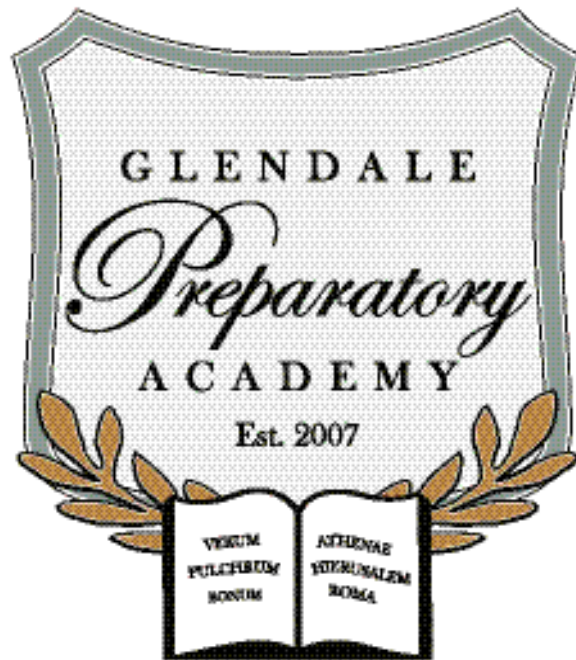


Glendale Preparatory Academy

A Great Hearts Academy



FAMILY HANDBOOK 2008-2009

Family Handbook: Table of Contents

I.	
<i>FAMILY HANDBOOK</i>	0
Family Handbook: Table of Contents	1
XVIII. Traffic Flow Chart	2
45Letter to Families	2
Letter to Families	3
Our Mission	4
<i>Our Charter, Accreditation, and Affiliations</i>	4
Parent Involvement	4
<i>Material Support of the Academy: Time, Treasure, and Talent</i>	5
<i>Fingerprinting</i>	6
Tolerance and Pluralistic Sensitivity	6
<i>Focus on the Western Tradition</i>	6
Registration, Records, and Medication Policies	7
<i>Registration</i>	7
<i>Official Transcripts</i>	7
<i>Prescription and Over-the-Counter Medication Policy</i>	8
<i>FERPA Notification</i>	8
<i>Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)</i>	10
<i>Arizona Early Intervention Program’s (AzEIP) – Child Find</i>	11
<i>Individuals with Disabilities Education Act (IDEA)</i>	12
Academic Expectations, Evaluation, and Student Promotion	12
<i>Study Materials</i>	13
<i>Homework</i>	14
<i>Evaluation</i>	15
STUDENT EVALUATION	16
<i>Promotion</i>	18
<i>Project Week</i>	19
<i>Senior Thesis</i>	20
<i>Valedictorian</i>	20
Academy Honor Code	21
Behavior Code and Discipline	21
<i>Detention</i>	22
<i>Electronic Devices, and other Prohibited Items</i>	23
<i>Cell Phones</i>	23

<i>Photography and Public Internet Postings</i>	24
<i>Policy on Hazing</i>	24
<i>Suspension/Expulsion Procedure</i>	25
Suspension	25
Suspension over 10 School Days and Expulsion	26
Uniform and Dress Code	26
<i>Uniform for Boys</i>	27
<i>Uniform for Girls</i>	29
Non-uniform Dress Code for Special Events	30
<i>Athletic Practice and Outdoor Field Day Dress Code</i>	30
<i>Semi-formal Events Dress Code</i>	31
Student Social Life	31
<i>Guidelines for all GPA Social Activities</i>	32
<i>Community Service</i>	32
Extra-Curricular Activities	32
<i>Fees</i>	33
<i>Physicals</i>	33
Basic School Information	33
<i>Administration</i>	34
<i>Crisis Management Plan</i>	36
<i>Official School Calendar and Website</i>	36
<i>Special Education</i>	36
<i>Lockers and Backpacks</i>	36
<i>Food and Drink on Campus</i>	37
<i>Lost and Found</i>	37
<i>Traffic Flow for Drop-off and Pick-up</i>	37
<i>Transportation</i>	38
<i>Campus Leave and Visitor Policies</i>	38
<i>Student Trips Away from Campus</i>	39
<i>Fees and Fee Waiver System</i>	39
Attendance	40
<i>Absences</i>	40
<i>Illness</i>	40
<i>Tardiness</i>	40
<i>Student-Teacher Relationships: On-campus and Off-campus</i>	41
Parent and Student Grievance Procedure	43
Signature Page	44
XVIII. <i>Traffic Flow Chart</i>	45

Letter to Families

Dear Families,

Welcome to Glendale Preparatory Academy!

As a family, please take the time to read through our entire handbook. This handbook is a revised edition of the handbook used by the other Great Hearts academies and includes many of our policies and procedures. The following pages clarify many of the essential details that a family must understand to participate fully in our community. In effect, knowing the handbook helps your family to join the larger Glendale Prep family as we share common values and expectations of one another. When you have finished reading the handbook, both parents and the student(s) should complete and detach the mandatory signature page. *Please return this page to the school office by the end of the first week of school.*

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

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

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

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

Warmest regards,

Mr. David M. Williams
Headmaster

Our Mission

The mission of Glendale Preparatory Academy is to educate students for the lifelong pursuit of truth, goodness, and beauty.

The Glendale Prep 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 Glendale Prep graduate is ready to live the lifetime of learning that is possible for a human being.

Glendale Preparatory Academy will fulfill its mission by the following means:

- Service to a rigorous, prescribed liberal arts curriculum in the Western tradition that is the same for all students
- Classes of 22 or less
- Dedicated, enthusiastic, and intellectually excellent teachers who serve as models of learning and of character
- Detailed student evaluation, with an emphasis upon written, narrative evaluation of learning rather than upon grades and percentages
- Regular and meaningful homework assignments
- High standards of personal conduct and comportment for students

Though the curriculum is rigorous and expectations of students high, Glendale Prep is not exclusively a school for the best and the brightest. Our mission is to provide an environment that allows every student who is curious and diligent the opportunity to fulfill her or his potential.

Our Charter, Accreditation, and Affiliations

Glendale Preparatory Academy is certified by the State Board for Charter Schools. We are also accredited by the North Central Association Commission on Accreditation & School Improvement and the American Academy for Liberal Education.

Glendale Preparatory Academy is a subsidiary corporation of Great Hearts Academies, a non-profit charter management organization. Great Hearts Academies supports its member schools with curriculum, data management, faculty orientation and professional development, human resources services, business management (such as accounting), special education services, and the development of funding and facility opportunities. Glendale Prep enjoys an affiliation with Tempe Preparatory Academy, its founding sister school.

