Organizational Chart:

Provide an organizational chart with graphics that reflect the operation and flow of communication from the corporate level to school operations. Include narrative that clearly describes the reporting structure for each level of the corporation.

Tempe Preparatory Academy is governed by its Board of Directors, which serves for both corporate and charter school purposes. The Board currently is comprised of seven members, specific information about each of which is set forth in section IIIb, IIB & C of this Business Plan.

As a "public" body, the Board's meetings must be and are governed by an agenda created and posted in accordance with the Arizona Open Meeting Law. The agenda for each meeting is formulated at the direction of the Board's President, although the Headmaster solicits input for items to be included on the Board's agenda from each Board member. To facilitate the public meetings, the Board receives a packet of materials that provides information and recommendations from the Headmaster and other interested stakeholders. The packet is typically provided to the Board's members in the week preceding a Board meeting. The materials then may be supplemented up to the time of the meeting, although no additional items may be added to the agenda for discussion or disposition except in full compliance with the Arizona Open Meeting Law.

As the supreme governing body, the Board garners information through the formal reporting "chain of command" from the Headmaster at the Board's formal monthly meetings. The Headmaster may also provide information to the Board members through memoranda and other written means, as well as through telephone calls and in-person meetings. However, the Board and Headmaster strictly construe and observe the Arizona Open Meeting Law, including the Attorney General's opinions regarding "daisy-chaining" and "wheeling." Accordingly, the Board's members never attend meetings when a majority or more are in attendance unless the meeting has been called subject to a public notice, properly posted agenda with sufficient public notice and posting to comply with the Arizona Open Meeting Law. So, for example, in email communications to Board members, the Headmaster includes a cautionary note that Board members never "reply all" to emails they receive to avoid communicating with other Board members in potential violation of the Arizona Open Meeting Law.

To assure that the Board members receive full, unbiased information from a wide variety of stakeholders, the Board's agenda includes a "call to the public" and other opportunities for members of the TPA community to provide input into the Board's decision making process. Further, the Board includes participation by ex-officio members who are a parent and a faculty member, each of whom is selected from the representative's respective constituency group. The parent representative annually is selected by the executive committee of the Parent Organization; the faculty representative is selected by the faculty at an annual faculty meeting. The Faculty members have developed a procedure under which the Faculty members select a representative and an alternate. Historically, the alternate is selected as the faculty representative in the year following service as the alternate.

At posted public meetings, the Board undertakes specific action through formal motions that observe applicable rules of order. In addition, the Board provides less formal "direction" to the Headmaster when a formal enactment is not required. The actions and directions of the Board are memorialized by the Board's scribe, who serves at the pleasure of the Board and at the Board Secretary's direction. The resulting minutes are later approved by the Board at a proper public meeting and are posted to the TPA community on the TPA website and made available in hard-copy to those who request them.

In addition to the formal Board reporting structure, the Board also receives input directly from parents, students and other community stakeholders via email, telephone calls, written correspondence and casual and formal meetings with these stakeholders. Board members' email addresses, telephone numbers and home addresses are made available to the TPA community through a directory that is published by the Parent Organization (with permission of each person whose information is published in the directory).

The Headmaster also creates, when and as necessary, ad-hoc working groups of faculty, parents, students and, where appropriate and within the confines of the Arizona Open Meeting Law, a member or two of the Board. These "Community Sub-Committees" are ad-hoc committees and are not formal subcommittees of the Board, although on occasion Community Sub-Committee members report their findings to the Board. So, for example, in the 2009-2010 school-year, TPA renewed its accreditation with the North Central Association. That process engaged parents, teachers, staff, students and a Board member to undertake a "self-assessment" of TPA's programs. This self-assessment was the basis for the report made to the NCA in connection with TPA's reaccreditation. All of the findings of the working groups were reported to the Board, when and as the working groups completed their work. As a further example of a very different working group, the Headmaster and a Board member convened a group of interested and skilled volunteers to examine and undertake improvements to TPA's physical plant. The efforts of this working group have been reported to the Board in connection with the Headmaster's effort to seek and gain the Board's approval to undertake significant capital improvements. Such improvements include replacing worn HVAC system components, installing trees and shade structures to reduce heat-gain during early fall and late spring, and addressing runoff and retention challenges during heavy rains.

