

# **Skyline Tech H.S.**



**Celebrating 12 years of educational  
services to our community**

## **Policies and Procedures Manual**

**2011/2012**

**The Board of Trustees of Skyline Schools, Inc. reserves the right to hold the policies  
and procedures as subject to change without prior notice.**

Skyline Tech High School 15220 S. 50<sup>th</sup> St. STE 109., Phoenix, AZ 85044  
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Website: [www.Skylineschools.com](http://www.Skylineschools.com)

Dear Parents and Students:

Skyline Education, Inc. (SEI) only seeks and will only continue to employ dedicated individuals whose goal is to achieve superior education for our students. SEI's goal this year has two strategies. Here are the strategies necessary to meet this goal:

- The first strategy, to achieve superior education for SEI students, starts with the staff, faculty and administration's sound accountability toward increased student performance.

To that end, SEI advocates that all students are prepared for life long-learning, stimulating coursework, enrolling in academically challenging workplace skills, and that they leave school prepared to enter the workforce or higher education.

- The second strategy is no child shall fail. With excellence in the classrooms we will provide the necessary tools to be excellence in academics.

We, as a team of administrators, teachers, students and families, shall track and be responsible for our student's success. Grades, attendance, report cards, teacher-parent conferences and teacher-student-parent communications will be a part of our entire team's duties and responsibilities.

Hence Skyline commits to:

- An improved adult to student ratio, to enable relationships that ease transition between grades and challenge students with expected outcomes of academic achievements. We ask that parents too become a part of this community to strength student's achievement by participation in open houses, parent's conference, school activities, and preparing your student daily for attending school.

As we join in a commitment for excellence remember that your child's education is utmost in our staff's minds and daily work.

Ronda Owens. M.Ed.

**President**

# Skyline Schools

## Mission and Philosophy

### **Mission:**

To prepare students through an academic, professional and technological environment to meet the constant changing demands of a global society. To promote lifelong learning and community involvement.

### **Philosophy:**

To prepare students for the world of the 21<sup>st</sup> Century by developing literate individuals who understand how science, math, technology, society, business, the arts, and decision making influence each other. To offer real-life training and services that involves learning and applying the concepts of the real world, college and the work environment. Thematic and project based curriculum prepares our students for the world of the 21<sup>st</sup> century. In order for students to acquire the knowledge, skills and habits of mind that is required for enjoyable and productive activity, we believe that our program embraces the latest thinking in these fields together with ongoing research findings in educational leadership, and long-term goals.

To provide a safe and friendly environment for students so that they are comfortable in their educational process.

To use educational processes that apply to all students' learning styles including the training in Multiple Intelligence of Howard Gardner and the core standards of Bloom's taxonomy.

To develop, monitor and adjust core classes for the contribution of students to allow the passing of AIMS and other standards of assessments.

## Enrollment Procedure

Call/Visit the school and schedule an intake interview. The student must have a parent/guardian present at the interview. Complete the student "Enrollment Packet" and provide the following documents:

- ❖ Birth certificate or other legal proof of place of birth.
- ❖ Copy of immunization record.
- ❖ Copy of unofficial transcript.
- ❖ Withdrawal slip from former school. (Except in summer)
- ❖ Copy of custody documentation if applicable.

# Skyline Tech High School 2011-2012 4 Day/per Week School Calendar

## August

S	M	T	W	T	F	S
J24	J25	J26	J27	J28	J29	J30
J31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

July 25 New Teacher Report  
July 26 All teachers Report  
Aug. 2<sup>nd</sup> 1st day of School for Students

## September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Sept. 5<sup>th</sup> Labor Day Holiday  
Sept. 28<sup>th</sup>, 29<sup>th</sup> Parent teacher conf.

## October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct. 7<sup>th</sup> End of 1<sup>st</sup> Block  
Oct. 11<sup>th</sup> Start 2<sup>nd</sup> Block  
Oct. 10<sup>th</sup> and 14<sup>th</sup> No School

## November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Nov. 11<sup>th</sup> Veteran's Day Holiday  
Nov. 24-25<sup>th</sup> Thanksgiving Holiday

## December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec. 16<sup>th</sup> End of 2<sup>nd</sup> Block  
Dec. 19<sup>th</sup> Beginning of Winter Break  
Dec. 30<sup>th</sup> last day of Winter Break

## January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 3<sup>rd</sup> Start Block 3  
Jan. 16<sup>th</sup> MLK Holiday

## February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

Feb. 20<sup>th</sup> Presidents' Day Holiday

## March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Mar. 9<sup>th</sup> End of 3<sup>rd</sup> Block  
Mar. 12-16<sup>th</sup> Spring Break-no classes  
Mar. 19<sup>th</sup> Beginning of 4<sup>th</sup> Block

## April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 20<sup>th</sup> No School

## May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 28<sup>th</sup> Memorial Holiday  
May 30<sup>th</sup> Graduation  
May 31<sup>st</sup> Last day for Everyone

## June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jun. 4<sup>th</sup> to June 29<sup>th</sup> summer school

### 155 Student Days

**Red- Holidays/No School**

**Gray-Student make-up days/TWD**

**Green-1<sup>st</sup> and last day of school**

**Blue – Parent Teacher conferences**

**Yellow – HS AIMS test days**

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Approved by the Board of Trustees  
Skyline Schools

### Grading Ends

1 <sup>st</sup> block	Oct. 7 <sup>th</sup> (38 days)
2 <sup>nd</sup> block	Dec. 16 <sup>th</sup> (38 days)
3 <sup>rd</sup> block	Mar. 9 <sup>th</sup> (37 days)
4 <sup>th</sup> block	May. 30 <sup>th</sup> (42 days)
	155 days

# SKYLINE TECH HIGH SCHOOL

## Class Schedule 2011-2012

### Monday through Thursday 4 days per week

9:15 – 10:50    Period 1

10:50 – 12:25    Period 2

#### **30 min Lunch**

12:55 – 2:30    Period 3 (\*Early Release)

2:30 – 4:05    Period 4

**Regular Schedule:** For all freshmen and sophomores. Additionally, for juniors and seniors who have not passed the AIMS assessment or who are completing credits for college and for all students who participate in extracurricular programs or sports.

**\*Early Release:** Concludes at the end of Period 3. Early release is for juniors and seniors who have passed AIMS and are on target with graduation credits and/or are engaged in the work exploration program with prior approval from a supervising teacher.

