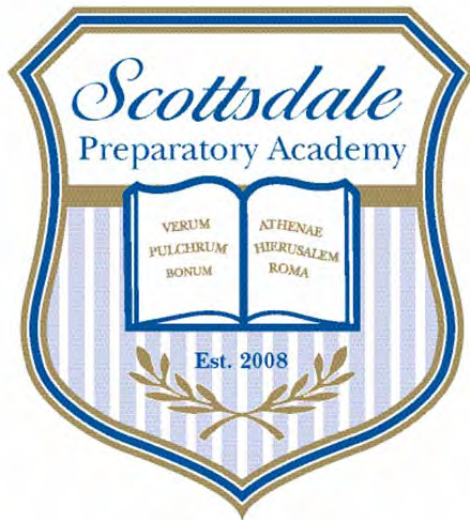


Scottsdale Preparatory Academy

A Great Hearts Academy



FAMILY HANDBOOK

Revised June 2011

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Letter to Families

Dear Families,

Welcome to Scottsdale Preparatory Academy!

As a family, please take the time to read through our entire handbook. Please note that we revise and improve the handbook annually, so re-reading is important for returning families as well. 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 SPA 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 SPA 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, we continue to build up each other's spirits and develop our community.

Before you turn the page, I would like to share this quote from *The Athenian Oath*, which the young men of ancient Athens took 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,

C. Diane Bishop
Headmaster

Our Mission

The mission of Scottsdale Preparatory Academy (SPA) is to educate students for the lifelong pursuit of truth, goodness, and beauty.

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

SPA will fulfill its mission by the following means:

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

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

Our Charter, Accreditation, and Affiliations

SPA is certified by the State Board for Charter Schools and accredited by the North Central Association Commission on Accreditation & School Improvement.

Scottsdale 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. Scottsdale Preparatory Academy enjoys an affiliation with its sister schools Veritas Prep, Chandler Prep, Mesa Prep, Glendale Prep, Teleos Prep, Anthem Prep, Trivium Prep, Chandler Archway Classical Academy, Scottsdale Archway Classical Academy and Veritas Archway Classical Academy.

SCOTTSDALE PREPARATORY ACADEMY'S PHILOSOPHY

“A Classical Education for Modern Times”

This article was adapted from an article by T.O. Moore found in the handbook published by Ridgeview Classical Schools

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

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

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

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

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

Knowledge and the Great Books

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

should take advantage of young people's natural curiosity. Schemes that stall children in their learning because "they are not ready for it," or that use various gimmicks that sugar-coat learning, as though children take to their books as they do their medicine, are not only unnecessary but counterproductive and insulting to humanity.

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

Classical education puts young minds to work. It leads young people to understand themselves and the world around them. Students do not learn in the abstract. They must acquire concrete skills and gain knowledge in certain disciplines to participate fully and effectively in the human community. E. D. Hirsch captured this idea in his book Cultural Literacy. For people to communicate effectively, according to Hirsch, they must not only use the same language. To express and understand complex ideas, they must possess a reservoir of common facts, ideas, and references known to all in the culture. Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas. Like other Americans on the frontier, he had little formal education. Yet he read intensively the works of Shakespeare, the King James' Bible, fables of Æsop, Euclid's geometry, and the documents of the American Founding. Few men in our history have been able to express so forcefully and with such economy the principles of freedom and human dignity:

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Lincoln's audience at Gettysburg instantly knew that he referred to the "proposition" of the Declaration of Independence. For this reason, the Gettysburg Address is not only one of the greatest speeches in our history; it is the shortest. Lincoln did not have to retell the history of the Revolution. His fellow Americans already knew it.

The danger we presently face as a nation is that, in the words of Hirsch, "many young people today strikingly lack the information that writers of American books and newspapers have traditionally taken for granted among their readers from all generations." The same observation applies to the realm of politics, the financial and industrial world, and all other facets of American life. Employers are constantly amazed at what their employees do not know and therefore cannot do. In politics, the pregnant allusions of a Lincoln would fall upon deaf ears. Make no mistake. Cultural literacy is not merely ornamental trivia. Our purpose is not to make *Jeopardy* champions. Rather, cultural literacy is essential to a nation and its citizens. A culturally illiterate America cannot live up to the demands placed upon us by history and the present condition of the world. A culturally illiterate individual cannot comprehend vast areas of human knowledge necessary for his political, economic, social, and moral well-being.

By teaching a curriculum based on the Great Books of the Western tradition, Scottsdale Preparatory Academy has resolved to break out of the cycle of ignorance that modern society and modern educational theories perpetuate. The students of Scottsdale Prep study the traditional liberal arts—language and literature, math, history and government, the sciences, music and art—in a coherent and orderly program. The curriculum runs from fundamental literacy and math skills to the higher orders of thought and expression. All students are required to complete this classical curriculum. Admittedly, different children have different talents. Some students “catch on” more quickly than others. We shall always seek to challenge every student all the time. Yet Scottsdale Prep regards any system of tracking that relegates certain students to an inferior curriculum as nefarious. Not all students will learn at the same speed, but all will complete the course.

Upholding Standards

In addition to requiring students to know certain things, a classical education also teaches young people judgment according to certain standards. To be “classical” means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old. They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideals of human existence. Each of the liberal arts has its own standard of correctness, logic, beauty, or importance. The study of a language offers the best example, especially since human beings live by communicating. Everyone can talk, and most everyone can read and write on a functional level. A classical education requires more than functional literacy, however. It teaches students high standards of grammar, precision in word choice, and eloquence. Throughout his education, the student will be exposed to the highest examples of eloquence attained by the greatest writers in the language.

“. . . I come to bury Caesar, not to praise him.” Shakespeare
 “These are the times that try men’s souls.” Paine

These sentences are entirely grammatical. They could just as easily be used to teach grammar as “I come to help Jane, not to hurt her.” By preferring Shakespeare to an anonymous “See Jane” sentence we teach three things rather than one. We teach grammar. We teach cultural literacy. We also teach beauty. Our purpose is to introduce students to the masters of the language so they will begin to emulate them.

