

Skyview School



Student / Parent Handbook 2010-2011

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Prescott, Arizona 86303

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Student Report Times

Monday – Thursday

Kindergarten	8:00 am – 3:00 pm
Primary	8:00 am – 3:00 pm
Intermediate	8:00 am – 3:10 pm
Middle School	8:00 am – 3:20 pm

Office Hours

Monday – Thursday

7:30 am—4:00 pm

Friday

8:00 am—3:00 pm

MULTIPLE INTELLIGENCES THEORY

Howard Gardner, Ph.D. (1983, 1993)

Harvard University

Over twenty-three years ago, Dr. Howard Gardner, Professor of Cognition and Education at Harvard Graduate School of Education, introduced the Theory of Multiple Intelligences. While conducting research with brain-damaged patients, he became aware that these patients lost different abilities depending upon the location of their brain injury. These studies suggested a biological basis for specialized intelligences. Defining intelligence as the ability to solve a problem or create a product that is valued in a culture, Gardner developed criteria for determining what set of skills make up intelligence. It is important to note that up until this point, intelligence had been solely defined through standardized testing that measured mathematical and language ability. The Theory of Multiple Intelligences offered an entirely new schema regarding what intelligence means. Although Dr. Gardner viewed the Theory of Multiple Intelligences as a contribution to psychology rather than to education, educators readily embraced his theory, recognizing its potential implications for the educational setting. The multiple intelligences theory is applied in schools throughout the world today and multiple intelligences research continues as educators further explore and develop applications.

In his book, *Frames of Mind*, Gardner (1983 /1993) identifies the eight intelligences and their core operations as:

Intelligence	Core Operations
Linguistic	syntax, phonology, semantics, pragmatics
Musical-Rhythmic	pitch, rhythm, timbre
Logical-Mathematical	number, categorization, relations
Visual-Spatial	mental visualization, mental transformation of images
Bodily-Kinesthetic	control of one's own body, control of handling objects
Interpersonal	awareness of other's feelings, emotions, goals, motivations
Intrapersonal	awareness of one's own feelings, emotions, goals, motivations
Naturalist	recognition and classification of objects in the environment

Skyview's active pedagogy is informed through the multiple intelligences (M.I.). M.I. is used as a tool to access content and as a mechanism for delivering rich curriculum in which an array of intelligences are blended together during curriculum investigations. Furthermore, student capacity and growth within the eight intelligences are encouraged.

While all of the intelligences are addressed by Skyview, we contend that the intrapersonal and interpersonal intelligences are central to school life and success in the greater community. We believe that the healthy, constructive functioning and development of the intrapersonal and interpersonal intelligences are foundational to successful learning and effective participation as a member of society. Thus, Skyview places an emphasis on these two intelligences above and beyond the others.

Skyview aligns itself with Daniel Goleman's (1997) definition of the intrapersonal and interpersonal intelligences outlined in his book, *Emotional Intelligence*. Goleman places value on the constructive development and use of these two intelligences as ways of enlightening self and society.

Thematic Project-Based Curriculum

Traditional education typically relies on teachers presenting information to students who passively receive it. Students are asked to repeat what they have learned or memorized through regular testing. Teachers then assign grades based on test performances, with grades serving as extrinsic rewards and punishments.

In contrast, Skyview School believes that when students are actively engaged in their learning through a compelling, interactive, and dynamic curriculum, students develop and nurture a love of learning and intrinsic motivation. Through a combination of whole group instruction, center-based activities, thematic projects, small group collaborations, and individual work, students experience enthusiasm about and connections to their investigations and learn because they want to learn. Intrinsic motivation and self-direction are essential to fostering a lifetime love of learning and the ability to learn *how to learn* as opposed to simply learning *what to learn* in order to pass a test or satisfy a teacher or parent.

Developing and nurturing intrinsic motivation through an active approach to teaching and learning also means that students assume greater responsibility for their education and their lives. In this way, in addition to developing study habits that will serve them well for years to come, students are also developing important life skills as family and community members and as informed and active citizens.

The Skyview curriculum is framed by a thematic project-based curriculum. Compelling topics derived from content standards form the basis of the projects. Thematic projects feature linked investigations and intersecting content area and are created for real audiences. The multiple intelligences inform these projects, providing rich products in which content is expressed through a variety of intelligences. Thematic projects require students to construct deep understanding and skills, while simultaneously fulfilling academic standards and goals related to the personal intelligences.

Teaching and learning are active and engaging in Skyview's classrooms. Effective instructional practices promote equity and high expectations: they make the content of products come alive, ensure that all students think and participate, and allow the teacher to know all students and their thinking well. Good practices foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning. They promote critical skills, and responsibility for learning. They promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studies.

Skyview School Staff

Director	Scott McCreery
Operations Manager	Dianne Jacobson
Kindergarten Teacher	Janet Bicknese
Kindergarten Teacher	Sonja Dougherty
Primary 1-2 Teacher	Emeline Phipps
Primary 1-2 Teacher	Stephanie Howser
Intermediate 3-4 Teacher	Kathryn Miedema Dominguez
Intermediate 5-6 Teacher	Lauren Cain
Middle School Teacher	Pam Robbins
Reading/Title I Paraprofessional	Sarah Vidas
Music/ Dance Teacher	Stephanie Griffin
Integrated Arts Coordinator	Yvonne Holland
Special Needs Consultant	Shannon Lynch
Speech Therapist	Jan Alexander
Kindergarten Aide	Cathy Gibbons
Kindergarten Aide	Jamie Kasten
Primary Aide	Allison Koptino
Primary Aide	Natalie Goldman
Intermediate Aide	
Special Needs Paraprofessional	Terry Masto
Special Needs Paraprofessional	Art Meyers
Maintenance	Brian Long

Board of Directors

President	Wayne Regina
Vice President	Chrissy Shumaker
Treasurer	Al Cedro
Member at Large	Kathryn Miedema Dominguez
Member at Large	Jason Whitten
Member Emeritus	Nita Laucher-Morris

From the Director...

Dear Skyview School Families,

Welcome to Skyview School's 15th year! As one of the first charter schools founded in Arizona, Skyview School reached a very noteworthy milestone on July 19, 2010. The Arizona State Board for Charter Schools (ASBCS) unanimously voted to extend Skyview School another fifteen-year term as a charter school! According to Arizona Revised Statute 15-183, an approved plan to establish a charter school is effective only for a fifteen-year term. As Skyview School's charter was granted in July of 1996, the current fifteen-year term is due to expire in July 2011. However, due to the school's excellent academic performance, fiscal viability, and legal compliance during the past fourteen years, the ASBCS acknowledged the thoughtful and tireless efforts of our school community and awarded Skyview School the opportunity to serve children in the greater Prescott area for another fifteen years!

