Policies & Procedures Manual

2026-2027

South Phoenix Prep & Arts Academy (K-4)

South Valley Prep & Arts School (5-8)

Skyline Prep High School (9-12)

AZ Compass Prep Elementary (K-6)

AZ Compass Prep School (7-12)

Skyline Gila River (6 -12)

Celebrating 26 Years of Educational Service to Our Communities

The Board of Trustees of Skyline Education, Inc. and its schools reserve the right to hold the policies and procedures as subject to change without prior notice.

District Mission

Our mission is to provide each student and family we serve with high quality college preparatory educational programs and services designed to stimulate life-long learning while developing character through academics, arts, and athletics.

Philosophy

Our charter schools are founded on the premise that all students can be successful in college. Student mastery is achieved through scientifically based and content-rich curriculum that imparts core knowledge and essential learning skills. To achieve academic excellence, our programs have a specific focus on character development through academics, athletics, and the arts. Combining the constant focus on character development and academic excellence leads our students to be prepared for the challenges that lie ahead of them in education and in life.

Skyline Curriculum

Please visit the district website at www.skylineschools.com for a full version of the Course Description Catalogs.

THIS IS TO CERTIFY THAT

Skyline Education, Inc.

has met the criteria for educational quality
established by the Cognia Global Commission
and is hereby presented this

Certificate of Accreditation

by the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Valid Through 6/30/2029

ACCREDITED cognia NCA CASI | NWAC | SACS CASI

Mark A. Elgart, Ed.D.
President and CEO, Cognia

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School Contact Information

South Phoenix Campus		
Grades	**School**	**Email Address for Absences**
K -12	**Skyline South Phoenix** **South Phoenix (K-4)** **South Valley (5-8)** **Skyline Prep High (9-12)** 7500 S. 40th Street Phoenix, AZ 85042 Phone: (602) 343-4980 Fax: 1 (877) 821-5462	SOUTH PHOENIX (k-4) ABSENTSOUTHPHOENIX@SKYLINESCHOOLS.COM PHONE: (602)343-4980 ext. 1105 SOUTH VALLEY (5-8TH) ABSENTSOUTHVALLEY@SKYLINESCHOOLS.COM PHONE: (602) 343-4980 EXT. 1103 SKYLINE PREP (9-12TH) ABSENTSKYLINEPREP@SKYLINESCHOOLS.COM PHONE: (602) 343-4980 EXT. 1400
Chandler Campus		
Grades	**School**	**Email Address for Absences**
7-12	**AZ Compass Prep Elementary (K-6)** **AZ Compass Prep School (7-12)** 2020 N. Arizona Ave. Suite 206 Chandler, AZ 85225 Phone: (480) 779-2000 Fax: 1 (877) 821-5462	AZ COMPASS ELEMENTARY (K-6) ABSENTAZC@skylineschools.com PHONE: (480) 779-2000 EXT. 2001 AZ COMPASS PREP (7-12TH) ABSENTAZC@SKYLINESCHOOLS.COM PHONE: (480) 779-2000 EXT. 2001
Gila River Campus		
5-12	**Skyline Gila River** 255 E. Riggs Rd. Chandler, AZ. 85249 Phone: (480)750-0024 or (520) 424-7207 Fax: (520) 315-3233	SKYLINE GILA RIVER (5-12TH) ABSENTGILARIVER@SKYLINESCHOOLS.COM PHONE: (480)750-0024 EXT. 3001 or (520)424-7207 EXT. 3001

Our Foundation

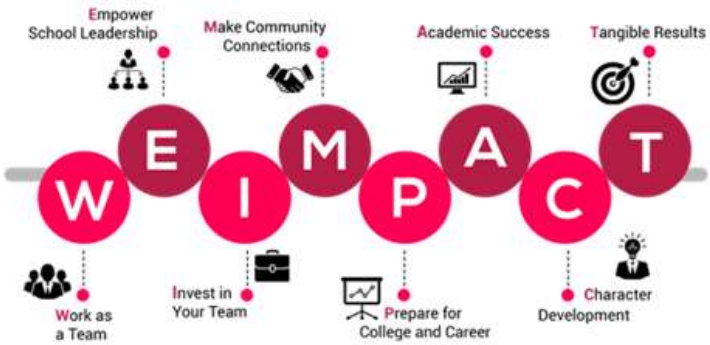
United by a common vision and mission, Skyline promotes a commitment to excellence in education and life by utilizing the *Leader in Me* concepts. *Leader in Me* is a transformation process that enables individuals and schools to better address three universal challenges: leadership, culture,
and achievement. Whereas many educators view these challenges as three separate parts of a school's success, Leader in Me sees the challenges as interactive, each impacting the other.

High Expectations as an Individual

Having core values is just the beginning of the journey. Developing these core values and character strengths are the foundation for which we believe success can be achieved. Development of character strength include students, teachers, parents and leadership. To lead others, you must learn to lead from within. **U.L.E.A.D** is the foundation by which we individually strive to achieve success.

Producing Results as a Team

Establishing personal core values and leading oneself is the beginning to having a great impact within a team. A team is built from strong individual contribution, support and commitment. As a team, **W.E. I.M.P.A.C.T** our school, our community and beyond. We empower one another to make change and produce results as a team.



PROCEDURES

Positive School Climate

Skyline Education, Inc. and its schools believe that each person has the right to a safe, nurturing, and supportive environment that promotes creative growth and learning, and acknowledges the self-worth of everyone in the community. This belief is based on the following rights:

- **Each person has personal space that is not to be invaded without permission.**
- **Each person has the right to feel safe and be free of rumor, slander, harassment, threat and injury.**
- **Each person has personal property that is not to be accessed or acquired without permission.**
- **Each person has the right to** bring **charges against an offender and to receive satisfaction.**
- **Each person has the right to learn successfully.**
- **Each person has the right to feel good about him or herself.**
- **Each person has the right to develop his or her talents in a positive environment that promotes excellence.**

Non-Discrimination and Equal Educational Opportunity Policy

Skyline Education, Inc. complies with federal and state laws prohibiting unlawful discrimination based on race, color, national origin, sex, disability and age in its programs and activities. Such programs and activities may include, but are not limited to, admissions, recruitment, academic programs, counseling and guidance, discipline classroom assignment, grading, vocational education, recreation, physical education, athletics and employment.

Skyline Education, Inc. specifically complies with the following federal civil rights statutes and related regulations with respect to its students:

Title VI of the Civil Rights Act of 1964 and its implementing regulations, which prohibit discrimination or retaliation the basis of race, color or national origin (including limited English proficiency or English learner status).

Title IX of the Education Amendments of 1972 and its implementing regulation, which prohibit discrimination based on sex (including discrimination based on pregnancy, parental status and sex stereotypes as well as sexual violence).

Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990, which prohibit discrimination based on disability.

Boy Scouts of America Equal Access Act, which prohibits discrimination against any group officially affiliated with the Boy Scouts or affiliated with any other youth group protected by federal law.

Skyline Education, Inc. is responsible for complying with these laws and is responsible for promptly and equitably resolving unlawful discrimination, harassment and retaliation.

Skyline Education Inc. does not tolerate racial or sex discrimination, harassment or retaliation and will therefore take effective action, including disciplinary action, when appropriate.

Reporting Responsibilities

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify a teacher, office personnel or the school leader. If an immediate report is not possible, a report should be made as promptly as possible, and within 30 calendar days.

A teacher or other staff member receiving a report from a student or parent/guardian or who otherwise becomes aware of unlawful discrimination or harassment shall notify the school leader the same day whenever possible, and no later than two (2) school days from receipt of the report or other information.

All staff members have the duty to report allegations of child abuse pursuant to state law (A.R.S. 13-3620).

Investigation / Remedial or Other Actions

Upon receipt of notice that an incident of discrimination, harassment or retaliation has occurred, the school leader or designee will adhere to Skyline Education, Inc.'s standard Policies, practices or procedures to investigate the incident and take appropriate follow up actions.

Definitions

For purposes of Title IX compliance, the following definitions apply:

Sexual harassment - unwelcome sexual advances; requests for sexual favors; and verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

Sexual violence - physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.

Gender-based bullying or harassment: unwelcome conduct based on a student's actual or perceived sex. It includes slurs, taunts, stereotypes, or name-calling. Additionally, gender-based harassment includes gender-motivated physical threats, attacks or other hateful conduct.

For purposes of Title VI compliance, the following definitions apply:

Racial and national origin harassment: unwelcome conduct based on a student's actual or perceived race or national origin. It can take the form of slurs, taunts, stereotypes, or name-calling. Additionally, racially-motivated physical threats, attacks, or other hateful conduct are likewise considered harassment.

For purposes of Section 504 and ADA compliance, the following definition applies:

Disability harassment - unwelcome conduct based on a student's actual or perceived

disability. It can include slurs, taunts, stereotypes, or name-calling. It can also include any disability-motivated physical threats, attacks, or other hateful conduct.

Compliance Officers

Section 504 / ADA concerns should be addressed to Compliance Officer Swen Anderson, 2020 N. Arizona Ave., Suite 109, Chandler, Arizona 85225. Tel: (480) 779-2010 or (877) 225-2118 (toll free). Email: sanderson@skylineschools.com.

Title IX, Title VI or other concerns regarding unlawful discrimination, harassment or retaliation should be addressed to Compliance Officer Swen Anderson, 2020 N. Arizona Ave., Suite 109, Chandler, Arizona 85225. Tel: (480) 779-2010 or (877) 225-2118 (toll free). Email: sanderson@skylineschools.com.

The Grievance Procedure pertaining to the laws described above are found on pages 9 and 37 of this Handbook. When a Grievance is filed, Skyline Education, Inc. will adhere to the procedures set forth in the Grievance Procedure.

Any person may also contact the U.S. Department of Education, Office for Civil Rights to learn more about federal non-discrimination laws or how to file a complaint. Office for Civil Rights, Denver Office, U.S. Department of Education, 1244 Speer Blvd., Suite 310, Denver CO 80204-3582. Tel: 303-844-5695 (TDD: 877-521-2172). Email: OCR.Denver@ed.gov.

Procedures for Filing Complaints

Any person who believes he/she has been the subject of or is a witness to discrimination or harassment shall immediately notify any teacher, office personnel, or the school principal. Complaints that cannot be reported immediately must be reported within thirty (30) calendar days. The school employee receiving the report or complaint, or who personally witnesses discrimination or harassment, shall immediately inform the school Principal of the report or complaint and complete a Statement of Facts form.

Procedures for Investigation of the Report/Complaint

The school principal will investigate the incident personally or designate another school employee to conduct the investigation at the Principal's discretion. The alleged victim or witness should complete a Statement of Facts form, or if a Statement of Facts form is not available, set forth in another written form all information relevant to the complaint, including a description of the conduct alleged (i.e., specific words, statements, or actions), names of perpetrator and victim, places, times, and other witnesses. The principal or his/her designee will assist the complainant in setting forth the written information if necessary. The Principal shall contact an outside agency (i.e., Child Protective Services or law enforcement) as required by statute or when otherwise deemed appropriate by the Principal.

Investigative Findings

In all cases, regardless of whether a violation of School policy is found, or a complainant no longer wishes to pursue his/her complaint, the investigation shall conclude with a

written investigation report. The report shall include findings, conclusions and any possible recommendations for remediating the effects of any discrimination, harassment, or bullying that is found to have occurred, including any discipline referral resulting from the alleged conduct, to be prepared by the individual who conducts the investigation. The report shall be drafted as soon as possible, but not later than 10 school days after the investigation is closed.