Parent Involvement

The primary way that parents are involved in the school is by supporting their child in their journey through the Academy. Parents will want to have an established plan for listening to and then encouraging their students when they are working hard. Likewise, parents may want to

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

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

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

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

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

Volunteerism is thus strongly encouraged. Without this practical proof of your belief in the value and quality of the Academy, we could not exist. GPA humbly asks for each parent's time, talent, or treasure. Each parent must consider making all of the following a part of their tenure at GPA: 1) volunteering regularly to assist in the office and/or on campus and/or through membership in the *Parent Organization*, 2) supporting the Academy's material structure through donation of a unique talent or service, and 3) financial assistance to the Academy via book donations, participation in the \$250/\$400 extra-curricular tax credit program, and/or regular contributions to the Community Investment Annual Giving Campaign. GPA is a non-profit, 501(c)3 corporation; as such, your gifts to the Academy may be tax-deductible. **Since only 80% of GPA's budget income actually comes from the state, your donations are absolutely vital to the health of the school. These donations directly address the reality (the bottom line) that GPA is not just a public school, but a unique institution that asks for so much more from everyone involved.**

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

Fingerprinting

All employees of charter schools, and all adult school volunteers who work with students, are required to be fingerprinted and have a criminal background check done by the Arizona Department of Public Safety and the FBI. In order to minimize the inconvenience to our parent volunteers, we will announce one day at the beginning of each school year when a private organization will come to campus to fingerprint all new volunteers or potential volunteers. If you are dedicated to working this year with students as a chaperone, a tutor, a coach, an office volunteer, or for any other purpose, we encourage you to come to the group fingerprinting day. The Academy will cover the cost of fingerprinting for its volunteers at that time. At other times during the year, new volunteers will need to go to the local police department or another agency to have the fingerprinting done. In order to receive a fingerprint clearance card application, please contact the Office Manager, Mrs. Asuncion, at the reception desk.

Tolerance and Pluralistic Sensitivity

Glendale Preparatory Academy is a public, non-sectarian institution serving a variety of Arizonans. All members of the Glendale Prep 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 GP in actively promoting tolerance, civility, and sensitivity. Teachers are not permitted to encourage a particular religious or political perspective in the courses they teach. Rather, they encourage a civil and tolerant discussion of ideas when such topics naturally arise in class or on campus.

Focus on the Western Tradition

Glendale Prep teachers are able to explain to students, parents, and the public why we do focus exclusively on Western Culture during the seven years of education at GPA. This focus is not

intended as a statement about other cultural heritages. In brief, we focus on Western Culture because we believe that seven years is just enough time to offer students a comprehensive introduction to the great works of the Western tradition, including literature, philosophy, history, math, science, languages, and the fine arts. The Western tradition is one of great depth and diversity (of peoples and ideas) and will serve as a superb foundation to our students as they go on to be life-long learners. We would also note that many of the principal values and ideas that underlie our own American society may be clearly traced to the classics we study.

Registration, Records, and Medication Policies

Registration

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

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

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

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

Official Transcripts

Once we have a need to produce them, transcripts will take a bit of time to generate, as the Registrar must calculate grade point average and class rank, as well as include AIMS, PSAT, SAT, and ACT scores (if applicable). Official transcripts must be sent directly from the school and cannot be hand-carried. You must submit a transcript request form at least five days before the application deadline. There will be no fee for the first five transcripts. Additional transcripts

are \$5 for each request. Include for each transcript you request, a business-size envelope with the complete address of the college or university where you want the transcript directed, notated clearly. Families are responsible for addressing the envelope correctly. Bring the request and other materials to the Office Manager, Mrs. Asuncion, at the front desk.

Prescription and Over-the-Counter Medication Policy

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

If a student must take prescription or any other OTC drugs (cold remedies, etc.) while at school, the parent must bring the prescription/OTC medication to the school office, and complete an additional permission form with signed instructions for administration. Dosage requested by the parent or guardian shall be in keeping with the manufacturer's recommendations. Each instance of administration of a prescription or non-prescription (OTC) drug shall be documented in the school's database by the administering office staff.

Students are not permitted to keep prescription or OTC medications on their person or in their lockers on campus (all drugs are kept locked in the front office). Non-medical use or on-campus possession of OTC or prescription medication is strictly forbidden by school policy. The Headmaster must be notified immediately of students suspected of breaching these regulations. Violation of these policies places the student and others at great risk of personal harm, and as such, will result in disciplinary action.

FERPA Notification

REQUIRED ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS REGARDING STUDENT RECORDS

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

YOUR RIGHT AS A PARENT OR ELIGIBLE STUDENT

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

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

and review of the requested records if its failure to do so would effectively prevent you from exercising your rights to inspect and review the records.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glendale Preparatory Academy has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Glendale Preparatory Academy will directly notify parents of these

policies at least annually at the start of each school year and after any substantive changes. Glendale Preparatory Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Glendale Preparatory Academy will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

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

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

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

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

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

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

Contact information:

Parent Information Network Exceptional Student Services; Arizona Department of Education

Becky Raabe, Child Find Coordinator

2384 N. Steves Blvd., Flagstaff, AZ 86004

Tel: (928) 679-8106 or (800) 352-4558 Fax: (928) 679-8124

For older children, aged 2 years, 9 months to 5 years,

you may also contact the local school district.

Individuals with Disabilities Education Act (IDEA)

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

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

For additional information or to file a complaint, you may:

call the federal government at (202) 260-3887 (voice) or 1-800-877-8339 (TDD) or the Arizona Department of Education (ADE/ESS) at (602) 542-4013.

Or you may contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901
Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson, BIN 24
Phoenix, AZ 85007

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

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

Academic Expectations, Evaluation, and Student Promotion

Academic Expectations

Though the curriculum is rigorous and expectations of students high, we are not an exclusive school for the best and the brightest. Our mission is to provide an environment that allows every student who wants to learn the opportunity to achieve academically. A student's desire to learn, in short, his or her curiosity, is the key to success and fulfillment at GPA. While the school

understands that some students are more talented than other students in certain subjects, every student who has passed the appropriate prerequisites, is genuinely curious, and applies him or herself diligently on a daily basis will succeed at GPA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her six years at the Academy and will finally be demonstrated in his or her character as a typical GPA senior and graduate, a truly impressive young man or woman.

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

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

GPA will offer a study skills workshop during the academic year. This workshop has proven to be extremely helpful to new students, as well as older students who wish to improve their skills in this regard. More information will be available from the Office Manager, Mrs. Asuncion, at the start of the academic year.

Study Materials

In order to do well at school, the student must be prepared with the proper tools. Backpacks or book bags may be used to carry books to and from school, and will be stored in the students lockers during the school day. Each student should be prepared with several pencils and blue ink ballpoint pens, as well as other materials specified on the supply list mailed home during the summer (which is also posted on our website). Spiral bound notebooks are acceptable for note taking, but assignments written on spiral tear-out paper will not be accepted. "Magic Markers" and other permanent marking pens are prohibited on campus.

Textbooks will be issued to each student for use during the academic year, and will remain the property of the school. A book deposit is required, and *if a student loses a book, he or she will be charged for the full replacement cost of the book*, which is more than the per-book deposit amount. An extra "at-home" set of textbooks may be purchased online through the *greateartsbooks.com* website, but this is in no way necessary or required by the school. Once the textbook is returned in good condition at the end of the year, the deposit will be refunded to the family, or "rolled-over" to the following year's deposits per parental request.

A series of paperback texts, also known as **consumables**, is also required and may be obtained through the *greateartsbooks.com* website or through other sources as preferred by the parents (ISBN#'s are provided to the families in a grade-specific book list distributed over the summer). GPA, as a great books school, has always encouraged its students to keep the literature paperbacks which they cover in the curriculum. We encourage students to make notes in these texts as they read and discuss them in class and at home, truly making them their own. Likewise, we want our students to develop a library of the classics over the course of their six years of study. GPA thus considers paperbacks to be "consumables". If the cost of the paperbacks is a hardship for a family, and they would like the Academy (as a public school) to provide the

consumable books at no cost, they may contact the respective school office (GPA, CPA, SPA, MPA, or VPA). As noted earlier in the handbook, financial assistance to each academy via book donations is a necessity. Only 80 percent of the school's budget income actually comes from the state, and your donations are absolutely vital to the health of each school. GPA asks that families budget to spend an average of \$300 per year per student for the combined expense of the mandatory textbook deposit (which is refunded at the end of the year, or “rolled over” to the next year’s deposits if requested, assuming all the textbooks are returned in good condition) and the donation for the great books paperbacks/consumables (which is *not* refunded since the student will keep these books).