Skyview School was the first school in Arizona to be founded by parents and was the first established charter school in Prescott. The founders were a group of very intelligent, independently minded educators and parents who spent two years thoroughly researching a variety of educational models and the best practices of education. Skyview School opened in 1996 with the intent to foster informed citizens capable of independent thought and decision-making and used a K-8 gifted model of education in support of student growth. The founders believed that it was possible to create an educational environment where high academic outcomes could be achieved by using an active, hands-on curriculum that also cultivated the growth of the whole child. They set out to accomplish this by combining the traditional values of "respect and responsibility", the Theory of Multiple Intelligences, a multiage framework, an active thematic project-based curriculum where the arts are celebrated, as well as inviting strong family involvement.

As with all new schools, regardless of how well they are conceived, there will be growing pains, setbacks, and challenges that will need to be overcome. It is one thing to have an excellent educational vision, and quite another to bring it to actualization at a very high level. Without a sustained effort over many years a significant percentage of charter schools simply fail to fulfill its mission. Skyview School was extremely fortunate that the founders established high expectations for all areas of the school's operations at the onset. In addition, most members of the founding group of educators and parents remained highly involved with the life of the school for many years. Even now, sixteen years after the founding group first starting meeting, Skyview School has teachers, Board members, and parents who continue to carry the vision in their hearts and have devoted countless hours to the success of the school. This is one of the key reasons Skyview School has established itself as an excellent school with an outstanding academic program, solid fiscal viability, and top-rated compliance as noted in the yearly audits.

Skyview School has been recognized by the Arizona Charter School Association as a "School of Merit" and has developed a very respected reputation among Prescott Unified School District educators as a school that prepares students to be successful as they transition to high school. Many Skyview School alumni have gone on to receive notable scholarships, attend prestigious universities, intern for members of Congress, open their own businesses, serve as Big Brothers and Big Sisters, participate in foreign exchange programs, and overall live up to the mission by living their lives with meaning, dignity, and the ability to live for a better world.

As we embark on another school year, Skyview School has the most talented collection of teachers and support staff in the school's history! In addition to four remarkably passionate and successful core teachers returning, Skyview School was able to attract and hire five new dynamic teachers who all came highly recommended and praised. With an established and respected organizational framework supporting our efforts, I am confident that this unique collection of very intelligent, hard working, creative, and

professional group of teachers will craft wonderful learning opportunities for your children and lead Skyview School to new heights in the years ahead.

All of us are grateful and honored that you have chosen Skyview School for your children. We understand the significance of your decision and will do our very best to ensure your children have an outstanding educational experience. Without the investment of very supportive and hard working families like you, Skyview School would have only remained a vision in the minds of a few people. While the school's mission is far-reaching, it truly takes all of us working collaboratively to bring it to actualization for our children. With all of the learning investigations and thematic projects planned for the year, students will be challenged and stimulated to discover new things about themselves and their world. Our learning-by-doing style of teaching provides students with a hands-on approach designed to foster social skill development, intrinsic motivation, a love of learning, and academic content that has meaning and relevance.

This handbook is intended to provide important information for you on everything from our mission, philosophy of education, teaching style, attendance, communication protocol, details about absences, snow days, and dress code. We ask that you carefully read the handbook and use it as a handy reference throughout the year. Much of what you need to know about Skyview School is contained within the handbook. I welcome all of you to talk with me if you have further questions about the school's philosophy or policies.

Welcome to our community of learners!

Sincerely,

Scott McCreery

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Skyview School's mission is to enrich the lives of students and to ensure that future generations are well prepared to live their lives with meaning, dignity, and the ability to work together for a better world. Respect and responsibility toward self, others, and the natural environment are our guiding principles. We believe that children possess a blend of multiple intelligences (Gardner, 1983) and, drawing on "the best practices in education" (Daniels, 2000), we celebrate each child's uniqueness and tailor education to develop the fullest potential of each learner. Encouraging a sense of competence and self-motivation, classroom life is interwoven with community life through practical experiences.

Skyview School is a:

- **charter school**, which is an independent public school approved by the Arizona State Board for Charter Schools. Skyview functions not simply as a school, but as a school district in its own right. Skyview funding comes from a combination of state and federal allocations as well as the fundraising efforts of school staff and families.
- **community school of choice** with enrollment open to all students of all abilities and backgrounds in the local area. While enrollment is entirely voluntary, Skyview School is a school of choice. As such, families select Skyview because they believe that their child will thrive in our school and they wish to be part of our community of learners.
- **a school of challenge and participation** specifically designed for students and families wishing to make an active and alternative commitment to learning. Skyview challenges students to take full advantage of the school's numerous learning opportunities, to explore their individual potential in many areas, and to pursue a vision of "personal best." Skyview also challenges parents to play an active role in their children's learning and to bring together family life and the educational experience.

A School of Challenge and Participation

Skyview is designed for students and families wishing to make a powerful and alternative commitment to learning. Skyview challenges students to fully participate in the school's varied learning opportunities and to develop individual potential while striving for personal best. Skyview challenges parents to play an active role in their child's learning and expects parents to make a connection between their family life and the Skyview educational experience.

Skyview School is organized into four multi-age levels:

- Kindergarten: two classes
- Primary: two classes of grades 1-2
- Intermediate 3-4: one class of grades 3-4
- Intermediate 5-6: one class of grades 5-6
- Middle School: one class of grades 7-8

Skyview Annual Theme

Annual themes provide an expansive idea that guides student work for the year. Skyview's Annual Theme for 2010-2011 is, ***Discovering the Human Spirit***. *Through Skyview School's year-long theme, **Discovering the Human Spirit**, students participate in a variety of activities designed to honor, develop and discover inspiration and wonder; a deep sense of connectedness; the many ways to contribute to the betterment of the world; and understanding of life lessons; the joy of creativity; learning to learn; and love for self, others, and the natural world.*

Pledge of Allegiance

In accordance with Arizona Statute 15-506, which states that a public school must "set aside a specific time each day for those students who wish to recite the pledge of allegiance to the United States flag," Skyview

invites all students who wish to participate to meet in the front lobby at 8:15 am every morning to say the pledge of allegiance under the supervision and guidance of an adult.

Re-Enrollment and Enrollment

Enrollment is held in mid-Spring for the upcoming academic year. Following Skyview's two-week re-enrollment period for returning students, a two-week open enrollment period is held for new students.

Re-Enrollment

1. Returning students submit re-enrollment forms during the two-week re-enrollment period (February 22- March 4, 2011). Placements are assigned to these students.
2. Following the re-enrollment period, returning students who have not met the re-enrollment deadline are designated as new students and the open enrollment process applies to them.