### **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.

### **WHY A 4 DAY SCHEDULE**

- ❖ Friday is a school day for absences occurring Mon.-Thurs.
- ❖ Fridays allow time for tutoring; all teachers are at school.
- ❖ Friday is for credit recovery
- ❖ Friday is also used for in-school-suspensions

### **WHY BLOCK SCHEDULING**

- ❖ More time to monitor students work,
- ❖ To develop deep into the topic or theme,
- ❖ Time to work on individual projects,
- ❖ Opportunity to have a variety and types of instruction,
- ❖ To solidify concepts taught during the block,
- ❖ Teachers have less stress trying to cover all the materials,

- ❖ Less preps and teachers are forced to be organized, Less students for teachers
- ❖ Less class changes
- ❖ Fewer classes for students to be responsible for homework.

## **Credits Offered**

One-half unit of credit (.5) is given for each 95 min. period per day for 10 weeks (Block). A semester consists of two blocks. There are four blocks per school year. Each block is ten weeks. 22 credits required for graduation.

One-half unit of credit (.5) is given for 61.5 verifiable seat hours. A student may not receive credit if they fall below seat time.

For Work Exploration, one-half unit of credit (.5) is given for 124 verifiable work hours. You may receive up to one credit through work exploration and attending a business class.

Grade levels are based on the original year of entry into high school, i.e.: cohort year.

### **Skyline Schools, Inc.**

**Skyline Schools is sponsored by Arizona State Board of Charter Schools**

**•Recognized by NAU, U of A and ASU for transcripts and credits**

**•Accreditation: APBA**

**•501-C-3 non-profit organization**

**•Member of the Arizona Charter School Association**

**•State Champions in Science Fair: 2003, 2004, 2005, 2008**

**•VICA**

**•National Honor Society**

**•National Organization of Student Councils**

## Explanation of Grades

All courses taught for credit receive a letter grade or a pass/fail option. Grade-point values and the percentage used to determine each grade are as follows:

90-100%	=	A	=	4.0
80-89%	=	B	=	3.0
70-79%	=	C	=	2.0
60-69%	=	D	=	1.0 (Not a passable grade for Math and English courses.)
59%-below	=	F	=	no credit
W/D	=	withdrew before grade was available		
INC.	=	incomplete, turns to F after two weeks		
P	=	pass & does not affect GPA score.		

## High School Graduation Requirements = 22 credits

Listed below are the requirements for graduation from Skyline Tech High School as determined by the Arizona State Board of Education.

Subjects	STHS Graduation Requirements	4 year Ariz. Univ. Entrance requirements
English	4 credits	4 credits
Foreign Language	0	2 credits
Mathematics	4 credits	4 credits
Science	3 credits	3 credits
Social Studies	3 credits	3 credits
Fine Arts	1 credit	1 credit
Total Required Credits	14 credits	17 credits
Electives	7 credits	4 credits
Work Exploration Community Service Voluntary Work	1 credit	1 credit

**Total Credits Required: 22 credits**

**22 credits**

## **Catalog**

This course catalog is designed to enable all students to map out an Individual Graduation Plan (IGP) for their high school education that is best suited to their interests and goals. The planning worksheet allows the students to plan ahead and insure that all of the requirements are met for graduation.

## **Courses Offered**

**This catalog lists the courses which may be available throughout the school year for high School students. Even though a course is listed, it may not be offered each block if registration is not sufficient to hold that class. Classes are subject to change without notice.**

## **English Department**

**The goal for the English Department is to allow students to have effective writing and reading experiences so that their scores on the AIMS and other measures of academic success will be enhanced and literacy will increase. Listening, Viewing and Speaking are critical parts of English as outlined by the Arizona State Standards. Assemblies are part of Listening and Speaking and all students will be graded on these activities as part of our mission. STHS interdepartmentally combines English with Social Studies when courses are available to the student. English courses are given credit only when students pass with a C or better. A D grade in English classes will count as elective credit.**

### **Literary Forms I and Literary Forms II**

Prerequisite: None

Grade 9---2 Blocks---1 credit (.5 credit per class)

This course promotes reading, writing, speech, and language concepts. Through literature study and review students learn universal themes while applying all the forms and stages of composition, pre-writing, revising, and proofreading. Essay content and writing skills are stressed.

### **World Literature I and World Literature II**

Prerequisite: None

Grade 10---2 Blocks--1 credit (.5 credit per class)

This course enhances the students' ability in the writing, research, and presentation process. Their critical thinking and reading skills are improved through the study and appreciation of literature and its components. Proficiency in style, grammar, usage and mechanics is emphasized. The speech component of this course meets the state mandated speech requirement.

### **American Literature I and American Literature II**

Prerequisite: None

Grades 11---2 Blocks ---1 credit (.5 credit per class)

This course is an exploration of ideas and themes by notable American authors. It integrates the modes of expository writing with the study of American literature. The composition aspect emphasizes helping students gain ease, clarity and fluency along with organization, logic, and style. Vocabulary development is taught as well as research skills and multi-paragraph essay writing.

### **British Literature I and British Literature II**

Prerequisite: None

Grade 12---2 Blocks ---1 credit (.5 credit per class)

This course focuses on the students' understanding and appreciation of classical literature by reading a variety of literary genre and critical analysis. Students demonstrate speaking and listening skills by participating in class discussions, impromptu activities and formal presentations. Students will write critical essays and personal responses to the literature. Students will also learn the steps of researching a topic and preparing a final paper. Grammar proficiency, documentation and research skills are emphasized.

### **Creative Writing I and Creative Writing II**

Prerequisite: AIMS PREP or concurrent

Grade 9 -- 2 blocks ---1 credit (.5 credit per class)

This course encourages creativity and imagination in writing. Students will read, discuss, and analyze a variety of literary works. Students will develop their own writing style. Students' writings will be shared and critiqued in class. Although, emphasis is placed on poetic writing, creative plots, and character development, a research paper is required. Along with narrative and descriptive essay writing, comparison/contrast and persuasive writing will be developed.

\*If taken for more than two blocks, this course will earn elective credit.

### **Literacy and Critical Inquiry (AP Course for students in advanced English)**

Prerequisite: American Literature or Principals recommendation

Grade 9-12 -- 1 block--1/2 cr.

This course develops students' abilities to research and write effectively. The course teaches writing mechanics to present information clearly. Students will learn how to conduct research and how to incorporate research into a paper. The course teaches elements of the five paragraph expository essay, including how to devise a thesis statement. Students will also learn to implement quotations in their writing, summarize information, and paraphrase text. In addition, students will learn editing techniques and apply them when editing their classmates' papers. Students will write one informative research paper and one persuasive paper. This course follows the State Standards for English.

\*If taken for more than two block, this course will earn elective credit.

### **Literature and Cinema (AP Course for students in advanced English)**

Prerequisite: World Literature or Principals recommendation

Grade 9-12 -- 1 block--1/2 cr.