Homework

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

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

As a general guideline, however, students should be prepared for two to three hours of homework a night. Junior high students should expect up to twenty-five minutes of homework per class each night. High school students should expect up to one hour of homework for Humane Letters each night and one-half hour each night for other subjects. Teachers work carefully in measuring out a proper amount of work for their class and will coordinate with other teachers of a section of students in scheduling their major tests and projects. Thus, students will have no more than two major exams and/or projects/essays due on the same day. It is the responsibility of the student to make up missed homework after any absence, planned or due to illness, in a timely manner. If a student is unable to attend school and seeks his or her assignments, he or she should contact a classmate for that information, *not* the school office. It is wise to coordinate with a friend (perhaps one who lives close by) early on in the year so that homework handouts might also be collected for the absent student.

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

The Official School Calendar lists a number of “R and R” weekends. These are designated as school-wide “*no homework*” weekends. Teachers will not assign homework over these weekends and tests and quizzes will not be administered on the Mondays following. It may be the case that a long-term or multi-day project is given well before and due a few days after an “R

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

Evaluation

At the end of each quarter, each student’s academic progress will be thoroughly evaluated, and a report will be mailed home. Twice a year, a longer narrative semester evaluation for each course will be sent home. At mid-year, the evaluation will also be done in conferences with the teachers and parents. Students in 7th through 9th grades do not attend these conferences. 10th graders are encouraged to attend primarily as observers. 11th and 12th graders will be required to attend the conferences and engage in substantial self-assessment. A liberal arts education requires a special kind of written evaluation – one that offers a prose discussion of the student’s sense of wonder, depth of inquiry, specific areas of mastery and needs for improvement, and attitudes toward learning and towards others. This semester evaluation narrative is much more meaningful than the assignment of a single letter grade or a percentage (please see the following pages for an example of this form). End-of-semester transcripts will include a letter grade and statement of the specific content and skills covered for each subject for transfer to another high school or to college. Students will also be assessed according to state requirements using standardized achievement tests such as the AIMS, Terra Nova, and AIMS-DPA. Testing for students in grades 10 and above takes place in both the Fall and Spring; testing for all other students is a Spring-only event.

STUDENT EVALUATION

Name:

Course:

Semester:

Teacher:

Note: This evaluation is written for parents, not students. Therefore we recommend that the student not read it. However, parents should judiciously communicate the evaluation to their child.

Depth of Inquiry and Sense of Wonder

Basic Understanding of Subject Matter

Attitude Towards Subject:

Class Discussion:

Essay Tests:

Objective Tests/Quizzes

Homework

Projects, Reports, Papers (part of the homework category)

Class Behavior:

1st Quarter Grade:

3rd Quarter Grade:

2nd Quarter Grade:

4th Quarter Grade:

Semester 1 Grade:

Semester 2 Grade:

Promotion

Students must pass all of their courses to be admitted to the next grade level. GPA does not assign year grades, but semester grades. The grades for second semester will thus be used to determine promotion. In the case of a student failing eighth or twelfth grade, GPA does not permit that student to participate in the commencement ceremony, even if there is a course of study established for the summer designed to get him or her sufficiently ready for the next grade. Students must pass the summer school/study plan established by the Headmaster and teacher to be promoted to the next grade. Please see the Headmaster for specific guidelines regarding transcript/credit recording for such retakes. *At the Headmaster's discretion, if a student fails **one or two** classes in a semester (Humane Letters in the high school counting as two classes), they may not be eligible for summer study/school, and may have to repeat the entire year. However, if a student fails **more than two** classes a semester (Humane Letters in the high school counting as two classes), then he or she is not eligible for summer study/school and must repeat the entire year.*

GPA 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 sheet which follows for an outline of the official graduation requirements, grade by grade. Please also see the information on the senior thesis and community service, as they are also graduation requirements.

A high school student who fails any course at any point, regardless of whether that student is eligible for year-to-year promotion at GPA, earns zero credit for the course, and must make up that credit, through means approved by the Headmaster, for GPA graduation. "Missing" credits can also impact college applications; in general, then, students should complete such credit make-ups *before* their senior year.

Students who transfer into the high school must still meet all GPA requirements (24 credits) to graduate. The GPA Headmaster will determine which courses from other schools attended prior to GPA will receive GPA credit.

Official Graduation Requirements for Glendale Preparatory Academy

*"The governing board may prescribe the course of study and competency requirements for the graduation of pupils from high school **which are in addition to or higher than** the course of study and competency requirements which the state board prescribes."*

Arizona Revised Statutes 15-701

According to Title 7 of the Arizona Administrative Code, the State Board of Education prescribes 20 credits as the minimum required for high school graduation. At Glendale Preparatory Academy, 24 and ½ credits, which include a senior thesis and community service, are required for graduation.

The State Board further clarifies that students shall obtain credits within required subject areas based on successful completion of subject area course and competency requirements. The table below clarifies all of the required Glendale Preparatory Academy high school subjects and how all of the specific State Board requirements are met (R7-2-302.04).

GPA Grade and Course (all courses are year-long)	GPA Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 20 credits, OR GPA courses that exceed minimum state requirement
9 th : Humane Letters	2.0	1.0=English, 1.0=U.S. History

9 th : Geometry	1.0	1.0=math
9 th : Foreign Language I	1.0	1.0=local requirement
9 th : Biology	1.0	1.0=science
9 th : Chorus/Music Theory	0.5	0.5=fine arts
9 th : Poetry I	0.5	0.5=fine arts
10 th : Humane Letters	2.0	1.0=English, 0.5=source of U.S. ideals, 0.5=world history
10 th : Algebra II	1.0	1.0=math
10 th : Foreign Language II	1.0	1.0=local requirement
10 th : Physics I	1.0	1.0=science
10 th : Chorus/Music Theory II	0.5	<i>Exceeds</i>
10 th : Poetry II	0.5	<i>Exceeds</i>
11 th : Humane Letters	2.0	1.0=English, 0.5=world history, 0.5=exceeds
11 th : Pre-calculus/calculus A	1.0	1.0=local requirement
11 th : Foreign Language III	1.0	1.0=local requirement
11 th : Chemistry	1.0	1.0=local requirement
11 th : Drama I	0.5	<i>Exceeds</i>
11 th : Studio Art I	0.5	<i>Exceeds</i>
10 th /11 th : <i>community service</i>	0.25	<i>Exceeds</i>
12 th : Humane Letters	2.0	1.0=English, 0.5=speech and debate, 0.5=local require.
12 th : Calculus B/C	1.0	1.0=local requirement
12 th : Foreign Language IV	1.0	<i>Exceeds</i>
12 th : Physics II	1.0	1.0=local requirement
12 th : Drama II	0.5	<i>Exceeds</i>
12 th : Studio Art II	0.5	<i>Exceeds</i>
12 th : <i>Senior Thesis and Defense</i>	0.25	<i>Exceeds</i>
Total Credits	24.5	<i>Exceeds minimum state requirement</i>

Project Week

Project week typically takes place in the week just before the start of the second semester, the same week in which the parents and teachers meet for evaluation conferences. Students will be given directions for a research project before they leave for winter break. The project assignments vary from grade to grade, spanning over the six years of instruction the core elements of the liberal arts. Students are to work on their projects only during project week since winter break is for rest and family time. Each student will be given a work schedule to use over the course of the five days. Students can expect to invest 20 to 30 hours on their projects, which are due on the first day they return for the second semester. Projects usually involve some form of library/internet research and/or hands-on problem-solving, and/or preparation of an oral presentation. All faculty participate in the grading and evaluation of projects. This assessment is factored into the second semester “projects” category for the course that corresponds to the project subject area. Overall, project week proves to be a fascinating time for the students since it allows them to explore a topic in greater depth, using resources that are not readily available to them in the classroom. We want students to learn how to study a topic in-depth on their own, to exhibit an intrinsic love of learning, and participate in true intellectual “leisure”. They will share their findings with the rest of the community of learners upon their return from project week.

