

Skyview School



Student / Parent Handbook 2023-2024

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Student Report Times

Monday – Thursday

Kindergarten	8:00 am – 2:50 pm
First Grade	8:00 am – 2:50 pm
Intermediate 2-3	8:00 am – 3:00 pm
Intermediate 4-5	8:00 am – 3:10 pm
Middle School	8:00 am – 3:30 pm

Office Hours

Monday – Thursday

7:30 am—3:30 pm

Friday

8:00 am—2:00 pm

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From the Director...

Dear Skyview School Families,

Welcome to Skyview School! Skyview 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 inviting strong family involvement.

As we embark on another school year, Skyview School has an exceptionally talented collection of teachers and support staff assembled who are passionate, knowledgeable, and skilled at their craft. All of them understand the meaning of quality work and have the drive and passion to provide the best educational experiences for your children. 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 educators will strike balance by infusing rigorous academic learning through engaging hands-on activities.

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, instructional practices, 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,
Dena Ford

Skyview School Staff

Director	Dena Ford
Assistant Director	Scout Butcher
Operations Manager	Dianne Jacobson
Administrative Assistant	Sharon Eason
Kindergarten Teacher	Kate Butcher
Kindergarten Teacher	Maddie Bricker
First Grade Teacher	Jennifer Romero
Intermediate 2-3 Teacher	Anna Barnum
Intermediate 2-3 Teacher	Jules Galan
Intermediate 4-5 Teacher	Michelle Reordan
Intermediate 4-5 Teacher	Emma Cooper
Middle School Teacher	Sandra Maki
Middle School Teacher	Ben Maki
Middle School Teacher	Karla Cruz
Title I Reading Teacher	Amy Cope
ELL Teacher	Angela Heitzman
Performing Arts Teacher	Jenny Krasin
Visual Art Teacher	Lisa Hendrickson
Special Education Teacher	Kerry Johnson
Special Education Teacher	Joe Hanzen
Speech Therapist	Marti
Kindergarten Aide	Alice Ross
First Grade Aide	Mason Collings-Ward
Intermediate 2-3 Aide	Angela Heitzman
Intermediate 4-5 Aide	Mary Hanna
Intermediate 4-5 Aide	Marcie Ooten
Middle School Aide	Josh Scott
Middle School Aide	Michelle Grubert
Performing Arts Aide	Sage Johnson
Visual Arts Aide	Tasha Nelson
Maintenance	Josh Pagliasotti
Landscaping	Cisco Ortega

Board of Directors

President	Jill Killeen
Member at Large	Amy Cope
Member at Large	Ellen Greenblum
Member at Large	Toni Jarnagin
Member at Large	Ryan Louis

OVERVIEW

Mission Statement

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.
- **is a 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.
- **is 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.
- **is organized into four multi-age levels**
 - Kindergarten: two classes
 - First Grade: one class
 - Intermediate 2-3: two classes of grades 2-3
 - Intermediate 4-5: two classes of grades 4-5
 - Middle School
 - Sixth Grade: one class
 - Seventh/Eighth: two classes of grades 7-8

Kindergarten

At Skyview School, our kindergarten program has been developed to support the positive transition between family and school life by ensuring that every child feels safe, valued, and important. It provides the warmth and beauty of home, while balancing the need for both play and academic challenges that will prepare the children to transition successfully to primary. Classroom life in our kindergarten includes learning centers, whole group and small group instruction, playing, singing, dancing, conversational skills, the arts, recess, creative challenges, community building, field trips, and celebrations.

The first year of school plays an influential role in shaping your child's perceptions and attitudes about education and we are committed to offering a rich educational experience that fosters her natural curiosity and excitement about learning. We believe this is best accomplished through a *full-day program* where the warmth

and beauty of home is intertwined with the arts and an academic program that prepares your child to be successful in the primary grades. For families who select the full-day option, it is \$175 per month for 10 months. While it is not encouraged, if a family selects the half-day option, they need to pick their child up no later than 11:45 AM.

Annual School-Wide Theme Statements

Skyview’s Annual Theme for 2023-2024 is **Connections**. *Through Skyview School’s yearlong theme, **Connections**, students participate in a variety of activities designed to develop understanding, awareness, and appreciation of relationships among people, events, and the natural world.*

Skyview’s Annual Theme for 2024-2025 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.*

Multiple Intelligences – 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 intelligence. 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 others 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 (MI). MI is used as a tool to access content and as a mechanism for delivering a 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.

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 areas 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 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.

Personal Intelligences

While all of the multiple intelligences are addressed by Skyview, we contend that the personal intelligences (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.

Intrapersonal intelligence is our understanding of our self, discerning feelings and observing how they influence our behavior. Interpersonal intelligence is our ability to notice subtle distinctions in others, such as changes in their moods, temperaments, motivations, and intentions. Personal intelligence is a key human skill that is essential for developing and maintaining healthy relationships. It also turns out that children who are able to monitor their feelings and cooperatively interact with others tend to have longer attention spans, process information better, and have stronger memorization skills. In other words, it helps them learn better academically.

Children need opportunities to develop skills to handle anxiety and anger, to empathize, and to resolve conflict. While schools obviously need to prepare students to be competent in all academic areas, they also need to teach students the skills to be intrapersonally aware and interpersonally proficient. At Skyview, we believe school is a natural place to help children build upon what they already know in order for them to have skills and strategies to deal with what at times can be very perplexing issues. We have committed ourselves to ensuring that students at Skyview School develop the intrapersonal and interpersonal skills to be successful in life.

Skyview School has understood for many years that when children are in an emotionally safe environment they are more receptive to the academic challenges presented to them. The two are intricately linked. While teachers play a crucial role for students by both modeling and creating opportunities for growth in their personal intelligences, we also believe students, when empowered, will lead by example as well. Through our multi age grade level organization, "buddies", and collaboration between the different levels, students teach each other how to work cooperatively, resolve conflict when they see it happening, reflect on their own thoughts and feelings, and communicate assertively.

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 School 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. For more detailed information about Skyview School discipline procedures, please refer to page 17-21.

The goal of our personal intelligences curriculum, 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.**

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.

Field Trips are important extensions of classroom learning. The experiential nature of field trips makes learning concrete and deepens students' sense of the relevance of classroom studies. Student participation in field trips is encouraged as a part of the full educational experience.

- Field trips occur throughout the school year.
- Students participate in field trips by level and as a whole school.
- Some field trips are within walking distance and require few if any fees.
- Other trips require transportation off site and fees are charged to offset expenses. However, no student will be prevented from participating due to the lack of the ability to pay. All costs of Skyview School field trips are substantially supported by monies collected through the Arizona Tax Credit program.
- 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**, unless otherwise noted, as these events are reserved for students in the given class.
- Respect and responsibility guide student behavior at school and on field trips. Student participation in field trips assumes respectful and responsible behavior, including good manners and compliance with instructions and directions.
- Teachers work hard to organize these trips as well as organizing carpool groups. Volunteers, please do not request that certain students be placed in your car group and please accept any students in your car group.