The division of responsibilities between the Board and Headmaster are based on the notion that the Board should set policy and the Headmaster, faculty and staff should carry out that policy, and be held accountable for doing so by the Board.

The Faculty members, the Academic Department Heads, the Registrar, Business Manager, Financial Analyst, Athletic Director and College Counselor all report directly to the Headmaster. The Headmaster and each of the individuals serving in these capacities typically communicate on a daily basis through regular daily meetings, informal discussions, emails, telephone calls and the like.

Further, the Academic Department Heads participate with the Headmaster in a formal Department Chair meeting that takes place approximately every two weeks. At those meetings, the participants discuss academic planning, the curriculum issues that arise, among other

academic matters. Each Department Head then conducts a Departmental meeting of the Faculty members who are part of the particular academic Department. At those Department meetings, the members of the Department discuss improvements to teaching, topical curriculum matters of concern, textbook selection and coverage of State Curriculum Standards.

The entire Faculty and the Headmaster also conduct meetings approximately every two weeks to discuss administrative matters, student performance, and academic issues, among other relevant topics.

The Financial Analyst reports directly to the Headmaster. However, the Administrative and Finance Assistant, the Receptionist and the Facilities Maintenance Director report to the Business Manager, and they meet and discuss matters on a daily and as needed basis. They communicate in person, by email and telephone calls, both in formal and informal meetings.

The following briefly further identifies the respective responsibilities of the Board, the Headmaster and specific staff identified in the Organization Chart.

Responsibilities of the Board of Directors include:

- Exercise overall responsibility for the mission and vision of the school and for its governance;
- Hire and terminate the Headmaster;
- Approve all Faculty and Staff contracts presented by the Headmaster;
- Act as the appeal of last resort in the grievance process for members of the school community;
- Review and approve the annual budget, including any deviations or extra-budgetary expenditures presented after adoption of a budget.

Responsibilities of the Headmaster include:

- Report to the Board of Director at monthly Board meetings;
- Ensure proper implementation of curriculum;
- Ensure maintenance of an orderly school environment;
- Determine suspension of students and direct the program for, and when appropriate, directly undertake, disciplinary action;
- Oversee preparation and implementation of annual budget;
- Supervise and direct the heads of each academic department of the school;
- Hire faculty and staff subject to final approval by the Board;
- Oversee and direct contracted services, including SPED, facilities maintenance and other contracted services;
- Oversee the proper delegation of duties to the Faculty.

Responsibilities of Assistant Headmaster include:

- Assist the Headmaster in matters of administration when required;
- Supervise detention periods after school;
- Serve as the initial adjudicator of discipline as needed;
- Assist the Headmaster in responding to more serious discipline cases when needed.

Responsibilities of the Business Manager include:

- Maintain financial records of the school, and direct the administrative staff, including Receptionist and Administrative Assistant;
- Serve as the lead bookkeeper (disbursement of funds; payroll and benefits);
- Compile and file required reports to the Arizona Department of Education, Board for Charter Schools, and U.S. Department of Education;
- Coordinate with the Registrar regarding enrolling students, the annual lottery for selecting students, and compliance with testing, attendance and absence reporting;
- Oversee the receptionist in managing daily attendance records, student arrival and departure logs, student medications and records as well as any other duties assigned to the receptionist;
- Oversee the Administrative Assistant and any qualified volunteers who assist in input of information on the Quickbooks or Schoolmaster systems, assuring that the security and confidentiality of all appropriate information is maintained;
- Oversee performance of and compile data for independent auditors for annual audit of financial statements and legal compliance;
- Work closely with the Financial Analyst to assure that protocols and procedures are being followed and to assure the accuracy of the school's financial records.

Responsibilities of the Financial Analyst include:

- Compile and file required reports to the Arizona Department of Education, Board for Charter Schools, and U.S. Department of Education;
- Assist and direct the Administrative Assistant and qualified volunteer workers who assist in input of information on the Quickbooks system assuring that the security and confidentiality of all appropriate information is maintained;
- Assist in compiling data for independent auditors for annual audit of financial statements and legal compliance;
- Prepare annual budgets and financial statements and monitor performance against budgets.