Students will read and analyze works of literature from contemporary authors and view how the written word is translated into film. Students will analyze potential influences filmmakers may have on the meaning of the original work. In addition, students will compare and contrast the structure of film to the structure of writing. Students are required to read a novel and write a primary research paper. This course follows the State Standards for English

# Math Course Descriptions

## **INTEGRATED BEGINNING ALGEBRA 1& 2**

### **Description of Course**

The Integrated Beginning Algebra 1-2 course focuses on the concepts of linear functions and relationships and measurements of plane and solid geometric figures. Other topics covered are theoretical probability and data analysis. Students will use problem solving strategies to prepare solutions to authentic situations involving: algebra, geometry, probability and statistics. Competency (70% or above) in Integrated Beginning Algebra is a pre-requisite for Integrated Intermediate Algebra. This course meets one of the four math requirements for university admission.

## **INTEGRATED INTERMEDIATE ALGEBRA 1 & 2**

### **Description of Course**

Integrated Intermediate Algebra focuses on the concepts of systems of linear equations, inequalities, linear functions, quadratic equations, and quadratic functions. Other topics covered are probability, data analysis. Students will use problem-solving strategies to prepare solutions to authentic situations involving: algebra and geometry. Students will use logical reasoning to analyze problems and develop strategies that will lead to effective solutions. Competency (70% or above) in Integrated Intermediate Algebra is a prerequisite for Integrated Geometry. This course meets one of the four math requirements for university admission.

## **INTEGRATED GEOMETRY 1 & 2**

### **Description of Course**

The Integrated Geometry course focuses on the strategies of inductive and deductive reasoning to find the measures of angles and segments in polygons and circles. These strategies are extended to solid figures to find area and volume. Coordinate geometry and constructions are thematic throughout the course. Other topics covered are parallel lines and geometric probability. Students will use problem solving strategies to prepare solutions to authentic situations involving: algebra, geometry, trigonometry and probability. Students will use logical reasoning to analyze problems and develop strategies that will lead to effective solutions. Competency (70% or above) in integrated geometry is required. This course meets one of the four math requirements for university admission.

## **COLLEGE ALGEBRA 1 & 2**

### **Description of Course**

College Algebra extends the student's knowledge of algebra by applying and manipulating various types of equations. Specific topics include systems of equations and inequalities; conic sections; polynomials, rational, exponential, and logarithmic functions, and matrices. Students will use problem solving strategies to prepare solutions to authentic situations involving higher level algebra: systems of equations and inequalities, conic sections, functions (polynomial, rational, exponential and logarithmic) and matrices. This course is recommended for college bound students pursuing studies not requiring calculus. It will also strengthen algebra skills for those students intending to take a calculus course. Competency (70%) is required. This course meets one of the four math requirements for university admission.

**TRIGONOMETRY AND ADVANCED MATH 1 & 2**  
**Description of Course**

Trigonometry and Advanced math extends the study of functions and inverse functions to include polynomial, rational, irrational, exponential and logarithmic functions, trigonometric identities, verifications, equations and graphing functions, and sinusoids. Additional topics include partial fractions, polar coordinates, vectors, linear and angular velocity, arithmetic and geometric sequences and series. Students will use problem solving strategies to prepare solutions to authentic situations involving polynomial, rational, irrational, exponential and logarithmic functions, trigonometric identities, verification, equations, graphing functions, sinusoids, partial fractions, polar coordinates, vectors linear and angular velocity, arithmetic and geometric sequences and series. Students will use logical reasoning to analyze problems and develop strategies that will lead to effective solutions. Students will effectively communicate the processes used to solve problems using mathematical concepts and terminology. Students will use mathematical connections to solve problems within and outside mathematics. Competency (70%) is required. This course meets one of the four math requirements for university admission.

# Science Department

**The Science Department has the goal for each student to have an experience in a science lab. We also want to provide experiences in Science to better prepare students for college and the real world. This department wants to be a safe and friendly place for students who wish to have a positive atmosphere in an area that may seem foreign to some of them. Animals and dissection are a part of this department.**

## **Earth/Space Science I**

Prerequisite: None  
Grade 9-10 CORE Required

This is a laboratory-based, general inquiry and introductory science course. The general science curriculum encompasses a holistic review of all the sciences, including ecology, biology, earth science, and physical science. The purpose of this holistic approach is to introduce students to a broad spectrum of the sciences, with the goal of producing well educated citizens, as well as laying the groundwork for students to continue their studies in a variety of sciences at a college preparatory level.

Part one of the course includes a review of the use of the scientific method as a problem-solving process that relies on facts and data, as well as the development of basic laboratory and safety skills. This leads to a general review of the physical sciences, which will offer a wide variety of concepts focusing on real-world investigations of phenomena, such as motion, electromagnetic interactions, and changes in matter. Selected concepts related to the atmosphere and weather, and astronomy will also be included. Sessions will explore concepts in the physical sciences that describe the complexity of the world around us, explain the systems, and find patterns that allow for hypotheses and predictions. Curriculum will include the study of nonrenewable (e.g., fossil fuels, geothermal and biomass) and renewable (e.g., hydro, solar, wind and wood) resources, as well as exploring alternative resources (e.g., nuclear, synthetic, gratifications, tidal, wind), and the examination of various applications of technology.

## **Earth/Space Science 2**

Prerequisite: None  
Grade 9-10 CORE Required

This course also follows a laboratory-based, general inquiry curriculum, with the goal of introducing students to a broad spectrum of the sciences and laying the groundwork for a college preparatory level science curriculum.

Part two of the course will review the earth sciences, including a study of geology which will include mineralogy, plate tectonics, volcanism, weathering and erosion, structural and historical geology; the history and properties of the ocean, the sea floor and currents through unit in oceanography, and the study of meteorology; including reviews of the weather and the atmosphere, storms and forecasting, atmosphere winds and pressure, and climates of the world; and finally a review of the history and tools of astronomy, the earth's motions, the moon, the sun and other stars, and solar system.

This course will prepare students for Biology 1 and will include an exploration of the biological sciences, including cell organization (e.g., structure, function, processes, division and plant/animal comparison), as well as a review of human body systems and their structures functions/processes, and interactions, as well as a review of technical advancements in health care.

**Biology IA \* \*\***

Prerequisite: None

Grade 9-11—CORE Required

This course is a laboratory-based study of living organisms and their interactions with their environment. Major topics include cell function, human anatomy, all body systems, healthful living, and genetics.

**Biology IB \* \*\***

Prerequisite: None

Grade 9-11—CORE Required

This course is a laboratory-based study, which emphasizes an understanding and appreciation of the living world and the relationship between organisms and their environments. Major topics include evolution of life, taxonomy and classification, anatomy and physiology of plants and animals, and the study of single-celled organisms through multi-cellular life. A green house is on campus for these students who want to explore this subject matter.

**Anatomy and Physiology I \***

Prerequisite: Completion of Biology I and II with a “C” or better, or principal’s approval

Grade 11-12-- 1 Block--1/2 cr.