Assessment

As a multiple intelligence school that values students' learning and acknowledges that children will have varying rates of development through all eight intelligences, the assessment system at Skyview School uses a range of formative and summative practices to monitor student learning through the intelligences to guide instruction and teaching strategies as needed to best serve all students and each of them individually.

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.

Formative Assessments are assessments that provide ongoing feedback to parents and students. They include:

- Curricular Assessments (Quizzes, Check-ups)
- Conferences
- Small Group Instruction
- Classwork

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

- Statewide Achievement Assessments
- Benchmark Assessments
- Curricular Unit Assessments
- Teacher Files
- Cumulative Files

Communicating Student Growth

- **Quarterly Progress Reports** are distributed to families and legal guardians four times per year. The progress reports were designed to share students' progress in each of the domains of the Arizona Academic Standards. We use standards based grading, which reflects student understanding after instruction and intervention opportunities. Standards based grading provides detailed feedback to students and families.
- **Parent/Teacher Conferences** are an integral aspect to Skyview's assessment system. Twice a year, parents meet with the homeroom teachers to review progress and highlight strengths and areas for improvement. Parents are expected and responsible to sign up and attend conferences, as they are valuable and necessary for student growth. A letter from the director will be sent to families who did not sign up or attend a conference.
- **Celebration of Learning** every year each level will have at least one celebration of learning. This is an opportunity for families to come and see the work being done at each grade level and celebrate the growth and progress through the intelligences.

Title I Supplemental Reading Program

An overview of the Program:

- The focus of Skyview School's program is on early intervention for students who are most at risk of falling significantly behind in the area of reading.
- All children in grades K-8 can receive supplemental reading instruction, if eligibility is determined using a diagnostic reading assessment instrument. The focus of the program is mostly designed to target students in grades 1st-3rd.
- Generally, students receive services Monday-Thursday for 20-30 minutes in small groups or individualized sessions; which is offered during school hours.
- The Title I Reading Teacher works with students either within their classroom environment or in the designated supplemental reading room. This decision will be made in conjunction with the classroom teacher and the Title I Teacher.

Who Will Receive Initial Testing?

The following groups of students may be tested:

- All kindergarten students;
- All newly enrolled students (1st-8th grades);
- Any 1st-8th grade student recommended by the classroom or Title I teacher;
- Any 3rd-8th grade student who fails to meet the standard of the Reading portion of state test;
- Any student who received services in the past.

Testing Procedures:

- Any student fitting the above criteria may be tested using DIBELS/mCLASS or another instrument, as determined by the developmental and diagnostic needs of the student;
- DIBELS/mCLASS and or running records will be used to monitor student progress;
- Post testing will be done on all students who receive services prior to exiting the program or at the end of the school year.

Parent/Teacher Contact:

- The Title I teacher will share results and a list of students who are eligible with the classroom teachers and director;
- The Title I teacher will send home a letter explaining the supplemental reading program, as well as a consent form to all parents with children who are eligible to receive services;
- Upon receipt of the parent consent form, the Title I teacher will contact each parent to review the program and answer questions;
- Title I teacher will offer two informational meetings (at different times of the day) for Title I parents twice annually;
- The Title I teacher will communicate quarterly with classroom teachers, parents, and director regarding the progress of each child receiving services.

3rd Grade Reading Requirement

Arizona Revised Statute [15 – 701](#) states that if data on the third grade statewide reading assessment is available and demonstrates that a student scored “falls far below” the student shall not be promoted from the third grade. There are three exemptions in Arizona Revised Statute [15-701](#). In accordance with the new law, a school district governing board or the governing body of a charter school is allowed to promote a student who earns a score of “falls far below” on the third grade statewide reading assessment only for the following reasons:

- The student is an English Language Learner or Limited English Proficient who has received less than two years of English instruction; or
- A student with disabilities has an individualized education plan(IEP), and the IEP-team, which includes the student’s parent/guardian, agrees that promotion is appropriate
- A student is in the process of a special education referral or evaluation for placement in special education and/or a student who has been diagnosed as having a significant reading impairment, including dyslexia.

Child Find/ Identification

All children with disabilities who are in need of special education and related services shall be identified and evaluated. Skyview will maintain an effort to inform the public and parents within the community of the availability of special education services. Screening activities will be implemented for all newly enrolled students and those transferring in without sufficient records. The screening will be completed within 45 days of enrollment. (The screening will include consideration of academic or cognitive, vision, hearing, communication, emotional, and psychomotor domains.) The School will maintain documentation and annually report the number of children with disabilities within each disability category that have been identified and evaluated. The collection and use of data to meet these requirements are subject to confidentiality requirements. Skyview will refer children suspected of having a disability aged birth through four years for the Arizona Early Intervention Program for evaluation and, if appropriate, services.

All new students in K-8, who have been previously identified to receive special education services, will continue those services at Skyview. Students identified with areas of concern through the 45-day screening process, or through teacher/ parent concerns, will be referred to the Child Study Team (CST) to review existing data and determine if additional information is necessary. If the CST determines more information is necessary, the student may be referred to Skyview's Special Education Consultant in order to start the process with determining special education eligibility. If the evaluation data determines that a student qualifies, an Individual Education Plan (IEP) will be developed following strict state guidelines and immediately implemented.

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;
- and 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;
- and 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.

Parent Volunteer Service

Skyview School requests a minimum annual volunteer commitment from each family of 50 hours. A listing of volunteer opportunities is sent home throughout the school year. **To log your hours after completing a job or signing up for a job bank, simply scan the QR code that is posted in each classroom.**

Skyview School suggests that families work towards fulfilling approximately 25% of the volunteer hours each quarter. We encourage families to consider ways to contribute to the school that may not necessarily be listed as

a volunteer need. Skyview School is very fortunate to attract families who have a great many talents and trade skills and we gladly welcome suggestions on ways to improve the school.

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 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.
- Please keep “Take Home Jobs” available for working families.
- It is recommended that parents complete 25% of their annual hours quarterly.
- A thank you letter will be sent home at the end of the last quarter reflecting your volunteer hours.
- Families may accumulate hours by serving directly or having other adults serve for them (grandparent, brother, sister, etc.).

SCHOOL ROUTINE

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.

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 - 2:50 pm
- First Grade 8:00 am - 2:50 pm
- Intermediate 2-3 8:00 am - 3:00 pm
- Intermediate 4-5 8:00 am - 3:15 pm
- Middle School 8:00 am - 3:30 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.)