Open Enrollment

1. Siblings of enrolled students are legally given preference.
2. Open enrollment for 2010- 2011 is March 28 through April 8, 2011.
3. Prospective families attend an orientation.
4. Interested families, who believe that Skyview School is the best choice for their child and wish to be contributing members of our school community, complete and submit an application.
5. At the end of the two-week open enrollment period, the Director reviews all applications and accepts students who have completed all of the required stages and application steps.
6. If the number of applicants does not exceed the number of openings, all students are sent a letter of congratulations and enrollment forms, which must be returned within two weeks.
 - If, at the end of open enrollment, there are more students than openings, a lottery is held (this can be done by grade rather than level) and the selected students are offered enrollment. If a position is declined or a position is not accepted within two weeks of the letter's date, then new positions are offered based on the waiting list. The waiting list is determined by the date and time the completed applications are handed submitted.
 - Waitlisted families must respond within two weeks upon receipt of an admissions offer to secure a place for their child.
7. By law, the kindergarten cut-off date is September 1. The law allows some discretion for accepting students whose birthdays fall between September 2 through December 31, but by law, no child can be enrolled whose birthday is after December 31. Kindergarten students are interviewed for "kindergarten readiness" to ensure that they are ready to fully and appropriately participate in the kindergarten program.
8. Kindergarten open enrollment is from February 1 through February 17, 2011, with siblings of current students receiving enrollment priorities.
9. Kindergarten tours are set up separately, and they usually occur in the evenings. These are "adult only" tours that enable parents and guardians to better understand the kindergarten program, Skyview School in general, and their obligations as parents and guardians to support their child's learning.
10. Current students who were not a part of the re-enrollment process will be considered for enrollment as a part of the open enrollment process. If a lottery is held and they are not selected, as current students at Skyview School, they are placed first on the waiting list.

Mid-Year Enrollment

1. Students may be admitted throughout the school year if placements are available.
2. Families follow the third and fourth steps outlined above for **Open Enrollment**.
3. If there is an opening during the school year, after open enrollment, parents are sent a letter congratulating them and offering their child an available position at Skyview School. Enrollment paperwork is sent, and the parent is given up to ten days from the date of the letter to respond and

complete all of the enrollment paperwork. Failure to respond results a withdrawal of the enrollment offer and the application becomes inactive.

4. If school has already begun, parents can bring in the necessary paperwork when they bring their child in the first day, but they must bring in their original birth certificate and immunization records for us to copy.
5. In order to communicate regularly with waitlisted families and to revise our records, the waitlist is updated quarterly throughout the year.

Parents may download an application from www.skyviewschool.org. Completed application forms may be faxed to Skyview School at (928) 776-1742, emailed to admin@skyview.k12.az.us, or submitted in person.

By law, all children, regardless of previous enrollment at Skyview School, are not legally enrolled until the first day of school they attend. Parents may petition the Director in writing, prior to the beginning of the school year, for consideration of a late start. These requests may be granted for rare and brief extenuating family circumstances.

Students are placed in classes based on teacher recommendation, parent request, and availability of space. The Director's decision is final.

Annual 6th/7th Transition Trip

Every year in an effort to form a cohesive middle school for the upcoming school year, the sixth and seventh graders attend a 6th/7th transition trip. The purpose of the fieldtrip is to involve the new middle school class with establishing a positive classroom culture, topics that they are interested with studying, and setting fieldtrips for the school year. Over the years the 6th/7th transition trip has been very successful, playing a key role in shaping a middle school program that is unique in the Prescott community.

Prior to re-enrollment all families who have children in the sixth or seventh grade will be informed about the school policy regarding the 6th/7th transition in order to help them make a more informed decision regarding re-enrollment for the upcoming school year. All students who do not re-enroll will not be allowed to attend the 6th/7th transition trip. This is not meant to be a punitive measure. Again, the purpose of the trip is community building, which is so vital at the middle school level. Students who do not re-enroll will be allowed to attend all other fieldtrips and participate in class and community celebrations.

Fieldtrips are important extensions of classroom learning. The experiential nature of fieldtrips makes learning concrete and deepens students' sense of the relevance of classroom studies. Student participation in fieldtrips is a required and expected part of the full educational experience.

- Fieldtrips occur throughout the school year.
- Students participate in fieldtrips by level and as a whole school.
- Many fieldtrips are within walking distance and require few if any fees.
- Other trips require transportation off site and fees are charged to offset expenses.
- Parent volunteers provide transportation and serve as chaperones on these longer trips. Many of our great adventures would not be possible without the assistance of our dedicated parents. Occasionally, questions arise about having siblings accompany parent chaperones on trips. School policy does not allow siblings to join these trips, as these events are reserved for students in the given class.
- Respect and responsibility guide student behavior at school and on fieldtrips. Student participation in fieldtrips assumes respectful and responsible behavior, including good manners and compliance with instructions and directions.

Community service is part of the curriculum at all levels. Students engage in a variety of school and greater community service projects over the course of the year. These projects strengthen cooperative and practical skills, expand understanding of societal and environmental issues, and develop a sense of place as

members of the local, regional, and world community. Students participate in all stages of community service, including identifying, planning, and implementing service projects.

Homework

Current research demonstrates that after-school, unstructured playtime and family time are critical in the elementary and middle school years. As a four-day school, we offer families the opportunity to complete assignments on Fridays so that weekends and evenings can be more relaxed, family oriented, and homework free. Homework is assigned to:

- develop organizational skills such as writing down assignments, collecting and bringing home needed materials, and completing and returning assignments.
- reinforce information and concepts learned in class and to prepare for active classroom participation.
- encourage independent completion of work.
- help teachers assess student progress and challenges.

Teachers clarify their expectations regarding homework at the beginning of the year. Parents play an important role in the homework process. Parents are asked to:

- establish a consistent homework routine by encouraging a regular time and place for study without interruption,
- offer side-by-side support and assistance in developing good study habits, and
- set an expectation for regular completion of homework assignments that gives a clear message about the value of homework as part of the learning process.

Celebrations are a regular part of life at Skyview School.

- Family gatherings are times to come together as a community and celebrate our common interests.
- Level celebrations of learning and festivals in the greater community are part of the Skyview year.
- Halloween is celebrated school-wide as one of our autumn holidays.
- Birthdays are honored and celebrated as initiated by individual families. (Please mail invitations to all parties held outside of school, or, if you wish them delivered at school, be sure that all students in class are invited.)
- Many holidays throughout the year such as Thanksgiving and Dr. King's birthday are woven into the curriculum through historical and cultural understanding of the holiday.

If, as a parent, your personal and/or religious beliefs are in conflict with our celebrations, it is your responsibility to discuss your needs with your child's homeroom teacher **well in advance** of the activities so that alternative arrangements can be made for your child.

Assessment at Skyview School is used to provide feedback that supports and stimulates the learning of each student. Multiple types of assessment are utilized to create a broad and comprehensive view of each student. The combination of formative and summative assessments offers a well-rounded view of educational growth of our students.

Formative Assessments are assessments that provide on-going feedback to parents and students. They include:

- Mid-Quarter Intervention Reports (early warning feedback for students in need)
- Quarterly Progress Reports
- Conferences
- Student Work
- Student Reflections

Summative Assessments are assessments that summarize learning over a period of time and are tied to set criteria. These include:

- Arizona Articulated Standards
- Mandated Standardized Tests
- Teacher Files
- Cumulative Files

School Beginning and Dismissal

School begins at the times listed below. **Students should arrive early so that they are prepared to begin working at the designated start times.**

- Kindergarten 8:00 am - 3:00 pm
- Primary 8:00 am - 3:00 pm
- Intermediate 8:00 am - 3:10 pm
- Middle School 8:00 am - 3:20 pm

(The state of Arizona designates additional, required instructional time for middle school students, thus necessitating additional school days during the school year and extra times during each day.)