This is an advanced placement course in human anatomy and physiology with emphasis on the structure and function of the human body. Major areas of study will include cells, tissues, integument system, skeletal system, muscular system, and endocrine system.

**Anatomy and Physiology II \***

Prerequisite: Completion of Anatomy and Physiology I with a “C” or better, or principal’s approval

Grade 11-12-- 1 Block--1/2 cr.

This course is a continuation of structure and function of the human body. Major areas of study include the nervous, circulatory, respiratory, digestive, and reproductive systems.

**Chemistry/Physics I and II**

Prerequisite: Algebra I or teacher approval

Grades 11-12 – 2 Blocks ---1 credit (.5 credit per class)

This course is a laboratory-based study of the fundamental constituents of the universe, the forces they exert on each other, and the results produced by these forces. Major topics include the development of mechanics, forces of gravity, electricity-light, thermodynamics, heat and temperature, kinetic theory, atomic and molecular theories, and the theory of relativity.

\*This course may include dissection

\*\*This course may include comparisons of several theories of evolution.

**BIOTECHNOLOGY I and II**

Prerequisite: Completion of Chemistry/Physics with a “C” or better, or principal’s approval

In this class you will explore the technological applications of life and living organisms. You will begin by examining the chemical nature of life, the molecular basis of heredity, and the inheritance of traits according to the principals of genetics. Through the direct applications of modern biotechnology lab skills such as cultures, recombinant DNA technology, and gel electrophoresis, you will study plants and animals as they relate to the science of food and feeding our human population. The class closes with a look at the future and ethics of our increasing knowledge.

# Social Studies Department

**The goal for this department is to integrate with the English Department. The English department will bring thematic units of American Literature and British Literature into your Social Studies classes. Some classes are taught as a block class.**

## **World History/Geography I**

Prerequisite: None

Grade 9-10--1 Block---1/2 cr.

This course will explore the development of political, social and economic events of early civilizations, the Middle Ages, the Age of Enlightenment and the world wide Industrial Age. The Five Themes of Geography and map skills will be emphasized.

## **World History/Geography II**

Prerequisite: None

Grade 9-10--1 Block---1/2 cr.

This course will explore nineteenth century Imperialism, the causes and effects of WW 1 and WW II, and analyze international developments after WW II and the Cold War. Students will evaluate the ideologies of independence movements in the developing world. Research skills and geographic concepts relating to historical events will be emphasized.

## **American/Arizona History I**

Prerequisite: None

Grade 10-11---1 Block---1/2 cr.

This course examines the founding of colonies in North America and the development of early America. It also examines the creation of the United States of America, the issues that caused the Civil War and the post Civil War Reconstruction of the United States.

## **American/Arizona History II**

Prerequisite: None

Grade 10-11---1 Block---1/2 cr.

This course will analyze the reasons for the industrialization of cities and the westward expansion of the United States. This course will also examine the social changes that occurred during the 20<sup>th</sup> century growth of the United States and the lasting impact of WWI, WWII, the Cold War, and the civil rights movement on current U.S. political policies.

## **US Government**

Grade 11-12---1 Block---1/2 cr.

This course is designed to provide the students with a basic understanding of the foundation and organization of government. Emphasis is placed on the history of government, principles of government, the three branches of government, rights and responsibilities of American citizenship and local government of Arizona.

## **Economics/Free Enterprise**

Prerequisite: None

Grade 11-12---1 Block---1/2 cr.

This course familiarizes the student with the essentials of the free enterprise system, and other economic systems of the world. Included are the principles of supply and demand, and the economic problems of resource allocation. Emphasis is placed on the economic skills necessary for real life applications.

## **Competition Government/We the People**

Prerequisite: Government

Grades 10-12 --- ½ cr.

Students will learn to think critically about events in U.S. history, and demonstrate an understanding of how the past influences the present and future. Students will become experts on one of the following six topics: Philosophical and Historical Foundations of the American Political System, How the Framers Created the Constitution, How the Constitution has been Changed, How the Constitution Shaped American Institutions and Practices, the Bill of Rights, or Challenges in the 21<sup>st</sup> Century.

# **Business Department**

## **Computer Department**

### **Introduction to Business**

Prerequisite: None

Grades 9-12---1/2 cr.

In this course students develop a background in business terminology and practices. Students will learn the methods behind increasing business profits. Students will learn the concerns of businesses, such as various types of insurance needed in the business world. The course content is varied, including understanding Social Security and FICA taxes, learning marketing techniques, studying competition, and analyzing salary and cost of living. Students also discuss human resources issues. As a class, students will do a group project to develop a business that could be applied on campus. In the group project, students will apply each of the concepts covered in the course. In addition, business experts from the community are invited as guest speakers to address students' questions on business-related topics.

### **Career Preparation /Life Skills**

Prerequisite: None

Grades 9-12---1/2 cr.

This course teaches students how to investigate job opportunities, earn job offers and keep employment. Students will learn resume development, interviewing techniques, communication skills, and career assessment. Students will also learn how to make the most of their money through budgeting. The course teaches checkbook and savings management, budgeting, debt management, and credit. In addition, students will learn life skills such as how to inspect and buy a used car.

### **Marketing I**

Prerequisite: None

Grade 9-12---1 block---1/2 cr.

This course establishes a background of marketing fundamentals, including product learning, planning and promotion techniques, and exposes students to various careers in marketing. Students will be able to apply their knowledge of marketing to real life situations. For example, students will be able to analyze current advertisements for use of marketing techniques. Guest lectures will speak to the class about marketing techniques and career opportunities. This course teaches students how to prepare for graphic and logo marketing. The use of Adobe and Publisher software is introduced in this section.

### **Marketing II**

Prerequisite: Marketing I

Grade 9-12---1 block---1/2 cr.

In this course students incorporate knowledge and skills learned in Marketing I to develop their own products. They work hands-on, following each step of the marketing process. Students will perform market research for their products and analyze research results. Students will also analyze statistics, and learn how to apply them to their own product development. In addition, students will create strategies to market their products. Adobe and Publisher will be used in this class to strengthen student's technical skills.

**Web Page Design and HTML I & II**

Prerequisite: None (prefer MS Word)

Grade: 9-12---2 blocks ---1 credit (.5 credit per class)

This course is design to teach students the beginning stages of HTML and web page design. The student will finish the course by completing his or her own web page and skills necessary to load it up on the net.

**Office XP I**

Prerequisites: None

Grade: 9-12--- (.5 credit)

Students will learn software classes in Microsoft Word and PowerPoint. Students will have an understanding how to write resumes, letters, and research papers. This is a mandatory class for students wishing to take A+ certification and Medical Assisting.