We have two lanes entering Skyview School; the **Goodwin Lane** is the lane along the fence and the **Gurley Lane** is the lane closest to the main parking spots. During morning drop off **ALL** vehicles must enter Goodwin Lane and drop off children closest to the fence. Please use this lane to stop long enough to drop off students only. Do not leave your vehicle unattended in this area during posted drop off. During the afternoon **PICK UP** vehicles entering Rush Street from Goodwin Street **MUST** enter the **Goodwin Lane** and vehicles entering Rush Street from Gurley Street **MUST** enter the **Gurley Lane**. **DO NOT STOP IN THE CENTER EGRESS**

LANE, THIS IS FOR EXITING CAREFULLY IF YOUR CHILD HAS ALREADY BEEN ESCORTED TO YOU! DO NOT STOP ANYWHERE IN THE CROSSWALK. THIS IS TO REMAIN CLEAR OF VEHICLES AT ALL TIMES. Please know that **IF** you park in our main lot next to the Gurley Lane, you will not be able to leave the parking spot until after 3:30PM when both of our lanes have cleared. Parents wishing to walk their children into school or pick them up personally may park along South Rush Street or park at Allen's Flowers. **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. PLEASE leave our designated Kindergarten spots for Kindergarten families ONLY.** 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.** Be sure to send your child to school in 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! It is essential that K-6 parents, or an approved adult, pick up each child by **3:30 PM**. If for whatever reason it will be after 3:30 PM, parents must notify the front office. All K-5 students at 3:30 PM will be brought into the front office and kept there until an approved adult arrives to pick them up. All 6-8 students at 3:40 PM will be brought into the front office and kept there until an approved adult arrives to pick them up.

***If you have children in multiple levels, please come through to pick up closest to your oldest child's dismissal time to help us in keeping our line moving!**

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.

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. Additionally, because Skyview has a four day school week, missing one day has greater consequences than at a five day school.

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. Students absent for ten consecutive school days, except for excused absences identified herein [see below], shall be withdrawn from the school effective the last day of attendance or reported excused absence, pursuant to A.R.S. § 15-802(A) and A.R.S. § 15-803(E).**

Pursuant to A.R.S. § 15-802(A) and A.R.S. § 15-803(E), excused absences are identified by the Department of Education. The Department of Education defines an excused absence as “an absence due to illness, doctor appointment, bereavement, family emergencies, and out-of-school suspensions.”

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 Intervention Report. These reports will detail the possible consequences of continued absence problems (Friday School, Summer School, Independent Study). 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.

Attendance Procedures

Absence

1. **All children, regardless of previous enrollment at Skyview School, are not legally enrolled until the first day of school attendance. Failure to inform the office before missing any beginning of year school days may result in your child’s enrollment space being offered to a waitlisted student.**
2. Parents must call the school by 8:00 am if their child will be absent that day. Call Skyview School at 928-776-1730 and leave a message detailing your name, your child’s name, and the circumstances of the absence.
 - a. You may also email to let us know of an absence, but all teachers (homeroom, math, the arts, etc) and front office staff must be included on the email: season@skview.k12.az.us.
3. Anticipated absences falling into the “unexcused absences” (vacation, travel) category require parents to submit a letter to the Director for review prior to the absence stating why the student will miss school and the educational value of the absence. Parents shall then notify teachers if there will be an absence and discuss with teacher(s) a make-up plan for absence. All teachers must be given at least one week notice to gather make-up work *as appropriate. Not all work can be made-up.*
4. After 5 absences, a letter from the Director/Assistant Director will go home requesting a parent meeting to come up with an attendance improvement plan and identifying any school work that will need to be made up.
5. After 10 absences, a letter from the Director/Assistant Director will go home requesting a parent meeting to detail these possible consequences of continued absence problems: Friday School, Summer School, or Independent Study.
6. It is your responsibility to contact teachers and obtain any make up work for your child. Missing school can be detrimental to their learning experience, making up what you can at home will help alleviate some of the learning loss.

Tardy

1. **Students arriving after 8:00 AM to school will be considered tardy and must first check in at the school office**, provide a parental explanation for the reason for their lateness, and receive a tardy slip before proceeding to class.
 - a. If a student is tardy more than 5 times the Director/Assistant Director will contact the family requesting a meeting to help resolve the issue. Failure to improve will result in these possible consequences: Friday School, Summer School, or Independent Study.
 - b. If a student is tardy more than 10 times, the Director/Assistant Director will contact the family requesting a meeting to detail these possible consequences of continued tardiness problems: Friday School, Summer School, or Independent Study.

2. Parents must communicate to office staff and teachers:
 - 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 or stainless steel 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. Students should not bring 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 not permitted to chew gum on campus or at school-sponsored events.**

Pizza Thursdays have been a long-time tradition at Skyview and families have the option to participate. Starting the second week of each quarter, pizzas are purchased and slices distributed to students who have paid for them. Pizza sign up forms are provided for each quarter and it is recommended that parents purchase slices for the entire quarter. If parents decide to sign up and send money each week, the office must receive it by Tuesday afternoon. Pizza sign up forms will be sent out via email and will also be available at the front office.

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—lightning, 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!

AM Recess (times may change): Lunch Recess by Level:

- | | | | |
|------------------|------------------------|----------------|---------------------|
| ● Kindergarten: | 9:45– 10:15 AM | Kindergarten: | 11:15 AM – 12:00 PM |
| ● First: | 9:00 – 9:20 AM (snack) | First: | 11:15 AM – 12:00 PM |
| ● Second/Third: | 9:40- 9:55 AM | Second/Third: | 11:30 AM- 12:15 PM |
| ● Fourth/Fifth: | 9:50- 10:00 AM | Fourth/Fifth: | 11:45 AM- 12:30 PM |
| ● Middle School: | 9:30- 9:40 AM | Middle School: | 12:30 PM- 1:05 PM |

PM Recess (times may change):

- Kindergarten: 1:30 – 2:00 PM
- First Grade: 1:15- 1:35 PM
- Second/Third Grade: 1:40- 1:55 PM
- Fourth/Fifth Grade: 1:45- 2:00 PM
- Sixth Grade: 1:50- 2:00 PM
- Middle School: 2:10- 2:20 PM

Student Behavior and Discipline

The Responsive Classroom approach to teaching consists of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.

Core Belief: In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Guiding Principles: The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Classroom Practices and Strategies: Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. The Responsive Classroom approach consists of a set of practices and strategies that build academic and social-emotional competencies. This approach works well with many other programs and can be introduced gradually into a teacher’s practice.

These core classroom practices are the heart of the Responsive Classroom approach:

- Interactive Modeling—An explicit practice for teaching procedures and routines (such as those for entering and exiting the room) as well as academic and social skills (such as engaging with the text or giving and accepting feedback).
- Teacher Language—The intentional use of language to enable students to engage in their learning and develop the academic, social, and emotional skills they need to be successful in and out of school.
- Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity.
- Interactive Learning Structures—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

K-5 Responsive Classroom Practices

- Morning Meeting: Everyone in the classroom gathers in a circle for twenty to thirty minutes at the beginning of each school day and proceeds through four sequential components: greeting, sharing, group activity, and morning message.
- Establishing Rules: Teacher and students work together to name individual goals for the year and establish rules that will help everyone reach those goals.
- Energizers: Short, playful, whole-group activities that are used as breaks in lessons.
- Quiet Time: A brief, purposeful and relaxed time of transition that takes place after lunch and recess, before the rest of the school day continues.
- Closing Circle: A five- to ten-minute gathering at the end of the day that promotes reflection and celebration through participation in a brief activity or two.