Senior Thesis

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

Under the guidance of a faculty member designated as the “Thesis Director”, each senior selects a field of inquiry from the curriculum. The student should be inspired to pursue the meaning of what the field has contributed to mankind over the course of the Western tradition. Each student will also have a faculty advisor, a teacher who will work closely with the student to develop the thesis after he/she has chosen a general topic. The first semester involves the selection of readings, directed study, note-taking, and conversations with the faculty advisor. The student hones his or her understanding and brings the topic into focus. The second semester (including project week) involves the writing of the (minimum 15 page) thesis in sections, with the advisor offering feedback and guidance at each successive stage. The thesis culminates with a public oral defense in front of a committee of three faculty members and an audience. All members of the school community are welcome to attend each student’s senior defense. The oral defense and dialogue is the crowning accomplishment in a senior’s career at GPA.

A senior thesis and successful defense is required for graduation from GPA. The title of the thesis is listed on the high school transcript as soon as it is submitted by the student (another way that GPA students and transcripts may be differentiated from those of other schools), and the assessment of the thesis by the defense committee (high pass, pass, or low pass) will be listed on the final transcript as well.

Valedictorian

The senior valedictorian is the recipient of the highest honor that GPA can confer upon a student. The valedictorian is selected at the beginning of May by the assembled faculty. The two criteria outlined for selection are: 1) the senior must be one of the top two or three students in his or her class in terms of academic achievement, and 2) he or she must be a solid moral example to the community in terms of behavior and participation in the school culture and activities. The faculty reserves the right to not award the top academic student if the faculty determines that another high-level academic student stands as a considerably better character example to the community. In the case of a tie in the faculty valedictory vote, the Headmaster will make the final decision.

Academy Honor Code

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

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

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

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

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

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

Behavior Code and Discipline

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

Students at GPA strive to make the most of their educational opportunities. No less than their parents and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness.

Nevertheless, our students are human and sometimes make mistakes in speech or behavior. 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 which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of GPA 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 GPA staff and will be expected to treat not only all adults on campus with such respect, but one another as well. Several very obvious signs of such respect are a student's willingness to refrain from talking in class when others have the floor; a respect for the property of the school and of other students; a willingness to refrain from sarcastic or critical comments towards others; and a willingness to ask (and give) forgiveness when someone has been wronged.

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

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

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

Detention

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

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

scheduling and serving of detentions should be directed to the Dean of Students, or the faculty member designated as the Detention supervisor.

Detentions can be serious in nature and a high number of detentions can indicate a student's general unwillingness to cooperate with the school. The accumulation of numerous detentions may result in a suspension based on the judgment of the Headmaster. A student may be suspended if many of the detentions are received for the same offense (such as tardiness), or if the Headmaster determines that the detentions are of a serious nature and warrant immediate action.

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

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

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

Electronic Devices, and other Prohibited Items

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

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

Cell Phones

The use of cell phones during the school day is prohibited. The reason for such a prohibition is to promote an uninterrupted academic environment and to encourage the development of personal relationships among GPA students while they are at school. One can immediately see the disruption to classes and the interruption of communication among students were cell phones to be used at random on campus.

On the other hand, parents sometimes provide cell phones to their children in order to promote the safety of their children or to communicate regarding unanticipated changes in transportation. In light of this, the following restrictions/allowances apply:

1. A student may keep a cell phone *turned off and stored in his or her locker* during the school day.
2. A cell phone may be used to communicate **only with one's parents, only after school, and only in the area outside of the main office.**

3. Any other use on campus before school, during the school day, or after school will result in confiscation of the cell phone and disciplinary action. Any cell phone that is taken out of the locker during the school day will be confiscated.

Photography and Public Internet Postings

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

2. All personal photography is banned on campus unless permission for it has been obtained, in writing, from the Headmaster. No photos taken on campus, whether authorized or not, may be posted on the internet or in any other public forum without written permission from the Headmaster. No photos of minors may be publicly displayed without the consent of the parent(s) or guardian. Any GPA student found to be in violation of these rules is subject to school disciplinary action.

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

Policy on Hazing

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

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

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

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

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

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

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

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

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

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

Suspension/Expulsion Procedure

Suspension

The Headmaster may suspend any student for up to 10 school days for serious cause, including, but not limited to the following: defiance of authority of GPA staff, disregard or disobedience of school rules and regulations as outlined in the GPA Family Handbook, violation of the Academy Honor Code, verbal abuse of adults or students, disruptive or disorderly behavior, violent or threatening behavior, bullying or harassing conduct, hazing, fighting, intoxication, possession of tobacco, or controlled substances, including illegal and prescription drugs, possession of over-the-counter drugs for non-medical purposes, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, and persistent tardiness.

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

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

Suspension over 10 School Days and Expulsion

The Headmaster may recommend to the Board of Directors, suspension for over 10 days and/or expulsion of a student for serious cause, including, but not limited to the following: defiance of authority of GPA staff, repeated disregard or disobedience of school rules and regulations as outlined in the GPA Family Handbook, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction or theft of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, persistent tardiness, possession of firearms or other dangerous weapons, possession of controlled substances, including illegal drugs, alcohol, tobacco, and prescription drugs, and possession of over-the-counter drugs for non-medical reasons. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

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

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

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

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

Uniform and Dress Code

GPA has a primary objective of developing a "community of learners," dedicated to the highest standards of academics and deportment. As such, a distinctive uniform is a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. This is one of the most important functions of a uniform: it identifies its wearer as part of a distinctive group with a distinctive purpose. It is a reminder to its wearer of that purpose and of one's responsibility to that group.

The uniform is the basis of a dress code that reflects the nobility and seriousness of our mission. Our students should dress their best, look their best, and do their best. All clothing must be clean, neat, reasonably pressed, and in properly fitting condition. If a child is deemed to be wearing inappropriate attire, the parent will be notified and a change of clothing may be required for attendance that day. If in doubt about the appropriateness of an article of clothing, check with the school office before purchasing. Good judgment exercised at home will be a learning activity for the child that will help to avoid embarrassment or wasted time at school. Questions about the appropriateness of apparel may be referred to the Headmaster, whose judgment will be final. The Headmaster may make specific exceptions to the dress code, as demanded by particular religious customs; parents should address specific concerns to the school administration before the second week of school.

Student attempts to beat the dress code will quickly become obvious to the faculty and administration. Our desire is not to squash students' individuality, but to secure their commitment to a community of learners whose purpose, while at school, is not faddish coolness, or outlandishness, but scholarship and character development. We ask not only for the student's commitment to this concept, but for the parent's as well. The uniform and dress code of GPA support and reinforce our academic goals. The uniform assists us in staying focused on the true individuality offered by healthy dialogue and the development of the life of the mind for each student.

