planning, goal-setting, time-management, self-monitoring, 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 students and will coordinate with other teachers of a section of students. Also, students should not have more than two major exams, projects, or essays due on the same day.

It is the responsibility of a student to make up missed homework after any absence, planned or due to illness, or from any disciplinary measure, 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. In case of excused absences, a student is given one extra day for each day that the student was absent to complete work assigned during that period.

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 weekends on which no homework will be assigned. Further, teachers will not administer tests and quizzes on the Mondays following "R and R" weekends. It may be the case that a long-term or multi-day project is due several days after an R and R weekend; students will need to stick to a disciplined work schedule 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 provided electronically. The 1<sup>st</sup> and 4<sup>th</sup> quarter reports will include several comments relative to the student's performance in the class. The mid-year report will include a longer narrative evaluation for each course, and a brief, paragraph-length narrative will be sent electronically to the parents at the end of the third quarter. Student evaluation will also be discussed in parent-teacher conferences at the end of the first quarter. 11<sup>th</sup> and 12<sup>th</sup> graders are required to attend the conferences and engage in substantial self-assessment. 10<sup>th</sup> graders are encouraged to attend and participate. The emphasis on student evaluation according to the liberal arts will involve discussion of strengths, sense of wonder, accomplishments, and specific areas for improvement.

Students will also be assessed according to state requirements using standardized achievement tests such as the AIMS tests.

Comments on each student's performance will be sent electronically midway through each academic quarter. 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 notifying the family of the downturn in achievement 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**

With limited exception, students must pass all of their courses to be admitted to the next grade level. Semester grades will 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

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 counts as two classes), then the student is not eligible for summer study/school and must repeat the entire year unless the Headmaster makes an exception.

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

## **Physical Education – Grades 6-8**

Participation in extra-curricular athletics is required of all students in grades 6-8. 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 in advance, and the director/coach of that activity must verify that the student's participation amounts to approximately 60 hours of athletic activity in a school year.

## **Transfer of Credits**

High school transfers will have their official transcripts from previous high schools reviewed by the college counselor and registrar. After that review, parent(s) will be notified of any additional courses that must be taken to meet TPA 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 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, or 9<sup>th</sup> grade level. Home-school credits will not be accepted for high school classes, although any courses taken from a community college or from a regionally accredited distance learning program will be considered for credit. High school home-school students without such credits must start with TPA in 9<sup>th</sup> grade.

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

In certain cases, TPA may recommend tutoring as a "voluntary" or "mandatory" pursuit for a student. The determination is typically made following the issuance of progress reports in the first and third quarters. The tutoring coordinator also can put students needing extra help in touch with older students who are especially proficient in each subject area.

## **Foreign Language Selection**

High school students are offered an opportunity 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 the study of Latin in the 9<sup>th</sup> and 10<sup>th</sup> grades followed by two years of Greek in 11<sup>th</sup> and 12<sup>th</sup> grades.

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 to facilitate discussion and participation between students and the teacher. If 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 is an available opening in the desired language course, 2) the student holds a B or higher in both semesters in the language he or she is leaving, 3) he or she passes 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. During the junior year, each junior signs up to be part of a group reading at least two texts selected by two of the faculty and staff, who co-lead the group. Each student then selects at least one text from TPA's curriculum for study by the student. Over the course of the student's Senior year, the student explores these texts in small meetings with the group and in personal conference with one or more of the student's advisors. After reading the texts, the student prepares a 15-20 page paper that explores elements of one or more 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 group and advisors. The second semester involves the writing of the thesis in stages, with the advisor(s) offering feedback and guidance at each successive stage. Some Humane Letters class time will be offered for senior thesis

work. Both the rough and final drafts of the thesis paper are graded by the student's Humane Letters teacher, and those grades count toward the final second semester grade. The thesis culminates with the senior defending the paper 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, demonstrating 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 (one way that TPA students and transcripts can 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 who are interested in post-secondary education to pursue a college or university career

The TPA curriculum offers all the courses necessary for admission to the finest colleges and universities. If students approach their TPA education earnestly and seriously, graduates find they have no trouble getting into an appropriate college or university. Not every student will—or should—attend Harvard, Claremont, Chicago, or Stanford, but there is undoubtedly a college or university that is suited for each TPA graduate. TPA has a very good track record on college admissions, from first-tier, nationally recognized universities to smaller, selective liberal arts colleges to state universities.