6-8 Responsive Classroom Practices

- Responsive Advisory Meeting: A practice with a set, predictable routine, organized around one of seven distinct purposes, that offers a solid framework for building meaningful connections and developing respectful and trusting relationships while meeting students' developmental needs. The meetings have four sequential components: arrival welcome, announcements, acknowledgments, and activity.
- Investing Students in the Rules: A process facilitated by the teacher that is composed of four steps: setting SMART goals, connecting the goals to rules, connecting the rules to concrete behaviors, and making the rules come alive.
- Brain Breaks: Short breaks in whole-class lessons that give students a chance to move and interact, used to increase focus, motivation, learning, and memory.
- Active Teaching: A strategy for delivering curriculum content where the teacher presents, explains, illustrates, and demonstrates content in a way that enables students to meet a learning objective. The three phases of active teaching are Teach and Model, Student Collaboration, and Facilitate Reflection.
- Student Practice: A process that follows active teaching where students explore and practice, under the teacher's guidance, the content and skills taught during a lesson. This gives the teacher the opportunity to identify and correct students' thinking before they practice further on their own.
- Small Group Learning: A structured way for students to work together on a specific learning goal, assignment, or project that is organized by the teacher.

Whole School Practices: Consequences

Loss of Privilege

- Student says work is done when it isn't to play game on computer
- "I must be able to believe what you say and trust you to follow routines. You'll have to show me finished work every day this week"

Break it, Fix it

- Class is rude with substitute
- Class comes up with a plan that includes specific, concrete actions for the next time they have a substitute teacher

Space and Time

- Student cannot focus during read aloud at circle
- Teacher says "space and time" and student moves away from group, takes some focusing breaths, and rejoins the circle when she feels ready
- Set up procedures for this before using

Whole School Practices: Teacher Language

The intentional use of language to enable students to engage in their learning and develop their academic, social and emotional skills needed to be successful in and out of school.

1. Be direct and genuine

- Body language matters as much as your words
- Use straightforward statements "Walk in the classroom"
- Use questions when necessary "How can you move your body safely in the classroom?"
- Consider your use of please (implied questions)

2. Convey faith in students' abilities and intentions

- Show that we know they can accomplish tasks
- "You used a lot of strategies, that takes persistence"
- Noticing and stating positives (will lead to students being more positive with one another)

3. Focus on action

- State concrete not abstract
- Instead of saying "that was disrespectful" try "use kind words"
- State things in the positive

4. Keep it Brief

- Leave out warnings
 - DO: "What are you doing to make learning your priority? We have 10 mins to finish this task"
 - DON'T: If you don't get your work done you aren't getting recess

5. Know when to be silent

- Use wait time so more kids can participate and process information
- Make dramatic pauses
- You should not talk more than your students

4 Types of Teacher Language

Envisioning

Name positive identities for students

- Instead of: "I'm hoping for hard workers instead of lazy workers"
- Try: "I see that our classroom is full of good thinkers who are ready to learn!"
- Avoid divisive or stereotyped identities

Use concrete images and words so students can relate

- Instead of: “Be responsible when you use the climbing wall”
- Try: “Take turns and be aware of your body when you use the climbing wall”
- Try using metaphors

Use what you are studying or a class read aloud to help remind students of work you are doing.

- You could use Miss Rumphius and say we are “planting lupines” as a metaphor for interacting in ways that make the world a better place.
- Let students fill in details
- What might you be doing if this were to come to pass?
- What kinds of things would be happening?
- How could you make this happen? What might you need to make this happen?

Reinforcing

Name concrete and specific positive behaviors

- Instead of: Great job today!
- Try: You stayed focused and kept working even when you didn’t know the answer right away

De-emphasize your personal approval

- Instead of: I like the way you added those details
- Try: You added key details to your main idea!

Find positives to reinforce in all students

- Instead of: using reinforcing language for the students who do proficient work, etc.
- Try: saying to a student who struggles but is making an effort a positive one on one

Avoid holding one student up as an example for others

- Instead of: Notice how Kate used four sentences, let’s see you do that!
- Try: Talking to Kate privately to not embarrass her or devalue others

Reminding

Prompt students to remember for themselves what they should be doing

- Instead of: Put everything you don’t need away. Take a few deep breaths and focus
- Try: Think about what you can do to help yourself concentrate

Use a neutral tone and body language

- Instead of: “What did we say the next step is?” in annoyed tone
- Try: “What did we say the next step is?” In a matter of fact voice with neutral body language

Be Brief

- Instead of: I’m hearing disrespectful conversations. Everyone, remember to say “I hear your point, but I have a different idea’ the way we learned. If we interrupt and say ‘no that’s not true,’ or you’re wrong we’ll shut down the discussion.
- Try: “What did we learn about disagreeing honestly and respectfully?”

Watch for follow-through

- Instead of: Giving a reminder and turning away
- Try: Acknowledging actions with a nod or smile, no words are needed

"Think about" and "notice" are keywords to use when reminding students

Redirecting

Be direct and specific

- Instead of: “Casey, you need to work harder”
- Try: “Casey, put your watch away and continue with your work right now”

Say what to do, instead of what not to do

- Instead of: “Don’t run”
- Try: “Walk”

Phrase a redirection as a statement not a question

- Instead of: “Anna, could you refocus on your math?”
- Try: “Anna, focus on your math”

Watch to see if student follows redirection, if not give clearer redirection

- Instead of: Redirecting and turning away immediately
- Try: Directing student to move to a seat close to you

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's 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 management.

Bullying Prohibition

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

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 well-being 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.

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 conducive to a focused learning environment.

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

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 the 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.

Student Cell Phone & Electronic Device Policy

In order to accommodate the growing use of cell phones or other electronic devices by students, the following guidelines are set aside for use of these devices during the school day.

Purpose: Skyview School uses instructional technology as one way of supporting our mission to teach the skills, knowledge, and behaviors students will need as responsible citizens in the global community. In an effort

to be proactive with today's growing social and interactive technology trends, it is our hope that this policy will increase awareness and training while putting into practice social and professional etiquette relating to electronic devices.

Students may bring electronic devices to school; however, this policy regulates the use of cell phones and other electronic devices in order to ensure uninterrupted instruction, safety, decreased bullying, and reduction of theft.

Cyber Safety: We will review cyber-safety rules with students frequently throughout the course of the school year and will offer reminders and reinforcement about safe cell phone behaviors. In addition to the rules outlined in these guidelines, students will be expected to comply with all class and school rules while using personal devices.