Students must stay in uniform whenever they are on campus (including the parking lot) during a school day. This means arriving on campus *fully* in uniform and leaving campus *fully* in uniform (correct shoes, shirts tucked in, etc.). Students may only change out of uniform after school with teacher/coach permission to participate in an approved curricular or extracurricular activity that requires an immediate change in dress.

Uniform for Boys

Dennis Uniform has been chosen as our school's clothing provider, though not all items need be purchased from Dennis Uniform. The skirt as well as all shirts (which will have a GP logo) and sweaters must be purchased directly from Dennis Uniform. All pants, shorts, and shoes may be purchased at a vendor of your choosing provided they are in close conformity with the details given below.

6th-8th grade Boys

Required:

1. Pants (khaki; as described below)
2. Polo shirt (white or navy; purchased directly from Dennis Uniform)

Optional:

- Shorts (khaki; as described below)
- Sweater (Navy blue V-neck; purchased directly from Dennis Uniform)

9th grade Boys

Required:

1. Pants (khaki; as described below)
 2. Oxford button down long sleeve shirt: white or blue (purchased directly from Dennis Uniform)
- NB: It is not mandatory to wear the *long-sleeve* oxford button down shirt from the start of the school year to Fall Break and from Spring Break through the end of the school year. During this time, the short-sleeve oxford button down may be worn.

Optional:

Oxford button down short sleeve shirt: white or blue (purchased directly from Dennis Uniform)

Shorts (khaki; as described below)

Sweater (Navy blue V-Neck; purchase directly from Dennis Uniform)

Dress Code for Boys

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

Shorts: During hot weather months (August to Fall Break and Spring Break through May) khaki walking shorts, with a belt, may be worn. Shorts should go to just above the knee but not below, and should not be excessively tight or loose-fitting. Shorts should be worn at the waist (and no boxers or undergarments may be visible – including at sports practices and games).

Shirts: The oxford dress shirt must be fully buttoned, such that only the uppermost button remains undone. *Shirts must always be tucked in, and shirttails must be long enough to stay tucked in.*

Footwear: Dark, solid-colored, low-heeled, low-soled dress shoes or loafers with dark laces and dark or tan socks. No heel-high socks are permitted with long pants. No high-top shoes or boots. Sneakers, tennis or jogging shoes will be permitted only during athletic activities. White and heel-high socks may be worn with shorts. Socks must be free of logos or decorations.

Hair: Hair should be neatly trimmed and combed; no long spiked hair-styles. Hair should not be so long as to hang far below the eyes if combed forward nor long enough to bring into a ponytail. Crew cuts are permitted, but the head must not appear shaved or skin widely visible underneath. No Mohawks, rat's tails, or braids. No hairnets or bandanas. No dyed hair. No shaved heads. No facial hair: Students must be clean-shaven. If a haircut or hairstyle is deemed inappropriate by an Administrator, the student must alter his hair in accordance with the Administrator's directive.

Jewelry: No nose-rings, earrings, or other body-piercing jewelry will be permitted for boys. No bracelets or anklets may be worn. A total of one watch and one ring are permissible. Students may wear a necklace, but it must be worn inside the shirt. All jewelry must be tasteful and may not be distracting.

Additional Guidelines: Hats and sunglasses will not be permitted indoors and must be stored in student lockers during the school day.

Jackets and sweatshirts may be worn to school for warmth but must be free of distracting logos and advertisements. Sweatshirts and jackets may not be worn in or brought into the classrooms; they must be stored in lockers throughout the school day.

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

No oversized or baggy clothing will be permitted.

Uniform for Girls

Dennis Uniform has been chosen as our school's clothing provider, though not all items need be purchased from Dennis Uniform. The skirt as well as all shirts (which will have a GP logo) and sweaters must be purchased directly from Dennis Uniform. All pants, shorts, and shoes may be purchased at a vendor of your choosing provided they are in close conformity with the details given below.

6th-8th grade Girls

Required:

1. Skirt (purchased directly from Dennis Uniform) *or* pants (khaki, as described below)
2. Polo shirt (white or yellow; purchased directly from Dennis Uniform)

Optional:

Shorts (khaki; as described below)
Sweater (Navy blue V-Neck; purchased directly from Dennis Uniform)

9th grade Girls

Required:

1. Skirt (purchased directly from Dennis Uniform) *or* pants (khaki, as described below)
2. Oxford button down long sleeve shirt: white or yellow (purchased directly from Dennis Uniform)

NB: It is not mandatory to wear the *long-sleeve* oxford button down shirt from August to Fall Break and Spring Break to May.

During this time, the short-sleeve oxford button down may be worn.

Optional:

Oxford button down short sleeve shirt: white or yellow (purchased directly from Dennis Uniform)
Shorts (khaki; as described below)
Sweater (Navy blue V-Neck; purchased directly from Dennis Uniform)

Dress Code for Girls

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

Shorts: During hot-weather months (August to Fall Break and Spring Break to May), khaki walking shorts, with a belt, may be worn. Shorts should go to just above the knee and not be tight-fitting. A dark belt must be worn with shorts that have belt loops. Shorts must be worn at the waist.

Slacks: During cold-weather months (Fall Break to Spring Break), khaki slacks, with a belt, may be worn. Slacks should reach to the shoe but not drag on the ground. No oversized, super-baggy pants will be permitted, nor should they be excessively tight. Slacks should be worn at the waist. The slacks should have belt loops and a solid, dark belt should be used.

Shirts: The oxford dress shirt must be fully buttoned, such that only the uppermost button remains undone. *Shirts must always be tucked in so that the waistband of the skirt, pants, or shorts is visible, and shirttails must be long enough to stay tucked in.* Students may not deliberately blouse out or give a partially “untucked” look to their shirts.

Footwear: Low-heeled (less than 1.5”), low-soled or flat, dark, solid-colored leather loafers or dress shoes. No open-toed or open-heeled shoes or sandals. Sneakers, tennis or jogging shoes will be permitted only during athletic activities. Girls should wear solid color navy or white nylons, tights, or socks. Ankle socks and heel-high (“no-show”) socks may be worn.

Jewelry: Girls may wear *one* pair of short earrings only on the ear lobes. “Short” means that the earrings should not hang more than ½ inch below the ear lobe. Large hoops or other dangling or distracting earrings are not permitted. Loops are not to be larger than the size of a nickel. No body-piercing jewelry except traditionally-located earrings will be permitted. One simple ring on each hand is permitted. One wrist bracelet, one watch, and one small necklace are permissible. Only simple, fine-gauged, 16 to 20 inch, silver or gold chain necklaces (with or without a pendant) are permitted. No chokers, no beaded necklaces (colored or otherwise), no leather necklaces, no shells, no large or elaborate chain-link, and no large or elaborate pendants (larger than an inch in length, width or diameter) may be worn.

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

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

Additional Guidelines: Hats, bandanas, and sunglasses may not be worn on campus and must be stored in student lockers throughout the day.

Jackets and sweatshirts may be worn to school for warmth but must be free of distracting logos and advertisements. Sweatshirts and jackets may not be worn in or brought into the classrooms; they must be stored in lockers throughout the school day.

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

No oversized or baggy clothing will be permitted.

Non-uniform Dress Code for Special Events

Athletic Practice and Outdoor Field Day Dress Code

Just as GPA provides guidelines for dress code in the classroom, it is that our athletic attire in its own manner reflects the character of our school.