It is of the utmost importance that parents and students understand the role of a student's grade point average. Admissions offices at colleges and universities try to determine with some accuracy just what kind of student an application represents. They want an honest and accurate reading of the student's strengths and weaknesses. Thus, a GPA that is inflated and that 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 a student's GPA is, but how accurate a reflection of the student it is. In the long run, the student career at TPA gives 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. 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. **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 curriculae and in their grading systems. 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. When admissions directors receive our transcripts and see our students' GPAs, they understand the background of TPA. Their assessments in most cases are 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 a 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 to a student considering college options. 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 the student believes the student can improve scores by retaking the test, 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 SAT 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 because 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 also require SAT II subject tests in addition to the SAT or ACT. While most of these tests also are 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, because most colleges don't require them, and colleges that do want them ask only for two exams, it is generally not necessary to take the subject tests 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 TPA 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 a student wishes 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. Students must provide TPA's 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 provides more details on this program.

## **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).

| <b>TPA Grade and Course<br/>(all courses are year-long)</b> | <b>TPA<br/>Credits<br/>Earned</b> | <b>State Requirement Met, Local Governing Board<br/>Requirement to Meet Minimum 20 credits, Or<br/>TPA courses that exceed minimum state requirement</b> |
|---|-----------------------------------|--|
|---|-----------------------------------|--|

| <b>TPA Grade and Course<br/>(all courses are year-long)</b>                        | <b>TPA<br/>Credits<br/>Earned</b> | <b>State Requirement Met, Local Governing Board<br/>Requirement to Meet Minimum 20 credits, Or<br/>TPA courses that exceed minimum state requirement</b> |
|--|-----------------------------------|--|
| 9 <sup>th</sup> : Humane Letters   | 2.0                               | 0.5=English, 1.0=World History/Geography,<br>0.5=Economics   |
| 9 <sup>th</sup> : Geometry   | 1.0                               | 1.0=math   |
| 9 <sup>th</sup> : Foreign Language I   | 1.0                               | 1.0=local requirement  |
| 9 <sup>th</sup> : Biology  | 1.0                               | 1.0=science  |
| 9 <sup>th</sup> : Studio Art 9   | 0.5                               | 0.5=fine arts  |
| 9 <sup>th</sup> : Poetry I   | 0.5                               | 0.5=English  |
| 10 <sup>th</sup> : Humane Letters  | 2.0                               | 0.5=English, 1.0=U.S. History, 0.5=U.S. Government   |
| 10 <sup>th</sup> : Algebra II  | 1.0                               | 1.0=math   |
| 10 <sup>th</sup> : Foreign Language II   | 1.0                               | 1.0=local requirement  |
| 10 <sup>th</sup> : Physics I   | 1.0                               | 1.0=science  |
| 10 <sup>th</sup> : Chorus/Music Theory<br>II                                       | 0.5                               | <i>Exceeds</i>   |
| 10 <sup>th</sup> : Poetry II   | 0.5                               | 0.5=English  |
| 11 <sup>th</sup> : Humane Letters  | 2.0                               | 1.0=English, 1.0=history & philosophy, exceeds   |
| 11 <sup>th</sup> : Pre-calculus/Calculus<br>A                                      | 1.0                               | 1.0=local requirement  |
| 11 <sup>th</sup> : Foreign Language III  | 1.0                               | 1.0=local requirement  |
| 11 <sup>th</sup> : Physics II  | 1.0                               | 1.0=local requirement  |
| 11 <sup>th</sup> : Drama I   | 0.5                               | <i>Exceeds</i>   |
| 11 <sup>th</sup> : Studio Art 11   | 0.5                               | <i>Exceeds</i>   |
| 9 <sup>th</sup> /10 <sup>th</sup> /11 <sup>th</sup> : <i>Community<br/>Service</i> | 0.25                              | <i>Exceeds</i>   |
| 12 <sup>th</sup> : Humane Letters  | 2.0                               | 1.0=English, 1.0=history & philosophy, exceeds   |
| 12 <sup>th</sup> : Calculus B/C  | 1.0                               | 1.0=local requirement  |
| 12 <sup>th</sup> : Foreign Language IV   | 1.0                               | <i>Exceeds</i>   |
| 12 <sup>th</sup> : Chemistry   | 1.0                               | 1.0=local requirement  |
| 12 <sup>th</sup> : Drama II  | 0.5                               | <i>Exceeds</i>   |
| 12 <sup>th</sup> : Studio Art 12   | 0.5                               | <i>Exceeds</i>   |
| 12 <sup>th</sup> : <i>Senior Thesis and<br/>Defense</i>                            | 0.25                              | <i>Exceeds</i>   |
| Total Credits  | 24.5                              | <i>Exceeds minimum state requirement</i>   |