Young people today are particularly in need of standards of thought and of real beauty. Their speech ranges from the sloppy to the vulgar. The person whose only expressions of approval and disapproval are “that’s cool” and “that sucks” lacks not only a copious vocabulary but also the ability to judge events according to their nature and gravity. At Scottsdale Prep teachers do not shy from presenting students with standards that lift them out of the formless dross of the culture. Music is another area in which students are in dire need of high standards. The logical thinking that comes from mathematics and the sciences is no less important. Upholding standards is a principle of exclusion as much as of inclusion. Scottsdale Prep does not pretend that all writing is equally good, that all human endeavors are equally important or beneficial to society, or that all scientific theories are equally true. In choosing works of art, pieces of music, works of literature, and the like, our motto is that of Churchill: “I shall be satisfied with the very best.”

Moral Virtue

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

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

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

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

Scottsdale Preparatory Academy expects no less of our students.

Parent Involvement

The primary way that parents are involved in the school is by supporting their child in his/her journey through the Academy. Parents will want to have an established plan for listening to and then encouraging their students when they are working hard. Likewise, parents may want to communicate frequently with their son's or daughter's teachers so the parents can develop an understanding of the Academy's expectations of how honors-level, preparatory, 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. SPA 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 SPA 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. SPA offers a core curriculum in which each of the grades builds on previous grades over the student's eight-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 SPA graduate will look like at graduation. Our graduates will be confident, articulate, and prepared to live full 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. SPA 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."

Fingerprinting

All employees of charter schools, and school volunteers who work with students, shall 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 Great Hearts Lead Office staff member will come to campus to fingerprint all new volunteers or potential volunteers. If you are dedicated to working this year with students as a chaperone, lunch assistant, playground monitor, tutor, office volunteer, or for any other purpose, we encourage you to attend the group fingerprinting day. The Academy will cover the cost of fingerprinting for its volunteers at that time. At other times during the year, new volunteers may contact Great Hearts Human Resources – 602-438-7045, to make arrangements to have the required fingerprinting completed.

Tolerance and Pluralistic Sensitivity

SPA is a public, non-sectarian institution serving a variety of Arizonans. All members of the SPA 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 SPA 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 civility and tolerance when such topics naturally arise in class or on campus.

Focus on the Western Tradition

SPA teachers are able to explain to students, parents, and the public why we focus exclusively on Western Culture during the eight years of education at SPA. This focus is not intended as a statement about other cultural heritages. In brief, we focus on Western Culture at SPA because we believe that eight 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 submit a withdrawal form from their child's previous school and have their child's records transferred from the child's previous school to SPA. This documentation should include the 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 SPA directly by the previously attended school or, if hand delivered, the transcripts should arrive sealed with a signature across the back of the envelope. If your child was home-schooled, a signed description of the curriculum and course content mastered must be submitted to SPA, along with records of standardized tests (e.g., AIMS, Terra Nova) if the child took these tests.

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

Home-school coursework will also be reviewed to assure appropriate preparation to enter SPA's curriculum. 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 possible credit. High school home-school students without such credits must start with SPA 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

When 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. Mealha, at the front desk.

Prescription and Over-the-Counter Medication Policy

Scottsdale Preparatory Academy encourages parents and physicians to minimize the prescribing of medication to be taken during the school day. Medication should be given BEFORE and AFTER school hours when possible, and dispensed by the school only when the student's health may be jeopardized without it, and when needed to maintain/promote the health of the student so that learning is enhanced.

- ✓ All medication, whether prescription or non-prescription, requires written consent. This includes Tylenol, Advil, Tums, or cough drops. If your child requires medication to be administered during the school day, a **Parent Consent for Giving Prescription/Non-Prescription Medication at School** form must be completed before medication may be given at school. ALL MEDICATIONS (INCLUDING OVER THE COUNTER) MUST BE PROVIDED BY THE PARENT.
- ✓ Prescription medication should be brought to school by the parent in a properly labeled container from the doctor or pharmacy. The label must include the student's name, physician's name, the date of prescription, name of the medication, the dosage, and the frequency of administration. Over-the-counter medication should be in the **original, sealed container** and limited to 24-count size. **NO** medication will be administered in improperly labeled containers (e.g. plastic bags, envelopes, aluminum foil, etc.) Except for emergency medications, ALL MEDICATIONS will be stored in a locked area, and documentation of the administration of medication will be kept.
- ✓ Students will not be permitted to carry any medication, including cough drops, during school hours except for those students with a documented need for emergency medication. Emergency medications (i.e. Epi-Pen, Glucagon, inhalers) may be carried by the student and self-administered if the physician indicates this need in writing and considers the student sufficiently responsible. The school does not assume responsibility for any reactions that may occur following administration of medication sent from home, nor can there be any responsibility assumed if the parent does not send sufficient medication and does not complete the proper medication form. It shall be the student's responsibility to come to the Office to receive the medication at the designated time. Due to the schedule and other responsibilities, it is possible for a dosage(s) to be delayed or missed. If it becomes necessary to give a student medication that is not kept at school, a parent or legal guardian may come to the school and administer the medication at the front office.

The **Parent Consent for Giving Prescription/Non-Prescription Medication** form must be updated with each new school year, with each new illness, and with any change in dosage. These regulations are for the safety and protection of all students at Scottsdale Preparatory Academy. Any medications not picked up within one week of the end of the school year will be destroyed according to SPA policy.

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 (i.e., attorneys, auditors, evaluators)

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

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

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

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

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

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

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

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of*–

1. Any other protected information survey, regardless of funding;
2. *Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and*
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

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

Scottsdale Preparatory Academy has developed and adopted policies 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. Scottsdale Preparatory Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Scottsdale 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. Scottsdale 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 honors-level and 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 SPA. 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 SPA. Success is measured as a student's growth in maturity, accomplishment, and understanding over the course of his or her eight years at the Academy and will finally be demonstrated in his or her character as a typical SPA senior and graduate, a truly impressive young man or woman.

As a key philosophical assumption, SPA 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. SPA 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 SPA requires a rigorous course of study, we strongly recommend that students do not work at an outside job during the school year.

SPA will offer a study-skills workshop in the first quarter of the academic year for all new students. The workshop will offer tips on topics such as note-taking, organization skills, and time management, and has proven useful for students who are new to the academy experience.

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 must be stored in the students' lockers during the school day. Students need only bring a notebook and pens/pencils for the first day of school; each teacher will provide the students with a list of supplies needed for his/her subject area. 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 significantly more than the per-book deposit amount. 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. Students will also be charged a \$5 return fee by the reception desk to

return assigned textbooks found by staff on the campus. If parents desire to purchase a second set of books for students to use at home, they may do so using any vendor or online source, but the ISBN numbers must be the same as the books issued by the school.