The lane along the fence is a designated “drive through” area and is not a parking area. Please use this lane to stop long enough to drop off and pick up students only. Do not leave your vehicle unattended in this area during posted drop off and pick up times. Parents wishing to walk their children into school or pick them up personally may use vacant parking spaces or park along South Rush Street. **Do not use the parking spaces in front of the apartments on the west side of South Rush Street or park in front of the house on the south side of the school.** Parents parking on the west side of South Rush Street should always escort their children across the street.

Playground supervision begins at 7:30 am. **For safety reasons, children should not be dropped off before that time.** Generally, students are admitted into classrooms at 7:45 am. As such, children should wear weather-appropriate clothing for outdoor, early morning play.

Timely pick-up at afternoon dismissal time is also important. The safety of your children is our paramount concern. Your cooperation in these matters is important and appreciated!

Students whose parents allow them to walk, bike, or carpool to school must complete the *Bike / Walk / Carpool Permission Form* at Back to School Night. Bike riders should always walk their bikes while on school grounds. Skateboarding is not permitted on school grounds.

Parents wishing to have their child picked up by an individual not listed on the *Bike/Walk/Carpool Permission Form* must provide the office in advance with a written and dated authorization identifying the person(s) approved to drive their child.

Transportation

Parents are responsible for transporting their children to and from school. Many families share transportation through carpooling. Families are welcome to post carpool requests on the lobby bulletin board.

Attendance

Daily attendance is basic to success at Skyview School. We define our *community of learners* as a group of people who join together to explore, share, and gain knowledge. The interchange that occurs in Skyview’s daily learning process is dependent on full and regular participation of all members. A significant portion of the learning day is spent in small groups engaged in common experiences and sharing information. In essence, every student’s learning is interconnected.

Excellent attendance also demonstrates social responsibility through supporting the group and being dependable. It is a “real life” expectation, not unlike the expectation of attendance at high school, college, and the workplace. In addition, daily attendance and punctuality are matters of law. Arizona state law says that “*it is unlawful for any child between six and sixteen years of age to fail to attend school during the hours school is in session unless excused.*” **By law, patterns of excessive absences must, and will, be reported to appropriate authorities. Excessive absences are defined as excused or unexcused absences of more than 10% of the school year. For Skyview School, that amounts to sixteen absences. Truancy is defined as five or more unexcused absences.**

Also, the *No Child Left Behind* legislation penalizes schools for poor attendance rates. In order for a school to receive the required ranking of making Adequate Yearly Progress (AYP), all elementary schools must demonstrate a student attendance rate of 92%.

Recognizing that excessive absences violate state law, adversely affect students’ educational experiences, and the school’s educational environment, students are expected to attend all class sessions. Student absences are recorded as a part of the quarterly progress reports and the mid-quarter “Struggling Student” report. These progress reports will detail the possible consequences of continued absence problems, if a student is absent eight days in a school year for any reason. **According to Skyview School’s *Policies and Procedures Manual* and state law, if a student is absent sixteen days in the school year, he/she may be retained, suspended, or dropped.** The Director shall review all cases of excessive absences and make determinations as to possible consequences. An appeal process is available through the Board of Directors.

Illnesses, extenuating family circumstances (such as a death in the family or illness), or uncontrollable events such as weather, traffic jams, or car problems are generally considered excused absences.

Oversleeping or not allowing enough time to prepare and arrive at school is generally considered an unexcused absence. Family travel and medical appointments during school time are discouraged. When the status of an absence is in question, the Director, in consultation with staff, is responsible for determining whether an absence is recorded as excused or unexcused.

Attendance Procedures

Absence

1. Parents must call the school by 8:00 am if their child will be absent that day. Use the Skyview School Attendance Line at 776-1781 and leave a message detailing your name, your child’s name, and the circumstances of the absence.
2. Anticipated absences falling into the “unexcused absences” category require parents to submit a letter to the Director for review prior to the absence. The Director will respond to the parents regarding the anticipated absences. Parents shall then notify teachers if there will be an absence.
3. **All children, regardless of previous enrollment at Skyview School, are not legally enrolled until the first day of school attendance. At least one week prior to the first day of school, parents must petition the Director, in writing, for consideration of a late start. These requests may be granted for rare and brief extenuating family circumstances. Failure to inform the office and receive permission to miss the beginning of school may result in your child’s enrollment space being offered to a waitlisted student.**
4. If a student has more than two weeks of consecutive, unexcused absences, by law, the student will be withdrawn. The student may reenroll upon return, pending space availability.

Tardy

1. **Students arriving more than 5 minutes late to school will be considered tardy and must first check in at the school office,** provide a parental note explaining the reason for their lateness, and

receive a tardy slip before proceeding to class. If a student is tardy more than four times in a quarter the Director will contact the family to help resolve the issue.

2. Parents must send in a note to the school office or speak personally to office staff:
 - if their child will need to leave school early, or
 - if there is to be a change in afternoon pick-up arrangements.
3. Parents must sign out their child through the school office if the student is departing before the end of the school day. No student may leave campus, for any reason, without being signed out by a parent or authorized adult representative.

Parents will be contacted any day a child is absent without explanation. Failure to call the school about an absence in a timely manner or failure to return a school call about an absence will result in the absence being labeled "unexcused" regardless of the reason. After 24 hours, a registered unexcused absence cannot be changed to excused for any reason.

Recess, Lunch, Snacks, and Beverages

Children must bring a water bottle labeled with their name to school every day. A refillable, clear plastic water bottle is both environmentally sound and less likely to leach plastic, so it is a healthier choice than a disposable, plastic water bottle. Arizona dryness makes dehydration a significant health concern, so access to water is imperative. Due to safety concerns, glass beverage bottles are not permitted on campus.

Skyview School does not offer a lunch program; thus, students must bring their own lunches. Due to time and space constraints, most levels cannot accommodate refrigerator or microwave needs.

Good nutrition is an important part of learning. In keeping with our mission to respect our world and ourselves, we encourage students to bring healthy foods, snacks, and drinks packed in reusable containers. Caffeine is a powerful drug that can have significant behavioral, psychological, and physical effects on developing minds and bodies. As such, students are prohibited from bringing highly caffeinated beverages to school and parents are asked to assist in regulating soda consumption at school. **School personnel reserve the right to deny caffeinated or highly sugared beverages to students. Students are never permitted to chew gum on campus or at school-sponsored events.**

Each teacher will clarify the eating and drinking policies for his or her classroom at the beginning of the year. For those teachers permitting eating and drinking in the classrooms, the following stipulations apply:

- No snacks during presentations by guest speakers.
- No snacks during formal presentations by other students.
- No snacking when the teacher believes snacking will be disruptive to the class activity.