**Office XP II**

Prerequisite: None

Grade: 9-12---(.5 credit)

Students will learn software classes in Excel and Publisher. Students will have an understanding how to coordinate and calculate accounting and data collection in Excel and those wishing to go to Access may do so. This is a mandatory class for those wishing to take A+ certification, and Medical Assisting.

**Work Exploration:**

Prerequisites: None

Grades 9-12— .5 –1.0 credits (124-248 hours)

Students participating in the Work Exploration Program can earn up to 1 credit during their high school career. Work or volunteer time is to be done during school times only- not summer. This course is considered a class in the business department and the students will be assigned a teacher who monitors attendance. There are three things that need to be turned into the teacher to receive work credit: proof of hours or a report log of hours signed by a supervisor, a resume written by the student, and a completed employer evaluation.

# Art Department

## **Yearbook-Digital and Hardcopy I and II**

Prerequisites: None

Grades 10 through 12 --.5 credit

Students will learn the use of cameras and digital equipment. Students will design and create the current yearbook. Students need to be able to attend some events that may be late or off campus.

## **Photography I**

Prerequisites: XP 1

Grades 9-12 – 2 Blocks --.5 credit

This is a beginning class where you will learn how to use equipment and create and design given assignments. Students need to have a desire to want to be in these classes as the equipment and assignments are geared to advancing in this field.

## **Photography II**

Prerequisites: Photography 1

Grades 9-12 – 2 Blocks --.5 credit

This is an intermediate class where you will learn how to use advanced equipment and create and design given assignments. Students need to have a desire to want to be in these classes as the equipment and assignments are geared to advancement in this field.

## **Photoshop I**

Prerequisites: XP1 or XP2, or permission of instructor

Grades 9-12 – 1 Block - .5 credit

This class uses Adobe Photoshop digital imaging software. Students will learn the basic operation of importing and manipulating images and creating layers of images in their work. This class is a graphics arts class and may or may not use student photographs.

## **Video Production I**

Prerequisites: XP-I

Grades 9-12 – 2 Blocks --.5 credit

This is a beginning class where you will learn how to use equipment and create and design given assignments. Students need to have a desire to want to be in these classes as the equipment and assignments are geared to advancing in this field.

## **Video Production II**

Prerequisites: Video Production I

Grades 9-12 – 2 Blocks --.5 credit per block

This is an intermediate class where you will learn how to use equipment and create and design given assignments. Students need to have a desire to want to be in these classes as the equipment and assignments are geared to advancement in this field. Students will become VICA members.

## **Video Production Team**

Prerequisites: VP I and II

Grades 9-12 – 2 Blocks --1 credit (.5 credit per block)

This is an advanced class where you will learn to create advanced assignments. Students will use advanced equipment. Students need to have a desire to want to be in these classes as the equipment and assignments are geared to advancing in this field.

## **Art 1-Pencil and Charcoal Drawing**

Prerequisites: None

Grades 9 through 12 – (.5 credit per class)

This is a fine arts class that teaches the details of drawing. Cones, squares and shapes are explored all the way to sea escapes and sunsets.

**Art II-Pencil and Charcoal Drawing**

Prerequisites: Art 1

Grades 9 through 12 – (.5 credit per class)

This is a fine arts class that teaches the details of drawing. Shapes and human figures are drawn with emphasis on technique and shading.

**Water Color**

Prerequisites: Art 1

Grades 9 through 12 – (.5 credit per class)

This is a fine arts class that starts students learning to use watercolor and acrylics. Students will design and create landscape, faces and many other creations.

**Acrylics and other Medias**

Prerequisites: Art 1

Grades 9 through 12 – (.5 credit per class)

This is a fine arts class that teaches and expands on Design 1 and continues to design in fashion, advertising and other Medias.

**Mural Art-**

Prerequisites: Art 1

Grades 9-12

This is a fine arts class where student will design and create on a large scale. Students will draw or paint on walls or large boards using a variety of techniques and medias.

**Graffiti and Creative Media**

Prerequisites; Design 1 and 2

Grades 9 through 12 – .5 credit per class)

This is a fine arts class that represents the student who has excelled in art and continues to create his own style.

**Props and Sound**

Prerequisites; Art 1

Grades 9 through 12 – .5 credit per class)

This is a fine arts class that is design to make sets and back drops for the theater art students. Students must be able to carry and move at least 15 pounds as the back drops can be heavy. Students will be used as extras in the theater setting and MUST attend all performances. Students will learn to use sound equipment. Students will be expected to help with all props and sound equipment.

# Theater Arts Department

## **Theater Arts I**

Prerequisite: none

Credit: .5

This is a beginning class that will start the student on a study course of History of theater, monologues, voice, drama, theater, design and lighting, stage and production. Student in this class will perform at assemblies and work toward a stage performance.

## **Theater Arts II**

Prerequisite: Theater Arts I

Credit: .5

This is an intermediate class that will continue the student on a study course of voice, drama, theater, stage and production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage.

## **Theater Arts III**

Prerequisite: Theater Arts II

Credit: .5

This is an intermediate class that will continue the student on a study course of voice, drama, theater, stage and production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage, use of props and vocal commands regarding theater.

## **Theater Arts IV**

Prerequisite: Theater Arts III

Credit: .5

This is an advanced class that will continue the student on a master study of voice, drama, theater, stage and production. Students in this class will perform at assemblies and work toward a stage performance. Students in this class will show more determination and presence on stage, use of props and vocal commands regarding theater. Students will be expected to coach other students, perform in solos, and promote the theater arts program.

## **Chorus I**

Prerequisite: none

Credits: .5

This is a beginning class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work and perform towards recitals.

## **Chorus II**

Prerequisite: Chorus I

Credits: .5

This is an intermediate class that teaches vocal sounds through song and poetry. Students will perform at assemblies and work and perform towards recitals. Students should be mastering vocal sounds to progress towards solos.

## **Guitar I**

Prerequisite: none

Credits: .5

This is a beginning class that teaches cords, tuning and playing. Students will perform at assemblies and with each other. Students learn to play with groups and solos. Students may use guitars from school or provide their own. Lab fee: \$15.00 for rental fees only.

**Guitar II**

Prerequisite: Guitar I

Credits: .5

This is an intermediate class that teaches cords, tuning and playing. Students will perform at assemblies and with each other. Students learn to play with groups and solos. Students will do solo performances and work towards a recital. Students may use guitars from school or provide their own. Lab fee: \$15.00 for rental fees only.

**Guitar Club**

Prerequisite: Guitar II

Credits: .5 per block

This is an intermediate program that masters cords, tuning and playing. Students will perform at assemblies and with each other. Students learn to play with groups and solos. Students will do performances and work towards a recital and band performances. Students may use guitars from school or provide their own. Lab fee: \$15.00 for rental fees only

**Dance I**

Prerequisite: none

Credit: .5

This is a beginning dance class that will teach hip-hop, lyrical, jazz, military and modern dance steps. Students are expected to dress out for class. Students will perform at assemblies.