## Valedictorian

The faculty select at least one graduate each year to represent the senior class and provide a valedictory address at senior commencement. The valedictorian is selected by a majority vote of the faculty at a general faculty meeting. The criteria for selection include: superior academic achievement and outstanding character.. 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 Mr. Hugh Hallman. He works under the authority of the Board of Directors and is responsible for overseeing the day-to-day operations of the school. He oversees the implementation of TPA's curriculum and manages the teachers and staff at TPA. Mrs. Barbara White 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 TPA 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.

The Dean of Students is Mr. Ron Bergez. Other staff members working with administrative duties include our college counselor, Mrs. Karin Moffitt, 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. Mark Amorose and Mr. Ron Bergez (Humane Letters/junior high humanities, respectively), Dr. Edward Wolfe (Fine Arts), Mr. James Atkinson (Science), Dr. Thomas Hickernell (Math), and 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 8:30 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 if a message is not left.) Please be sure the office has your current work and home telephone numbers on file. On the day a student returns to school after an absence, 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 teachers in advance and make arrangements with fellow students to receive 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 assignments, the student should contact classmates for that information, not the school office or teachers. Each teacher will have an established make-up policy, including appropriate deadlines, for missed work. At the discretion of the Headmaster, students may not be allowed to make up missed work due to an unexcused absence. Parents will receive a detailed attendance report at the end of each grading period through TPA's electronic reporting system.

Because regular attendance is essential to a student's success at TPA, and numerous absences are also destructive to a 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 a child has a fever or is otherwise ill, it is best to keep the child at home, rather than send the child to school exposing othersto infection. Students who come to the front office with a fever will be sent home upon parent contact. Each family should have an emergency card on file that specifies what medicines may be administered by the school, and what action to take in the event of illness or accident.

### **Tardiness**

TPA recognizes that a student may be late on occasion due to transportation problems or other challenges. 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 your child with a signed excuse or "sign in" at the office on arrival. Tardiness due to medical appointments or to circumstances beyond a student's control will be excused. (The Headmaster will determine whether a student's tardiness is excused, if a question arises.)

Persistent tardiness interrupts the instruction and undermines the morale that are benefits to all students and families. On the third occasion that a student is tardy in a quarter, a detention will be issued to the student. For each subsequent unexcused tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter the student will be suspended from school for a duration determined by the Dean of Students.

### **Calendar**

The official school calendar for each academic year is posted on the school website ([www.tempeprep.org](http://www.tempeprep.org)). Any updates and revisions also will be found on the web version of the calendar, which is updated on a periodic basis. Parents may also request a print copy from the front office. This calendar should be carefully coordinated with a family's own calendar and should be consulted on a regular basis throughout the year. The calendar identifies school holidays, half-days, special events, year-end ceremonies, and Board meeting dates, among other items.

### **Campus Leave and Visitor Policies**

TPA has a closed campus. 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 the student's own accord 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.

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

Students' friends are not permitted to visit the campus before, during, or after school. An official sign is posted that prohibits trespassing and states 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 without permission. Alumni of TPA may visit the campus but must 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 may 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 students. 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 or drop-off area.**

Please note that cars may not be left unattended in the pick-up or drop-off lanes. If you wish to leave your car and enter the school, even for just a moment, please use a parking space.

## **Fees**

Families can expect to pay fees for various services TPA offers beyond the classroom, such as senior graduation fees and various trip fees. Please call the business office if you need estimates of any fees for the year for budgeting purposes. TPA 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 *Extracurricular Activities* section discussing fees for extra-curricular participation.

TPA 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 TPA. 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 completed by the Arizona Department of Public Safety and the FBI. To receive a fingerprint clearance card application, please contact Mrs. White in the front office.