A series of paperback texts, also known as **consumables**, is also required and may be obtained through Barnes & Noble at Desert Ridge 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). SPA, 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 eight years of study. SPA thus considers paperbacks to be “consumables” or Classics to Keep, and asks families to make a donation to the Academy for the cost of them. If the cost of the paperbacks is a hardship for a family, they may contact the SPA school office for information on financial assistance. 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. SPA asks that families budget to spend an average of \$350 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 middle school 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. Middle School 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 rarely have two major exams and/or projects/essays due on the same day, and will never have more than two such exams/projects due on the same day.

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.

There will be several “R and R” weekends throughout the school year. 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 5th 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.

Narrative addressing sense of wonder and depth of inquiry:

Narrative addressing student's strengths/accomplishments, progress, class participation, understanding of the subject matter, attitude toward the subject and other related categories:

Data and objective scores on Tests, Quizzes, Projects and Writing Assignments:

Specific suggestions and strategy recommendations for improvement

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 promoted to the next grade level. SPA does not assign year grades, but semester grades. The grades for second semester will be used to determine promotion. In the case of a student failing eighth or twelfth grade, SPA 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.*

SPA 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 SPA, earns zero credit for the course, and must make up that credit, through means approved by the Headmaster, for SPA 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 SPA requirements (24.5 credits) to graduate. The SPA Headmaster will determine which courses from other schools attended prior to SPA will receive SPA credit.

Official Graduation Requirements for Scottsdale 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. Beginning with the Class of 2013, the requirement will increase to 22 credits. At Scottsdale 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 Scottsdale Preparatory Academy high school subjects and how all of the specific State Board requirements are met (R7-2-302.04).

SPA Grade and Course (all courses are year-long)	SPA Credits Earned	State Requirement Met, Local Governing Board Requirement to Meet Minimum 20 credits, OR SPA courses that exceed minimum state requirement
9 th : Humane Letters	2.0	1.0=English, 0.75=US/AZ history, 0.25=US/AZ govt.
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 I	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, 0.25=US/AZ history, 0.25 US/AZ govt., 0.5 world history/geography
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 : Economics	0.5	0.5=Economics
11 th : Humane Letters	2.0	1.0=English, 0.5=world history/geography, 0.5=local require.
11 th : Pre-calculus/calculus A	1.0	1.0=math
11 th : Foreign Language III	1.0	1.0=local requirement
11 th : Physics II	1.0	1.0=local requirement
11 th : Drama I	0.5	<i>Exceeds</i>
11 th : Studio Art III	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 : Chemistry	1.0	1.0=local requirement
12 th : Drama II	0.5	<i>Exceeds</i>
12 th : Studio Art IV	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>

A Word on Grades and Applying for College

At SPA, we are committed to helping our students pursue a college or university career, and we support this goal through the education we offer our students, as well as through the direct services of the College Counselor.

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

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

In saying this, SPA is not recommending a focus on the grade point averages or on SAT scores. Rather, our interest is that the students achieve a solid foundation in the basics that will serve them in their college and university years and beyond.

The student's grade-point average in combination with the SAT/ACT scores and letters of recommendation from the faculty will determine the range of schools to which a particular student ought to apply. Parents and students might be tempted to concentrate primarily on the grade-point average, and families might wonder, "If we were at an easier school, wouldn't the grades be better? Wouldn't we have more admissions and scholarship options open to us?"

It is of the utmost importance that parents and students accurately understand the role of the grade point average. Admissions offices at colleges and universities try to determine with some accuracy just what kind of student an application presents. They want an honest and accurate reading of the student's strengths and weaknesses. They are also smart enough to recognize a "soft" GPA, i.e. one that is the result of easier course work. Thus, a high or inflated grade-point average which does not accurately reflect a challenging course of study is not very meaningful.

As a parent or student, then, the concern should be not how high the grade-point average is, but how accurate it is. In the long run, the four-year high-school program or the entire eight years of SPA give the faculty a sufficient amount of time to assess the student's abilities. That assessment is usually accurately reflected (although incompletely) in the grade-point average. The SAT scores or ACT scores are also indicators that often, but not always, reinforce the grade-point average over the student's entire career at SPA.

It is also worth knowing that colleges and universities are aware that different schools possess widely varying degrees of difficulty in their curriculum and in their grading system. (With every transcript for college admissions we enclose a "School Profile" that explains the curriculum at SPA and the content of every high school course.) Admissions officers, especially at more selective institutions, are abreast of the differences in grading styles within a particular town or

city, even among the public schools. Great Hearts Academies have already achieved an excellent reputation in many circles as tough-minded schools that do not inflate grades. Increasingly, the reputation that these schools have earned in the Valley is known among those professionals who work in the field of academic standards around the nation. When admissions directors receive our transcripts and see our students' grade-point averages, they understand the background.

Finally, the rigorous college-preparatory curriculum, along with a wealth of extracurricular opportunities gives all SPA graduates the background necessary to thrive in college. Many students enter colleges across the country unprepared for the diligence required of their studies, and struggle considerably to balance the competing demands of outside activities, having not been prepared in this regard by their high school experience. Thus, the lessons students learn at SPA from having to stretch themselves to achieve their goals is excellent preparation for the academic demands of college. The writing skills the students hone in their lit/comp. and humane letters courses give them the foundation to write strong application essays; the focus on Socratic discussion helps the students to become eloquent speakers, which proves a valuable asset for college interviews; and the philosophy/practice of inclusive participation in extracurricular activities provides students with the chance to develop their interests and talents, which is also considered in college admissions decisions.

Our college counseling goal is to provide the same type of admissions counseling that students in private preparatory schools receive. Unlike most public school counselors, Great Hearts Academies/SPA college counselors focus solely on college admissions, with the emphasis on finding the most appropriate potential colleges for each individual student. Our college counselors spend significant time in communication with colleges in order to assure the colleges are aware of our curriculum, and to make sure the counselors stay up-to-date on current college admissions issues. Our low student-to-counselor ratio allows each student to get individual attention to help them successfully navigate the college admissions process.

Please see the Headmaster if you have questions about the admission process or need assistance. SPA recommends that families begin to investigate potential colleges or universities that may be suited to the student in the summer between the student's sophomore and junior year. For 10th-grade students, the school distributes a calendar that outlines all the steps that families should take as they look forward to placing the graduate at a higher institution.

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 project before they leave for winter break. The project assignments vary from grade to grade, spanning over the eight years of instruction in 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. 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 may involve some form of library/internet research and/or hands-on problem-solving, and/or preparation of an oral presentation. The projects are graded and the grade 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 outside 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.