**Dance II**

Prerequisite: Dance I

Credit: .5

This is an intermediate dance class that will teach hip-hop, lyrical, jazz, military and modern dance steps. Students are expected to dress out for class. Students will perform at assemblies.

**Dance Team**

Prerequisite: Dance II

Credit: .5 per block

This is an advance dance program that specializes in hip-hop, lyrical, jazz, military and modern dance steps. Students will perform at assemblies and competition. This class is designed for students who want to train in the art of dance.

## Languages

### **Spanish I A**

Prerequisite: None

Grade 9-12---1 block---.5 credits

Required for students applying for a four year university. Spanish IA is a language and conversational class. Students will discuss thematic units to help them learn the language.

### **Spanish 1B**

Prerequisite: Spanish IA

Grade 9-12---1 block---.5 credits

Required for students applying for a four year university. This is a continuation class from Spanish IA. Students taking Spanish IA and Spanish IB will fulfill one year of a foreign language towards college credit.

## Additional Courses

**Japanese, Hebrew, Physical Education, Leadership, Sign Language and other electives may be offered throughout the year.**

# SKYLINE SCHOOLS, INC.

## CONTACT INFORMATION

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### Websites:

- [www.skylineschools.com](http://www.skylineschools.com)

# Rules and Policies

**Students suspended more than three times in one year for any reason are referred to the Board of Trustees for expulsion.**

## ALCOHOL AND DRUGS

- **Smoking/tobacco use/Lighters and or possession of smoking or tobacco products within 300 ft of school** (ARS 36-798.03). All tobacco items and lighters will be confiscated and NOT returned
  - 1<sup>st</sup> -2-3 days suspension
  - 2<sup>nd</sup> - 5-10 days suspension
  - 3<sup>rd</sup> - referral for expulsion
- **Possession of illegal drugs or alcohol**
  - 1<sup>st</sup> - 10 days suspension (police referral)
  - 2<sup>nd</sup> - recommended expulsion (police referral)
- **Possession of drug paraphernalia**
  - 1st- 5-10 days suspension
  - 2nd- 15 days suspension/possible referral to school board for expulsion
  - 3<sup>rd</sup>- immediate suspension and referral to the Board for expulsion, police referral
- **Possession of any over the counter medication or prescription medication**
  - 1<sup>st</sup> – confiscation and 2-3 days suspension (i.e., Ibuprofen, Tylenol, Aspirin)
  - 2<sup>nd</sup> – 9 weeks suspension
  - 3<sup>rd</sup>- immediate suspension, referral to Board of Trustees for expulsion
- **Possession of prescription medication that does not belong to student**
  - 1<sup>st</sup>- 10 days suspension/police refer
  - 2<sup>nd</sup> – 9 weeks suspension/police refer
  - 3<sup>rd</sup>- immediate suspension, referral to Board of Trustees for expulsion
- **Ingestion of any over the counter drugs or illegal drugs and alcohol**
  - 1<sup>st</sup> - 10 days suspension/possible loss of block credit (police referral)
  - 2<sup>nd</sup> - 9 week suspension/loss of block credit (police referral)

3<sup>rd</sup> - recommended expulsion (Police referral)

- **Use of, or being under the influence of, illegal drugs or alcohol, participating in or being a part of illegal drugs or alcohol** (all materials will be confiscated and NOT returned)
  - 1<sup>st</sup> - 10 days suspension/possible loss of block credit (police referral)
  - 2<sup>nd</sup> - 9 week suspension/loss of block credit (police referral)
  - 3<sup>rd</sup> - recommended expulsion (Police referral)
- **Possession for sale or distribution or narcotics or illegal drugs**
  - zero tolerance-expulsion (police referral)

## ASSAULT/ HARASSMENT

- **Verbally abusing, intimidation or threatening another person**
  - 1<sup>st</sup> - 2-3 days suspension
  - 2<sup>nd</sup> - 3-5 days suspension
  - 3<sup>rd</sup> - 9 week suspension
  - 4<sup>th</sup>- referral for expulsion
- **Inflammatory language and/or behavior offensive to an individuals gender, race or religion**
  - 1<sup>st</sup> -2-3 days suspension
  - 2<sup>nd</sup> – 10 days to block suspension
  - 3<sup>rd</sup> – recommended expulsion
- **Sexual harassment**
  - 1<sup>st</sup> - 2-3 days suspension
  - 2<sup>nd</sup> - 10 days to block suspension
  - 3<sup>rd</sup> - recommended expulsion
- **Fighting** (mutual combat)
  - 1<sup>st</sup> - 5 days to block suspension
  - 2<sup>nd</sup> - 9 week suspension
  - 3<sup>rd</sup>- recommended expulsion
- **Physical assault of a student**
  - 1<sup>st</sup> – 5-10 to block suspension
  - 2<sup>nd</sup> - 9 week suspension
  - 3<sup>rd</sup> - recommended expulsion

- **Physical assault of student which results in physical injury**  
1<sup>st</sup> - 10 days to end of block suspension  
2<sup>nd</sup> - 9 week suspension/  
recommend expulsion
- **Intimidating or threatening a staff member (including verbal threats)**  
1<sup>st</sup> - 10 days suspension  
2<sup>nd</sup> - 6 weeks suspension (police referral)  
3<sup>rd</sup> - recommended expulsion (police referral)
- **Physical abuse of a staff member or property of staff member**  
1<sup>st</sup> – zero tolerance/refer to board for expulsion
- **Physical abuse of a staff member or malicious foul play to a staff member, their property or family**  
1<sup>st</sup> – zero tolerance/refer to board for expulsion.