Recess and lunch breaks are important times for children to be outside. In doing so, they have an opportunity to experience the outdoor environment, get fresh air, socialize, play, and run around. Research is clear that exercise is good for the body and the brain. As such, except in cases of extreme weather—lightening, rains, freezing cold air, etc.—students are expected to enjoy out-of-doors lunch and recess and not remain in the classroom. Also, when students are outside for lunch and recess, teachers receive a much-needed break from their busy days. So, please dress your children appropriately—coats for cold weather, sunscreen and hats for hot days, etc.—so that they can experience the benefits of being outside!

Telephone Use and Messages/Cell Phones

In cases of emergency or extreme necessity, students may use classroom phones with teacher permission and office phones with staff permission. **Parent messages to the school should be called in or delivered in written form. Students should never be placed in the middle between parent and school communication. Due to small size of the office staff, their responsibilities to teachers and students,**

and their limited availability, the office staff accepts phone messages for students and conveys phone messages to students, other than those of an emergency nature, as time permits by the end of the school day.

Cell phones are discouraged. They tend to get lost, broken, or turn up missing. **Cell phones must be turned off and kept in back packs or purses during the school day.** Cell phones may not be worn on belts. Students may not use cell phones for receiving calls, making calls, text messaging, or any other purpose during the school day. Violating this policy, including having a cell phone ring between 8:00 am and 3:20 pm, will result in revocation of the cell phone privilege at school.

Kids & Company... Quality, Licensed After School Childcare

Prescott Unified School District, in conjunction with Skyview School, offers *Kids and Company*, a Department of Economic Security-approved, licensed childcare facility as an after-school option for parents who need childcare between 3:00- 6:00 pm on school days. As a part of our effort to support working parents, each day a staff member from Skyview School coordinates the transfer of students from Skyview School to Washington Traditional School on Gurley Street. Parents contract directly with *Kids & Company* for after-school childcare. There is no charge from Skyview School to walk students over to Washington Traditional School each school day and ensure the safe transfer from Skyview School to *Kids & Company*. *Kids & Company* can be reached at (928) 717-3272 x213.

Health: Medication, Illness, and Accidents

All medication, whether temporary or permanent, must be kept in the school office. Any departure from this policy, such as the use of an inhaler, should be discussed with and approved in advance by the Director. **Medicines should be kept in their original bottles or containers and clearly labeled with both the student's name and the dosage directions.** Additionally, written permission from parents is needed in order to dispense medication.

If your child has allergic reactions (to bee stings, certain kinds of foods, various non-prescription medicines, etc.), be sure to **notify the school office in writing** of this fact at the beginning of the school year.

Any student becoming ill during the course of the school day is brought to the office. Their medical records/instructions are checked, the child's temperature is taken if needed, and parents are called when necessary. Office staff supervises students not feeling well until parents can pick them up. If your child is clearly ill (fever, flu, severe cold, etc.), please keep him/her home. This demonstrates respect for other students, teachers, and staff and prevents the spread of illnesses.

Health Records

Students entering kindergarten or transferring from another school must provide proof of current immunization and a birth certificate as a final step in their matriculation to Skyview School. Students at all levels are required by law to have up-to-date proof of immunization (or an immunization waiver form), a current emergency data card, and a signed parent authorization to dispense medication (or waiver) on file in the school office at the start of the year. **By state law, no student can begin at Skyview School without proper immunization records or waivers on file.**

Student Injuries and Accidents

While Skyview School makes every effort to provide a safe learning environment, accidents happen. The school's liability insurance only covers injuries in which the school is deemed *legally* liable. If your child is injured while on school grounds and has been properly supervised, Skyview School's liability insurance does not cover the injury. **Parents are responsible for all medical expenses incurred for accidents, injuries, and illnesses incurred, while a student is at school or at a school-sponsored activity off-campus.**

Fire Drills and Emergency Procedures

Safety is an integral part of our learning environment. Fire drills are conducted monthly in accordance with state law and teachers instruct their students in proper fire drill procedures. Each classroom is equipped with a fire extinguisher, and the school has a fire alarm system. Lockdowns and reverse lockdowns are also conducted to help ensure student safety. Students are instructed in proper procedures in the event of earthquakes, floods, fire, and other severe weather conditions, as well as other emergency situations.

Snow Days and Delayed Openings

In the event of inclement weather, listen to the local radio stations (KNOT at 99.1 FM and 1450 AM, or KYCA at 1490 AM) or KNAU Flagstaff (Public Radio, 88.7 FM and 89.3 FM) after 6:00 am, for an announcement of any closing or delay. **To simplify procedures, Skyview School follows Prescott Unified School District.** Parents may check the PUSD Web site for snow day information after 6:00 am at www.prescottschools.com. Snow day information will also be available by 7:00 am on the school's attendance line at 776-1781 and on the school's website at www.skyviewschool.org.

Communications

At Skyview School, we place great emphasis on effective communications and a strong partnership between school and home. There are many ways to communicate and it is important to use these ways to keep informed, share perspectives, and develop relationships. As always, respect and responsibility are our guiding principles.

Ongoing sources of communication include attendance at school functions such as celebrations and conferences, review of written communications such as Thursday letters from the Director, notes from teachers, and posted Board minutes, as well as participation in other communications including phone calls, informal notes, and meetings. **Communication folders, or "Thursday folders," are used at each level with the majority of information going home on Thursdays. Thursday folders return to school on the following Monday with parent signatures each week.**

Teachers are pleased to talk with parents about their children, their classroom, or other matters. When preparing to teach, teaching, or performing supervisory duties, teachers must stay focused on the needs of the children. **Rather than trying to engage teachers in an impromptu meeting, please set up a meeting at a mutually convenient time.**

Communications are essential to the emotional well being of the school, and they are a responsibility jointly shared by the teachers, parents, students, administrators, and the Board. If you have a need, concern, or compliment, share it! Take concerns or other feedback directly to the person involved in the matter. When a problem arises, little is gained by "saving it up," only to air it with greater emotional intensity some weeks or months after the event, or worse, by spending time expressing unhappiness to those who cannot remedy the problem.

Skyview School follows a **Communication Protocol** to resolve problems. Teachers and staff are professionals and must be treated accordingly. **At all times, communications is guided by the document entitled *Conducting Professional Meetings at Skyview School*.** This document can be found on page 15. The teachers, staff, Director, and Board use this document to guide professional meetings at all times. Any member of Skyview School may ask for a review of this document prior to conducting a professional meeting. To resolve concerns:

1. Go to the teacher or other person(s) directly involved in the problem or concern.
2. If the matter cannot be resolved at the most direct and immediate level, both parties can meet with the Director. A direct communication, such as a conversation, phone call, or written document, must be used to initiate this meeting.

3. The Director works with the parties together in an attempt to negotiate a resolution acceptable to all. If a mutually-agreed upon resolution is not forthcoming, the Director may choose to resolve the matter himself.
4. The Director's decision may be appealed to the Board of Directors through the Board President. The Board may choose to accept the appeal for review or let the Director's decision stand. The Board of Directors' decision is final.
5. For communication concerns regarding the Director, the same communications protocol is used, with the Board President serving in the Director's role when a disagreement cannot be resolved.