We Are a Closed Campus

Once students arrive at school, they are to stay at school until they have been released by their last teacher, or a parent has contacted the office for early dismissal. Students are not allowed to go to their cars during school or breaks for any reason or leave campus for lunch. Parents must call the front office to dismiss their child.

Student Safety

Skyline Education, Inc. and its schools believe student safety is our highest priority. Because of this belief:

- Parents must call the front office for changes to transportation two (2) hours prior to the change.
- Parents must sign students in and out when tardy and for early pickups.
- All guests must sign in at the front office and wear a visitor's badge.

Arrival & Dismissal Procedures

Parents are encouraged to drop students off utilizing the drive-up circle and refrain from entering the building unless absolutely necessary. If a parent does need to enter the building, the parent MUST enter through the main office doors and sign in at the front office. At no time during the school day will parents be permitted on campus without having checked in at the office. Once school begins, any parents that wish to remain in the building must sign in at the front office. Due to office staff assisting in helping student pick-up, the offices are closed 15 minutes prior to dismissal.

At the end of the school day, the same procedure is expected. Due to congestion, parents may not wait at the exit doors or in the building to pick up students. Students should be picked up in the drive-up lanes.
Please:

- Do not talk to teachers or aides at dismissal time. They need to watch children and cars.
- When using the drive up, pull up to the furthest available space. Do not leave your car.
- For safety reasons, we will not release your child to you if you are not in a line.
- Cell phone use is prohibited while in your car at arrival and dismissal time.

Attendance Policy

All students are expected to be in attendance on the first day of school. Students who are not in attendance on the first day of school will not be guaranteed a spot if there is a current wait list for that grade. Any open seats may be filled at the sole discretion of the administration.

Per Arizona Revised Statute (A.R.S. 15-802, 803), a student must attend a minimum of 90% of the school calendar days (18 days on a 180-day calendar, 14 days on a 146-day calendar). Students who exceed an absence rate of 10% are considered truant and excessively absent, whether absences are excused or unexcused. Excessive absences will result in a letter going home with one placed in the student's permanent file and also referral of family to the Maricopa County Juvenile Court Unified Truancy Suppression Program for students under the age of 16.

If a student under the age of 16 is cited under this law, a hearing would be held at the Juvenile Court Center. A parent or legal guardian must be present with the student at the time of the hearing. Consequences at the hearing may include required attendance of the parent/child at an education class (to be held on Saturdays), work hours assigned to the child, mandatory counseling and a $50 Diversion fee assessed to the parent/guardian. Failure to take the necessary steps to ensure that your child attends school on a regular basis may result in a Class 3 misdemeanor citation.

Students over the age of 16 may lose course credit, be expelled for excessive unexcused absences per truancy consequences or be referred to a drop out recovery program.

Students absent for ten (10) consecutive school days, except for excused absences identified per A.R.S 15-802, will be withdrawn from school, pursuant to A.R.S. §15-901 (A)(2).

It is the family's responsibility to contact the student's teacher for assignments missed during any absence. It is also the parent's responsibility to ensure their contact information is always current in the SIS (school information system). The school will not be responsible for out-of-date information. Students are required to complete all assignments missed during their absence by the Teacher provided due date. Students with unexcused absences during the year will not be given schoolwork prior to their absence. Schoolwork will be done at home after they return. Reduced credit will be given for this work which may affect the grade they receive on their progress report.

Students with unexcused absence(s) or who have violated truancy policies will not be authorized to participate in after school extracurricular activities sponsored by the school. For example, a student who has an unauthorized absence during the school day will not be allowed to play in after or weekend school athletics, arts or other extra-curriculars provided by the school.

Under certain conditions, such as family emergencies, religious holidays, chronic health condition, or disability, parents or guardians may request longer absences in writing to the principal. Requests for absences due to illness or disability will require a doctor's note. If the reasons presented are satisfactory to the principal, the principal may authorize the longer absence without jeopardy of the student losing credit or being dropped from classes as long as the student is able to complete makeup work and stay current with the class (with accommodations if student has a 504 Plan or IEP that addresses absences and make-up work).

Absences

If your child needs to be absent from school, the following policies are in place:

- 1-4 days: Parent/Guardian is contacted for each absence; absence letter is sent home informing of absences and policy.
- 5th day: Parent/Guardian is contacted, and a conference is required with the principal advising of the seriousness of continued absences.
- 10th day: Parent/Guardian/Student may be referred to Maricopa County Juvenile Court Unified Truancy Suppression Program, parent is contacted advising of the seriousness of continued absences. Student above 16 may lose course credit, be referred for expulsion or drop-out recovery program.

Chronic Health Problems

Skyline Education, Inc. provides continuing learning for students with chronic health problems while they are absent from school, as well as provides for the integration of students with chronic health problems into the regular education program as much as possible. Students with chronic health problems will be able to obtain homework so that they can earn credit and will have flexibility in physical education class requirements. A.R.S. § 15-346(C) defines students with chronic health problems as follows:

1. Students who are not homebound, but who are unable to attend regular classes for intermittent periods of one or more consecutive days because of illness, disease, pregnancy complications or accident as certified by a health professional or a registered nurse practitioner who is licensed pursuant to statutory requirements.

2. Students who suffer from a condition requiring management on a long-term basis as certified by a health professional or a registered nurse practitioner who is licensed pursuant to statutory requirements.

3. Students who have an infant with a severe health problem as certified by a health professional or a registered nurse practitioner who is licensed pursuant to statutory requirements.

Please contact your student's Principal if you anticipate that your student's chronic illness may cause intermittent or extended absences. Medical Certification of Chronic Health Conditions forms are available and must be completed annually by your student's healthcare provider.

Tardiness

Students are tardy if the class bell rings, and they are not in class. All tardiness is counted except when a parent calls in to report that the student will be late prior to the tardy.

- 1st Tardy: Student reports to office to get a tardy pass first, then is sent to classroom.
- 3rd and 4th Tardy: Parent is contacted.
- 5th Tardy or more: Student may receive a suspension, parent is contacted with required parent conference, and student is responsible for obtaining class work from the teacher. Continued excessive tardies after repeated warning may result in not only suspension but possible loss of credit.

Early Dismissals

If it is necessary for a student to be dismissed early from class, the parent or guardian is required to call, write a note, or come to the school office and make the request. Also at that time, arrangements need to be made for the student's transportation from school. At the designated time of dismissal, a staff member will go to the class and give the teacher an early dismissal pass and take the student to the office, or the student will be called up to the office for the early dismissal. The sign out sheet, located at the office front desk, must be completed, and signed by the parent or guardian or by the student if they will be driving from the school campus.

Sign-outs for any reason occurring in the first 45 minutes of a class will be considered an absence for that class. Sign outs occurring during the last 45 minutes of a class will not be counted as an absence from class until three occurrences of this nature have taken place.

Emancipated students may sign themselves out of class early for emergency reasons with principal approval.

If the student becomes sick while at school, they should notify their teacher and they will be allowed to go to the office and use the phone to call a parent or guardian and arrange for their pickup and sign out from school. Students are not allowed to use their cell phones during school hours to call parents/guardians.

Signing out of School

Students who are 18 years of age or older living with a parent or guardian cannot sign themselves out of school on their own consent. Only a parent or guardian can sign a student out early from a school day. Students are still under the guardianship of their parents for school purposes, even if they are 18 years or older. Emancipated students may sign themselves out of class early for emergency reasons with principal approval.

Grading:

To gain an accurate picture of student readiness and mastery, multiple assessment structures are needed. Graded tasks may include but are not limited to the following:

1. Summative Assessments
2. Alternative Assessments
3. Long term Projects
4. Labs
5. Daily Activities

Percentage breakdown should be evenly weighted across all forms of assessment and not rely too heavily on one form over another. Rubrics should be utilized for projects and alternative assessments. These rubrics should be readily available by teachers and attached to lesson plans.

All Teachers who instruct students with an IEP will collaborate with the Special Education Teachers to ensure the continuity of services. This involves ensuring the appropriate accommodations and modifications are provided to students per their IEP and Special Education Teacher recommendations.

Standards-Based Grading

Beginning in the 2016-2017 school year, Kindergarten – 2nd grade report cards will reflect standards-based grading. 3rd – 8th grade will remain on a traditional 100-point grading system. Standards-based grading is a system of reporting student proficiency in several specific learning goals (standards). Rather than give students one grade on a test that assessed multiple skills, this system gives students several scores that represent their proficiency in each of the skills assessed. The idea is that at the end of the class a student has mastered the essential content necessary for that level.

How is standards-based grading different from traditional grading?
In the traditional 100-point grading system, a student's grades are typically based on all the work assigned in class, including classwork, homework, projects, quizzes, and tests. These scores are often arranged in the grade book based on the type of assignment rather than on the essential standards for the class. The grade may also include points for non-academic factors, such as participation, effort, or attitude.
Standards-based grading does not separate out tests, homework, or projects. All the work a student does is used to assess the student's mastery of the essential standards. A student's scores from their work are tracked by the essential standards, which gives the teacher, student, and parent a very detailed picture of which standards a student has mastered. Non-academic factors like behavior, attitude, and attendance are not included in this grade and reported in a different manner.

Why do we use standards-based grading?
The goal is to report grades that are accurate, consistent, meaningful, and supportive of learning. Here is how standards-based grading addresses each of those four criteria.

- *Accurate*: By basing a student's grade on solely academic factors, the teacher creates a clear picture of what the student has learned without the influence of other factors. These other factors, such as effort and attitude, are still essential, but are not part of the student's academic grade and are communicated separately.

- *Consistent:* For each summative assessment, the teacher will provide a rubric that describes exactly what the student will need to master. Using these rubrics establishes clear expectations for mastery up front and applies them consistently throughout the semester.

- *Meaningful*: A meaningful grade is one that clearly communicates what learning has taken place. In a standards-based classroom, scores are recorded by the standards rather than by type, such as tests or homework, making it easier to identify areas of strength and to address areas of concern for each student.

- *Supportive of Learning*: Standards based grading supports leaning focusing on the material that has or has not been learned rather than on accumulating points to reach a certain total. The reassessment policy also supports student learning by allowing new levels of learning to replace old when a student shows improvement on an assessment.

Are non-academic factors, such as effort, attitude, participation, and behavior part of the class grade?

These factors have always been and will continue to be an important part of your student's success. However, in standards-based grading, these factors will be communicated separately from your student's academic grade.

Middle School Students in High School Courses

Credit and grades may be included in the high school transcript for high school courses taken by middle school students. Course selection and placement is dependent upon student readiness and appropriate communication between parents, students, teachers, and building administrators. The selection for high school credit must be determined and approved prior to the start of the course. 8th grade students taking Integrated Math or Algebra I, Earth Science and/or any World Language Level I course may elect to receive high school credit for these courses. This means students could start high school with 1.0 credit for each of these courses toward their high school diploma.