#### CHEATING/ FORGERY

- **Cheating and plagiarism**  
1<sup>st</sup> - zero on test or assignment, parent notification  
2<sup>nd</sup> – 2-3 days suspension  
3<sup>rd</sup> – 3-5 days suspension, final grade of "F"
- **Computer cheating, tampering**  
1<sup>st</sup> – 9 weeks suspension/loss of credit  
2<sup>nd</sup> - immediate suspension and Recommended expulsion
- **Falsifying/forging documents, and lying**  
1<sup>st</sup> – 2-3 days suspension  
2<sup>nd</sup> – 5-10 days suspension/loss of credit  
3<sup>rd</sup> - referral for expulsion

#### COMMUNICATIONS

- **Cell Phones out or used during class time**  
1<sup>st</sup> – confiscation and return to parent or guardian  
2<sup>nd</sup> – 2-3 days suspension, confiscation and return to parent  
3<sup>rd</sup> – 10 days -to 1 block suspension  
4<sup>th</sup> - referral for expulsion

- **School phones being used for unprofessional reasons other than contacting parents.**  
1<sup>st</sup> – 2-3 day suspension  
2<sup>nd</sup> – 3-5 days suspension/no phone usage at school  
3<sup>rd</sup> – 10 days to block suspension/no phone usage  
4<sup>th</sup> - recommendation for expulsion

#### CONDUCT

- **Public Display of Affection (PDA)**  
1<sup>st</sup> - warning, parent notification  
2<sup>nd</sup>- 2-3 days suspension  
3<sup>rd</sup>- 10 days suspension  
4<sup>th</sup> - referral for expulsion
- **Leaving campus or class unauthorized or ditching** (notification of parent on each occasion.)  
1<sup>st</sup> – 3 day suspension  
2<sup>nd</sup>- 5 day suspension  
3<sup>rd</sup>- 5-10 day suspension  
4<sup>th</sup> - referral for expulsion
- **Skateboards, toys, and other disturbance to the educational process are not allowed at school**  
1<sup>st</sup> – confiscation and warning  
2<sup>nd</sup> – 2-3 days suspension  
3<sup>rd</sup> – 10 days to block suspension, loss of credit  
4<sup>th</sup> - referral for expulsion
- **Junior High School and High School (where applicable) may not commingle or interact during school hours**  
1<sup>st</sup> – 2-3 day suspension  
2<sup>nd</sup> – 5 day suspension  
3<sup>rd</sup> – 9 week suspension
- **Possession or use of items that disrupt the educational process**  
1<sup>st</sup> - 2-3 days suspension  
2<sup>nd</sup> – 5-10 days suspension  
3<sup>rd</sup> - referral for expulsion
- **Careless driving in school area (within 300ft)**  
1<sup>st</sup> - 2-3 days suspension  
2<sup>nd</sup> – 5-10 days suspension/loss of parking privileges  
3<sup>rd</sup> – 9 week suspension, with loss of credit  
4<sup>th</sup> - referral for expulsion

- **Theft – possible police referral**  
1<sup>st</sup> – 2-3 day suspension with restitution  
2<sup>nd</sup> – 5-10 day suspension with restitution  
3<sup>rd</sup> – 9 week suspension with restitution
- **Vandalism- possible police referral**  
1<sup>st</sup> – zero tolerance/refer to board for expulsion with restitution

#### **DRESS CODE:**

- **Dress code violation**  
1<sup>st</sup> - warning, parent called and provides T-Shirt for covering student  
2<sup>nd</sup> – 2-3 day suspension  
3<sup>rd</sup> - 5 days suspension or ISS until student proves that he/she is adhering to dress code.  
Habitual – suspension from the block with loss of credit, or referral for Board of Trustees.

#### **GAMBLING**

- **Gambling**  
1<sup>st</sup> - warning, parent notification  
2<sup>nd</sup> – 2-3 day suspension  
3<sup>rd</sup> - 5 days suspension  
4<sup>th</sup> - referral for expulsion

#### **INSUBORDINATION/ PROFANITY**

- **Profanity/obscene gestures**  
1<sup>st</sup> - 2-5 days suspension  
2<sup>nd</sup> – 5 -10 days/possible block suspension  
3<sup>rd</sup> - referral for expulsion
- **Insubordination/Disorderly Conduct**  
1<sup>st</sup> – 2-5 day suspension  
2<sup>nd</sup> – 5 -10 days/possible block suspension  
3<sup>rd</sup> – referral for expulsion
- **Persistent open defiance of authority**  
1<sup>st</sup> – 2-5 days suspension  
2<sup>nd</sup> – 5 days to block suspension  
3<sup>rd</sup> – referral for expulsion

#### **WEAPONS**

- **Possession or use of: fireworks, stink bombs, paintballs, water balloons, laser toys, matches**  
1<sup>st</sup> - 2-3 days suspension  
2<sup>nd</sup> - 9 week suspension, recommended expulsion
- **Possession or carrying of a gun, bomb, or anything considered dangerous**  
zero tolerance-expulsion (police referral)
- **Possession of a weapon (other than a firearm or bomb) i.e.: knife, brass knuckles**  
1<sup>st</sup> – Suspension for one block, loss of credit. Maybe considered for expulsion  
2<sup>nd</sup> - Long term suspension pending expulsion
- **Threatening bodily harm on another person with a weapon or dangerous instrument**  
zero tolerance-expulsion (police referral)
- **Fire or extortion- police referral**  
1<sup>st</sup> – 10 day – end of block suspension with restitution  
2<sup>nd</sup> – expulsion with restitution
- **Possession and/or use of explosive devices other than fireworks**  
1<sup>st</sup> - 9 week suspension, recommended 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)

## **Search and Seizure**

The new laws since the Columbine High School incident in Colorado states that when staff feels there is reasonable suspicion to search, a search is permissible.

## **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 Schools Inc., including all the campuses and subsidiaries.

## **Graffiti: Effective 01/28/02**

The Board of Trustees of Skyline Schools, Inc. has approved the following policy: Skyline Schools 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 Schools 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.

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

## **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 also includes using language (and signs) that is commonly recognized as vulgar, crude or swearing, yelling, mocking and screaming, when 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.

**After three suspensions for infractions against the policy and procedures of the school, a fourth suspension will be a suspension pending expulsion with a referral to the Board of Trustees.**

## **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 when it comes to defending personal property, self-defense, and 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 disruptive to the educational process are subject to confiscation:

- Confiscation items may not be returned.
- Items that are prohibited include but are not limited to:

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

## **Alcohol and Drugs and Drug Paraphernalia**

Alcohol and drugs (over the counter and illegal) and drug paraphernalia are contraband items. The use or possession 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 expected from students. Avoid any inappropriate physical display of affection. Among the actions prohibited but not limited to: 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.

## **Responsibility of Student Personal Property**

Student's personal property, including cars, purses, money and other items, are not the responsibility, nor liability, of Skyline Schools, Inc and its subsidiaries. Please keep personal items with you and in your possession at all times. Skyline Schools, Inc. will not reimburse for the loss of anything of a personal nature.

## **Vehicles and Personal Property**

Skyline is not responsible for cars on school property. We highly recommend locking cars and parking in appropriate spaces. Skyline will not assume any liability for students' cars or personal property.

## **Medication**

The staff of Skyline Schools Inc., and its campuses is prohibited from dispensing medication to students. If a student must be given medication at school, a daily dosage must be delivered to the school in the prescription container and accompanied by a written authorization from a parent or guardian that includes the name of the medication and administration instructions. There are grave consequences if students are found with prescription drugs on their person.

## **Summer School**

Summer School is \$175.00. This money helps defray teacher cost, books, materials, and computer supplies. Summer School runs four weeks in June, four days a week, five hours a day.