## **Hours of Operation**

The school office is open from 7:30 a.m. until 3:30 p.m. every day that school is in session, and Monday through Friday 8:00 a.m. – 2:00 p.m. from the end of school through the last day of summer school. The office reopens following the summer break. The school phone number is 480-839-3402. Messages may be left on voice mail any time the phone is busy or the office is closed. 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 8:00 a.m. and ends at either 2:45 p.m. (grades 9-12) or 2:55 p.m. (grades 6, 7, 8). Students should not arrive on campus earlier than 7:30 a.m. nor stay later than 3:30 p.m., for safety reasons, unless part of an organized, adult-supervised program. Extracurricular 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 deposit 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, backpacks, and associated materials 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, or on shelving located in the locker area, during classes. Sports and athletics bags may be stored on top of the lockers or on the locker area shelving, 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. Students are requested not to bring any non-essential items of any value to campus.

## **Lunch Program**

Students should bring a sack lunch to school each day. The school provides a microwave oven in the Student Union for student use. The Parent Organization sells food and drinks to the students on a schedule established by the PO. These lunches may be ordered online through the PO "Hot Lunch Store website. There are snack machines located in the Student Union. The lunch period is 30 minutes long.

## **Medication Policy**

Parents must 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.

If your child needs to take an over-the-counter medication, such as a cold remedy,, 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 a student and others at great risk of personal harm.***

## **Registration and Records**

To complete the registration process, parents must have their records transferred from the child's previous school to TPA. That record should include a child's immunization history and a

copy of the child's birth certificate, as well as a child's 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 must arrive sealed with a signature across the back of the envelope. If a 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 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 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 Registrar 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 TPA's Student Information Center. All bulletins, signs, posters, and the like will be posted at this location only. Students are not permitted to post bulletins, posters, signs, or other material anywhere on the campus except with the Dean of Students' 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.

Cell phones are strongly discouraged on campus, except as noted below. The reason for this policy 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 that would occur if cell phones were to be used at random on campus. Parents sometimes provide cell phones to their children 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 only immediately outside the door to 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.

Please see the reference below in the *Behavior Code* section on the possession and use of cell phones on campus.

## **Transcripts**

A request for a transcript must be submitted at least five days before an application deadline for which the transcript is sought. There will be no fee for the first six transcripts provided for a student. Additional transcripts are \$5 for each request. Include for each transcript to be sent a business-size envelope with the complete address to which the transcript will be directed. Families are responsible for addressing envelopes 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 or 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.

A TPA student will not be permitted to leave campus as part of a school-sponsored activity, in a car driven by someone other than the student’s 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 are: 1) a parent or guardian must sign a liability waiver before a student travels, 2) a student 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, TPA 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, TPA 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 Southern. **Students riding bicycles to or from 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 the Southern and Dorsey 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. The school uniform is a reminder to its wearer of that purpose and of one's responsibility to the TPA community.

Another purpose of the 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.

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, a parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Decisions about the appropriateness of apparel may be referred to the 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 TPA defines "semi-formal" attire.

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

The Dennis Uniforms model is the standard for the kind of pants, shorts, and shirts that are required for uniforms, but such clothing may be purchased elsewhere. The Headmaster or the Dean of Students 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 do not drag 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. Slacks should have belt loops and a solid black or dark brown 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 game days. Seniors may wear solid red, polo-style shirts on Fridays.

Men's Footwear: Black or brown, solid-colored, low-heeled, low-soled dress shoes with dark laces or loafers, and solid-colored (dark or tan) crew-length socks. No heel-high or "ped-style" 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. 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. 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 is permitted for boys. No wrist bracelets or necklaces. One watch and one ring are permissible. Both must be tasteful. Jewelry should not be distracting or dangerous. Students may appeal to the Headmaster or Dean of Students for permission to wear items of religious significance, but if physically possible, such items should be worn underneath clothing.

Men's Headwear: Hats and sunglasses are not 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 or Humane Letters breaks. A solid, navy blue sweater or the approved TPA crew-neck sweatshirt may be worn in the classroom. 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 no more than one inch 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 black or dark brown 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 black or dark brown dress belt must be worn with dress shorts. Shorts must be worn at the waist.

**Women's Shirts:** Solid white or light blue 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 Fridays.

**Women's Footwear:** Low-heeled, low-soled or flat, black or dark brown, solid-colored leather loafers or dress shoes. No open-toed or open-heeled shoes or sandals. Sneakers, tennis or jogging shoes are 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 (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 metal bracelet worn at the wrist, 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 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 in uniform colors. 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 or the approved TPA crew-neck sweatshirt may be worn in the classroom. TPA issued athletic letter jackets or sweaters may also be worn in the classroom.

No oversized or excessively 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 and high school graduation.