Honors Courses

Honors courses enable students to prepare for and pursue college-level studies while still in high school. Students who complete honor/ accelerated level courses may have the opportunity to earn college credit or placement through the Advanced Placement. Incoming freshman interested in Honors courses must receive administration's approval, based on analysis of benchmark assessments and previous grades. Because of the high caliber of curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for AP courses. Students changing to an Honors track after their Freshman year must have the approval of the principal and have a cumulative GPA of 3.5 or higher. Please contact your Dean to apply for the ***Ronda S. Owens Honors Program.***

All Honors courses must comply with the following guidelines:

A. Provide a foundation for success in AP and/or ACT/SAT and consistently align with AP and ACT/SAT content.
B. Consistently align with AZCCRS and rigor of college coursework.
C. Cover more breadth and depth in each subject area, thus requiring additional effort and perseverance on the part of the student. Summer reading or other outside activity is often an expectation.
D. Consistently require thinking at the highest levels of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).
E. Require students to demonstrate higher levels of reading comprehension, analytical writing, oral communication, and test-taking skills across disciplines.
F. Require prior mastery of all prerequisite skills.
G. Require an end-of-course assessment.

Advanced Placement Courses

AP was created by the College Board, which offers college-level curricula and examinations to high school students. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. It is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education. The AP Program enables students to take college-level courses and exams, and to earn college credit or placement while still in high school. Taking AP also increases

eligibility for scholarships and makes candidates more attractive to colleges. Incoming freshman interested in Honors courses must receive administration's approval, based on analysis of benchmark assessments and previous grades.
Because of the rigorous curriculum, these courses carry a weighted grade (5.0). Students must receive an 80% or better to receive weighted GPA and eligibility for AP credit. Parents are responsible for paying the cost of the AP exam. It is recommended that all students taking AP courses take the AP exam, although is is not required.

Students who score well on the exams may be awarded college credit in most of the nation's colleges and universities. In assessing a student's application, many colleges also look favorably upon courses designated as AP since these courses represent more rigorous content than the standard high school curriculum. Students are encouraged to investigate the AP policy of the college of their choice.

Placement, Promotion and Retention of Students

All students registered for classes at any Skyline Education school will be required to take benchmark test. These tests are used to determine students academic level and class placement. Current students will be evaluated and tested yearly to ensure proper placement for the next school year.

Promotion from one grade to the next (7-8 grade) is based upon the ability to succeed at the next grade level. When formulating a recommendation for retention or promotion, each teacher will work closely with the school's principal. Above all, the recommendation must be in the best interest of the student.

Teachers will base their recommendation to promote or retain on the following criteria:

- achievement on summative assessments
- attendance
- mastery of school objectives
- achievement on standardized tests
- age, maturity, and effort

In addition, A.R.S §15-701 requires that an Arizona student not be promoted from the third grade if the student scores far below the third grade level on the AzMERIT statewide assessment. A third grader who does not demonstrate sufficient reading skills may be promoted to fourth grade if the student:

1. Is an English Language Learner (ELL) who has received less than two year of English instruction.
2. Has a disability and the IEP team agrees promotion is appropriate or the student is in the process of being evaluated for special education eligibility.
3. Has been diagnosed with a significant reading impairment (including dyslexia).
4. If he or she attends summer school AND demonstrates proficiency and/or significant improvement on benchmark assessments
5. If he or she has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the third grade reading standards as evidenced through a collection of reading assessments approved by the state board of education, which includes an alternative standardized reading assessment approved by the state board

Special Education Students

Retention and promotion are generally decisions made by the student's teacher of record in consultation with the principal and are not IEP team placement decisions. A student's teacher of record and the principal should, in considering promotion or retention, consider the information obtained during the student's IEP meeting regarding whether promotion or retention would have adverse social, emotional, behavioral, or academic consequences for the student.

Any student having already attended Kindergarten or First Grade, at either Skyline Education Schools or any other public school, will not be permitted to enroll at any Skyline Education Schools for another year in the same grade. No exceptions will be made for student retention in Kindergarten. Exceptions for retention in First Grade will be made ONLY for students that have attended any Skyline Education School for 1st grade, have had a teacher and principal recommend retention, and have President approval PRIOR to registration.

Final promotion-rertention decision will be determined by Administration.

Repeating Courses

Grades achieved in repeatable courses are cumulative. Transcripts for students repeating these courses will reflect the original and the repeated course grade. All grades earned will be used in computing the GPA.

Records Request

Skyline will request a certified copy of a student's records within five (5) days of the student's enrollment. Skyline will also provide a certified copy of a former student's records upon request by another school.

Arizona law also requires that any disclosure of educational records by a school or a school district comply with the Family Educational Rights and Privacy Act (FERPA). A.R.S. § 15-828(H). FERPA allows a school to disclose students' education records without prior consent when the disclosure is to another school where the student seeks or intends to enroll. 34 C.F.R. § 99.31(a)(2).

Please send records request directly to your school registrar. Information can be found on your respective school website. If you are requesting transcripts or diploma for high school please follow the steps below.

Steps in obtaining an Official Transcripts or Diploma.

Official transcripts may be requested through parchment only:

1. Click or go to the parchment link: https://www.parchment.com/u/registration/50281030/account
2. Information Needed:
    1. Your full name at time of enrollment
    2. Date of Birth
    3. Email address
    4. Year of graduation
    5. School that transcript(s) are being sent

3. *Fees: $10*

Official Diploma may be requested through the school.

1. Mailing a signed written request
2. Faxing a signed written request
3. Emailing an attachment with a signed written request.
4. Diploma fee is $5.00 per copy.
5. (Cash, Check, Money Order, Or Credit Cards) payments can be made over the phone.

The following information needs to be included to complete your request:

- Your full name at time of enrollment
- Date of birth
- Contact Phone number
- Email address
- Dates of attendance
- Year of graduation
- Indicate if requesting diploma
- Number of copies requested
- The address where the transcripts or diploma are to be sent (include specific departments if applicable)

If you cannot locate your school registrar, please send requests to:

1. Email: tvazquez@skylineschools.com
2. Email: pr@skylineschools.com
3. Fax: (877) 821-5462
4. Mail: Skyline Education - 2020 N. Arizona Ave. Chandler, AZ 85225 - Attn: Teresa Vazquez

***Requests will be sent in 1-2 business days from receiving a payment and written request.*
To speak with the District Registrar please call 480-779-2000.

*Current students may request a waiver of the transcript fee if the fee is an economic hardship.

Extracurricular Eligibility

Arizona Interscholastic Association or Canyon Athletic Association Eligibility
Eligibility for extracurricular activities that are sanctioned is determined by the quarter grades for the preceding quarter. To be eligible for participation in these activities a student must pass all courses with a "C" or better the quarter prior to participation. This includes 9th graders. (In addition, students may apply for eligibility reinstatement at three (3) week intervals. The student must be passing all current classes to be considered for reinstatement).

A student is charged an activity participation fee for each interscholastic activity or sport as established in School policy. Students may submit a request a waiver of the fee to the school principal if it would be an economic hardship.

NCAA Eligibility Requirements for Division I and II Athletes

Students who are interested in competing in athletics at the Division I or Division II collegiate level must meet the academic eligibility requirements of the National Collegiate Athletic Association (NCAA).
For more information on the Division I and Division II eligibility requirements, please visit http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Field trips

We love to take the children on educational field trips that enhance their learning or to invite guest speakers to share their knowledge. Only the classroom teacher(s), his/her students, and the parent volunteers will be allowed to attend field trips. Our drivers will transport as many students as will fit safely on the bus. Field trips follow all bus rules and policies. Parents may not, under any circumstance, drive only their child or meet us at the destination and drop off/pick up their child. Siblings are never permitted to attend school sponsored field trips. **No exceptions.** Students should wear their school uniform and /or follow dress codes as applicable on all field trips.

Breakfast and Lunch Program

We provide a breakfast and a lunch program for students every day at school. Breakfasts and lunches are free to students and $4.60 for parents or volunteers. To comply with our lunch program, the following policies are in place:

- No outside fast food is permitted on the premises. Parents may check their child out of school and take them off campus during lunch; however, no fast food is permitted at our charter schools.
- You may send a lunch to school with your child. If you do, please provide a nutritious lunch for child. McDonald's and Burger King, etc. cannot be in the facility. Please provide a protein, vegetable, and fruit for each lunch.
- Pizza is not allowed to be delivered to the school for students unless permission has been given by the principal for a special occasion.
- Students may buy milk at .50 or water for $1.00 at school. Sodas, energy drinks, colored drinks, and sugar drinks are to be left at home.
- What students cannot have at schools for 7-8 grades during school hours:
    - No Candy
    - No Sodas, Energy Drinks, Colored Drinks, or Sugar Drinks
    - No Pastry Products
- Students are allowed to consume 1 snack-size bag of chips per school day.
- Students may have a water bottle in the classroom.
- Teachers will allow only cupcakes or cookies on birthdays. No cakes are permitted on the school premises.
- Teachers will have occasional parties in their rooms and will not permit sodas or cakes.

Restricted Physical Activities

If for any reason you feel your child should have restricted physical activity, please provide the school with a doctor's note stating the reason and length of restriction. This information wil be forwarded to both the classroom and PE teacher.

Head Lice

Students who have head lice must be treated in order to return to school. It is important for parents to routinely check their children's hair for lice and to treat appropriately. Please remind your child not to share such things as hats, brushes, combs, or jackets with other children.

Communicable Disease Reporting

Skyline schools will report any communicable diseases listed as mandatory reporting requirements by the Arizona Department of Health Services. The list of communicable diseases required to be reported is located at https://azdhs.gov/documents/preparedness/epidemiology-disease-control/communicable-disease-reporting/schools/school-childcare-reporting-requirements.pdf.

Communication with Parents

The primary method of communication between Skyline Schools and parents is email. Make sure your correct email address is on file with your child's teacher and the front office. Check your email daily. You may check student grades in Infinite Campus through a computer or the app on your phone. Please contact the school if you need assistance locating Skyline Education Infinite Campus portal.

It is important that parents and schools maintain daily communication about student progress, school expectations and events, homework assignments, and long-range projects.

Parent Action Team (PAT)

The Parent Action Team (PAT) is actively involved in providing extracurricular activies, family events, and volunteer opportunities to help create and promote a community environment. Parents/Guardians are encouraged to take an active role in their child's school life by becoming a member of the PAT.

Conferences

Conferences are held twice a year, but by no means should you feel that these are the only times you can visit with your child's teacher. Special meetings will be scheduled at a time that is mutually convenient. Please email your child's teacher to schedule a meeting outside regular conference times.

Custody

In cases where custody/visitation affects school, the school shall follow the most recent court order on file with the school. It is the responsibility of the custodial parent or of parents having joint custody to provide the school with the most recent court order.

Reporting Child Abuse

According to state law (A.R.S. § 13-3620), school employees must report suspected cases of neglect, non-accidental injury, or sexual offenses against children to the Department

of Child Safety or local law enforcement agencies when the employee has a reasonable suspicion that a child has been a victim of such abuse or neglect. People who are required to report a reasonable suspicion of abuse are protected by state laws from civil or criminal liability.