The use of an electronic device is not a right but a privilege. When abused, privileges will be withdrawn.

Guidelines:

The term, "misuse," includes but is not restricted to: unauthorized use of electronic devices on Skyview Campus, inappropriate language, harassment, bullying, or threats, or when instructed to cease the use of the device by a person in authority.

The term, "electronic devices," refers to and includes, but is not limited to: a cell phone, iPod, MP3 player, pager, and other electronics.

Students are not authorized to use their electronic devices while on school campus during instructional school days (Monday-Thursday). This includes before school, during lunch, between classes, or during school dismissal, unless supervised by a parent or guardian.

During the instructional day, electronic devices must be given to the classroom teacher, not placed in backpacks or cubbies.

Students may not use their electronic device during instructional time unless otherwise given permission by the teacher. This includes office runners and/or students who are in the hallways or in the restrooms during instructional time.

Electronic devices must ALWAYS be turned off (not silent or vibrate) while on school campus unless otherwise given permission by a teacher.

Electronic devices may not be used to assist any student on assignments, quizzes, or tests without teacher approval.

Students may not use electronic devices to "bully" or to post derogatory statements about students, faculty, or staff via text message or Social Media.

Students who need to leave early for appointments or illness must check out through the office.
Students cannot just call/text home and leave.

A student who has an electronic device confiscated may not use another student's device.

Guideline Infractions:

Students who are in possession of an electronic device must adhere to the Skyview Policies and Guidelines.

Any cell phone or other electronic device that is visible is considered in use and will be subject to confiscation by the school administration.

Any cell phone or electronic device that rings or vibrates at a prohibited time or location is considered in use and will be subject to confiscation by the school administration.

A student using cell phone communication features (camera, audio recording, text messaging) for academic dishonesty, harassment, bullying, threats, or other inappropriate means will be dealt with by school administration, and school policy on such issues will be enforced.

Violating the established policy may result in the following:

- The phone is taken away until the end of the day.
- The phone must be picked up by a parent or guardian.

Any further infractions will result in the student not having a cell phone on school grounds during the school day. Furthermore, students who do not adhere to these guidelines will be subjected to other disciplinary actions at the teacher’s discretion.

Students and Parents/Guardians acknowledge that:

The school’s network filters will be applied to a device’s connection to the internet, unless the cellular device is connected to a 3G or 4G network. Therefore, any student who accesses websites that are prohibited will be subject to discipline. Skyview School is authorized to collect and examine any device that is suspected of causing technology infractions.

Skyview School and/or individual teachers are not responsible for theft, loss, data loss, damage, destruction, misuse or vandalism of any student’s personal electronic device.

As electronic devices will become an integral part of technology and education, with permission from administration, teachers may have the right to incorporate such devices into the curriculum for purposes of instruction and learning.

By signing below, I understand and agree with the Skyview School Student Cell Phone & Electronic Device policies and guidelines.

Parent or Guardian Name (Printed)

Parent or Guardian Signature

Student Signature

Date

Opt-Out Agreement

My student, _____, will not be using their electronic device in school and
(Printed Student Name)

Therefore I/we as the parent(s) or guardian(s) request that he/she be opted out of this agreement and ask that we be notified if he/she is found to be using an unapproved electronic device during the school day.

Parent Signature

Date

Use of Technology

Skyview infuses the use of technology, as appropriate, to engage and stimulate student learning. Every student will have multiple opportunities throughout the year to use a variety of digital devices for academic and arts based outcomes. However, the use of technology at Skyview is a privilege and not an expectation. If it is determined that a student has been misusing it (using it for purposes other than defined by the teacher; or not treating it with care) the privileges will be revoked and the student(s) will not be able to use technology for a defined period of time, or potential indefinitely.

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 newsletters from the Director, notes from teachers, and posted Board minutes, as well as participation in other communications including phone calls, informal notes, and meetings.

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. To resolve concerns:

Communication Protocol

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 herself.
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.

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. When a student is injured during a school-related activity, a staff member that witnessed

the incident will complete an Accident/ Incident Report. **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. Skyview has an established Emergency Response Plan that is reviewed and revised yearly.

Asbestos Management Plan

Skyview School's Asbestos Management Plan is in basic compliance with AHERA and is available upon request at the front office.

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 on the playground at the flagpole at 8:00 am every morning to say the Pledge of Allegiance under the supervision and guidance of the Director or another adult.

Moment of Silence

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 on the playground at the flagpole at 8:00 am every morning to say the Pledge of Allegiance under the supervision and guidance of the Director or another adult.

K-12 schools are to set aside one minute but not more than two minutes at the beginning of each school day for students to engage in a moment of silence during which students may not interfere with other students' participation. A teacher or other school employee may not suggest the nature of any reflection in which a student may engage during the moment of silence. Each teacher of a class in which a moment of silence occurs pursuant to this paragraph shall encourage parents of students in the class to discuss with their children how to best use the moment of silence required by this paragraph.

Snow Days and Delayed Openings

In the event of inclement weather, **Skyview School follows Prescott Unified School District.** Parents may check the PUSD website 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 776-1731 and on the school's website at www.skyviewschool.org.

GENERAL INFORMATION

Proof of Student Identity

Proof of the student's identity and age must be provided to Skyview School within 30 days. A.R.S. § 15-828(A).

Acceptable documents are:

- A certified copy of the student's birth certificate;
- Other reliable proof of the student's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate; or
- A letter from the authorized representative of an agency having custody of the student pursuant to A.R.S. Title 8, Chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law. A.R.S. §15-828(A)

Re-Enrollment and Enrollment

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 (exact dates TBA). Placements are assigned to these students only if paperwork is returned during the two-week re-enrollment period.
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. **Kindergarten open enrollment** is early (exact dates TBA), with siblings of current students receiving enrollment priorities.
3. Kindergarten evening orientations are set up for all prospective families. 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.
4. By law, the kindergarten cutoff date for birthdays 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. All kindergarten students, regardless of their age, will be interviewed for "kindergarten readiness" to ensure that they are ready to fully and appropriately participate in the kindergarten program. Skyview will offer spots to all 5 year-olds before offering spots to 4-year olds.
5. **1st through 8th grade open enrollment** for 2023- 2024 is in March (exact dates TBA).
6. Prospective families are encouraged to tour the school but this is not a requirement for application acceptance.

7. 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.
8. If the number of applicants does not exceed the number of openings, all students are sent a letter of congratulations and registration forms, which must be returned within two weeks from the date of the enrollment offer.
 - 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 an enrollment spot is declined or not accepted within two weeks of the date of offer, then the next application on the waitlist is offered an enrollment spot. The waiting list is determined by the date and time the completed applications were submitted.
 - Waitlisted families must respond within two weeks upon receipt of an enrollment offer to secure a place for their child.