8th Grade Composition Exam

Because grammar and writing is such a demanding, essential aspect of the high school curriculum, Scottsdale Preparatory Academy does require that all 8th graders pass a comprehensive composition exam at the end of the 8th grade year in order to be promoted to the high school. This requirement is above and beyond the passing grade required from the 8th grade Literature and Composition course. Students will receive two chances to pass the exam prior to the end of the year. Students who do not pass the exam will be required to take a summer “Comp Camp” before being admitted to the high school.

Foreign Language Selection

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

SPA does not guarantee that all students will receive their first language choice. In some years there will be more interest in one or two of the languages than in the others. The foreign language class size is limited in order to facilitate even more discussion and participation between students and the teacher. If a student does not receive his or her first choice, then the administration will assign him/her to his/her second choice.

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

Senior Thesis

The culminating project for the SPA 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 SPA. It demonstrates that the senior is now on par with the faculty in his or her understanding of some aspect of the liberal arts and in his or her ability to share that understanding with others.

A senior thesis and successful defense is required for graduation from SPA. The title of the thesis is listed on the high school transcript as soon as it is submitted by the student (another way that SPA 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 SPA 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 not to 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.

Family-Teacher Communication

As a preparatory school, SPA 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, even prior to the quarter reports or semester evaluations, 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. Teachers at SPA will often (but not in all cases) follow-up a mailed Deficiency Notice with a phone call.

We encourage parents to talk with the faculty as soon as they think their son or daughter might be having difficulty. The earlier a problem is recognized, the easier it is to resolve. If you wish to talk with your child's teacher by phone, or to make an appointment for a conference, please call the school office and leave a message on the individual teacher's voice-mail box with your name, your child's name, your phone number, and times during which you will be available. Teachers may also be reached via e-mail. The teacher will return communication within 24 hours. Please see the Directory at the back of this handbook for faculty contact information. 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. Teachers and parents and/or students may meet in the library/forum area, or in one of the classrooms.

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

SPA 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 SPA 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.

Scottsdale 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>

Basic School Information

Office and Student Hours

The school office is open from 7:45 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 480-776-1970. Messages may be left on voice mail any time the phone is busy or we are out of the office. Messages left after hours will be returned the next working day. Also, families may contact the administration via e-mail (please see the Directory or our website). The school's FAX number is 480-776-1975.

The administration asks that non-urgent calls to the school office be made between 9:00 A.M. and 11:00 A.M. and between 1:00 P.M. and 3:00 P.M., 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. Please refer to the directory in the back of this handbook for faculty contact information.

For high school students, grades 9 through 12, school starts daily at 7:50 A.M. and ends at 3:00 P.M. For middle school students, grades 6, 7 and 8, school starts daily at 8:05 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, including tutoring. Extra-curricular activities (sports, clubs) will normally end by 5:30 P.M., depending on the activity.

SPA 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.

Administrative Responsibilities

The **Headmaster** for the school is Mrs. C. Diane Bishop. Mrs. Bishop works with the SPA Board of Directors under the authority of Great Hearts Academies, and is responsible for overseeing the day-to-day operations of the school. She directly oversees the implementation of the Academy's curriculum, promotes a positive school culture, and has sole authority to manage all faculty and staff at the Academy.

The **Head of Middle School** is Mr. Wade Chapman. Mr. Chapman assists the Headmaster with school operations. He oversees the middle school faculty, assists with student discipline for middle schools students, coordinates special event scheduling and logistics, and assumes operational authority over the school in the absence of the Headmaster.

The **Academic Dean** is Dr. Gisele Losier. Dr. Losier monitors student achievement and works with faculty and parents to improve student and classroom performance. She also assists the Headmaster in the planning and execution of faculty training and all events pertaining to academic matters.

The **Dean of Students** is Mr. Brian Abbott. Mr. Abbott handles all discipline issues for the academy, and works with the Headmaster, Head of Middle School, faculty and parents to help students conform to the Academy's code of conduct.

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

The **Office Manager** is Ms. Karen Mealha. She manages the front office, and works closely with the Headmaster in communicating information to the families. She also assists families with records and school business unrelated to student discipline, curriculum, or the classroom.

Some faculty will also serve as **Master Teachers** and work closely with the Headmaster with curricular, teacher-mentoring, and administrative tasks. The Headmaster, then, functions as the head of the Master Teachers.

Questions or concerns about curricular or disciplinary matters should be directed to the appropriate teacher, administrator, Master Teacher, Head of Middle School or the Headmaster. General questions regarding the school may be directed to the Headmaster or Office Manager. If you are uncertain whom to contact about a particular issue, please contact the office, and we will direct you to the appropriate employee.

The Great Hearts 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. For more information about Great Hearts, please visit the website, www.greatheartsaz.org. Great Hearts Lead Office staff includes:

Dr. Peter Bezanson, Chief Academic Officer

Mrs. Kiann Mapes, Chief Talent Officer

Mr. Jeffrey Van Brunt, Chief Development Director, and additional development staff

Mr. Paul Perialas, Interim Chief Financial Officer, and additional finance staff

Ms. Tealai Gonella, Director of Exceptional Student Services

Ms. Krisinda Guthrie, Director of Human Resources, and additional HR staff

Mr. Alan Uhlemann, Director of IT and Facilities

Ms. Jennifer Oby, Director of Academic Programs and Services

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

Crisis Management Plan

SPA has an established Crisis Management Plan that is available for review at the reception desk. The plan outlines emergency procedures for natural disasters, violent situations, medical emergencies, and fires. SPA 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.scottsdaleprep.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, SPA 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 SPA for possible special education eligibility; results of these screenings are confidentially referred to the Great Hearts Academies Director of Exceptional Student 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 Headmaster for more information. SPA 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 SPA student will be assigned a locker (or cubby for 5th grade students). Students should bring their own lock (only combination locks are acceptable) and register the combination with the school office on or prior to the first day of school. SPA 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. SPA reserves the right to inspect student lockers at any time, with or without notice and 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 Surprise" decorations on lockers, which must be tasteful and removed at the end of the day). Defacing or destruction of lockers will result in disciplinary action and monetary compensation to the school by the family of the student(s) involved.