Visitation and Volunteering

According to the State and Federal Laws concerning the safety and well-being of our students, the following guidelines will be observed by all visitors and volunteers at our school. We graciously welcome volunteers and visitors. However, to maintain a positive, academic environment, the following rules will apply:

- All visitors must obtain permission to visit the school campus or classrooms from the principal at least 24 hours before the actual visit occurs. No friends or other students visiting our school's students are allowed. New students wanting to visit the school may do so at predetermined set-up time and with designated teachers for one hour.
- All visitors/volunteers must sign in with the front desk.
- All visitors/volunteers must always wear a badge/name tag.
- All volunteers must check with the front desk for volunteer duties.
- All volunteers must work under the direction of the teacher.
- All visitors/volunteers must leave all discipline to the teacher.
- All visitors/volunteers must be as unobtrusive as possible in the classroom.
- All visitors/volunteers must keep opinions about students and teachers to themselves.
- All visitors/volunteers must be in direct view of the classroom teacher or aide.
- All visitors/volunteers must report any/all problems to the classroom teacher.
- Parents wishing to observe their child may do so. However, the classroom teacher should schedule the time(s) of observation. This allows teachers to prepare students for a visitor and minimizes the disruptions of the classroom.
- We ask that observations be limited to one per block. If parents desire a second observation in each block, an appointment can be requested.
- Parents are welcome at any time in our school; however, you must sign in at the front desk to spend time in your child's classroom.

Restriction of Parental Communication or Access Policy

Parents are welcome on the campus of Skyline Education School provided their attendance and behavior comports with the Skyline Education Policies & Procedures Manual section regarding Visitation and Volunteering.

The School may implement a communication or access restriction against a parent whose communication or conduct towards the School, its students, staff, or members of the school community violate School Policy or cause a disruption of the educational, operational, or administrative functions of the School.

A communication or access restriction shall be communicated to the parent in writing and shall describe the reason for the restriction(s). The length of time that any communication or access restriction will be in place may vary depending upon the circumstances however, the time period identified shall be communicated to the parent in writing. The applicable time period may extend through an academic semester or year depending on the severity of the circumstances. Such time period may be extended under appropriate circumstances.

In determining whether a communication or access restriction is to be extended beyond its original time limitation, the School shall consider the following: (1) the seriousness of the offense resulting in a communication or access restriction; (2) the parent's level of compliance with the restriction during the restriction period; (3) whether the parent is willing to provide an affirmation of continued compliance with School Policy after the restriction is lifted; and (4) any other factor deemed relevant by the School under the circumstances.

The School shall maintain a file containing documentation of all parental communication and access restrictions including the names of the parents, reasons for the restrictions, and duration of the restrictions.

Lost and Found

Lost items are stored for a reasonable period of time. The lost and found bin will be empitied *weekly* and the school will call a charitable organization to pick up all items. Please contact the school is something is lost at school. Skyline is not responsible for lost items.

Personal Items

Students' personal property, including cars, purses, money cell phones, electronics and other items, are not the responsibility, nor the liability of our charter schools and its subsidiaries. Please keep personal items with you and in your possession at all times. Our charter schools and subsidiaries will not reimburse for the loss of anything of a personal nature. Personal items may be subject to search if there is reasonable suspicion that a student has violated the student code of conduct.

Vehicles and Personal Property

Our charter schools and subsidiaries are not responsible for cars on school property. We highly recommend locking cars and parking in appropriate spaces. Our charter schools and subsidiaries will not assume any liability for students' cars or personal property

Police Reports

Skyline may file a police report regarding any suspected criminal activity by a student, parent, or member of the public. Furthermore, school employees have a mandatory reporting obligation when a student inflicts injury upon another student (causing bruising or bleeding, for example).

In the event a parent/guardian seeks to havea police report filed, it is the resposiblitily of the parent/guardian to file one with the police department.

Behavior

Classrooms are meant to be a safe and orderly learning environment. Teachers and the school set rules and standards for behavior that are achievable and conducive to creating that environment. Students are expected to follow all school and classroom rules. In the case of a class rule infraction or disruption to the learning environment, the following procedures will occur:

- The teacher will give the student direction for changing the behavior and may keep the student behind a few minutes to discuss the disruption.

- If the behavior continues, the student will be given a second warning. The teacher will write down the infraction in their parent log.
- After the third violation, the student will receive a referral to the academic dean, vice principal, or principal. The student may receive a reprimand and/or a letter or email will be sent to the parents.
- If a fourth violation occurs, the parents will be contacted again via mail, phone, and/or email, and the student will be suspended based on rules and consequences section of the policies and procedures.

Note: Violations will be cumulative, not counted by individual teacher infractions. If there is a breach of school policies regarding more serious matters, the above procedures may not be followed, and the student may be sent directly to the principal. **The principal has final discretionary action in behavior policies, suspensions, and expulsion status.** All provisions under IDEA and Section 504 of the Rehabilitation Act will be provided to eligible students.

Internet and Computer Usage

Skyline Education, Inc. has computers available for student use. To use the Internet, students must have a signed Internet User Agreement on file in the School Office.

Use of computers, software, network system, and Internet is a student privilege and not a student right. Staff members supervise students during computer use, but it is the student's responsibility to use the computers for authorized academic purposes only. Folders and files stored on school computers are not private and are reviewed by school personnel. Skyline Education, Inc. has a Network Administrator to assist in monitoring Internet sites. Downloading files, music, games, pictures, or other programs from the Internet is not allowed unless instructed by a Network Administrator. There may be circumstances which require some applications to be downloaded. Any program not installed through the Network Administration department will be deleted from the workstation upon discovery. Due to the hazards of viruses from the Internet, copyright laws, and other issues, loading files or programs onto workstations without prior consent from the Network Administrator or the principal is prohibited.

Parents may revoke their student's privileges from the computer by notifying the School Office in writing. The principal may revoke students' privileges due to misconduct and may enforce further disciplinary action, including the involvement of law enforcement authorities.

Students are to act responsibly while using the computers and computer equipment. Students are to use computers, including the Internet, for academic purposes only. Students are not to play games on the computers without teacher approval and are not to send, access, download, or print offensive or inappropriate messages or pictures. Students may only use assigned passwords, folders, and files. Students are not allowed to use passwords or access folders or files for which they do not have permission. Students are not allowed to change the computer or network settings and may not load unauthorized programs onto the computer or network system.

These computers are like the phones on campus and are for official use only. Anyone caught hacking school computers in any form will be subject to expulsion.

Special Education Services

Skyline Education, Inc. makes available the full continuum of special education and related services to all eligible students. Our teachers are trained to teach to diverse learning styles and ability levels. Skyline Education, Inc. believes in close collaboration between staff, general education teachers, special education teachers, and parents. For more information about our special education programs, please contact the principal.

Child Find

In compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, Skyline Education, Inc. is required to identify all students with suspected disability and is required to provide a free and appropriate public education (FAPE) for all students with disability who enroll in the school. If you suspect that your student has a disability, please contact the principal so they can arrange a meeting with the Special Education Director.

All new students will be screened for disability within 45 days of their initial enrollment. The classroom teacher will complete the screening after reviewing the student's abilities in the areas of vision and hearing; cognitive or academic; communication; motor; social or behavioral; and adaptive development. If any concerns are noted, the student will be referred for additional help. See Skyline's Special Education Policies and Procedures for additional information regarding the Child Find Process.

Procedural Safeguards

Parents of a student with a disability (or suspected of having a disability) are entitled to a Procedural Safeguards Notice, which explains the rights of the parent and student to ensure they are protected through the special education process. A copy of the procedural safeguards notice is offered to parents once annually and in specific instances; however, copies are always available by contacting the School Office or: https://cms.azed.gov/home/GetDocumentFile?id=54e3b6e7aadebe0f1845df44.

Referral

Students are referred to the School Child Study Team (CST) when interventions developed by the teacher and/or parents have proven unsuccessful. The CST typically consists of the student's parents, principal, and teachers, including the special education teacher and classroom teacher. The CST generates additional intervention ideas to try in the classroom. As the teacher tries the interventions, the student's progress is charted. If the interventions are unsuccessful and sufficient progress is not made, the team will determine if a 504 Accommodation Plan or a special education evaluation is needed. The CST process will not delay a special education evaluation if parents and the school agree that one is necessary. Before any testing is scheduled, written parental consent will be obtained.

Evaluation

A special education evaluation will be considered after the CST (Child Study Team) has made a referral and suspects that the student may have a disability OR parent has made a written request for evaluation. Before the evaluation can be conducted, informed written parental consent is required. Results from the evaluation will then be shared with

the Multidisciplinary Evaluation Team (MET), which consists of the student's parents, an administrator, classroom teacher, school psychologist, special education teacher, and any other needed personnel (i.e., speech therapist, occupational therapist, etc.). The results of the evaluation determine a student's eligibility for special education services, but do not automatically qualify a student for these services. The Individuals with Disabilities Act (IDEA) sets out the rules and regulations regarding eligibility and the determination of whether a student qualifies for special education services. By law, Skyline Education, Inc. must follow these rules and regulations.

Individualized Education Plan (IEP)

If it is determined by the MET that the student qualifies for special education services under the definition and guidelines of the IDEA, an Individualized Education Plan (IEP) will be written for the student, setting out specific goals, accommodations, services, and placement. The IEP must be reviewed at least annually or at the request of an IEP team member.

Service Animals

*Service an*imal means any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animal does not include other species of animals, whether wild or domestic or trained or untrained.

Skyline Education, Inc. does not discriminate against individuals with disabilities who use service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. Work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities and helping individuals with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

Individuals with disabilities shall be permitted to be accompanied by their service animal in all areas of the school's facilities where members of the public, participants in services, programs or activities, or invitees are allowed to go. A service animal may be excluded from a public place if one or more of the following apply:

- The animal is not under the control of its handler
- The animal is not housebroken

In addition, the school may exclude the service animal if its presence creates a direct threat to the health or safety of others. Prior to excluding a service animal for this reason, the school will consider the specific facts related to the service animal and whether any accommodations may eliminate the direct threat.

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability

to use a harness, leash or other tether or use of the harness, leash or other tether would interfere with the service animals' safe, effective performance of work or tasks, in which case the service animal must be under the handler's control.

The school shall not be responsible for the training, feeding, grooming. The school must approve any person who is authorized by the owner to assist in care and supervision of the service animal while on school property.

If a student requires a service animal during the school day, the family should provide notice to the school at least three (3) days in advance of the start of school or the date the student will begin to utilize the service animal. This will enable the school to determine whether any other students in the class have severe allergies so that adjustments to class schedules can be made. Visitors to the school do not need to provide prior notification that they utilize a service animal to attend events or activities at the school.

Service dog requests must provide proof of the following vaccinations to have on file in the principal's office: DHLPPC (distemper, hepatitis, leptospirosis, parainfluenza, parvovirus, and coronavirus) Bordetella, rabies. Miniature horse requests must provide proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), rabies, tetanus, encephalomyelitis, rhinopneumonitis, influenza, and strangles.

All service animals must be: treated for and kept free of fleas and ticks; and kept groomed to minimize shedding and dander. Owners of the service animal are liable for any harm or injury caused by the animal to students, staff, visitors, and/or property.

RULES

Search and Seizure

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. Students' individual rights are balanced by the school's responsibility to protect the health, safety, and welfare of all its students. School employees may conduct searches when they have a reasonable suspicion that there has been a breach of School rules or the health, safety or welfare of students, others, or school property, may be in danger.

The principal has the right to search a student and his/her belongings while on school property or attending school-sponsored events if the principal has reasonable suspicion as described above. The principal also has the right to search school-owned property, including while a student is using the property. The principal has the right to seize property and is responsible for determining if law enforcement officials and other legal authorities are contacted. If the situation warrants notification of these officials, the principal is responsible for contacting the parents.