Mid-Year Enrollment

1. Students may be admitted throughout the school year if placements are available.
2. Families follow the procedures 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 in 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 on the first day, but they must bring in their original birth certificate, immunization records, verification of residency for Skyview to copy and have on file.
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.

Regardless of previous enrollment at Skyview School, students 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 a number of important considerations (i.e. balanced ability levels; gender balance; individual student needs; teacher recommendations; and availability of space). The Director's decision is final.

School Calendar

Skyview's 2023-2024 school calendar can be located at <https://www.skyviewschool.org/> or a hard copy can be picked up at the front office. The school calendar each year is developed and approved for family distribution by the end of February each year.

Quality, Licensed After School Childcare

It is the responsibility of parents to secure quality after school childcare for their children and transportation after school to the facility. While there may be a few options, for this upcoming year we recommend the *Launch Pad Teen Center* for 6th-8th grade students, located on 424 6th St., as they provide transportation for

students from Skyview to their facility. For more information visit <https://thelaunchpadteencenter.org/> or call (928) 227-0758.

Lost and Found

Lost or misplaced articles such as clothing, books, and lunch boxes are placed in the Lost and Found area, located in the front lobby of the school office. 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 ranks among the lowest 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 fundraising 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.

Tax Deductible Donations

Families are welcome to make tax-deductible donations any time throughout the school year. We provide donors with a receipt, along with the school's Tax ID number so that families, businesses, and organizations can deduct the donation from their yearly taxes. Unless the donation is earmarked for a specific purpose, all donations are placed in an "unrestricted donations" account where the money is used to enhance the facilities or make educational investments in the classrooms through the purchase of curriculum resources and materials.

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 Executive Officer and community leader, sees that policy is effectively implemented.

Under the Skyview charter, the Board numbers between four and nine individuals, with parent and teacher 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. As a public entity, the Board of Directors must follow all state statute outlining open meeting laws and may only deliberate and take action when a quorum of the Board membership is present.

The Board meets on a regular monthly basis every second Tuesday of each month at 3:40 PM in the south middle school classroom. As determined necessary, a special meeting may be called in order to address areas where action is pressing and can not wait until the next monthly meeting. The Board may also decide to go into executive session in either a regular or special meeting to deliberate limited areas (executive session is closed to the public). Notice of each meeting with the scheduled agenda will be posted at least 24 hours in advance on the bulletin board in the school lobby, as well as the school's website at <https://www.skyviewschool.org/>. All minutes of meetings are also posted at the above places after each meeting.

Skyview School values community comments and input. The Board of Directors' meetings are held in public and they welcome families' interest and encourage them to attend. Board meetings are for Board development and Board work purposes. The meeting is run by the facilitator and for the Board to discuss and deliberate on important matters; develop a sense of cohesiveness as a working unit; and make important decisions to help evolve the school, implement the charter, and preserve the fiscal and regulatory integrity of the organization. The Board provides effective, respectful communication and affords opportunities for community feedback on important issues. While community members are always encouraged to attend Board meetings, they may not speak during Board meetings. There are exceptions, such as Community Forum.

Community Forum

A Community Forum is held specifically to obtain community input at Board meetings on items not listed on the agenda. Community members must sign-up on the Community Forum Sign-Up sheet located in the front lobby of the school. Due to time constraints, there are only five slots available for community members to sign-up for Community Forum. The Board President will call the meeting to order, move into the Community Forum, and call the community member's name, as they are listed on the sign-up sheet. The community member will have three minutes to address the Board of Directors.

Open meeting regulations do not allow Board members to enter into discussions on topics not posted on the agenda. However, the law permits the Board to answer complaints, thank community members, or take issues under advisement and assign topics to staff or Board members for follow-up.

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.

Personal Counseling, Referrals, and Testing

All school staff are 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 are 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.

APPENDICES

Communication Protocol

The Communication Protocol, as outlined in the Parent-Student Handbook, guides all communication issues at Skyview School. (Please refer to page 19). This current document brings together the two 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 meetings 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 into a meeting with a pre-established outcome in mind can derail creative problem solving for 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 on p.16 of the Parent-Student Handbook outlines how final decisions are made.

Homeless Children and Youth

Introduction: Skyview School is committed to creating equal educational opportunities for all children. The

school strives to ensure that homeless children and youth have access to a free, appropriate public education that is comparable to that provided to the children of any Arizona resident and consistent with Arizona's mandatory school attendance laws.

Goal: All children and youth experiencing homelessness will be immediately enrolled in school based on availability and will have educational opportunities equal to those of their non-homeless peers. Homeless students will not be stigmatized or segregated on the basis of their status as homeless.

Legal Background: The McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), which is included in No Child Left Behind as Title X-C.

CONTACT: The Homeless Children and Youth Liaison is Dena Ford and she can be contacted at (928) 776-1730 or admin@skyview.k12.az.us

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:

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 to 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

For detailed information visit <https://www.azdes.gov/AzEIP/>. The Arizona Early Intervention Program (AzEIP) supports families of children born 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.

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)

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.

TITLE IX – Sexual Discrimination Policy and Sexual Harassment Grievance Procedures

Title IX of the Education Amendments of 1972 and the Title IX regulations prohibit discrimination on the basis of sex, including gender-based and sexual harassment discrimination, in Skyview School, Inc.’s (the School) educational programs and activities, including employment. The School is committed to maintaining an educational and working environment free from sex discrimination and harassment and encourages any student or employee who believes they have been subjected to discrimination on the basis of sex, whether by students or by School employees, to utilize this procedure.

Title IX Coordinator. The School’s designated and authorized Title IX Coordinator can be reached as follows:

Dianne Jacobson, 125 S Rush Street, Prescott Arizona 86303, 928-776-1730,
djacobson@skyview.k12.az.us

The Title IX Coordinator is designated and authorized to coordinate the School’s compliance with Title IX.

Notification. The contact information for the Title IX Coordinator and the School’s nondiscrimination notice (indicated above) will be prominently posted on the School’s website and in any student or employee handbooks. Any documents used to train the Title IX Coordinator, School employees or others who may be involved in the Title IX grievance process will be posted on the School’s website.

In addition, the School will notify students, parents or guardians of students, employees, applicants for admission and employment, and unions or similar employee professional organizations that have an agreement with the School of this Policy and the grievance procedures included in this Policy, including how to report sexual harassment and how the School will respond to such reports. The required notification may be accomplished in any way that the School deems appropriate and effective.

Reports of Sex Discrimination. Any person may report sex discrimination, including sexual harassment, regardless of whether the person is the alleged victim of the conduct, in person, by mail, by telephone or by email to the Title IX Coordinator at any time. Complaints of sex discrimination that is not sexual harassment will be handled pursuant to the School’s regular procedures for resolving student or employee grievances promptly and equitably. Complaints of sexual harassment will be handled using the grievance procedures set forth below.