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 or on top of lockers. Rolling suitcases or other hard-sided bags cannot be used in place of soft-sided backpacks or gym bags. 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

SPA 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. The school provides microwave ovens in the Cafeteria for student use, but there is no refrigerator for student use, so care should be taken in packing lunches. Families will be notified by the SPAPO if the SPAPO 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.

Restrooms

The restrooms for student use are located in the hallways of both the first and second floors. Both the ladies' and gentlemen's restrooms have handicapped-accessible stalls.

Lost and Found

SPA maintains a lost and found box in the cafeteria/multipurpose area. It is the students' responsibility to check the lost and found box regularly for lost items. SPA staff will not sort through and/or return lost items to owners. 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.

Student Information Center

There is a large bulletin board located in the lobby area. This board serves as the Academy's Student Information Center. Students are not permitted to post bulletins, posters, signs, etc., anywhere else on the campus. If a student or parent group wishes to post information for the campus as a whole, it may be placed on the Student Information Center bulletin board only with the Headmaster's permission. Faculty and administration may also use the bulletin board to post messages to students from parents. Students should regularly check this portion of the board if they are expecting a message from home. The front office staff is not able to search for individual students during the school day or after school to personally deliver messages from parents, except in emergency situations.

Traffic Flow for Drop-off and Pick-up

The City of Scottsdale mandates that we stagger the starting and ending times for classes in order to control the traffic on the streets surrounding the school. **We must enforce this mandate or we will lose the permit that allows the school to operate.**

Accordingly, the high school classes – grades 9 through 12 – will start at 7:50 am and end at 3:00 pm. The middle school classes – grades 5 through 8 – will start at 8:05 am and end at 3:15 pm. High school students must be dropped off between 7:30 am and 7:45 am to allow them time to visit their lockers and be seated in their first period class when the bell rings at 7:50 am. Middle school students must be dropped off between 7:45 am and 8:00 am to allow them time to visit their lockers and be seated in their first period class when the bell rings at 8:05 am. Students not in their seats when the first bell rings will be counted tardy. Families with both middle school and high school students should drop them all off in the 7:30 am – 7:45 am time slot.

At the end of the day, **please do not arrive to pick up your students before the end of their last class.** For high school students, please do not arrive on campus prior to 3:15 pm; for middle school students do not arrive on campus prior to 3:30 pm. Your students will not be exiting the building for at least 8-10 minutes after their last class as they visit their lockers, gather up their belongings and visit with friends. If you arrive earlier than the times listed above, the volume of cars trying to enter the campus will create the traffic congestion that the City of Scottsdale has mandated cannot occur. Your cooperation in helping us comply with the mandate is critical and very much appreciated. The rules for dropping off and picking up students as set by the City are as follows:

Drop Off and Pick Up

Drop off and pick up can occur **ONLY** at the **BACK** of the building. No students are allowed to enter or exit the building through the front or side doors during drop off and pick up. This is mandated by the City of Scottsdale through our use permit and **NO EXCEPTIONS** are allowed.

When dropping students off in the morning or picking them up in the afternoon, please enter the campus from 92nd Street, queue into one line and drive along the edge of the parking lot to the back of the building. Lane designations will be in place to direct the flow of traffic. You are required to make a loop in the back of the building and drop your students off at the curb next to the building entrance. You cannot drop students anywhere else or have them walk across traffic lanes to enter the building. As soon as your student exits the car, you must continue to drive back out the way you came and exit the school property on 92nd St. There will be traffic cones and personnel helping direct traffic to ensure it flows correctly.

While you may want to park and walk your students into the building and to their classes, you cannot. You must drop your students and exit the property. Teachers will be ready to meet and escort the students to their classes when they enter the building. I know this is difficult for many of you, but the mandated traffic plan requires that you drop and go. The same holds true for afternoon pickup. Do not park and enter the building to wait for your students. Please enter the campus the same way you did in the morning, drive to the back and pick your students up at the curb. If your student is not outside waiting for you, you must exit and come around again; you cannot park at the curb or anywhere along the driving route and wait for your student to exit. For this reason, please do not arrive on campus until at least 3:15 for high school students or 3:30 for middle school students. Again, no students will be entering or exiting the building through the front or side doors, so please do not park in the front parking lot or side parking spaces and wait for them there. You must pick them up in the back following the traffic rules as stated above.

Think of this as the airport – you must continue to circle; you cannot park and wait at the curb. **Do not line up in the street or the school driveway or parking lot, and do not park in the lots of neighboring businesses or block access to their driveways. You must keep circling. If you do not comply with these requirements, you are jeopardizing the school's use permit.** Your cooperation is appreciated.

Students may stay on campus until 4:00 P.M. for tutoring or other school related events, but must be picked up by that time.

Students who walk or bicycle to school should exercise the utmost care in doing so. Students should always obey the traffic lights and Walk/Don't Walk signals. If students do choose to bicycle to school, they will be able to lock their bicycles to bike racks located in the back of the building. The racks will accommodate 12 bicycles.

Transportation

SPA 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, Mrs. Mealha.

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.

SPA 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 SPA 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, SPA 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 25 minutes long. Students who return late from lunch will be marked tardy.

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 SPA is a public school, and that visitors must come directly to the office. Former SPA 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 Scottsdale Police Department.

Student Trips Away from Campus

Students will have the opportunity to take field trips from time to time. Students involved in clubs and sports will also have the opportunity to travel; in some cases, trips will extend over night and even take students out of the state. Some trip guidelines for families are: 1) all families must sign a liability waiver before the student travels; 2) all students must have the proper insurance and have submitted proof of that insurance to the trip director prior to leaving campus; and 3) the student traveling must follow all the rules established by the school and trip director. For its part, the Academy will maintain the safest travel conditions possible (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, if the books are returned in good condition. The deposit may also be rolled over to the next year, if desired.

Scottsdale 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, SPA 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 SPA student's attitude and subsequent success as a serious scholar.

It is the responsibility of the parent/guardian to call the school before 7:45 A.M. to report an absence by leaving a message on the attendance line: 480-766-1970. 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 a detailed attendance report at the end of each grading period.

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

SPA recognizes that a student may be late on occasion due to transportation problems or a family emergency. High school students who arrive on campus before 7:50 A.M. (8:05 A.M. for middle school students) should go directly to class; high school students who arrive after 7:50 A.M. (8:05 A.M. for middle school students) 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 him/her in at the office on arrival.

SPA 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 six detentions for tardiness in a quarter then he or she will receive an in-school suspension for a duration determined by the Headmaster, and may lose credit for the course.