The following search or seizure guidelines will be followed:

- General searches of school property and personal items may be conducted at any time when a school employee has a reasonable suspicion that something which violates a law or school rule is on school property and when the search is reasonable in its scope. Also, searches may be conducted when a student, or parent, gives voluntary consent to search. Such searches of property may be made without the student present.
- Illegal items (e.g. firearms, weapons, drugs, tobacco, and alcohol) or other possessions reasonably determined to be a threat to the safety or security of others or which might interfere with school purposes may be confiscated.
- Items that disrupt or interfere with the educational process may be removed from a student's person.
- A student's person may be searched when there is reasonable suspicion that the student is in possession of illegal or prohibited items.

Expulsion

The principal or administrator has the authority to impose rules and policies including expulsions. Expulsion means the permanent withdrawal of the privilege of attending Skyline Education, Inc., including all the campuses and subsidiaries. Students are entitled to due process, including notice and an opportunity for a hearing, prior to expulsion. All provisions under IDEA and Section 504 of the Rehabilitation Act will be provided to eligible students.

Graffiti

The Board of Trustees of Skyline Education, Inc. has approved the following policy: Skyline Education, Inc. is taking a "Zero Tolerance" stand on graffiti.

This policy prohibits participating in graffiti activities, being a secondary party to this act, defacing school property or the school facility, or defacing the property and facilities of neighboring buildings or businesses. It prohibits, but is not limited to, the students from

having in their possession cans of spray paint or large markers of any kind that are commonly used to produce graffiti. Markings made by scratching or etching, and the tools used for this type of marking, are also prohibited.

The Board of Trustees has authorized the Principals of Skyline Education, Inc. to immediately suspend a student, pending expulsion, if a student is in violation of this policy. Restitution by the student and/or parents will be sought, and the matter will be referred to the police.

Insubordination

The Board of Trustees has clarified the policy of insubordination. Insubordination is disobedience or disrespect to the staff and faculty. It includes not only refusing to follow a simple request or command but includes using language (and signs) that is commonly recognized as vulgar or crude, swearing, yelling, mocking, or screaming that is directed or not directed to the staff and faculty while in their presence. Disciplinary action against this policy will be suspension or referral for expulsion.

- The implementation of these rules and regulations are at the sole discretion of the school administration.

Imminent Danger: Interrupting the educational process or endangering others.

The school principal or designee may immediately suspend a student when:

- The student's presence creates a danger to any student or school personnel or interferes with the educational process. School personnel may immediately restrain a student when they feel there is imminent danger.
- Students are never entitled to violate the no weapons policy even if it comes to defending personal property, self-defense, and self-defense of others.
- Excessive physical force and deadly physical force may never be used in defending property.
- Verbal provocation alone shall be deemed a threat or the use of physical force.

Prohibited Items

Any item(s) that might be used as a weapon or is potentially dangerous and/or disruptive to the educational process are subject to confiscation:

- Confiscated items may not be returned and may be turned over to law enforcement.
- Items that are prohibited include but are not limited to:

Guns, knives, fire extinguishers, cigarette lighters, matches, any explosives, stink bombs, water guns, pagers, cell phones, skateboards, inline skates, laser pointers, video games, pepper spray, over the counter drugs, illegal drugs, alcohol, etc.

Cell Phones

Cell phones are **not** to be used **during school hours** for texting, social media, music, or any other reason. Parents that want to contact their child must go through the **front desk** and we will notify your child. This is particularly important when there is an **emergency**, so that staff can assist your student. The school will **not** be responsible for any lost, damaged, or stolen electronic devices brought to school. Staff will **not** search other students for electronic devices that students feel is lost or stolen. If a staff member

witnesses a student using a cell phone or other electronic device during class time will confiscate the device. The student will be able to retrieve the device from the front office at the end of the school day. If a device is confiscated from a student more than one time during a school year, the student will be subject to discipline.

No Gum or Hats on Campus

Our schools always have a strict No-Gum policy. This includes time before school, after school, and events or games on campus. Gum is disruptive to the learning environment, ruins flooring and furniture, and is often disposed of underneath desks. It is a nuisance to the building and learning atmosphere and will not be tolerated.

Hats, Headgear of any type, or Hoods are not allowed to be on the student's head while on the campus at any time.

Alcohol and Drugs and Drug Paraphernalia

Alcohol and drugs (over the counter and illegal) and drug paraphernalia are contraband items. The use of, possession of, or being in the presence of these items is strictly prohibited and will result in confiscation, immediate disciplinary action, and charges being filed.

Public Display of Affection (PDA)

Public Display of Affection on campus, on school transportation, and at any school function is not allowed between students as it can generally disrupt the learning process. Avoid any inappropriate physical display of affection. Among the actions prohibited but not limited to include kissing, caressing, fondling, and embarrassing or inappropriate behavior observed by a staff member.

Liability and Restitution

Students who damage school property will be held accountable and liable for those damages. In the case of a minor child, state law holds parents or guardians liable. The school will submit a bill of cost to the student's parents and or guardians of liability when it is determined. Official transcripts and/or diplomas will be held until payment is received.

Medication

Students who require medications during school hours must have written parent/guardian permission on a school medication form. Prescription medication must be provided to the health office staff in the current, original container with the student's name on the prescription label. Over-the-counter medication must be provided in the original container and a school medication form must be completed by the parent/guardian. A separate consent for acetaminophen (non-aspirin pain reliever) is available from the health office staff. Antibiotics or other medications that are prescribed two to three times daily do not need to be given at school unless your student attends a before or after school program. If so, consult with the health office staff.

Medication cannot be sent to and from school with students. Parents/guardians must decide to deliver and pick up medication from the school health office. The person

picking up medication must be a parent or guardian, sibling 18 years or older, a family member or friend over the age of 18 as specified by the parent in writing or by telephone.

Pursuant to A.R.S. §§ 15-341(A)(35),(36), students who have been diagnosed with anaphylaxis and/or breathing disorders may carry and self-administer emergency medications while at school and at school-sponsored activities. The student's name must be on the medication container and annual written documentation, which authorizes the possession and self-administration of the medication from the student's parent, is required to be on file with the school registrar.
There will be disciplinary consequences if students are found with prescription drugs on their person.

Bullying

The Skyline Education School's mission is to provide a safe, respectful and caring environment free of any bullying or intimidation. Such an environment is necessary for optimal academic achievement. Therefore, any bullying, harassment, intimidation, or cyberbullying will not be tolerated.

Definitions

Bullying means any act(s) by a student or group of students that: (**i**) include any form or intimidation or harassment; (**ii**) have the effect of physically harming a student, damaging another student's property or placing another student in reasonable fear of physical harm or property damage; (**iii**) is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive environment. Bullying may include a real or perceived imbalance of power or strength between the parties. Some forms of bullying may also violate law in addition to violating this policy. Bullying may come in the form of: (**a**) derogatory comments in spoken, written or electronic communication form, including name calling, extortion, rumors, cyberbullying, etc.; (**b**) other derogatory communications, including the use of emoji's, graphics, images, photographs, videos, or other multimedia in written or electronic form; (**c**) social exclusion or ostracism; (**d**) physical contact, such as pushing, hitting, kicking, spitting, or threatened physical contact; (**e**) damage to personal property or threatened damage to personal property; or (**f**) theft of personal property. Bullying may cause physical or emotional harm.

Harassment means behavior by a student or group of students that is intended to disturb, threaten or intimidate another student. Harassment may come in the form of stalking, hazing, exclusion, ostracism, name calling, physical contact, verbal or written comments, photographs, social media use, or cyberbullying. Harassment may be related to race, ethnicity, religion, culture, socioeconomic state, gender orientation, sexual preference, or physical size or appearance. Harassment may cause physical or emotional harm.

Intimidation means behavior by a student or group of students that is intended to place another student in fear of physical harm, property damage or theft of personal property. Intimidation may come in the form of hazing, name calling, physical contact,

verbal or written comments, photographs, social media use, or cyberbullying. Intimidation may cause physical or emotional harm.

Cyberbullying means any act of bullying, harassment or intimidation committed via electronic or digital technology, devices, services, or other electronic means, such as telephones, computers, social media, email, text, or similar means.

Prohibited Conduct

Skyline Education Schools ("School") prohibits all bullying, harassment, intimidation or cyberbullying that occurs on school grounds or property, on school buses, at school bus stops, at school events and activities, or through the use of school computers, networks, email, forums or mailing lists.

In addition, bullying, harassment, intimidation or cyberbullying that occurs outside of the school is also prohibited when it results in any substantial negative effect(s) on the victim(s) while the victim(s) are on school grounds or property, on school buses, at school bus stops, at school events and activities or when such conduct interferes with the lawful operations and authority of School to maintain orderly educational programs.

Any student found to have engaged in such conduct may face disciplinary action. All suspected violations of law will be reported to local law enforcement.

Reporting

Any student, family or bystander who feels he or she has been the victim of bullying, harassment, intimidation, or cyberbullying should file a complaint with the principal or the principal's designees or other school employee. The student's report may be provided verbally or in writing. A student's verbal report will be documented in writing by the employee receiving the report.

Any staff member who becomes aware of, or suspects, that a student is experiencing bullying, harassment, intimidation, or cyberbullying shall immediately notify the principal or the principal's designee. Employees may initially give verbal notice to the principal or the principal's designee but shall submit a written report to the principal or the principal's designee within one (1) school day of the verbal report.

The principal or the principal's designee shall notify local law enforcement when there is a reasonable belief or reasonable suspicion that the reported conduct is a violation or otherwise present a safety concern outside the authority and control of School.

Retaliation directed toward a student or employee for the reporting of a case of bullying harassment or intimidation or a suspected case of bullying, harassment, intimidation, or cyberbullying will not be tolerated and may result in additional disciplinary action and may also result in a report to local law enforcement when appropriate. Students involved directly or indirectly in retaliation will be disciplined pursuant to School's Code of Conduct.

Knowingly submitting a false report under this policy may subject the student to discipline pursuant to School's Code of Conduct.

Investigations

Investigations of submitted complaints shall be initiated by the principal or the principal's designee as soon as is feasible, but not later than two (2) school days after the initial report. The course, scope and depth of each investigation will be determined by the principal or the principal's designee. In investigating a complaint, the principal or the principal's designee will maintain confidentiality to the extent reasonably possible, subject to the restrictions pertaining to disclosure of personally identifiable student information established in the Family Educational Rights and Privacy Act (FERPA). However, students, parents and legal guardians acknowledge and agree that absolute anonymity may not be possible in the course of investigating, addressing and resolving these matters.

Each investigation will be documented by the principal or the principal's designee. Such documentation will be maintained by School for six (6) years. If School must report incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted pursuant to applicable law.

Should the principal or the principal's designee determine that bullying, harassment, intimidation, or cyberbullying has occurred, School will take prompt and effective steps reasonably calculated to end the prohibited conduct and student discipline will be administered pursuant to the School's Code of Conduct. Regardless of the outcome of the investigation, the principal or the principal's designee will meet with the alleged victim to review the findings of the investigation. Additionally, the parent(s) or guardian(s) of the involved students will be informed of the findings of the investigation.

Bullying Awareness

The principal or principal's designee shall establish procedures for the dissemination of School's Bullying Policy: (**i**) during the 1st week of the school year; (**ii**) to incoming students at the time of registration; (**iii**) posted in school common areas; and (**iv**) as provided in the Student Handbook and School Website. The principal or principal's designee may arrange for student education program(s) regarding bullying, as deemed appropriate by the principal.