Definition of “Sexual Harassment” and Other Terms. For purposes of this policy, “sexual harassment” is any one or more of the following:

- Conduct of a School employee that expressly or impliedly conditions the provision of an aid, benefit or service of the School on an individual’s participation in unwelcome sexual conduct.
- Conduct that a reasonable person would deem to be unwelcome and that is so severe, pervasive and objectively offensive that it effectively denies a student equal access to the School’s educational programs or activities.
- Conduct that constitutes sexual assault, dating violence, domestic violence or stalking under the Clery Act, 20 U.S.C. § 1092(F)(6)(A)(v), or the Violence Against Women Act of 1994, 34 U.S.C. § 12291(a)(10).

The School's "educational programs or activities" include events and circumstances where the School exercises substantial control over the individual engaging in the alleged harassing behavior and the context in which the alleged harassment occurs, but applies only to those educational programs or activities that occur within the United States. All other terms relevant to a Title IX complaint shall be construed in accordance with the current Title IX regulations and any relevant case law.

Formal Complaints of Sexual Harassment. Any person, including a person who is alleged to be the victim of sexual harassment (a "Complainant") may report sexual harassment, in person, by mail, by telephone or by email to the Title IX Coordinator at any time. The report must include the nature of alleged violation; names of persons responsible for the alleged violation (when known) (a "Respondent"), and any other relevant background information. A Complainant (or their parent/guardian) or the Title IX Coordinator, but not a third-party reporter, may sign a formal complaint. The Complainant and the Respondent are the parties to any formal complaint, even if it is signed by the Title IX Coordinator. At the time of filing a formal complaint, a Complainant must be participating in or attempting to participate in the School's educational program or a School activity.

Actual Knowledge Reports of Sexual Harassment. The School will also respond to alleged sex discrimination whenever any School employee has actual knowledge of potential sex discrimination or allegations of sex discrimination. Employees must report such knowledge immediately to the Title IX Coordinator.

Initial Contact with Complainant. Upon receiving notification of alleged sexual harassment, whether through a report, a formal complaint or an actual knowledge report from a School employee, the Title IX Coordinator shall promptly and confidentially contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint, if applicable.

Supportive Measures. The Title IX Coordinator shall offer supportive measures to both the Complainant and alleged Respondent, either before or after the filing of a formal complaint or following a report where no complaint has been filed. The supportive measures are non-disciplinary, non-punitive, individualized services and shall be designed to restore or preserve equal access to the School's educational program and activities, without unreasonably burdening the other party, and shall be offered without charge. Supportive measures may include counseling, class modifications or class schedule changes, and/or increased monitoring and supervision, as deemed appropriate by the Title IX Coordinator.

Emergency Removal/Administrative Leave. The School may remove a student who is a Respondent from the School's educational program or activity on an emergency basis, provided that removal is necessary to protect the student or another individual from an immediate threat to physical health or safety. If a student has an IEP or a Section 504 Plan, the decision to remove the student on an emergency basis must be coordinated with the School's special education staff and in compliance with relevant IDEA or Section 504 requirements.

The School may place an employee who is a Respondent on administrative leave while allegations are investigated and resolved in accordance with this Policy.

General Principles Governing Grievance Process for Responding to Formal Complaints. Following the filing of a formal complaint, the Title IX Coordinator or an assigned investigator who has had training in Title IX investigations will conduct an investigation of the allegations, unless they are summarily dismissed in accordance with Section 12 below. The investigation will include an evaluation of all available evidence, and may include witness interviews, review of relevant documents, and consultation with other staff members as necessary. The Title IX Coordinator or investigator must be free from any conflicts of interest or bias.

The investigation will be premised on a presumption that the Respondent is not responsible for the alleged act(s) of sexual harassment, and both parties will be treated equitably during the investigation. The burden of proof is on the School to prove a violation of this Policy by a preponderance of the evidence, which means that it is more likely than not that the Respondent engaged in the prohibited behavior.

Upon a determination that the Respondent engaged in prohibited behavior (pursuant to the procedures set forth below), the School may:

- Offer the Complainant any remedies that will restore or preserve the Complainant's access to the School's educational program and activities, including any supporting measures. These remedies may be kept confidential to the extent deemed necessary by the School.
- Impose any disciplinary sanctions on a Respondent student, including participation in counseling services; revocation of privileges related to extra-curricular programs including sports; no-contact orders; schedule changes; short-term or long-term suspension; or expulsion.
- Impose any disciplinary sanctions on a Respondent employee, including participation in counseling services; no-contact orders; reassignment; suspension without pay; or termination of employment.

This Policy prohibits the Complainant, the Respondent and any witnesses from knowingly making a false statement or providing false evidence in connection with a Title IX investigation. The School may take disciplinary action under the Student Code of Conduct or Employee Handbook against individuals who make such false statements.

Written Notice of Formal Complaint. The Title IX Coordinator or investigator will provide written notice to the Complainant and the Respondent of the allegations of a formal complaint and the grievance process, including any informal resolution process. The notice of the allegations must include:

- Sufficient detail to allow the Respondent to prepare a response, including a description of the conduct alleged, the date and location of the conduct and the names of the Complainant and other involved parties, if any.
- A statement that the Respondent is presumed not to be responsible for the conduct and that responsibility will be determined at the conclusion of the process.
- A notice of the Complainants and Respondents rights to have an attorney or non-attorney advisor.
- The right of Complainant and Respondent to inspect and review any evidence.
- The prohibition on providing false statements or evidence in connection with the investigation of the complaint.

If additional allegations arise during an investigation and will be investigated, the Title IX Coordinator or investigator will provide written notice of those additional allegations to the Complainant and Respondent.

Summary Dismissal. If the Title IX Coordinator or investigator determines that the allegations in a formal complaint do not meet the definition of “sexual harassment” under the applicable Title IX regulations, did not occur in the School’s educational program or activity, or did not occur in the United States, the Title IX Coordinator or investigator *shall* summarily dismiss the formal complaint. The Title IX Coordinator or investigator *may* dismiss a formal complaint if the Complainant requests withdrawal of the complaint, the Respondent withdraws from the School or terminates their employment with the School, or specific circumstances prevent the School from gathering appropriate evidence to make a determination regarding the allegations. Upon dismissal of a formal complaint or any allegations contained in a formal complaint, the Title IX Coordinator or investigator will promptly and simultaneously provide written notice of the dismissal and the reason(s) for the dismissal to the Complainant and Respondent. If a complaint is summarily dismissed, the School may nevertheless take whatever additional disciplinary action it deems appropriate against the Respondent under its Student Code of Conduct and procedures related thereto.

Submission of Evidence to Title IX Coordinator or Investigator. Both the Complainant and the Respondent will have a reasonable opportunity to present witnesses and other evidence to the Title IX Coordinator or investigator, provided, however, that such evidence must be submitted within 21 calendar days of the date on which written notice of the formal complaint is provided to the Complainant and Respondent. The Title IX Coordinator or investigator will meet with each party and give them at least 24 hours’ advance written notice of the date, time, location, and purpose of the meeting.