All shirts worn for athletic practices and field day should be modest, loose fitting, in good repair (no holes, torn sleeves, etc), should be worn either tucked in or well over the waist of the pants/shorts if not tucked in. No midriffs may be shown. T-shirts are preferred—no tank tops,

camisoles, or sports bras may be worn as outergarments. Sleeveless shirts may be worn if modest.

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

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

Semi-formal Events Dress Code

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

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

The semi-formal dress code for the young ladies is as follows: modest-length skirts or dresses (no shorter than the uniform skirt); bare midriffs are not acceptable; ladies may not wear strapless, spaghetti-strap, or tank tops. Girls should wear dress shoes. Although dress sandals (open toed dress shoes) may be worn, flip-flops or “Y” strapped shoes are not permitted. No dyed/bleached hair.

Student Social Life

GPA knows that healthy friendships between students are helpful to the health of the Academy as a whole. GPA encourages relationships between students that are noble and supportive of their overall moral and intellectual growth. To offer leadership in this area, GPA will have organizations and events that work to promote student social life. The Parents’ Organization will assist in putting on various social events during the year.

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

Guidelines for all GPA Social Activities

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

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

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

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

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

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

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

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

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

Community Service

As established by our charter and mission, there will be 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. In the spring, the community service director will plan a number of community outreach programs for groups of students: visiting the elderly, serving at a homeless shelter, volunteering at a local museum, working at the school itself, to offer a few examples. Students must complete a total of 10 hours of community service a year. Hours that are not completed accumulate from year to year and must be satisfied before entering the senior year. GPA encourages students to participate in the events planned by the school since they build camaraderie and a commitment to service among the student body. However, if a student is involved in an organized form of community service outside of the school, they may have the leader of that outside activity petition the community service director in writing for a release from a portion of the required service hours.

Extra-Curricular Activities

GPA believes that students are happier and more successful at GPA if they are involved in one or more of our extra-curricular activities. The creative and/or physical outlet provided by such participation promotes a well-balanced life. Extra-curricular participation also builds teamwork and school spirit among the community of learners. Still, we recognize that students must show a special commitment, especially for athletics, in attending events/practices/games and also completing homework. Nonetheless, some of our most accomplished students at our sister schools have professed that the discipline gathered from participation (in terms of time management and personal habits) has greatly helped their academic growth. There is a variety of

clubs and athletic teams to select from. We encourage the parents to work closely with the teachers and administration in supporting superb extra-curricular offerings for our young people.

Eligibility Requirements

To be eligible for extracurricular activities at GPA, the student must maintain passing grades in all subjects and must have displayed good behavior. If a student fails any course in a quarter, he/she will be suspended from all GPA extracurricular activities for the following quarter. If a student is currently deficient in a course, he/she may not be allowed to leave campus early, when this occasionally occurs for games.

Fees

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

Families can use the \$400 Arizona extra-curricular tax credit program to give to the activity they wish to support. Information on how the tax credit works may be obtained from the Great Hearts Development Director. Please note, however, that if you choose to use the tax credit for the payment of a fee, the fee must be paid at the required time as indicated above. The school generally asks families to pay both fees and tax credits since the tax credit donation program is the primary system for subsidizing the extra-curricular programs. For instance, if a large number of parents used the tax credit donation to pay fees then the school would be required to raise fees to a much higher rate for all families.

Physicals

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

Basic School Information

Office and Student Hours

The school office is open from 8:00 A.M. until 4:00 P.M. every day that school is in session and will be closed during the month of July. The school phone number is 623 889 0822, and its fax # is 623 889 0825. Messages may be left on voice mail any time the phone is busy or we are out of the office. Emails or phone messages left after hours will be returned the next working day.

The administration asks that non-urgent calls to the school office be made between 9:00 and 11:00am and between 1:00 and 3:00pm, since other times during the school day are “high-traffic” periods. Messages for faculty can be left in their personal voice-mail boxes at any time.

School starts daily at 8:30 A.M. and ends at 3:15 P.M. For safety reasons, students should not arrive on campus earlier than 7:30 A.M. nor stay later than 4:00 P.M., unless they are attending an organized, adult-supervised program associated with the school. Extra-curricular activities (sports, clubs) will normally end by 5:30 P.M., depending on the activity.

Glendale Preparatory Academy has a closed campus. Once a student is on campus, he/she may not leave, except under parental supervision or under supervision of an authorized teacher or coach. Students may also not receive any unauthorized visitors to the campus during the school day, including before school, during lunch, and even after school. Parents, however, are permitted to take their student off campus for lunch, but will need to sign them out and back into school using the sign in/out sheets located at the Front Office.

Administration

The **Headmaster** for the school is Mr. David Williams. He works with the Great Hearts Board of Directors, the CEO of Great Hearts, and the Glendale Preparatory Academy Board of Directors to lead the school in the attainment of its mission. He is responsible for articulating the mission of the school, recruiting and hiring its faculty, observing and evaluating teachers, fundraising and managing the budget, and forming a school culture reflecting the Great Hearts commitment to the True, the Good, and the Beautiful. He directly oversees the implementation of the Academy’s curriculum and directs teachers and staff at the Academy.

The **Assistant Headmaster** is Mr. Mac Esau. Mr. Esau acts as the primary contact for parents in regard to school rules and procedures (attendance, uniform policy, etc.), daily operation of the school (school times, lunch period, pickup and drop-off of students, etc.) and special events (opening of school bookstore, field days, testing days, etc.). He works closely with the Parent Organization, and oversees discipline for the 6th and 7th grades.

The **Academic Dean** is Mr. Steven Gordon. Mr. Gordon acts as the primary contact for parents in regard to student academic performance, including grades and testing. He oversees discipline for the 8th and 9th grades.

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

The **Office Manager** is Mrs. Leah Asuncion. She manages the front office, and is the first contact for parents. She answers parent questions concerning day to day activities as well as student records and school business, but does not discuss matters of student discipline, curriculum, or the classroom. She will direct such inquiries to the appropriate teacher or administrator.

Parent Contact Information

In directing questions to Glendale Prep employees, parents should begin by speaking with the individual closest to the situation and then move to the next level of school leadership. For example, if a student is struggling in a particular course, that student's parent should begin by contacting the teacher of that course. If in need of more assistance, the next contact would be with the Academic Dean, and then, if more assistance is necessary, the Headmaster. This procedure has the benefit of enabling those with the most direct knowledge of the situation to assist the parent and student.

General questions regarding the many particulars of daily school operation may be directed to the Office Manager (Mrs. Asuncion) and the Assistant Headmaster (Mr. Esau). In cases where you do not know the necessary contact, please speak with the Office Manager, and she will direct you to the appropriate employee. Mrs. Asuncion can be reached at the school phone (623 889 0822), or by email at lasuncion@glendaleprep.org

Great Hearts Lead Office

The Great Hearts Lead Office Staff, led by Dr. Dan Scoggin, the CEO of Great Hearts Academies, work with the Headmaster and Boards of Directors, and offer essential support to the network schools. This staff includes:

Mrs. Brenda Polley, Director of Special Education Services
 Ms. Lois Francis, Special Education Teacher
 Ms. Jessica Shell, Enrollment Coordinator
 Mr. Douglas Alf, Business Manager
 Mrs. Kelly Snyder, Assistant Business Manager/Grants Administrator
 Ms. Sharon Tange, Finance Assistant
 Mr. Jeffrey Van Brunt, Development Director
 Mrs. Carrie Siegel-Benell, Development Officer
 Mr. Ronald Keeton, Facilities Development Director
 Mr. Alan Uhlemann, Information Technology Director
 Dr. Peter Bezanson, Director of Curriculum and Research
 Mrs. Kiann Mapes, Director of Faculty Hiring and Professional Development
 Ms. Maryrose Hall, Great Hearts Office Manager

Note to Parents: Copies of resumes and fingerprint clearance cards for all Glendale Prep faculty, Great Hearts Lead Office staff, and Glendale Prep Board members are available in a binder at the front desk. Please ask the Office Manager if you'd like to review any of these items.