The Faculty Members and Department Heads accomplish the following list of duties. As overseen by the Headmaster, the Faculty directs the assignment of these duties within its own body and includes:

- Oversee the tutoring program;
- Work with Special Education Coordinator to attend meetings, oversee fulfillment of special needs and services and assure that proper records are being maintained;
- Supervise curricular events;
- Maintain testing calendar for curriculum testing and organize and administer (led by a team of two faculty members) standardized testing, including AIMS, Terra Nova and other tests;
- Undertake efforts for accreditation.

Each Department Head is responsible for the following:

- Review departmental curriculum and best practices;

- With the Headmaster, undertake observations and review of new teachers (twice per year) and veteran teachers (once per year);
- Confer with Headmaster regarding challenges teachers confront;
- Manage departmental budgets and approval of department-related expenditures;
- Organize and run department meetings;
- Review and assure alignment of curriculum with State standards.

The Headmaster oversees the administration of extra-curricular clubs that are associated with TPA and may, within certain guidelines, undertake activities on campus. Each such club must have a Faculty member "sponsor" who oversees and directs the activities of the club. The Club sponsor's responsibilities include:

- Reporting to the Headmaster and obtaining policies from the Headmaster for individual extracurricular activities (attendance requirements; participation fees; schedules of events; fundraising);
- Managing budgets for activities;
- Supervising students at all on-campus or out-of-school events.

The Athletic Director is responsible for the following:

- Management of the budgets for all teams;
- Serves as a liaison between the school and AIA;
- Sets policies, subject to approval by the Headmaster, for athletes and coaches;
- Establishes overall guidelines for practice schedules, number of practice days and similar matters;
- Subject to approval by the Headmaster and Board, hires coaches and assistants;
- Establishes game and meet schedules;
- Supervises athletic trainer, coaches and assistant coaches.

The Athletic Trainer, at the direction of the Athletic Director and Coaches, assists student athletes with physical training, basic first aid, injury prevention and treatment.

The College Counselor is responsible for the following:

- Meets with families of college-bound students, both collectively and individually, regarding admissions process, including financial aid questions;
- Advises incoming "transfer" students in high school of needed credits required before graduation;
- Prepares transcripts for college-bound students;
- Organizes standardized testing for college-bound students (PSAT, SAT; ACT);
- Verifies completion of credits needed for graduation;
- Organizes visits of college admissions personnel.

The following Advisory and Support Groups are an integral part of the TPA community. These groups cooperate with the Headmaster in pursuit of overall goals of the school. They function as supporting and advisory bodies:

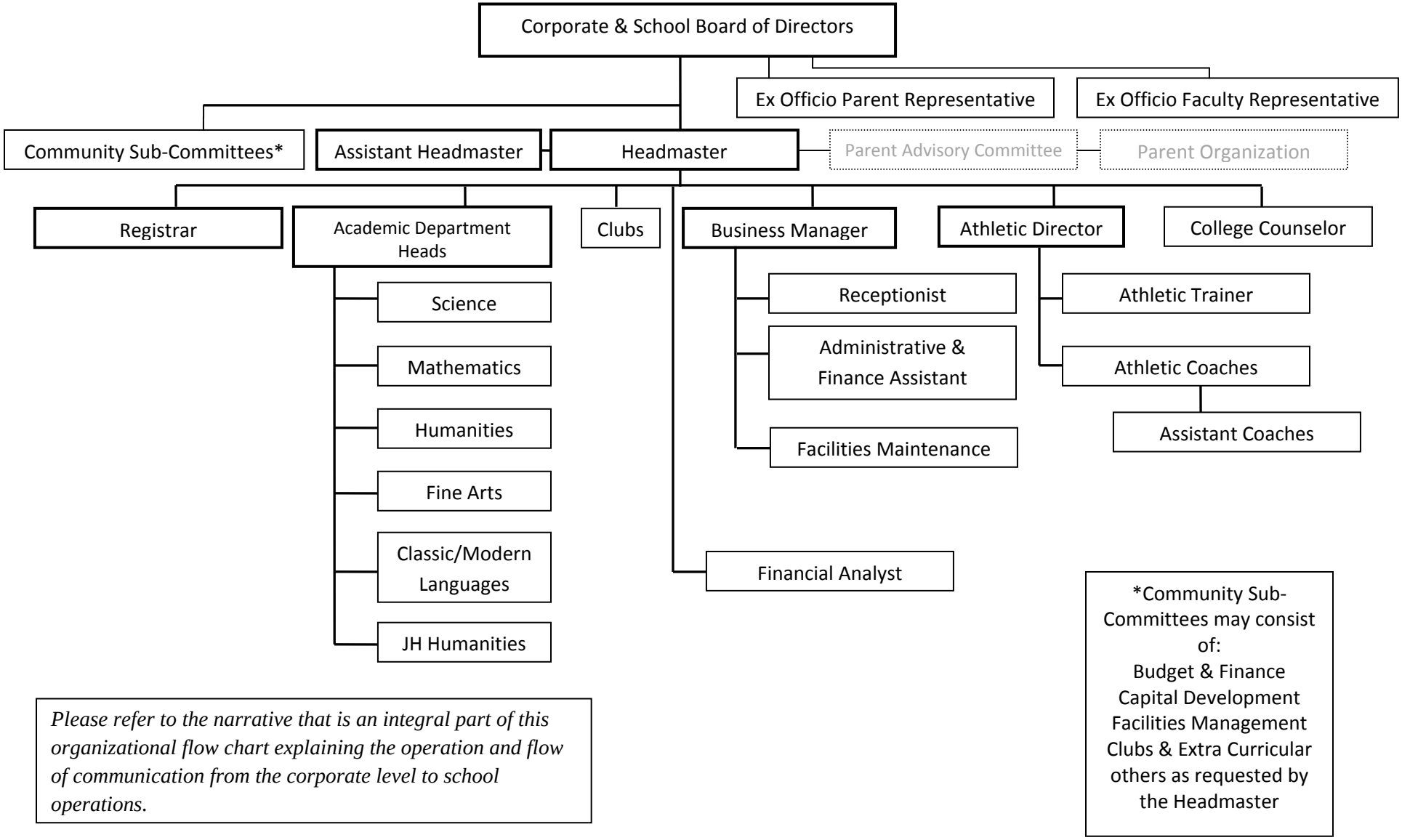
The Parent Organization: Tempe Preparatory Academies Parent Organization is a separate Arizona non-profit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code. The "P.O." is organized and undertakes its activities through volunteer parents who are members of the TPA community. Among other activities, the P.O.:

- Organizes and executes numerous booster and fund-raising activities. (The disbursement of funds is at the discretion of the P.O.'s Board of Directors. Requests for funding of projects are reviewed and prioritized by the Headmaster, but the P.O. makes the final decision independently.);
- Distributes a school newsletter;
- Sends informational updates to school families;
- Has written Bylaws and officers, the latter of whom are elected by the P.O. Board of Directors.

Tempe Preparatory Academy Foundation: Tempe Preparatory Academy Foundation is a separate Arizona non-profit corporation that is exempt under Section 501(c)(3) of the Internal Revenue Code. The TPA Foundation is organized and undertakes its activities through volunteer parents who are members of the TPA community. Among other activities, the TPA Foundation:

- Organizes and executes capital fund-raising activities. The disbursement of funds is at the Foundation's discretion. Requests for funding of projects are reviewed and prioritized by the Headmaster and submitted to the Foundation for review, consideration and, if accepted by the Foundation's Board, approval.
- Holds and maintains a building that was purchased for use as offices by the Faculty members of TPA. TPA leases the building from the TPA Foundation.
- The Foundation's Bylaws and officers, the latter are elected by the TPA Foundation Board of Directors.

Tempe Preparatory Academy – Organizational Flow Chart



Please refer to the narrative that is an integral part of this organizational flow chart explaining the operation and flow of communication from the corporate level to school operations.