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 SPA, we believe that habits of behavior play a significant part in forming habits of mind. The teachers at SPA 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 SPA strive to make the most of their educational opportunities. No less than their parents and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness. As many students and parents will gratefully attest, SPA is a very good place to be.

Nevertheless, our students are human and sometimes make mistakes in speech or behavior. Usually these mistakes are normal consequences of their age and can often be overlooked. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of SPA 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 SPA 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, SPA 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.

SPA'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. If a student has received six detentions for any reason in a quarter then he or she will be suspended for a duration determined by the Headmaster. A student may be suspended for a lesser number of detentions if many of the detentions are received for the same offense (such as tardiness), or if the Headmaster determines that the detentions are of a serious nature and warrant immediate action. A student receiving 12 detentions in a semester will be referred to the Board for expulsion.

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 SPA 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/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 just outside of the multipurpose room doors at the back of the building.
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. If a cell phone is confiscated, a parent must come to the school to retrieve it. Repeated infractions will result in the student being barred from bringing a cell phone on campus and disciplinary actions including suspension/expulsion in accordance with the academy's discipline policy.

If a student needs to call his/her parents during the school day, he/she may use the phone at the front desk between classes, or before and after school. If a student is late to a class because of a phone call he/she made to parents, the student will receive a detention. Students will not be released from class to make phone calls.

If parents need to contact their child, please call the front desk and a message will be relayed to your child between classes. **Please do not call or text your child on his/her cell phone.** Again, cell phones found on a student's person will be confiscated and result in disciplinary action.

Photography and Public Internet Postings

1. The name and crest of Scottsdale Preparatory Academy are the property of the school and may be used only for official school business. Any SPA student who, without written permission from the Headmaster, posts the crest or logo of SPA 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 SPA student found to be in violation of these rules is subject to school disciplinary action.
3. Any public display or posting by a SPA 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 Scottsdale 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 SPA staff, disregard or disobedience of school rules and regulations as outlined in the SPA 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 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 and evidence for suspension and provide the student with an informal opportunity to respond to the charges prior to the suspension. The school officials involved shall make reasonable efforts to verify facts and statements prior to recommending a discipline. Depending on the severity of the offense and the student's past behavior, the Headmaster may choose to impose a lesser discipline, including before- or after-school detention, 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 SPA, 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 SPA staff, repeated disregard or disobedience of school rules and regulations as outlined in the SPA Family Handbook, verbal abuse of adults or students, disruptive or disorderly behavior, bullying or harassing conduct, hazing, violent or threatening behavior, fighting, destruction of school property or personal property, truancy, persistent absenteeism that is not due to certifiable medical illness or disability, persistent tardiness, possession of firearms or other dangerous weapons, possession of controlled substances, including illegal drugs, alcohol, tobacco, and prescription drugs, 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. SPA honestly answers such questions and reports all suspensions at the high school level. (Colleges will take into consideration the timeframe and nature of the suspension, and students with suspensions have been accepted into top colleges.)

Academy Honor Code

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

As a student and citizen of Scottsdale 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 CliffsNotes, Sparks Notes, or other materials, nor will I watch a movie/video version of a work of literature before or during study of it in school. I will do the reading for myself and strive to understand it for myself.*
- *I will give prompt (and confidential) notification to the appropriate faculty member or the Dean and Headmaster if I observe academic dishonesty in any course. I will let my conscience be my guide if I should make such a report.*

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

Please see the Discipline Section for information on how violations of the Academy Honor Code are addressed by teachers and the Headmaster. Since academic dishonesty is viewed as a serious 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.

Uniform and Dress Code

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

If a student insists on rebelling by trying to beat the dress code, it will quickly become obvious to the faculty and Headmaster. 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 parents' as well. The uniform and dress code of SPA 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.

All students are required to have one SPA-logo shirt. These shirts must be purchased through Dennis Uniforms.

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

Dennis Uniforms sets the standard for the kind of pants, shorts, and shirts that are required, but such clothing may be purchased elsewhere. However, the uniform skirts, sweaters and zippered sweatshirts must be purchased at Dennis Uniforms.

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.

SCOTTSDALE PREPARATORY ACADEMY DRESS CODE

Fifth Grade Uniform and Dress Code

Dress code for Fifth Grade is the same as for Grades Six through Twelve (see below) with the following exceptions:

Women's Skort: Fifth Grade girls may not wear skirts, but may wear a Lloyd plaid or khakai SPA uniform skort, available at Dennis Uniform. The skort hem may be no higher than just above the knee, both in front and in back. Skort 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. Skorts must be worn at the waist, not rolled up and not hanging off the hips.

Women's Footwear: Girls are **required** to wear solid color brown, black, or white leather or suede tennis shoes with traditional lacing (shoelaces must be the same color as the shoes), or Velcro fastener. High tops or patterns are not allowed. Shoes must be closed toed and have a back support. No Vans, canvas shoes, or slip-ons are allowed. Any logo must be small and unobtrusive and must be the same color as the shoe.

Men's Footwear: Men are **required** to wear solid color brown, black, or white leather or suede tennis shoes with traditional lacing (shoelaces must be the same color as the shoes), or Velcro fastener. High tops or patterns are not allowed. Shoes must be closed toed and have a back support. No Vans, canvas shoes, or slip-ons are allowed. Any logo must be small and unobtrusive and must be the same color as the shoe.

Men's Uniform and Dress Code

Men's Pants: Khaki dress slacks that reach to the shoe but are not dragging on the ground. No blue jeans, cargo pants or dungarees. No patch pockets, extra zippers or extra seams. No oversized, super-baggy pants will be permitted. Slacks must be worn at the waist, not hanging off the hips. No boxers or undergarments may be visible, including at sports practices and games. The slacks must have belt loops and a dark, solid-colored belt must be worn.

Men's Shorts: Khaki walking shorts, with a belt, may be worn. Shorts should go to at or just above the knee but not below, and should not be excessively tight or loose-fitting. Shorts must be worn at the waist, not hanging off the hips. No boxers or undergarments may be visible, including at sports practices and games.

Men's Shirts: Solid white or navy, collared, knit polo shirts (two- or three-button, with or without a breast pocket--no logos of any kind, except the SPA logo). All boys may also wear a white, oxford button-down dress shirt, short or long sleeved. The oxford dress shirt must be fully buttoned, such that only the uppermost button remains undone. *Shirts must always be tucked in, and shirrtails must be long enough to stay tucked in.* Male athletes may wear a white dress shirt and tie on their game days. All students must purchase one polo shirt with a SPA logo on it to wear during special events and community service. These shirts are available only at Dennis Uniforms. If undershirts are worn, they must be solid white. No colored undershirts are permitted.