Parent Volunteer Service

Volunteerism is foundational to the success of our Skyview School community of learners. The volunteer efforts of our families greatly contribute to the quality of our school and the achievement of our education goals.

Our parent volunteer service program allows parents to model a service ethic. Students observe and experience their parents as contributing members of our community, and in so doing, parents connect their children to the larger goal of education, that of becoming contributing members of society.

Being involved through volunteer activities allows families direct participation in the educational lives of their children, whether that involvement is through the classroom, fieldtrip assistance, repair and maintenance, office assistance, or any number of volunteer opportunities.

Skyview School requests a minimum annual volunteer commitment from each family of 50 hours. A monthly listing of volunteer opportunities is sent home throughout the school year. Parents can also check with classroom teachers directly regarding needs and opportunities for volunteering.

A comprehensive Parent Volunteer Handbook is available and details the many opportunities to become involved in volunteer service.

Volunteer hours may be completed in two ways:

- Hourly service
- Job Bank service

Hourly service opportunities are available to families through on-going assistance with school-related tasks as needs arise. To fulfill hours in this manner, parents should speak to the volunteer request contact person noted in the monthly volunteer listing.

Job Bank positions are available to families interested in specific, yearlong jobs. Job Bank positions are tied to an award of a set number of volunteer hours, and they often fulfill a family's volunteer hours obligation. These positions are filled on a first-come, first-served basis and the Volunteer Coordinator oversees placement.

Volunteer Notes:

- Parents should register their volunteer hours regularly in the volunteer log located in the lobby.
- It is recommended that parents complete 25% of their annual hours quarterly.
- Job Bank hours are awarded in four quarterly increments.
- Hours are prorated on a monthly basis for new families entering school after the year has begun.
- A statement listing completed volunteer hours is sent home quarterly with student progress reports.
- Families may accumulate hours by serving directly or having other adults serve for them (grandparent, brother, sister, etc.).

- Families needing a partial exemption due to hardship related causes should contact the Director.
- While compliance with the Parent Volunteer Service Program is strongly encouraged, by state law, it is not mandatory. Nonetheless, the success of our community of learners depends on active parent volunteer service.

Student Behavior and Discipline

The great majority of Skyview School students are delightful, respectful, well behaved, and eager to learn. Significant behavioral problems are minimal. Yet even minor behavioral problems can detract from learning taking place, and Skyview staff members are expected to act promptly to ensure that minor problems do not become major crises. When problems arise, timely intervention by school staff keeps students thinking about issues of appropriateness, good citizenship, and safety. Skyview School does not use corporal punishment or physical discipline as a behavior management strategy. Instead, we use a variety of other interventions including reflection, time out, redirection, positive peer pressure, and logical consequences. In more extreme situations, suspension and expulsion are options.

The goal of our disciplinary program, in broadest terms, is teaching self-discipline and self-regulation, qualities of maturity that are not innate but learned. It is normal and natural for children as they grow to experiment with various behaviors, to push, and to test the limits. Both parents and teachers can expect to be challenged and tested in a variety of ways. Children also need and want basic structure and predictability in their lives. Our responsibility as educators is to ensure that there are appropriate limits, and that these limits are clearly understood and honored at Skyview School.

Skyview School's expectations for conduct are simple:

- 1. Be Respectful.**
- 2. Be Responsible.**

In keeping with our philosophy of involving and empowering young people, teachers work together with their students to develop and understand the personal intelligences (intrapersonal intelligence and interpersonal intelligence). Students are encouraged to develop important interpersonal and intrapersonal skills in their daily interactions, during service activities, and when participating in morning meetings and general class meetings.

Even as we work to help students grow toward more mature conduct and increasing self-management, we acknowledge the necessity of balancing the needs of the individual with the needs of the community. In instances where there is dangerous behavior, a pattern of disruptive misconduct, or where needed improvement is not forthcoming, the needs of the community must come first and stronger means must be implemented to manage the misconduct. In these instances, the following sequence of steps is followed. The teacher and/or Director may modify this sequence and these steps as needed.

Personal Intelligences Behavior / Discipline Procedures

Due to the developmental differences with students in kindergarten through eighth grade, every level has slightly different approaches to both teaching and implementing a personal intelligences curriculum.

Kindergarten/Primary Levels:

The kindergarten and primary levels will be implementing similar behavior / discipline procedures that are outlined below. Rather than implementing the Road to Self Regulation, however, these levels use the Reflection Center as presented below. An explanation of how time out is used in the kindergarten level is also included.

Reflection Center

School children are expected to be ready to support self-learning and peer-learning every day. Occasionally, a child may need a reminder about behavior expectations. The Reflection Center gives a child in need time to reflect on his or her actions.

A child may be asked to visit this center if his or her behavior is interrupting learning. This center is a behavior-shaping tool. It allows students to take a break from class activities, reflect, and regain focus. It is not a punishment-based tool.

When a child is asked to visit the center, he or she does four things:

Stops – Removes him or her self from activity. (Begins 1 minute sand timer.)

Thinks – Reflects upon why he or she was asked to visit the center.

Fixes – Visualizes a new behavior that supports learning.

Go - Returns to the activity. (Makes entry on Reflection Center log.)

If a pattern of repeated visits to this center arises, an informal parent meeting is convened to discuss the child's behavior. During this meeting a check-list of factors that may be influencing the child's behaviors is reviewed and suggestions for solidifying the home / school connection to support the child are discussed.

If the child's behavior continues to interrupt the self-learning and peer-learning, a formal meeting will be held to discuss the child's behavior and options for successful learning.

Time Out

When a child exhibits behaviors that are highly disruptive, aggressive, unsafe, or dangerous, time out is used as a behavior-extinguishing tool. Examples include:

- A child attacking another child
- A child who consistently refuses to listen to directions
- A child who routinely leaves the classroom without permission
- A child who uses materials and furniture in an unsafe or disruptive manner (throwing chairs, climbing on furniture, chasing another child with scissors, etc.)

In time out, the child loses the privilege of participating in classroom activities. The child is either placed in time out within the classroom or relocated to the director's office. The child is instructed to sit quietly without any interaction with others for a period of minutes equal to the child's age. Following time out, the child returns to classroom activities.

Based upon the severity or frequency of the behavior, a parent meeting will be convened.

Intermediate and middle school levels:

The intermediate and middle school levels will also be using a reflection center to help positively redirect unwanted disruptive behaviors. Due to the children's age, the reflection center and time out will be slightly different than the kindergarten and primary levels, but the basic premise is the same. One main difference will involve the middle school students leaving the classroom for reflection center and time out. Another key difference involves the use of Road to Self-Regulation.

Road to Self-Regulation

The student enters his or her name on this form along with a summary of the inappropriate behavior. The student calls home to inform the parent that he/she will remain after school for 30 minutes. After school, the student writes a reflection addressing specific points related to the behavior and submits it to the teacher for approval.