Before the Title IX Coordinator or investigator prepares the final investigation report, the Complainant, the Respondent and their advisors (if any) will be provided with an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint. If possible, the evidence will be provided to the parties in an electronic format and manner that does not permit copying or downloading of the evidence. The evidence provided must include any evidence that the Title IX Coordinator or investigator does not intend to rely upon, and any exculpatory or inculpatory evidence from any source. Within 10 calendar days of the date on which they were provided with access to the evidence, the parties may prepare and submit to the Title IX Coordinator or investigator a written response to the evidence, which the Title IX Coordinator or investigator must consider before preparing a final, written investigation report. Following the expiration of the date on which the parties may provide responses to the evidence, the Title IX Coordinator or investigator will promptly prepare and issue a written investigation report that fairly summarizes the relevant evidence discovered during the investigation.

The School will not restrict the ability of either party to discuss the allegations and gather evidence related to the allegations of the formal complaint.

Determination of Responsibility. The School will not hold a live hearing in connection with determining responsibility for any violations of this Policy. The written investigation report and any responses submitted by the Complainant and/or Respondent will be provided to the School’s Director (the “Decision Maker”), who will make the determination regarding responsibility. The Decision Maker will provide each party with an opportunity to submit written, relevant questions for any party or witness within 5 calendar days of the date on

which the Decision Maker is provided with a copy of the final written investigation report and any responses to the report. If written questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can provide answers to the questions. Answers to the questions must be provided to the Decision Maker within 5 calendar days of the date on which they are provided to a party. The Decision Maker will promptly provide each party with the answers to the questions and allow for additional, limited follow-up questions in writing from both the Complainant and Respondent within 3 calendar days. If written follow-up questions are submitted to the Decision Maker, the Decision Maker will promptly provide the questions to the appropriate party so that the party can provide answers to the questions. Any answers to those additional questions must be submitted to the Decision Maker within 3 calendar days of the date on which they are provided to a party. The Decision Maker will promptly provide the responses to the additional questions to both parties. Any questions regarding a Complainant's prior sexual behavior or sexual predisposition will be deemed irrelevant unless they are offered to prove that someone other than the Respondent committed the alleged misconduct or are offered to prove consent.

No sooner than 10 calendar days after receiving the investigation report but no later than 45 calendar days after receiving the investigation report, the Decision Maker will issue a written determination (the "Determination") that includes:

- A statement of the allegations;
- A description of the procedures used to investigate the allegations;
- The findings of fact;
- A determination of responsibility for each allegation;
- Any sanctions that will be imposed on the Respondent for violations;
- Whether remedies to restore or preserve the Complainant's and/or others' equal access to the School's educational program or activities will be provided; and
- A description of the right to an appeal, how to request and appeal, and the permitted bases for an appeal.

The deadline for the Decision Maker to issue the Determination may be extended for good cause at the Decision Maker's sole discretion.

The Determination must be based upon a preponderance of the evidence (i.e., whether it is more likely than not that the violation occurred). The Complainant and the Respondent will be notified concurrently of the Determination.

Students found to have violated Title IX will be referred for potential disciplinary action. Employees found to have violated Title IX will be subject to employment actions, including discipline or termination of employment.

Timing of Resolution of Formal Complaints. The School will attempt to resolve all formal complaints alleging a violation of this Policy within 120 days, not including any time for an appeal of the Determination. However, the School may modify this presumptive deadline and any related deadlines for grievance procedures as required by the circumstances of the report and equity to the parties, so long as the matter is resolved in a

timely manner. The Title IX Coordinator or investigator will not wait for the conclusion of any law enforcement investigation or criminal proceeding to begin the Title IX investigation, but the Title IX Coordinator or investigator may consider such investigations or proceedings in determining an appropriate timeline in which to resolve a formal complaint. Any extensions of the deadlines will be explained in writing to both parties.

Appeals. Either the Complainant or the Respondent may appeal from: (a) the Determination regarding a formal complaint, (b) the School's handling of a report, or (c) the dismissal of a formal complaint, by submitting a notice of appeal that includes the bases of the appeal to the Decision Maker within 10 calendar days of the date of the Determination. Written notice of the appeal will be provided to both parties by the School. Either party may file a written response in support of or challenging the Determination and the bases for the appeal within 5 calendar days of the date on which written notice of the appeal was provided to all parties.

An appeal may be filed on the following bases only:

- A procedural irregularity affected the outcome of the matter,
- There is newly discovered evidence that could affect the outcome of the matter and that was not available at the time the Determination was made, and/or
- The Title IX Coordinator, the investigator or the Decision Maker had a conflict of interest or bias that affected the outcome of the matter.

The appeal will be decided by the Skyview School Governing Board President on written submissions from the parties only. No hearing will be held for an appeal.

The Governing Board President will simultaneously provide the parties with a written decision regarding the appeal, which will describe the result of the appeal and the rationale for the decision.

Informal Resolution. Allegations may be resolved informally only if a formal complaint is filed and only if the complaint does not allege that a School employee harassed a student. Both parties to a formal complaint must voluntarily agree in writing to participate in a potential informal resolution. As part of the informal resolution process, the Title IX Coordinator or investigator may engage in interviews and other fact finding. Available methods of informal resolution include arbitration, mediation, and restorative justice procedures. Either party may withdraw from an informal resolution at any time before agreeing to a resolution and resume the grievance process. Once an informal resolution is agreed to by the parties, it becomes binding. The Title IX Coordinator or the investigator has the discretion to decline informal resolution for some complaints, including complaints of sexual violence, and instead require their formal investigation.

Retaliation. Title IX prohibits retaliation for reporting or participating in an investigation of a report regarding sex discrimination or harassment. No person shall be retaliated against by the School in any way or subjected to discharge, suspension, discipline, harassment, or any form of discrimination for having participated in any proceeding under this Policy. In addition, it shall be a violation of this Policy for any person to retaliate against another individual for the purposes of interfering with that individual's Title IX rights or because an individual has participated or refused to participate in proceedings under this Policy. Individuals may be subject to actions

under this Policy and/or under the Student Code of Conduct or the employee handbook for retaliation in violation of this Policy.

Recordkeeping. The School will maintain all documents related to allegations of sexual harassment for at least seven years. The records maintained by the School will document that the School's response to allegations of sexual harassment was not deliberately indifferent and that measures were taken to restore or preserve equal access to the School's educational program or activity. If the School did not offer supportive measures in response to a report made under this Policy, the School's records will document why that response was not clearly unreasonable under the circumstances known at the time.

Training. The School will provide training on the definition of sexual harassment, the School's grievance procedures, how to serve impartially in their roles, and any other required or appropriate subjects to the Title IX Coordinator, any investigators, the Decision Maker, anyone who facilitates informal resolution of formal complaints, and anyone involved in the appeal process at least as often as required by the Title IX regulations.