The semi-formal dress code for young men is as follows: 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 as follows: 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 Athletic Field Day.

### **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.

**The** TPA Student Social Committee is facilitated by the PO. The purpose of the Student Social Committee is to promote healthy friendships and to improve community life at TPA. The committee is comprised of high school students who feel called to serve the school in this area.

Students may use the guidelines below to propose events to the 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 executing their plans, while the Headmaster is responsible for approving their content, scheduling the facility, and providing chaperones.

1. Events should build the morale of the school and fit with the spirit of the school.

2. Approval for an event must be obtained from the 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 Facilities Director regarding availability of school properties. Students may also design events off campus.
4. Events may require charges 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, 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 must be a reasonable 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.

TPA sponsors several dances during the year We encourage students to use these events as opportunities to socialize together as friends and to develop healthy relationships.. Romantic relationships, on the other hand, can promote exclusivity rather than building community of friendship among students.. This is why TPA prohibits activities like holding hands, kissing, and other overt forms of romantic behavior among students while on campus and at TPA-related events, including dances.

### **Prom**

The Student Social Committee will work to 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 10<sup>th</sup> grade. There typically 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, and in similar ways). 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.

## **Extracurricular Activities**

Students are happier and more successful at TPA if they are involved in one or more of our extracurricular activities. The creative and physical outlet provided by such participation promotes a well-balanced life. Extracurricular participation also builds teamwork and school spirit among the community of learners. There are a range of supervised activities to select from: many athletic teams, Cantamus (our extracurricular choir), Odyssey of the Mind, the AZJCL (a Classics club), various music ensembles, speech and debate, , and yearbook.

### **Eligibility Requirements**

To be eligible for extracurricular activities at TPA, a student must maintain sufficient grades in all subjects and must display good behavior. If a student fails any course or receives a D+, D, or D- in more than one class in a quarter, the student will be suspended from all TPA extracurricular activities in the progress report period following suspension until the student demonstrates improved academic performance. As early as the end of the second week following suspension, a student suspended from extracurricular activities may ask a teacher of the class in which a deficient grade was received to review the student's performance, and to report to the Dean of Students that the student is passing the course. If so, the student may rejoin the activity but must maintain sufficient grades.

### **Fees**

Most extracurricular activities require a fee for supplies, rented venues, equipment, and, for some time-intensive activities, to pay the coach/supervisor. All extracurricular 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 extracurricular activity must be paid prior to the student joining the team or activity, even for practice.**

All families should use the Arizona extracurricular tax credit program to give to TPA's extracurricular activities. Information on how the tax credit works may be obtained from the TPA website.

### **Physicals**

Parents of students on TPA sports teams must submit a signed medical release form completed by a parent and a student'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 TPA 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 each

student's overall well-being. 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.

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 all adults and one another with respect. 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 habits of good scholarship and critical inquiry, and 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 teachers and fellow students.

Nevertheless, our students are human and sometimes make mistakes. Sometimes 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 that contributes to a wholesome academic environment and to each student's self-esteem and success.

Students may be assigned detention, which can include the performance of a work detail after school, 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; and other inappropriate behaviors. If a student repeatedly violates any of the above, a parent may be contacted and further disciplinary measures may be taken.

In cases of inappropriate behavior observed by a teacher, the teacher has the discretion to assign detention or initiate a parental conference, or to recommend suspension orally or in writing to the Dean of Students. In cases where the teacher assigns a detention or other discipline, the student has the opportunity of appeal, first to the teacher, then to the Dean of Students.

A high number of detentions can indicate a student's general unwillingness to cooperate with the school. If a student in grades 6-8 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 9-12 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, the student 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 other academic assignments, fighting, theft, willful destruction of property, defiance of authority, disrespect of adults, leaving campus without permission, skipping class, or similarly serious issues, a parent will be contacted and other disciplinary measures taken.

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.

Radios, iPod-type CD/MP3 players, cameras, beepers, electronic games, laser pointers, skateboards, roller blades, and other such devices that are not part of the academic or extracurricular program are prohibited on campus. Students may be disciplined, and such items will be confiscated and returned only to a parent or guardian.

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**

TPA (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 Students is the first person responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Dean. 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 may 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 Dean of Students, in consultation with 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 Dean of Students may suspend any student for up to 10 school days for serious cause, including, but not limited to the following: defiance of authority of 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.