Men's Footwear: Dark (black or brown), solid-colored leather or suede, low-heeled, low-soled loafers or dress shoes with dark laces and solid-colored dark, tan or white socks. No high-top shoes, boots, or canvas shoes of any type. Sneakers, tennis or jogging shoes will be permitted

only during athletic activities. Socks must be free of logos or decorations. Ankle socks may be worn, but they must be visible above the entire shoe.

Men's Hair: Hair must be neatly trimmed and combed; no gel-moussed or long spiked hair-styles. Hair must not be so long as to hang freely below the eyebrows if combed forward nor be long enough to bring into a ponytail. Hair must be worn out of and not obscure the eyes. Crew cuts are permitted as long as the head does not appear shaved or skin is not widely visible underneath. It is more acceptable to use the clipper attachment on the sides of the head than on top. No Mohawks, rat's tails, or braids. No hairnets or bandanas. No dyed or bleached hair. No shaved heads. No facial hair: Students must be clean-shaven.

Men's Jewelry: No nose-rings, earrings, or other body-piercing jewelry will be permitted for boys. No wrist bracelets, anklets, or necklaces are permitted. A total of one watch and one ring are permissible. Both must be tasteful. Jewelry should not be distracting or dangerous. Students may appeal to the Headmaster to wear items of devotional or religious significance such as a necklace with a pendant, but such items must be worn inside the shirt and should not be visible. No tattoos, temporary or permanent. This prohibition includes pen and ink drawings on the skin.

Men's Headwear: Hats or other head coverings, and sunglasses will not be permitted indoors and must be stored in student lockers during the school day.

Men's Outerwear: Solid navy sweaters and zippered sweatshirts purchased from Dennis Uniforms and approved SPA-Logo sweatshirts sold by the Parent Organization may be worn in the classroom. They must be clean and free of tears. A polo shirt or dress shirt must be worn under the sweater or sweatshirt and must be tucked in, and a belt must still be worn.

Jackets, sweaters, and non-SPA sweatshirts may be worn to school for warmth but must be free of logos and advertisements. These non-SPA sweatshirts and jackets may not be worn in or brought into the classrooms; they must be stored in lockers during and between classes, other than during the lunch period. SPA-issued athletic letter jackets or sweaters may also be worn in the classroom.

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

Women's Uniform and Dress Code

Women's Skirt: a Lloyd plaid SPA uniform skirt, available at Dennis Uniform in two styles. The skirt hem may be no higher than just above the knee, both in front and in back. Skirt hem should be within two inches of the ground when properly adjusted at the waist and kneeling on a level surface, and may be longer if desired. Skirts must be worn at the waist, not rolled up and not hanging off the hips.

Women's Shorts: Khaki walking shorts may be worn. Shorts should go to at or just above the knee, but not below, and should not be tight-fitting. A dark, solid-colored belt must be worn with shorts that have belt loops. Shorts must be worn at the waist, not hanging off the hips.

Women's Slacks: Khaki slacks, with a belt, may be worn. Slacks should reach to the shoe but not drag on the ground. No oversized, super-baggy pants will be permitted, nor should they be

excessively tight. Slacks should be worn at the waist, not hanging off the hips. The slacks should have belt loops and a solid, dark belt must be worn.

Women's Shirts: Solid white or navy, knit, collared, polo shirt (two- or three-button, with or without a breast pocket--no logos of any kind, except the SPA logo) or a white oxford button-down dress shirt, short or long sleeve. 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. All students must purchase one polo shirt with a SPA logo on it to wear during special events and community service. These shirts are available only at Dennis Uniforms. If undershirts are worn, they must be solid white. No colored undershirts are permitted.

Women's Footwear: Plain, flat-soled, dark (black, brown or navy), solid-colored leather or suede loafers, flats or dress shoes only. No heels/pumps or "wedgies" of any height, no open-toed or open-heeled shoes or sandals, no ankle straps, and no canvas shoes of any kind. Sneakers, tennis or jogging shoes will be permitted only during athletic activities. Girls must wear solid color navy, black or white socks, tights, or hose. Bare legs are not allowed. Socks must be free of logos or decorations. Ankle socks may be worn, but they must be visible above the entire shoe.

Women's 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 watch, and one small necklace are permissible. No wrist or ankle bracelets are permitted. 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. No tattoos, temporary or permanent. This prohibition includes pen and ink drawings on the skin.

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

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

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

Women's Outerwear: Solid navy sweaters and zippered sweatshirts purchased from Dennis Uniforms and approved SPA-Logo sweatshirts sold by the Parent Organization may be worn in

the classroom. A polo shirt or dress shirt must be worn under the sweater or sweatshirt and must be tucked in, and a belt must still be worn with slacks.

Jackets, sweaters, and non-SPA sweatshirts may be worn to school for warmth but must be free of logos and advertisements. These non-SPA Sweatshirts and jackets may not be worn in or brought into the classrooms; they must be stored in lockers during and between classes, other than during the lunch period. SPA-issued athletic letter jackets or sweaters may also be worn in the classroom.

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

Non-uniform Dress Code for Special Events

Athletic Practice and Outdoor Field Day Dress Code

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

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

Pants/shorts should be modest, in good repair (no holes, torn sleeves, etc.) Pants should be worn at the waist and should be no shorter than mid-thigh, and no-longer than just below the knee. No short-shorts, long baggy shorts or skin-tight 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 do not make inappropriate allusions. (as do some skateboarding and snowboarding brands). 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, dress socks, dress shoes. For commencement, graduating 8th and 12th graders must wear a tie. No dyed/bleached hair, or hats. Hair should be trimmed 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

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

The Parents' Organization plans a number of class parties throughout the year and usually one major social event for the student body in the Fall. The *PO*, together with the faculty, plans the major all-school festival event of the Spring.

Although SPA does sponsor social events, these events should not be viewed as the promotion of romantic relationships between our young men and young women. SPA 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 SPA 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 a 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. SPA 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

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

Eligibility Requirements

To be eligible for extracurricular activities at SPA, 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 SPA 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 SPA 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 Headmaster, Athletic Director, or 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 SPA 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.

Phone/E-Mail Reference

Please remove and keep near your phone for reference when calling the school.