Academic Integrity

All students are expected to uphold the highest standards of conduct and personal integrity in all academic settings.

Definition:

Academic dishonesty, defined as any act of deception in an academic context, will not be tolerated and may result in disciplinary action.

Academic integrity violations include, but are not limited to, the following:

Cheating: Engaging in or attempting to engage in dishonest activities or unauthorized use of resources, technology, or materials in any academic exercise. Assisting others in such activities is also considered cheating.

Fabrication: Creating, falsifying, forging, altering, or inventing information related to academic coursework, exercises, or activities.

Plagiarism: Using the words, works, or ideas of others without proper citation or acknowledgment, whether intentionally or unintentionally, and presenting them as one's own. This includes paraphrasing sources without proper citation.

Misrepresentation of Work: Submitting work prepared by someone or something other than the student, including purchased or shared work.

Recycling Work: Submitting work that has been used for a different course, in whole or in part, without appropriate citation and prior faculty approval.

Unauthorized Use of Materials: Using materials or technology not authorized by the faculty member to complete an assignment, or having an assignment completed by someone other than the student. This includes providing or receiving exam answers, using faculty materials, answer keys, solution manuals, generative AI, or machine learning technologies.

Unsanctioned Collaboration: Collaborating on homework, assignments, or other coursework without express permission from the instructor. If collaboration occurs, students must inform the instructor of its nature.

Copyright Violations: Violating copyright laws and regulations.

Policy Violations: Violating the University's policies and regulations pertaining to the use of the curriculum, network, networking facilities, computer use, or platform access.

Commercialization of Academic Work: Selling or providing papers, essays, discussion questions, assignments, or any part of the University curriculum to other students, online term paper clearinghouses, or other commercial websites.

Consequences: Violations of this policy may result in disciplinary action, including but not limited to, failing grades, suspension, or expulsion. All students are expected to familiarize themselves with and adhere to these standards to maintain the integrity of the academic community.

Rules and Consequences

Students suspended more than <u>three</u> times in one year for any reason are recommended to the Board of Trustees for expulsion. A fourth suspension will be pending expulsion with a referral to the Board of Trustees. All provisions under IDEA and Section 504 will be provided to eligible students. The Recommended Discipline table below provides a guideline for administrators; however, Skyline Education may impose disciplinary consequences to a greater or lesser degree than those identified in the table based on a review of the specific disciplinary infraction.	
Alcohol and Drugs	
Smoking/tobacco/lighters/vape and/or possession of smoking/tobacco/vape products within 300 ft of school (ARS 36-789.03). All tobacco items and lighters will be confiscated and NOT returned.	1st: 2-3 Day Suspension 2nd: 5-10 Day Suspension 3rd: Recommendation to Board of Trustees for Expulsion
Possession of illegal drugs or alcohol.	1st: 10 Day Suspension [Alternative to 10-day suspension: Students who complete a drug and alcohol awareness and prevention class may be eligible to have the suspension reduced to 5 days for first offense.] 2nd: Recommend Expulsion/ Police Referral
Possession of drug paraphernalia.	1st: 5-10 Day Suspension 2nd: 15 Day Suspension/Possibly Recommend Expulsion 3rd: Immediate Suspension and Expulsion/Police Referral
Possession of any over the counter medication or prescription medication. ***Does not apply to students who have been approved to self-administer inhalers, epi-pens or diabetes medications.**	1st: Confiscation and 2-3 Day Suspension (i.e., Ibuprofen, Tylenol, Aspirin) 2nd: 10-day up to long term/9 Week Suspension 3rd: Immediate Suspension and Recommend Expulsion
Possession of prescription medication that does not belong to student.	1st: 10 Day Suspension/Police Referral 2nd: 6 Week Suspension/Police Referral 3rd: Immediate Suspension and Recommend Expulsion
Ingestion, use of, and/or being under the influence of any over the counter drugs, or illegal drugs and alcohol (including products containing nicotine or alcohol). All materials will be confiscated and NOT returned.	1st: 10 Day Suspension/Possible Loss of Block Credit/ Police Referral [Alternative to 10-day suspension: Students who complete a drug and alcohol awareness and prevention class may be eligible to have the suspension reduced to 5 days for first offense.] 2nd: 9 Week Suspension/Loss of Block Credit/Police Referral 3rd: Recommend Expulsion/ Police Referral

Possession for sale or distribution of narcotics or illegal drugs (including products containing nicotine or alcohol).	Zero tolerance: Expulsion/Police Referral
Assault and Harassment	
Verbally abusing, intimidating, or threatening another person.	1st: 2-3 Day Suspension Notification of law enforcement for possible investigation depending on the severity of the behavior. 2nd: 3-5 Day Suspension. Continued engagement in verbally abusive, intimidating or threatening behavior may be subject to suspension between up to five days for a second offense and possible long-term suspension or expulsion for continued verbally abusive, intimidating or threatening behavior targeted at another person. 3rd: 9 Week Suspension/long-term 4th: Recommend Expulsion
Behavior and language that is targeted at or an individual that is objectively offensive to an individual's gender, race, ethnicity, national origin or religion. (hate speech).	1st: 2-3 Day Suspension 2nd: 10 Day to Block Suspension 3rd: Recommend Expulsion
Sexual harassment.	The matter will be referred to the Title IX coordinator for possible investigation and findings. Depending upon findings, expulsion may be issued on first offenses. 1st: 2-3 Day Suspension 2nd: 10 Day to Block Suspension 3rd: Recommend Expulsion
Fighting (Mutual Combat).	1st: 5 Day to Block Suspension Administration will take into account factual circumstances such as whether one party initiated the fight, did injury occur, did one party take steps to avoid the fight and prior interactions with the other student when determining the length of the suspension. 2nd: 9 Week Suspension/long-term 3rd: Recommend Expulsion
Physical assault of a student. Physical assault is defined as any intentional, non-accidental contact with another in an aggressive or threatening manner.	1st: 5-10 Day to Block Suspension 2nd: 9 Week Suspension 3rd: Recommend Expulsion
Physical assault of student which results in serious physical injury.	1st: 10 Day to End of Block Suspension 2nd: 9 Week suspension/Recommend Expulsion Police referral and possible expulsion on first offense depending upon severity of incident.
Intimidating or threatening a staff member (including verbal threats) and/or intentional damage or destruction to staff members property,	1st: 5-10 Day Suspension. Administration may take into account factual circumstances such as the words used, the seriousness of the threat, prior interactions with staff. 2nd: 6 Week Suspension/Police Referral 3rd: Recommend Expulsion/ Police Referral

including intentional damage that occurs off campus	
Physical abuse of a staff member which results in injury.	Zero tolerance: Referral for Expulsion/Police Referral
Cheating and Forgery	
Cheating and plagiarizing.	1st: Zero on test or Assignment/Parent Notification 2nd: 2-3 Day Supsension 3rd: 3-5 Day Supsension/ Final Grade of "F"
Computer cheating and tampering.	1st: 9 Week Suspension/Loss of Credit 2nd: Immediate Suspension/ Recommend Expulsion
Falsifying/forging documents and lying. ***All incidents require parent notification.**	1st: 2-3 Day Suspension 2nd: 5-10 Day Suspension/Loss of Credit 3rd: Recommend for Expulsion
Communications	
Cell phones out or used during school hours.	1st: Confiscation and Return to Parent or Guardian 2nd: 2-3 Day Suspension/Confiscation and Return to Parent 3rd: 10 Day to 1 Block Suspension 4th: Recommend Expulsion
School phones being used for unprofessional reasons other than contacting parents.	1st: 2-3 Day Suspension 2nd: 3-5 Day Suspension/No Phone Usage at School 3rd: 10 Day to Block Suspension/No Phone Usage 4th: Recommend Expulsion
Conduct	
Disorderly Conduct including Public Display of Affection (PDA).	1st: Warning/Parent Notification 2nd: 2-3 Day Suspension 3rd: 10 Day Suspension 4th: Recommend Expulsion
Leaving campus or class unauthorized or ditching (notification of parent on each occasion).	1st: 3 Day Suspension 2nd: 5 Day Suspension 3rd: 5-10 Day Suspension 4th: Recommend Expulsion
Internet abuse other than adult websites to include gaming, hacking, disruption of school operations through technology.	1st: Warning/Parent Notification. *Significant disruption may result in more severe discipline. 2nd: 1 Day Suspension/Loss of Computer Privileges 3rd: 9 Week Suspension/Loss of Computer Privileges 4th: Recommend Expulsion
Internet use in adult websites.	1st: Immediate Suspension/Recommend Expulsion

Possession/use of skateboards, toys, and/or any other materials or objects that are a disturbance to the educational process.	1st: Confiscation and Warning 2nd: 2-3 Day Suspension/Loss of Credit 3rd: 10 Day to Block Suspension/Loss of Credit 4th: Recommend Expulsion
Theft, vandalism, fire, or extortion including all school property.	1st: 2-3 Day Suspension up to expulsion with restitution and report to law enforcement.
Consistent (3 or more) nuisance behavior (noise, noncompliance) that disrupts the educational process.	1st: Warning/Parent Notification 2nd: 2-3 Day Suspension 3rd: 10 Day Suspension 4th: Recommend Expulsion
Dress Code	
Dress code violation.	1st: Warning/Parent Called to Provide Clothing for Student or School Provides Clothing 2nd: 2-3 Day Suspension 3rd: 5 Day Suspension to block with loss of credit. *Habitual: Suspension from the Block with Loss of Credit or Recommend Expulsion
Gambling	
Gambling.	1st: Warning/Parent Notification 2nd: 2-3 Day Suspension 3rd: 5 Day Suspension 4th: Recommend Expulsion
Insubordination and Profanity	
Profanity (foul language) or obscene gestures including insubordination and disorderly conduct.	1st: 2-5 Day Suspension 2nd: 5-10 Day Suspension/Possible Block Suspension 3rd: Recommend Expulsion
Persistent open defiance of authority.	1st: 2-5 Day Suspension *parent conference required upon return. 2nd: 5-10 Day to Block Suspension *parent conference required upon return. 3rd: Recommend Expulsion
Weapons	
Possession or use of fireworks, stink bombs, paintballs, water balloons, laser toys, matches.	1st: 2-3 Days Suspension up to recommend expulsion depending on dangerous of conduct, impact on the school environment, whether injury occurred, and whether item was ignited or used.
Possession or carrying of a gun, bomb, or anything considered dangerous weapon.	Zero Tolerance: Expulsion/Police Referral

Possession of a weapon (other than a firearm or bomb) i.e.: knife, brass knuckles.	1st: Suspension for One Block/Loss of Credit/May Recommend Expulsion/Police Referral – up to expulsion depending on the dangerousness of the conduct, impact on school environment, whether injury occurred, student cooperation, and whether item was used in a fight.
Threatening bodily harm on another person with a weapon or dangerous instrument.	Zero Tolerance: Expulsion/Police Referral
Fire Setting	1st: 10 Day to End of Block Suspension with Restitution 2nd: Expulsion with Restitution
Possession and/or use of explosive devices other than fireworks.	1st: 9 Week Suspension/Recommend Expulsion
Use of a dangerous weapon resulting in the infliction of bodily harm to another person.	Zero Tolerance: Expulsion/Police Referral
Possession of a loaded or unloaded operable or not, firearm or any other device capable of propelling a lethal projectile.	Zero Tolerance: Expulsion/Police Referral

DISCIPLINE/HARASSMENT/CIVIL RIGHTS GRIEVANCE POLICY

All students, parents, and guardians have the right to a hearing to review all charges and proposed punishment in disciplinary matters, harassment, sexual harassment, or civil rights harassment in school, during breakfast, during lunch, or on the bus. Specific grievance guidelines may be provided in the applicable section included in this policy manual. The student, parents, or guardians must generate appeals within three days after receipt of telephone calls or a letter notification, whichever comes first.