Crisis Management Plan

GPA has an established Crisis Management Plan that will be available for review at the reception desk at the beginning of school. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fires. GPA faculty and staff are trained on the plan during the annual orientation prior to the start of the school year.

Official School Calendar and Website

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

Special Education

As a public charter school, GPA will provide identification, evaluation and instructional services to any enrolled student as required by state and federal law. As required by law, all new students

will also be screened by teachers within the first 45 days of their attendance at GPA for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Academies Director of Special Education Services. If requested by the parent or teacher, a student may be evaluated for possible Special Education placement. Parental approval is required prior to an evaluation. Please contact the Academic Dean for more information. GPA is also required under the "Child Find" law to offer possible referrals and/or evaluations for children not enrolled in the school. Contact the front office for details.

Lockers and Backpacks

Each GPA student will be assigned a locker. Students should bring their own lock (only combination locks are acceptable) and register the combination with the school office. GPA requires that students keep their locker locked throughout the day. The school is not responsible for items stored in lockers. This includes theft of books (considered to be the property of the school) and personal belongings such as lunch boxes, jackets, etc. It will be incumbent on students to ensure their lockers are locked at all times, and to conceal their lock combination numbers to avoid lock tampering. GPA reserves the right to inspect student lockers at any time, with or without notice, and at any time with or without reason. Students are not permitted to write on or otherwise deface school lockers, inside or out. They may tape non-offensive posters or photos *inside* their lockers, but may not glue or paste stickers, and no decoration may be placed on the outside of any locker (excepting birthday decorations on lockers, which must be removed at the end of the day).

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

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

Food and Drink on Campus

GPA does not prepare food or provide lunches to students, although the Parents' Organization may provide a regular hot-lunch offering, if there are enough parents available as volunteers. Students should bring a sack lunch to school each day. There is no refrigerator for student use, so care should be taken in packing lunches. Families will be notified at a later date if the PO is able to make lunches available, and what the process will be for ordering such.

Food and drink (except bottled water with lids) are not permitted in the classrooms.

There are several water fountains available on the campus. During very hot weather, students are encouraged to bring clear plastic water bottles to school with their names printed on them. They may refill them from any of the drinking fountains on campus. As a precaution against sickness, students should not share or drink from the same bottles.

Lost and Found

GPA maintains a lost and found box near the front office desk. 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, and we recommend that consumable books have the student's name prominently displayed either on the front cover or on one of the four sides of the book. Lost (and found) school-issued textbooks will be released to the student upon receipt of a \$5.00 fee/fine.

Traffic Flow for Drop-off and Pick-up

All traffic – east, west, north, and south – must enter the school property via the eastbound service road (Beardsley) for Loop 101. Follow Beardsley east to 73rd Avenue, turn right on 73rd, and follow it to the south entrance of the church parking lot. Once inside, follow the drop-off/pick-up loop and exit the north end of the church parking lot. Turn right onto 73rd, then right onto the service road (Beardsley) to the 101. Please note that no school traffic can enter or exit the school from any direction other than 73rd Ave. via Beardsley. As part of the terms of our conditional use permit from the city of Glendale, this traffic flow is mandatory. Please consult the traffic flow chart on page 45 of this handbook.

When dropping children off, please pull up as far along the curb as possible (so that others may pull up behind you) and then exit slowly.

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

Transportation

GPA does not provide bus transportation to/from school. We can provide full fare tokens or discounted student passes for the city buses. Subsidized bus fare is also available by request. Requests must be made in writing to the Office Manager.

Students will not be released to leave school with any adult except the parent, or by written permission of the child's parent. If another parent will be picking up your child to drive home after school, please file a permission card with the office.

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

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

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

Campus Leave and Visitor Policies

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

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

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

Students' friends from other schools are never permitted to visit the campus socially before, during, or after school. Official signs will be posted that prohibit trespassing, state that GPA is a public school, and that visitors must come directly to the office. Former GPA students are also not permitted to visit the campus before, during, or after school hours. Alumni of the school may visit the campus before or after school hours, but must still sign in at the front office.

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

Students are not allowed to leave school grounds, unless accompanied by a supervising adult. Students who leave the school grounds during the school day without permission may be

suspended from school for truancy, and the school will report missing students to the Glendale Police Department.

Student Trips Away from Campus

Students may have the opportunity to take field trips from time to time. Students involved in clubs and sports will also have the opportunity to travel; in some cases, trips will extend over night and even take students out of the state. Some trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper insurance and have submitted proof of that insurance to the trip director prior to leaving campus; and 3) the student traveling must follow all the rules established by the school and trip director. For its part, the Academy will maintain the safest travel conditions possible (properly maintained vehicles with a seatbelt for every traveler, for instance) and provide appropriate supervision by the chaperones. On all trips, the Academy maintains a student to chaperone ratio of at least 10 to 1. For overnight trips, the chaperones will engage in periodic room checks to ensure that the travelers are adhering to the set curfew. Parents who agree to be chaperones on trips must follow the guidelines established by the trip director. Students may not drive on trips off campus.

Fees

Families can expect to pay fees for various services the Academy offers beyond the classroom, such as various trip fees. The Academy, of course, never seeks to profit from any of the special services it offers. Fees are only meant to assist with funding services that are not funded by monies from the state.

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

Fees and Fee Waiver System

Each extracurricular activity will have a fee associated with it, commensurate with the cost per participant to operate the program. These fees are not voluntary, but required. The fee must be paid prior to the student joining the extracurricular program. In addition, there is a deposit required for the textbooks that the students use during the year, and that deposit is returned at the end of the year when the students return their textbooks.

Glendale Preparatory Academy does not want to exclude any student from participation due to financial hardship. However, the administration of the school is not in a position to determine fairly which families should receive full or partial fee waivers.

As such, if a family wishes to apply for a fee waiver, they may apply to the FAIR system (Financial Aid Independent Review.) The family may complete a financial aid application, which is then processed *confidentially* by this outside company. The family must pay the \$21 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, GPA will determine if a family is eligible for 100% fee waiver, or a percentage waiver thereof.

The family need not apply for a waiver determination every year. Once a calculation has been made, subsequent waivers may be granted over the student's tenure at the Academy. Families

who seek a waiver are wise to apply well prior to the start of a season due to the processing time required.

Attendance

Absences

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

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

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

Illness

If your child has a fever or is otherwise ill, it is best to keep the child at home, rather than send him/her to school where others may be exposed to infection. Students who come to the reception desk 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. Please see the section on medication for additional information regarding prescription and OTC medications.

Tardiness

GPA recognizes that a student may be late on occasion due to transportation problems or a family emergency. Students who arrive on campus before 8:30am should go directly to class; students who arrive after 8:30am must report directly to the front office for a late pass in order

to be admitted to class. If your child will be late, please provide him/her with a signed excuse or sign them in at the office on arrival.

GPA does distinguish between cases of planned tardiness (e.g., due to a doctor's appointment) and accidental tardiness (due to a student oversleeping, transportation problems, or some other late start). In cases of planned tardiness, families should try to deliver their student near the end of an instructional period, and should either send the student in with a signed note of explanation or walk the student in to sign him/her in.