NAME	E-Mail Address	EXTENSION
Attendance	Line	350
Bishop	C. Diane cdbishop@scottsdaleprep.org	305
Abbott	Brian babbott@scottsdaleprep.org	304
Barton	Claudette cbarton@scottsdaleprep.org	442
Bowden	Mark mbowden@scottsdaleprep.org	401
Chancellor	Roy rchancellor@scottsdaleprep.org	402
Chaney	Alison achaney@scottsdaleprep.org	403
Chapman	Wade wchapman@scottsdaleprep.org	306
Copeland	Jared jcopeland@scottsdaleprep.org	448
DeBacker	Alexandre adebacker@scottsdaleprep.org	404
Demmitt	Brent bdemmitt@scottsdaleprep.org	307
Dodd	Sarah sdodd@scottsdaleprep.org	405
Fahy	Monica mfahy@scottsdaleprep.org	406
Fennerty	Christine cfennerty@scottsdaleprep.org	407
Francis	Lois lfrancis@scottsdaleprep.org	312
Freeman	Rosalinda rfreeman@scottsdaleprep.org	408
Fuller	Christine cfuller@scottsdaleprep.org	409
Garrett	Judson jgarrett@scottsdaleprep.org	410
Gilfillan	Brett bgilfillan@scottsdaleprep.org	411
Harbin	Douglas धारbin@scottsdaleprep.org	412
Hunt	Phoebe phunt@scottsdaleprep.org	447
Kaye	David dkaye@scottsdaleprep.org	413
Keynton	Tovah tkeynton@scottsdaleprep.org	414
Kutsunai	Elise ekutsunai@scottsdaleprep.org	415
Litchfield-Good	Rita rlitchfieldgood@scottsdaleprep.org	416
Losier	Gisele glosier@scottsdaleprep.org	311
Lyons	Marie mlyons@scottsdaleprep.org	417
Malkin	Connie cmalkin@scottsdaleprep.org	444
Manley	Kerstin kmanley@scottsdaleprep.org	418
McHonett	Jessica jmchonett@scottsdaleprep.org	313
McClallen	James jmccallen@scottsdaleprep.org	419
McKernon	James jmckernon@scottsdaleprep.org	420
Mealha	Karen kmealha@scottsdaleprep.org	303
Mensingher	Brian bmensingher@scottsdaleprep.org	421
Meyers	Jeffrey jmeyers@scottsdaleprep.org	422
Milligan	Danielle dmilligan@scottsdaleprep.org	423
Misko	Alexander amisko@scottsdaleprep.org	424
Moon	Amanda amoon@scottsdaleprep.org	426
Mueller	Gabriel gmueller@scottsdaleprep.org	427
Mueller	Hallie hmueller@scottsdaleprep.org	428

Paff	Heather	hpaff@scottsdaleprep.org	429
Polcyn	Christine	cpolcyn@scottsdaleprep.org	431
Ritchie	Skylar	sritchie@scottsdaleprep.org	432
Rodgers	Allison	arodgers@scottsdaleprep.org	443
Schnabel	Jody	jschnabel@scottsdaleprep.org	302
Schneider	Simon	sschneider@scottsdaleprep.org	433
Shisler	Robert	bshisler@scottsdaleprep.org	434
Stone	Heather	hstone@scottsdaleprep.org	436
Strohacker	Lauren	lstrohacker@scottsdaleprep.org	435
Stroud	Carla	cstroud@scottsdaleprep.org	436
Swenson	Roma	rswenson@scottsdaleprep.org	445
Twait	Elizabeth	etwait@scottsdaleprep.org	301
Ulm	Scott	sulm@scottsdaleprep.org	438
Villaca	John	jvillaca@scottsdaleprep.org	439
Waller	James	jwaller@scottsdaleprep.org	440
Walsh	Laurel	lwalsh@scottsdaleprep.org	446
Walters	Rebecca	rwalters@scottsdaleprep.org	425
Zent	Christopher	czent@scottsdaleprep.org	441

Supporting Scottsdale Prep

Scottsdale Preparatory Academy provides an outstanding educational offering unprecedented in the public arena, "in the tradition of the finest private schools", but free of tuition. Scottsdale Prep is a state-funded public school, but the state funding formula does not provide sufficient dollars for our unparalleled class sizes and student to teacher ratio, nor does state funding provide for our campus.



To meet these needs and to build a strong *Community of Learners*, Scottsdale Prep has established a tradition of commitment and giving from its families.

Time:

Volunteerism is essential. Without this practical proof of your belief in the value and quality of our school, we could not exist. Each parent must consider volunteering regularly to assist on campus through the Parent Organization, school events, teams, and clubs.

Talent:

Scottsdale Prep will benefit greatly from the unique talents of its community. Whether through volunteer time spent on campus, or by contributing your professional expertise, your talents are a vital addition to the success of our school.

Financial Support:

Scottsdale Prep asks all families to give to our two annual campaigns that make a prep school education possible for our students:

1. The Community Investment Campaign:

This is our annual campaign that supports the core priorities of a Scottsdale Prep education:

- Small class sizes and a small academy setting
- Recruitment and retention of first-rate faculty
- Dedicated teachers who teach 1/3 less students per day vs. the district average - with twice the time dedicated to instructional preparation and tutoring

The state contribution does not cover the cost of these non-negotiable elements of our mission, leaving Scottsdale Prep with an average annual per-student shortfall of **\$1,500**. Scottsdale Prep asks every family to make these essentials of excellence possible through our Community Investment Campaign.

2. The Arizona Public School Tax Credit :

This is our annual "free money" campaign (run in November and December) that supports our extra-curricular programs.

All Arizona taxpayers can donate (\$400/\$200 for married/single) to our school and receive a **dollar-for-dollar credit from their state tax liability**. Scottsdale Prep asks every family to take advantage of this tax credit and to help friends and family to do the same.

Acknowledgement

I hereby acknowledge that there is an expectation of our participation, as we are able, in each of the areas listed above: Time, Talent and Financial Support

Signed _____ Date: _____

Signed _____ Date: _____

Signature Page

Thank you for taking the time to read the Scottsdale 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 second 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 Scottsdale 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 SPA student in family)

SPA Family Directory

_____ Please check the box to the left if you do **NOT** want your family's address and phone number published in the *SPA 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 images that may appear in media covering SPA and Great Hearts Academies. You also give permission to SPA and Great Hearts Academies to use at no cost, images 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 here if you do **NOT** agree to the media release above.