Appeals of disciplinary/harassment/civil rights actions follow the following procedures for grievance:

1. Submit the grievance in writing to your principal.
2. The principal will read and act upon the grievance through investigation.
3. The principal will communicate the investigative findings in writing to the complainant as soon as possible after the investigation is closed.
4. If you do not accept the findings of the investigative process, you may appeal the decision in writing to the President of the School Board of Trustees at: 2020 N. Arizona Avenue, Suite 109, Chandler, AZ, 85225. This appeal must be filed within one week (5 business days) after the investigative findings are communicated to you. The President of the School Board of Trustees will convene a special meeting of the School Board of Trustees to review the investigative findings and hear your appeal.
5. The School Board of Trustees will issue a decision based on the information presented during the appeal process. That decision will be final and not subject to further appeal within Skyline Education, Inc. or any of its schools.

School Bus/Vehicle Guidelines and Rules

The conduct of students aboard a school bus/vehicle must be controlled to provide safe and efficient transportation. The students aboard a bus/vehicle are under the authority of the bus/vehicle driver and directly responsible to the driver. The attached articles are provided for driver guidance in maintaining student discipline. In the enforcement of student discipline, the drivers should work closely with school administrators. In the event of unresolved problems aboard the bus, after consulting with the school administrator, drivers should bring the matter to the attention of the Director of Transportation.

1. **DRIVER'S AUTHORITY:** Students in a school bus/vehicle are the complete responsibility of the bus/vehicle driver and under his/her direction; students must be courteous and show respect for the driver and always obey the driver's instructions.
2. **BUS STOP ASSIGNMENT:** Students may not get on or off the bus at any location other than their regularly scheduled stop. Parents must submit in writing a bus change 24 hours in advance. When an emergency occurs, a parent may arrange for an alternative authorized bus stop *on a limited basis.*
3. **BUS DEPARTURE TIMES:** Students should be at their bus stop at least 10 minutes prior to the scheduled pick-up time; buses must operate on a definite schedule and drivers will not wait for late arrivals. Students are not to arrive at the stop more than 10 minutes prior to the departure time. *Excessive late arrivals to the bus stop will result in disciplinary action.*
4. **BOARDING THE BUS:** As the bus approaches, students must form an orderly single-file line and stand no closer than 10 feet. Students shall not move towards the bus until it has come to a complete stop. Students must enter the bus one at a time, with no pushing or shoving in line.
5. **SEAT ASSIGNMENT:** Students are to take the seat indicated by the driver; they may not exchange seats without the driver's permission.
6. **STUDENTS MUST REMAIN SEATED:** Students must sit upright, face the front of the bus, keep feet out of the aisle, and in no way obstruct aisles or bar progress of other students moving in or out of the bus. Standing, walking, or any movement out of seats while the bus is in motion is prohibited.
7. **BUS WINDOWS:** Windows may not be lowered without the driver's permission and at no time may they be lowered below the second notch (the window should never be open more than 6 inches).
8. ***HANDS/BODY OUT OF WINDOWS:** Students may not extend hands, arms, head, or any other part of the body out of the window at any time on the school bus. Unauthorized exiting from emergency doors and windows is prohibited.
9. ***TAMPERING WITH BUS EQUIPMENT:** Tampering *of any kind* with bus doors, emergency exits, radio, or controls is prohibited.
10. ***SMOKING NOT ALLOWED:** Smoking, use of any tobacco product, lighters, or lighting of any material is prohibited and is against the law.
11. **EXCESSIVE NOISE/DISORDERLY CONDUCT:** Students are prohibited from creating disturbances such as whistling, playing musical instruments, yelling, or talking loudly, throwing articles, shooting rubber bands, scuffling, etc. Students shall quietly converse only with those students sitting in the same seat they occupy. Distractions and noise levels inside the bus must be kept to a minimum so the driver can hear and observe approaching emergency vehicles, horns, or other impending hazards.
12. ***PROFANE LANGUAGE/GESTURES:** Using profane language or obscene gestures is prohibited.
13. **LITTERING:** Littering or throwing of objects of any kind is prohibited.

14. ***FIGHTING:** Students may not interfere with others, nor destroy the property of others; they may not intimidate or threaten anyone on the bus. Students must keep their hands to themselves; fighting, slapping, hitting, poking, shoving, pulling hair, etc., in the bus or at the stop, is prohibited.
15. **EATING/DRINKING:** Drinking items other than water, or eating, including gum and candy, is always prohibited.
16. **PROHIBITED OBJECTS:** Items such as glass containers and large or dangerous objects are not allowed on the bus. Transporting live animals, fish, reptiles, or insects on the bus is prohibited.
17. ***DAMAGE TO THE SCHOOL BUS OR BUS STOP:** Students may not vandalize or damage the school bus or bus stop. *Parent(s)/Guardian(s) will be required to pay for damage done by their child to either the school bus or to private property at the bus stop location.*

WHEN ENFORCEMENT OF DISCIPLINE IS REQUIRED THE FOLLOWING DISCIPLINE FLOW CHART IS USED:

The school bus driver will issue:

- At least 2 verbal warnings, then
- One written warning, then
- If the student's behavior does not improve, the driver will make a recommendation of denial of bus privileges to the school administrator
    - On occasion, a school administrator may request the driver to request a parent conference, or a bus driver may request to attend. In either case, arrangements to attend and participate should be coordinated through the Director of Transportation. School administrators will be responsible for informing the Director of times and dates.

The situations listed below, and asterisked under the Bus Guidelines and Rules, are serious offenses and are regarded as Disorderly Conduct. The Discipline Flow Chart will not be followed; an immediate recommendation to deny transportation will be given:

- Unauthorized jumping out or entering the bus through windows and emergency exits
- Tampering with bus equipment e.g., emergency door, brakes, switches, or other devices used in the operation of a school bus
- Smoking in the school bus
- Lighting lighters, matches or other materials, exploding firecrackers or burning papers on the bus
- Degrading, vulgar, or profane speech or gestures directed at the driver or other students on the bus
- Use of physical force upon the driver or inflicting injury upon other students using physical force
- Intentional destruction or defacing of seats or paneling within the bus
- Refusal to remain seated while the bus is in motion after verbal warnings.

The guidelines detailed above apply to all vehicles operated by the school including but not limited to buses, activity buses, vans, and any other vehicle utilized to transport students.

Charter Schools are not reimbursed for transportation, therefore Skyline Education, Inc. transportation is a courtesy to our students. We must follow pre-determined routes. The $25.00 fee is a reservation fee, (FIRST COME FIRST SERVED) non-refundable, so we do not overpopulate the bus. Due to this you may not get a seat on the bus to school, and it is not the school's responsibility to transport your student to and from school. Charter Schools are schools of choice, and the ADE does not reimburse the school for transporting any student.

I HAVE READ, UNDERSTAND, AND AGREE TO ABIDE BY THE BUS GUIDELINES AND RULES AS RIDING THE BUS IS A PRIVILEGE

STUDENT NAME (PRINTED): _____

STUDENT SIGNATURE: _____ **DATE:** _____

PARENT NAME (PRINTED): _____

PARENT SIGNATURE: _____ **DATE:** _____

School-Parent Compact

Shared Responsibility Under Title I

I. Required School-Parent Compact Provisions Under Title I

A. School Responsibilities:

South Phoenix Prep, South Valley Prep, Skyline Prep HS, Skyline Gila River, AZ Compass Prep, AZ Compass Prep Elementary Prep will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student achievement standards as follows:
    - Provide teacher training that includes classroom management skills and teaching methodologies.
    - Provide a classroom environment that is warm and conducive to learning.
    - Ensure class sizes are conducive to student learning.
    - Provide administrative support for teachers in the classroom.
    - Provide AZ College and Career Standards (AZCCR) based curriculum at all grade levels.
    - Teach academic skills in the classroom based upon the AZCCR standards.
    - Assess student knowledge of the AZCCR standards skills regularly.
    - Provide interventions for students in the areas of reading and math in preparation for the State assessment of the standards.
    - Provide high quality curriculum and instruction in a supportive and effective learning environment.
    - Ensure that parents are aware when the state assessment of the standards will be given and encourage parents to work on academic skills with their children.
    - Ensure that all students participate in state assessment of the standards.
    - Provide information to parents regarding their children's performance on the state assessment of the standards.
    - Provide support for parents at school through conferences and workshops.
    - Encourage parent involvement in their children's education.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
    - Parent-teacher conferences are annually scheduled in October of each school year.
    - Parent-teacher conferences may be scheduled during the year as needed.

3. Provide parents with frequent reports on their children's progress.
    - Progress reports are sent to parents in the middle of each grading period.
    - Progress may be mailed to parents upon request.
    - Weekly progress reports are available to students and parents upon request.
    - Parents may view student's grades at any time using the Parent Web-based Portal.

4. Provide parents reasonable access to staff.
    - Parents may meet with the administration of the school and district whenever they are available.
    - Teachers are available to meet with parents after school with prior notice.
    - Parents are encouraged to communicate with teachers to keep informed of their child's progress.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
    - ❖ Parents may schedule a time with the teachers when they may visit the classroom.
    - ❖ Parents are encouraged to participate and volunteer at all school activities and sporting events.

B. Parent Responsibilities:

We, as parents, will support our children's learning by:

1. Monitoring attendance and ensuring attendance during State testing.
2. Making sure that homework is complete.
3. Monitoring the amount of television my child watches.
4. Participating, as appropriate, in decisions relating to my child's education.
5. Promoting positive use of my child's extracurricular time.
6. Staying informed about my child's education by properly reading all notices from the school or school district either received by my child or by mail and responding as appropriate.
7. Communicating with the school and/or classroom teacher about any questions, comments, or concerns I may have
8. Serving as a parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the district-wide Policy Advisory Council, the State's Committee of Practitioners, the School Parent Advisory Team (PAT) or other school advisory or policy groups.

II. Additional Provisions

A. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards by:

1. Doing my homework every day and asking for help when I need to.
    - Kindergarten: 15 minutes reading plus 15 minutes in other academic areas
    - First Grade: 15 minutes reading plus 20 minutes in other academic areas
    - Second Grade: 15 minutes reading plus 30 minutes in other academic areas
    - Third Grade: 20 minutes reading plus 30 minutes in other academic areas
    - Fourth Grade: 20 minutes reading plus 45 minutes in other academic areas
    - Fifth Grade: 25 minutes reading plus 45 minutes in other academic areas
    - Sixth Grade: 30 minutes reading plus 45 minutesin other academic areas
    - Seventh Grade: 30 minutes reading plus 45 minutesin other academic areas
    - Eighth Grade: 30 minutes reading plus 45 minutesin other academic areas
    - 9-12: 30 minutes reading plus one to two hours of homework based on course demand.
2. Reading for at least the recommended minutes every day outside of school time.
3. Giving my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. Doing my best in all academic areas and in all my classes.
5. Conducting myself as a leader would in and out of classroom.

III. Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact.)