The school frowns, however, upon the accumulation of accidental tardies. Persistent tardiness interrupts the instruction and undermines the morale that are of benefit to all students and families. On the third occasion that a student has an accidental tardy in a quarter (either late arrival to school or late arrival to any class during the school day), a detention slip will be issued to the student by the teacher. (Of course, arrival at school after first hour will also be counted as tardiness.) For each subsequent tardy in the quarter, another detention will be issued. When a student has received four detentions for tardiness in a quarter then he or she may receive an in-school suspension for a duration determined by the Headmaster.

Family-Teacher Communication

As a preparatory school, GPA believes that the student should be the primary agent in his or her education. He or she should be responsible for tracking assignments, understanding stated course requirements, and meeting deadlines. It is also the job of the students to communicate honestly to their parents about their day-to-day performance and academic standing. That said, it is the teacher's duty to clearly communicate to the student what is expected of him or her. It is also the teacher's responsibility to share information with the parents when a student is struggling considerably with the material or is not performing as expected. When a student falls into the D or F range for a course, a *Deficiency Notice* will be mailed home by the teacher. It is the responsibility of the parents to sign and return a copy of the Deficiency Notice to the reception desk or to the teacher as soon as possible.

We encourage parents to speak with the faculty when their son or daughter is having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your child's teacher by phone, or to make an appointment for a conference, please call the school office and leave a message on the individual teacher's voice-mail box with your name, your child's name, your phone number, and times during which you will be available. Teachers may also be reached via e-mail by using the first letter of the teacher's first name, followed by their last name, followed by glendaleprep.org. For example, Mr. Gil Donatelli's email address would be: gdonatelli@glendaleprep.org Teachers will return communication no later than the conclusion of the following school day. Stopping by the classroom or faculty office before school starts is not a good time to meet with the teacher, unless an appointment has been made. Students or parents should not enter the faculty office(s). These are private workspaces which contain confidential student records.

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

GPA highly values the working relationship between teachers (or staff) and students. This is a relationship best characterized as a *professional* friendship grounded in mutual respect. Teachers will treat each student as a unique individual and will serve the student with a heart of charity.

Students, on their part, will treat each teacher with the respect properly accorded his or her role as an authority figure and leader here at the Academy. With this in mind, students should address teachers by their formal title, i.e. Mrs., Ms., Mr., Dr., and their last name.

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

Many of our teachers live in the same neighborhoods as our students hence it is appropriate to offer a word regarding off-campus relationships. ***The same professional rules governing on-campus relationships apply to off-campus relationships or chance meetings between students and faculty.*** It is not appropriate for students and teachers to interact as anything other than students and teachers, regardless of the location, time, or day of the week. Furthermore, students should not contact or visit teachers off campus unless the teacher has spoken with the parents and explicitly invited such contact, nor should teachers (or staff) contact students off-campus (other than phone calls regarding academics or school-sponsored extra-curricular activities), unless such contact has been approved by the parents.

Glendale Preparatory Academy
Parent and Student Grievance Procedure

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

Signature Page

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

Additional copies of this Handbook may be purchased for \$ 1.00 from the school office.

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

Family Name _____ Student Name _____
 Student Name _____
 Student Name _____
 Student Name _____

Parent's Signature _____ Date: _____

Parent's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

Student's Signature _____ Date: _____

(if more than one GPA student in family)

GPA Family Directory

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

_____ Please check the box if you do **NOT** want your family e-mail address to be used by coaches, teachers, or the Parent Organization to communicate with you.

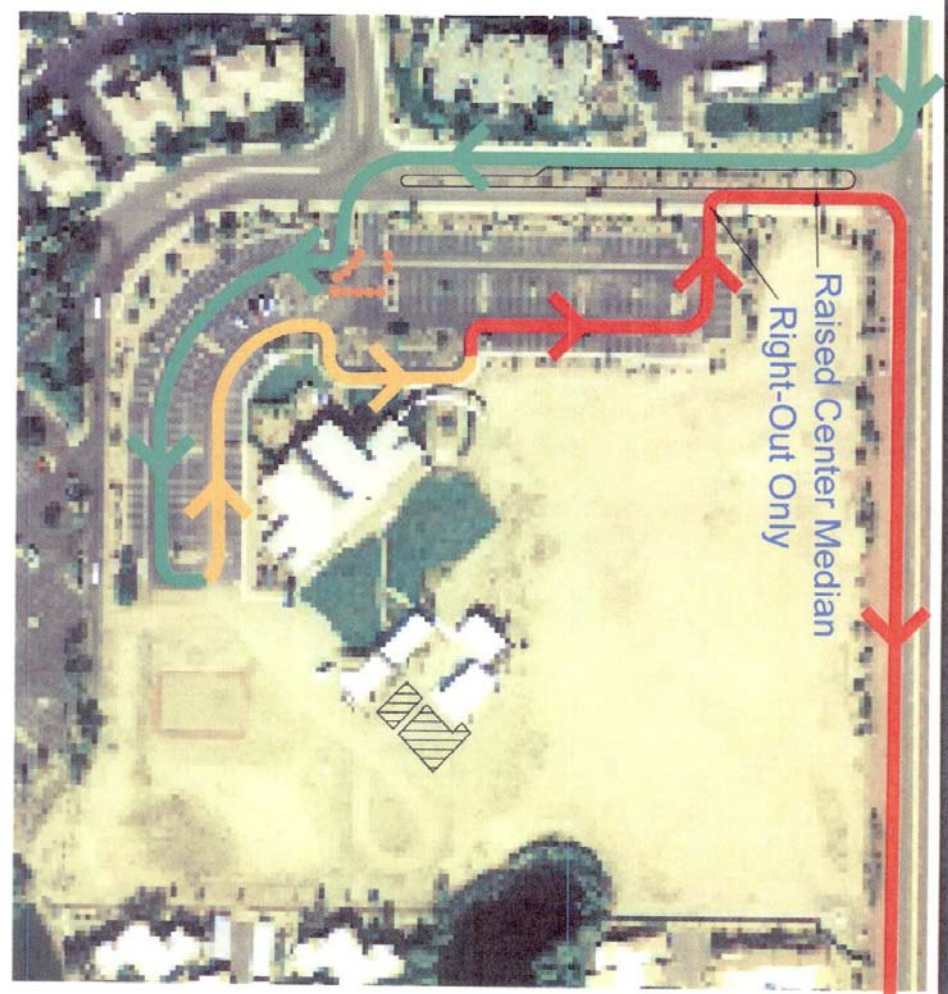
Media Release

By signing the agreement above, you hereby give permission for your child to appear in photos and/or video that may appear in media receptacles covering GPA and Great Hearts Academies. You also give permission to GPA and Great Hearts Academies to use at no cost, photos or video of your child for official websites, promotional materials, and collateral. If you wish to opt out of this media release, please check below:

_____ Please check this box if you do **NOT** agree to the media release terms above.

TRAFFIC FLOW CHART

Kimley-Horn
and Associates, Inc.



Raised Center Median
Right-Out Only



LEGEND

-  Proposed Phase 1 Classroom Building
-  Inbound Segment
-  Drop-Off/Pick-Up Segment
-  Outbound Segment
-  Proposed Traffic Control (Cones)

April 2008

REVISED DROP-OFF & PICK-UP CIRCULATION PLAN (Initial/Temporary Condition)

Exhibit A