For any student with re-occurring behavior problems, other options are considered, including:

1. **Parent Meeting** – The student, teacher, and parent meet together to discuss the child’s inappropriate behavior. Behavior expectations are discussed and ways for the family to support a change in behavior are outlined.
2. **Behavior Contract** – The student, teacher, parent, and possibly the Director meet together to draft a behavior contract. The contract outlines inappropriate behaviors, expectations for appropriate behaviors, and consequences for non-compliance. All parties are required to sign the contract.
3. **Shadowing** – The student’s parent must “shadow” his/her child for a length of time determined by the teacher or Director. The parent provides his/her child with direct hands-on attention, assisting the child with eliminating inappropriate behaviors and developing appropriate behaviors. This one-on-one assistance allows the teacher to refocus his/her energy back to meeting the needs of the full class community.
4. **Suspension/Expulsion** - Behavior that, in the opinion of the Director, is seriously egregious or dangerous to any member of the school community can result in immediate suspension from school for a period of up to ten (10) school days or in expulsion.

Any student may be suspended or expelled for the following egregious or dangerous behaviors:

1. The handling, use, possession, buying, selling, or concealing of any unauthorized drug, alcoholic beverage, or tobacco product while on school premises or at a school function.
2. The possession and/or use of fireworks and/or any explosive devices while on school premises or at a school function.
3. Violence in any form, including actual or threatened verbal or physical assault, sexual abuse, sexual harassment, or harassment based on race, religion, ethnicity, or sexual orientation.
4. The possession and/or use of any weapon while on school premises or at a school function.
5. Vandalism or theft of school or personal property.
6. Conduct that repeatedly disrupts any school process, function, class, or activity.
7. Open defiance of authority, such as a student non-responsiveness to a teacher’s request to follow a directive after a disruptive or problematic incident, as well as habitual profanity or vulgarity.
8. Any behavior that creates an unsafe or potentially unsafe school environment.

While at school, the primary responsibility for effective student behavior management rests with the school staff. Parent understanding, support, and cooperation are paramount to the success of this task.

As mandated by Arizona state law, Skyview School is required to provide the following information regarding bullying:

Bullying Prohibition

Bullying is a form of harassment. Bullying is defined as: The repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, emotional abuse or through attacks on the person or property of another. It may include, but is not limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, and extortion of money or possessions. Such conduct is disruptive of the educational process, detrimental to the wellbeing of all students and therefore, bullying is unacceptable behavior at any and all times at Skyview School.

Students who engage in any act of bullying while at school, at any school function, in connection with any school sponsored activity or event, or while en route to or from school are subject to disciplinary action, up to and including suspension or expulsion. As required by law, law enforcement officials shall be notified of bullying incidents. This policy also applies to students who, by their indirect behavior, condone or support another student’s act of bullying. All school staff members shall take action when bullying is observed or a student has informed the staff member about a bullying event or situation. Retaliation of any kind against a victim, a good faith reporter, or a witness of bullying is prohibited. A confidential bullying report form may be used.

Intentionally making false accusations or false reports of bullying against another student are prohibited. If a student is unsure about whether an event or situation is bullying, he/she is encouraged to consult with a teacher, playground supervisor, Director, or other school employee. A person who engages in an act of bullying, reprisal, or false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school discipline policies and procedures. School personnel will investigate all complaints of bullying. Discipline or appropriate action will be taken if it is found that this policy has been violated

Personal Counseling, Referrals, and Testing

All school staff is available to advise students experiencing academic, social, or other personal challenges. We hope that parents, too, will not hesitate to discuss concerns about their children's development and needs with us. Together we can resolve most problems that arise.

It is important to recognize, though, that the school staff is experienced as educators; they not trained counselors. There are times when it is best to seek the assistance of trained professionals to understand and meet a child's needs. Suggestions to seek professional help or pursue diagnostic testing are not negative judgments of a child; they simply represent an appropriate acknowledgment of the limits of our counseling expertise and our desire to assist families.

Dress Code

Students are given the latitude to use their clothing as a means of individual expression. Students are, however, to be guided by rules of respect and responsibility.

Recognizing that Skyview is a school with a wide range of ages and that apparel can be viewed as an expression of our school community, students are required to wear clothing that is clean, in good repair, and conducive to a focused learning environment.

Regarding dress at Skyview, students and parents should observe the following:

- Faces must be clear of make up.
- Clear or light nail polish only on fingernails and toenails.
- Hats are off in the buildings.
- Midriffs must be covered.
- Shorts and skirts must reach to fingertips.
- Underwear must be covered from top of pants or through tears in pants.
- Spaghetti strap shirts/tops are not permitted.
- Clothing must avoid images or messages that are obscene, suggestive, or offensive to a particular race, religion, ethnicity, gender, or gender orientation.
- Cleavage must be covered for girls.
- Only body piercing allowed are earrings.

Differences in perspective about clothing will be brought to the Director who has final authority.

Lost and Found

Lost or misplaced articles such as clothing, books, and lunch boxes are placed in the Lost and Found box, located in the school office, classrooms, or playground. Valuable items such as jewelry and money should not be brought to school. Please check the Lost and Found prior to each school break, as items left unclaimed are donated to charity.

Fundraising

As Arizona currently ranks 49th of all states in funding for education, Skyview School looks to its parent body and the greater community for help beyond the limited revenue it receives from the state to maintain

excellence in educational services. Without question, income beyond state funding plays a critical role in the quality and diversity of the educational experiences we can offer children. We need each family's support in our fund-raising efforts in the way and at the level that is financially appropriate for each family.

Over the course of the year, there are a number of projects and events specifically designed to raise funds for the school and its programs. Information about these and other projects are distributed early in the year. We hope that you will support these efforts!

Tax Credit Program

In 1998, Arizona law authorized a new tax credit for financial donations to support certain events and extra curricular activities in public schools. According to the Arizona Department of Revenue, "any educational or recreational activities that supplement the educational program of the school are considered to be extra curricular activities." These extra curricular activities include such events as field trips, clubs, athletic activities, camps, and after school educational enrichment programs that require a fee to be paid.

The incredible thing about the tax credit program is that a donation to a qualifying school means **you pay that much less in state tax!** Married couples may donate a tax credit of up to \$400 and individuals may donate up to \$200 per year to Skyview School and have it **subtracted directly from the amount of taxes owed.** Throughout the school year, this money may be drawn upon to cover the extra-curricular expenses of any designated student. This tax credit is available to any Arizona resident who pays taxes, whether or not he/ she has a school-aged child. Arizona tax credit information is available in the office.

Board of Directors

As the governing board of the school, the Skyview School Board of Directors has a primary responsibility to see that the school fulfills its state charter contract by remaining true to its defined philosophy and operating in the best interests of its students, teachers, staff, and parents. The Board sets governance policy and the Director, as the Chief Administrative Officer and community leader, sees that policy is effectively implemented.