A. South Phoenix Prep, South Valley Prep, Skyline Prep HS, Skyline Gila River, AZ Compass Prep, AZ Compass Prep Elementary Prep will:

1. Involve parents in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parent involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels that students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

B. Optional School Responsibilities:

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, Skyline Schools, Inc. will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.
2. Notify parents of the school's participation in literacy and specialized programs.
3. Notify parents of the school's participation in Early Reading First, Reading First, and Even Start Family Literacy programs operating within the school, the district, and the contact information.
4. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
5. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

Parent Signature _____ **Date** _____

Student Signature _____ **Date** _____

Your signature indicates you have read the Title One School-Parent Compact and understand the shared responsibilities of the parents and the school.

Please return this signed page to the Registrar at School

Performing Arts/Cheer Code of Conduct

In performing arts, we want to have fun in our drama workshops and dance productions, and to do this there must be some ground rules in place so that we ALL feel accepted and comfortable with each other. Performing arts programs are designed to be INCLUSIVE, and good behavior and respect towards others is paramount.

*All performing arts students must maintain a "C" grade average to perform.

*We will not tolerate inappropriate language.

*We ask that people respect each other's personal space – no hitting, pushing or any other inappropriate physical activity.

*We ask those older members in productions and workshops to be respectful of younger members and set a positive example – be good leaders.

*We are all different – physically, mentally, and verbally. We each bring a unique set of talents and skills, and we respect and value the contributions made by others in our group unconditionally.

*We respect our surroundings. In rehearsal space we are responsible for keeping our space tidy, throwing away our trash appropriately, and remembering to bring our belongings home after every rehearsal. We are also mindful of the office space, including the office lobby, which belongs to someone else. We must only use the rehearsal space OR the bathrooms. EVERYONE IS RESPONSIBLE TO KEEP THE SPACE TIDY – WE WILL ALL PARTICIPATE IN CLEANING UP.

*We must respect the buildings in which we do our performances in. We are guests in these places, and respect them accordingly following rules, keeping spaces tidy, and staying in authorized locations within the buildings.

*NO cell phone use (including calling and texting) or hand-held devices during rehearsals. It is disruptive and disrespectful to others. Cell phones may only be used in an emergency or to call a parent at the END of the rehearsal.

*Calling people off stage or inviting people on stage that are not part of the planned performance will not be tolerated.

*Rehearsals can be long – we encourage you to bring books or, for example, quiet card games. We ask that you be patient and understanding and wait until it is your turn.

*Be prepared – bring your scripts, water bottles, and correct clothing and footwear for dancing.

*BE ON TIME FOR ALL REHEARSALS AND PERFORMANCES!

WE ARE A COMMUNITY AND WE WORK TOGETHER AND WE HAVE FUN ALONG THE WAY! IF OUR CODE OF CONDUCT CANNOT BE FOLLOWED YOUR PARENTS WILL BE NOTIFIED IMMEDIEATELY.

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Signed Date

Athletics Code of Conduct

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Good Citizenship (the "Six Pillars of Character"). The Code applies to all student-athletes involved in interscholastic sports in Arizona. Each school has its own academic eligibility guidelines; however, all student athletes are required to maintain a C average to be eligible.

Trustworthiness

1. **Trustworthiness** – Be worthy of trust in all I do.
   - Integrity – Live up to high ideals of ethics and do what's right even when it is unpopular or personally costly.
   - Honesty – Live and compete honorably, do not lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct.
   - Reliability – Fulfill commitments; do what I say I will do; be on time to practices and games.
   - Loyalty – Be loyal to my school and team; put the team above personal glory.

Respect

2. ***Respect*** *– Treat all people with respect all the time and require the same of other student-athletes.*
3. ***Class*** *– Live and play with class, be a good sport, be gracious in victory and accept defeat with dignity, give fallen opponents help, compliment extraordinary performance, show sincere respect in pre- and post-game rituals.*
4. ***Disrespectful Conduct*** *– Do not engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport.*
5. ***Respect Officials*** *– Treat contest officials with respect; don't complain about or argue with official calls or decisions during or after an athletic event.*

Responsibility

6. ***Importance of Education*** *– Be a student first and commit to getting the best education I can. Be honest with myself about the likelihood of getting an athletic scholarship or playing on a professional level and remember that many universities will not recruit student-athletes that do not have a serious commitment to their education, the ability to succeed academically or the character to represent their institution honorably.*
7. ***Role Modeling*** *– Remember, participation in sports is a privilege, not a right and that I am expected to represent my school, coaches, and teammates with honor, on and off the field. Consistently exhibit good character and set the example as a positive role model.*
   Suspension or termination of the participation privilege is within the sole discretion of the school administration.
8. ***Self-Control*** *– Exercise self-control; do not fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to retaliate.*
9. ***Healthy Lifestyle*** *– Safeguard my health; do not use any illegal or unhealthy substances including alcohol, tobacco and drugs or engage in any unhealthy techniques to gain, lose, or maintain weight.*
10. ***Integrity of the Game*** *– Protect the integrity of the game; do not gamble. Play the game according to the rules.*

Fairness

11. ***Be Fair*** *– Live up to high standards of fair play; be open-minded, always be willing to listen and learn.*

Caring

12. ***Concern for Others*** *– Demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to others or myself.*
13. ***Teammates*** *– Help promote the wellbeing of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.*

Citizenship

14. ***Play by the Rules*** *– Maintain a thorough knowledge of and abide by all applicable game and competition rules.*
15. ***Spirit of Rules*** *– Honor the spirit and the letter of rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.*

I have read and understand the requirements of the Code of Conduct. I understand that in order to participate I am expected to perform according to this code, and I understand that there may be sanctions or penalties if I do not.

_____

Student-Athlete Name (Print) *SPORT*

_____ _____

Student-Athlete Signature *Date*

I have read and understand the requirements of the Code of Conduct. I understand that I am expected to perform according to this code, and I understand that there may be sanctions or penalties if I do not.

_____ _____

Parent/Guardian Signature **Date**

McKinney-Vento Homeless Assistance Act

Every homeless student shall have access to the same educational opportunities as students who are not homeless. The Corporate Board has designated a liaison for the homeless students who will carry out duties per the McKinney-Vento Homeless Act. A student identified as homeless, by the liaison, will have the rights to: immediate enrollment, school selection, remain enrolled in their school of origin, participate in programs for which they are eligible, transportation assistance and dispute resolution.

Notification of Rights under FERPA

The Family Education 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. They 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 school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will plan 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 school principal; 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 rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents or eligible students when notified of the right to a hearing.

3. The right to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Once 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 unit as an administrator, supervisor, instructor, or support staff member; 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 serving on an official committee, such as a disciplinary or grievance committee, or assisting another official in performing his or her tasks
    a. A school official has a legitimate educational interest if the official needs to review an education record 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. A copy of all the student's education records must be sent to any school administrative unit to which a student applies for transfer.

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 is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S. W.
Washington, DC 20202-8956
202-260-3887 TDD 202-260-8956

The school may make public at its discretion personally identifiable information from the education records of a student without parental consent if that information has been designated as directory information by the school. They school has designated the following information as directory information: name, student's participation in officially recognized activities, grade level in school of participants in extracurricular activities, date of attendance at the school and honors and awards received. Such information will not be disclosed if the parent or eligible student informs the school in writing within 30 days after enrollment that such information is not to be designated as directory information with respect to the student. Any such notice should be sent to the building.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To an agency case worker or other representative of a state
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

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

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

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

1. Political affiliations or beliefs of the student or student's parent.
2. Mental or psychological problems of the student or student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of others with whom respondents have close family relationships.

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

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

Inspect, upon request and before administration or use:

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

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

Skyline Education, Inc., has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Skyline Education, Inc. will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Skyline Education, Inc. will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Skyline Education, Inc. will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided with an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-8520

Additional Right-to-Know Information

Parents may request information on the professional qualifications of a student's teacher. Provided in our principal's office is a resume of all teaching faculty which informs of the following:

- State Qualifications/Licenses
- Teacher Certification
- Teacher Degrees
- Qualification of any paraprofessionals
- Highly Qualified Information for teachers

School Tax Credit Donation Form

Dear Skyline Staff, Families & Friends:

The State of Arizona has continued the School Tax Credit Law that can pass up to $400 (for married persons filing jointly) from your State tax bill to a public/charter school of your choice, ***without costing you anything***! (Single and head of household filers may contribute up to $200.)

The taxpayer does not have to have a student enrolled in an Arizona school. This donation of up to $400/$200 is really an advanced payment on your Arizona taxes, just as if you had it taken out of your paycheck.

This opportunity provides South Phoenix Prep and Arts School, South Valley Prep and Arts, Skyline Prep High School, Skyline Gila River, AZ Compass Prep Elementary and AZ Compass Prep School Prep School with much needed funds to support important extra-curricular activities. Our mission is to build strong, positive character traits and develop the creative skills of our students.

Help us build character and creativity and we'll help you reduce your taxes!

✂ ✂ ✂

Complete this form with check payable to Skyline Education, Inc., and send to 2020 N. Arizona Ave. Suite 109, Chandler, AZ 85225.

If you would like your donation to go to a specific School listed above, please circle the school's name above. You may also go directly to www.skylineschools.com/donate/ to donate to your school of choice.

Name_____

Address_____ ***Phone:***_____

City_____ ***State***_____ ***Zip***_____

Amount_____***Check #***_____

Please designate my contribution in support of the following extracurricular activities:

- ☐ *School to Designate Program*
- ☐ ***Student Council Prom-Senior Trip***
- ☐ ***School LAB Classroom Fees***
- ☐ ***Native American Conferences and events***
- ☐ ***Computer, Art Programs***
- ☐ ***Sports***
- ☐ ***NJHS, NHS***
- ☐ ***Dance***

My signature verifies my Arizona tax credit support for Skyline Education, Inc. affiliated schools. I understand that my contribution is strictly a tax credit and does not eliminate my responsibility to file a State of Arizona tax return. This form must be postmarked no later than December 31. Contributions may be made in any amount. I understand that Skyline Education, Inc., Inc., is a 501(c)3 tax-exempt organization. Skyline Education, Inc. does not provide financial or tax advice to its donors. A receipt from Skyline Education Inc. will be mailed upon receipt.

_____

Taxpayer Signature *Date*

Acknowledgement of Receipt

STUDENT(S) NAME(S): _____

I HAVE BEEN PROVIDED A COPY OF THE FOLLOWING DOCUMENTS BY THE SCHOOL AND I UNDERSTAND THAT I MAY REQUEST ADDITIONAL COPIES IF NEEDED:

- ☐ ENROLLMENT PACKET
  - ☐ UNIFORM DRESS CODE POLICY
  - ☐ TECHNOLOGY AND INTERNET USAGE AGREEMENT
  - ☐ SHARED RESPONSIBILITES UNDER TITLE 1 COMPACT
- ☐ POLICIES AD PROCEDURES MANUAL
  - ☐ SCHOOL BUS GUIDELINES
  - ☐ SCHOOL-PARENT COMPACT
  - ☐ PERFORMING ARTS CODE OF CONDUCT
  - ☐ ATHLETICS CODE OF CONDUCT
  - ☐ SHARED RESPONSIBILITITES UNDER TITLE 1 COMPACT
- ☐ SCHOOL CALENDAR

PARENT NAME (PRINT): _____

PARENT SIGNATURE: _____.

DATE: _____