Depending on the severity of the offense and the student's past behavior, the Dean of Students may choose to impose a lesser discipline, including before- or after-school detention, parental conference, and/or work detail

In cases of suspension, the Dean of Students shall present the student with the reasons and evidence for suspension and provide the student with an informal opportunity to respond to the charges prior to the suspension. The school officials involved shall make reasonable efforts to verify facts and statements prior to recommending a discipline. In all cases where a suspension or expulsion is imposed or sought, a student may appeal to the Headmaster. There is no right to appeal a short-term (less than 10 days) suspension confirmed or imposed by the Headmaster.

The parent/legal guardian will be notified by the Dean of Students or Headmaster of the behavior problem and the discipline applied, by phone or in writing, and will be required to attend a conference with the student and the school prior to re-admission. If the school is unable to contact the parent/legal guardian, the suspended student will be held in school until the end of the day. The parent/legal guardian shall be held liable for all damages caused by a student. The 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. Work assigned during the suspension period is also to be made up. 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).

### **Expulsion**

The teacher may recommend to the Dean of Students, 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 or review a student’s educational records, please contact the Registrar 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. TPA will provide a copy of the records or make other arrangements for inspection and review of the requested records if its failure to do so would effectively prevent the exercise of 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.**

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

Directory Information. Consent is not required for TPA 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 TPA to release directory information, you must submit a written refusal to the Registrar within the first week after the start of the school year. A form for this purpose is available from the Registrar.

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

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

- **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 TPA 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.

TPA 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 Email Directory

Also, refer to the school website, [tempeprep.org](http://tempeprep.org) under the tab 'Contact Us'.

| Administration                                   |  |
|--|--|
| Mr. Hugh Hallman (Headmaster)                    | <a href="mailto:hhallman@tempeprep.org">hhallman@tempeprep.org</a>       |
| Ms. Dannette Flores (Registrar)                  | <a href="mailto:dflores@tempeprep.org">dflores@tempeprep.org</a>         |
| Mrs. Lisa Hicks (Receptionist)                   | <a href="mailto:lhicks@tempeprep.org">lhicks@tempeprep.org</a>           |
| Mrs. Barbara White (Business Manager)            | <a href="mailto:bwhite@tempeprep.org">bwhite@tempeprep.org</a>           |
| Mrs. Nancy Calahan (Athletic Director)           | <a href="mailto:ncalahan@tempeprep.org">ncalahan@tempeprep.org</a>       |
| Mrs. Karin Moffitt (Academic Counselor)          | <a href="mailto:kmoffitt@tempeprep.org">kmoffitt@tempeprep.org</a>       |
| Mrs. Heather Topper (Finance Manager)            | <a href="mailto:hopper@tempeprep.org">hopper@tempeprep.org</a>           |
| Mrs. Sue Ashton (Bookstore Manager)              | <a href="mailto:books@tempeprep.org">books@tempeprep.org</a>             |
| Mr. Dale Ashton (Facilities Director)            | <a href="mailto:maintenance@tempeprep.org">maintenance@tempeprep.org</a> |
| Mrs. Amy Rust (Assistant Athletic Director)      | <a href="mailto:arust@tempeprep.org">arust@tempeprep.org</a>             |
| Department Chairs                                |  |
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| Mr. Ron Bergez (Dean of Students, JH Humanities) | <a href="mailto:rbergez@tempeprep.org">rbergez@tempeprep.org</a>         |
| Dr. Tom Hickernell (Math)                        | <a href="mailto:thickernell@tempeprep.org">thickernell@tempeprep.org</a> |
| Mr. Jeff Veenstra (Classical & Modern Languages) | <a href="mailto:jveenstra@tempeprep.org">jveenstra@tempeprep.org</a>     |
| Dr. Edward Wolfe (Fine Arts)                     | <a href="mailto:ewolfe@tempeprep.org">ewolfe@tempeprep.org</a>           |
| Mr. Mark Amorose (Humane Letters)                | <a href="mailto:mamorose@tempeprep.org">mamorose@tempeprep.org</a>       |
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| Mrs. Becky Veenstra                              | <a href="mailto:rveenstra@tempeprep.org">rveenstra@tempeprep.org</a>     |
| Mrs. Lenore Wilkison                             | <a href="mailto:lwilkison@tempeprep.org">lwilkison@tempeprep.org</a>     |
| Mr. Bob Woolley                                  | <a href="mailto:rwoolley@tempeprep.org">rwoolley@tempeprep.org</a>       |