Under the Skyview charter, the Board numbers between five and nine individuals, with parent participation. The Board is a self-perpetuating board and membership is based on demonstrated service to the school and/or an individual's ability to expand the expertise of the Board in the performance of its duties. Board members serve not as parents or as representatives of a particular group within the school, but as advocates for the entire school and all school constituencies.

The Board meets on a regular monthly basis, usually at the school, usually on Tuesday afternoons. Notice of each meeting with the scheduled agenda is posted at least 24 hours in advance on the bulletin board in the school lobby, as are minutes of prior meetings. Parents are encouraged to attend the regular Board meetings, and persons wishing to suggest issues for consideration by the Board should contact the Board President.

Family Directory

A family directory is published annually for the convenience of our community of learners. Names, phone numbers, and addresses are listed. Please recognize that it is intended only to facilitate healthy communication within our school community, and that it is not to be used in any other way. Use of the family directory to solicit Skyview families for any purpose, whether commercial or charitable, is prohibited. Information contained in the Family Directory is not to be shared with individuals or organizations outside our school community. **If you do not wish to be included in the Family Directory, please notify the office at the beginning of the school year.**

Non-Discriminatory Policy

Skyview School operates with a non-discriminatory policy, both for the hiring of staff members and for the acceptance of students to the program. Skyview School does not discriminate on the basis of race, skin color, religion, gender, gender orientation, national origin, or ethnic origin in the administration of its educational policies, admissions/hiring policies, or any school-administered program.

The school reserves the right to make changes in its programs, policies, and procedures, including information in this handbook, during the year in order to address evolving institutional needs.

Appendices

Conducting Professional Meetings at Skyview School

The Communication Protocol, as outlined in the Parent-Student Handbook guides all communication issues at Skyview School. (Please refer to page 12). This current document brings together the most important elements of Skyview School: the overriding importance of the personal intelligences (the intrapersonal intelligence and the interpersonal intelligence) in conducting business and education at Skyview School and, perhaps most important of all, #13 in Appendix I of the Skyview School Charter, which states, “Respect and responsibility are the basis for self- and peer-regulated discipline and a safe school environment.”

With these important perspectives as the basis of our communications, the following guidelines are a part of all professional interactions at Skyview School:

1. The best interests of the child and the school are always at the center of professional communications.
2. Professional meeting are best conducted at a designated time, date, and place and for a specific length of time. These should be determined before the start of the meeting. Ad hoc brief conversations can be productive, though teachers and staff have the final say in determining whether a meeting might be more productive with a set time and with a particular agenda.
3. In order to have a productive conversation between parents, staff, teachers, and/ or students, there must be an assumption that all parties are operating in good faith.
4. Discussions for problem solving best occur in environments where each party has an opportunity to *describe* the problem as she/ he sees it along with a willingness to discuss a variety of solutions and options. Coming in to meeting with a pre-established outcome in mind can de-rail creative problem solving to meet the best interests of the student and the school.
5. In resolving differences, it is best to descriptively focus on one issue at a time- the present issue for which the meeting was called- and not bring in issues from the past, unless they are directly relevant to the current concern.
6. Productive problem solving occurs when past behaviors are discussed as they relate to finding productive solutions in the future. The past cannot be changed; it can only be a source of learning to influence present and future behavior.
7. Assuming best intentions, no party shall ascribe judgment of or negative intention to the other party. That is, each person assumes responsibility for his or her perspective in language and tone that promote active, side-by-side problem solving, rather than assuming ill will of another.
8. Communication and problem-solving best occur when parties do not interrupt one another, when each member of the professional meeting can control excess emotion, and when words and tone reflect respect for others and personal responsibility for managing personal emotional states.
9. In recognizing that professional meetings can sometimes get “heated,” any participant can call for a break so that all parties can better self-manage their emotions in an effort to return to side-by-side problem solving.
10. Should any parent, teacher, staff, or student believe that the meeting is not following these guidelines, or if impasses occur that seem insurmountable, any party may suspend the meeting until another date.
11. While most concerns will result in fruitful problem-solving discussions and workable solutions, not all will. In these instances, the Communications Protocol as outlined in the p.12 of the Parent-Student Handbook outlines how final decisions are made.

Annual Notice for Directory Information Under FERPA Regulations

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Skyview School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. Skyview School may, however, disclose appropriately designated "directory information" without written consent, unless you have advised the school to the contrary **in writing**. The primary purpose of directory information is to support our community of learners. Examples where this information might appear include:

- Performance / graduation programs acknowledging student participation
- Yearbook
- Recognition letters
- Family Directory
- Media
- School website

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations may include, but are not limited to, companies that take class photographs or publish yearbooks.

If you do not want Skyview School to disclose directory information from your child's education records without your prior written consent, you must notify Skyview School in writing by the beginning of school or, for new students, within two weeks of your child's enrollment in Skyview School. Skyview School has designated the following information as directory information:

- Student name
- Student interests
- Address
- Telephone
- Photographs
- Student accomplishments
- Birthday
- Dates of attendance
- Level / grade
- Student work

Footnotes:

1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces, and as amended by Skyview School.

Annual Notification of Rights for Elementary Schools

Under FERPA Regulations

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Director a written request that identifies the record(s) they wish to inspect. The Director will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

[NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

Annual Parent Notification of Access to Employee Information

- Skyview School maintains a log of all employee fingerprint clearance cards and resumes. These materials are located in the office and are available for public viewing. Parents may request information on the professional qualifications of all teachers.
- A parent may request information on the professional qualifications of staff that work with the requesting parent's child. The following information may be requested:
 - Classroom teacher college majors/ degrees and the areas in which advanced degrees are held.
 - Classroom teacher status as "Highly Qualified" as defined by NCLB, as well as classroom teacher status regarding certification, including emergency or provisional certification.
 - Instructional aide and paraprofessional qualifications and services offered from a paraprofessional/ instructional aide.

The Arizona Early Intervention Program (AzEIP)

WWW.DE.STATE.AZ.US/AzEIP

WHAT:

The Arizona Early Intervention Program (AzEIP) supports families of children birth to three with disabilities or special developmental needs, helping them to build on their child's strengths, and enhance and promote their child's growth, development, and learning.

WHO:

The State of Arizona defines as eligible, a child between birth and 36 months of age who is developmentally delayed or has an established condition, which has a high probability of resulting in a developmental delay, as outlined in the State's definition. (see below)

HOW:

If a child is referred to AzEIP, an Interim Service Coordinator (ISC) contacts the family, and if the family is interested, makes an appointment to visit with the family at a time and place of the family's choosing. During the visit, the family's concerns, and information about the child's development, health, and medical history are shared. The ISC and family may decide that a more detailed evaluation is warranted.

If the child is eligible for the early intervention program, a service coordinator is assigned. The family, their service coordinator, individuals involved in the child's assessments, and others the family wish to include, work as a team to develop outcomes for the family's Individualized Family Service Plan (IFSP). The team members share information and resources, and identify strategies, activities, supports and services that will result in achievement of the outcomes.