## **Internet and Computer Usage**

Downloading of programs from the Internet is not allowed, unless instructed by a teacher or Network Administrator. 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.

The workstations are to be utilized for schoolwork only. These computers are similar to the phones on campus; they're for official use only.

**Anyone caught hacking with the computers in any form will be subject to expulsion.**

# SKYLINE TECH HIGH SCHOOL

## Attendance Policy

Daily attendance and being on time are important elements in the success of a student's academic progress. Parents or guardians are charged with the responsibility for their student's attendance for the full time school is in session (A.R.S. 15-802). If an absence is unavoidable, the parent or guardian is required to call, send a note, or e-mail the school within 24 hours, and report the absence. According to Arizona Revised Statutes (A.R.S. 15-803), Absences are considered excessive when the number of absences exceeds ten percent of the days that school are in session. For all students, excessive absences may result in not receiving credit for classes in the block; it may additionally result in being dropped from classes and being reported as truant.

If a student misses one or more classes per day, it will be considered 1/3 day of absence per class missed. Students may make up class time, limited to three days per block, when the teacher approves. Students 15 years and under, who do not receive credit and were not dropped from classes, will receive the credit earned when they achieve 90% attendance (not absent for more than 4.5 days,) in the next block.

### Absence Policy

- 1 - 4 days Parent contacted on each absence by SWEAP teacher. Absence Letter sent home informing of absences and policy.
- 5<sup>th</sup> day Parent contacted and conference is required with Asst. Principal. 10% absence has now been reached (telephone conference is acceptable)
- 6<sup>th</sup> day Student may be assigned to SWEAP room for the day. Parent contacted advising of the seriousness of continued absences.
- 7<sup>th</sup> day Student may be dropped from the block and from school. Student is not allowed to return to Skyline until the new block.

\*\*\*\* **All absences are counted.** Multiple single class absences will accumulate to a full day of absence. An absence is only excused and not counted with an official doctor's note. With a Dr.'s note, we will generate an exceptional absence report, approved only by school administrator and not count the day as an absence.

### Certain Conditions (ARS 15-802):

Under certain conditions, such as family emergencies, religious holidays, long term illness or disability, parents/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 do makeup work and stay current with the class.

## **Students who are 18 and older:**

Students who are 18 years or older and living at home follow all the regular attendance and tardy policies, including the requirement of a parent/guardian reporting an absence and giving approval for early dismissal.

**Students who are 18 years old and emancipated** (living on their own with proof), or those who are 18 years old and have an Emancipation Document on file from their parent/guardian, are bound to the regular attendance/tardy/early dismissal policy, except the requirement to have a parent/guardian report the absence; the student may call in on the day of absence.

## **Early Dismissal Policy**

If it is necessary for a student to be dismissed early from class, the parent/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. The sign out sheet, located at the office front desk, must be completed and signed by the parent/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 a 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/guardian and arrange for their pick up and sign out from school.

**Tardy Policy** – Student are tardy if the class bell rings and they are not in class.

1<sup>st</sup> Tardy----- Student signs in to SWEAP room, then sent to classroom.

2<sup>nd</sup> & 3<sup>rd</sup> Student is kept in SWEAP room for that period only.  
This is in-school detention (ISD). Parent is contacted.

4<sup>th</sup> Tardy ----- Student receives ISS for the day in the SWEAP room.  
Parent is contacted. Student is to get work from the teacher.

5<sup>th</sup> Tardy ----- Student receives one day out of school suspension. Parent is contacted.

6<sup>th</sup> Tardy----- Student goes on Audit Status; approaching loss of credit.  
Receives work from teacher remains in SWEAP for that class.

7<sup>th</sup> Tardy----- Parent/student conference held with Asst. Principal. Student will get work and remain in SWEAP for that class.

8<sup>th</sup> Tardy----- Parents are contacted by SWEAP teacher. Teacher sends work and student stays in SWEAP room for that class.

9<sup>th</sup> Tardy----- Student is dropped from that class. Loss of credit and assigned to SWEAP room for remainder of block. Parent contacted by phone and school letter.

All tardies are counted except when a parent calls in to report that the student will be late prior to the tardy.

# DETENTION POLICY

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. In the case of a class rule infraction or disruption to the learning environment, the following procedures will occur:

1. The teacher will give the student direction for changing the behavior, and may keep the student behind a few minutes to discuss the disruption.
2. If the behavior continues, the student will be sent to SWEAP, a detention class. The student will sign in, and a note of the incident will be logged into the computer. The teacher will contact the parents.
3. After the third violation, a letter will be sent home regarding the student's behavior. Parent contact will be made by the teacher or Vice-Principal.
4. If a fourth violation occurs, the student will be assigned I.S.S. (In-school suspension.) The parents will be contacted again via mail and phone.
5. A fifth violation of the classroom rules will result in a 1-5 day suspension.

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 office.

# SKYLINE TECH HIGH SCHOOL

## Dress Code Policy

All Students are expected to be presentable every day while at school including t-shirts, pants, blouses and shorts. Shoes are required for all students. Bedroom slippers are not to be worn. **No hats or any type of headgear can be worn while in the school building. No bandanas or do-rags at all, and no hoods on during class. No hanging clothes or hats/headgear over shoulders or other areas of the body.**

### **All Students:**

Clothing with drugs, alcohol, cigarettes, weapons, sexual connotations, gang symbols and gang colors are not allowed at school (Red, Royal Blue, Baby Blue, or Navy Blue). These colors also include belts and shoes strings. Clothes cannot display knives, guns, brass knuckles, chains or anything that would make a student feel uncomfortable about being in class with them. No night clothes or nighties. Sunglasses are not to be worn at any time in school. Prescription glasses or medical necessity must be on file from a parent, with the registrar/principal. Teachers and administrators have the right to request the removal of hats and sunglasses or any article of clothing that is distracting the educational process at any time.

### **Males:**

No dropped or sagging pants. Pants must cover the rear end and be worn around the waist. Shoes must be worn at all times. No muscle T-shirts, “wife-beaters” or sleeveless T-shirts.

### **Females:**

Clothing must cover the shoulders, chest, stomach and rear ends. Spaghetti straps, short skirts and short-shorts are not allowed. Revealing low cut blouses, tops, and low cut pants are not allowed. No bras showing at all. Sleeveless shirts and blouses are ok but no muscle T-shirts. Shoes must be worn at all times.

Students out of dress code will be referred to the office for a parent to be called to bring appropriate clothing, and a letter will go home to parents regarding the dress code. If there is habitual disregard of the dress code or infraction, a student will be suspended from school and not receive credit for classes. (See Skyline Policy and Procedures, page 24). Students may be referred to SWEAP until such time the dress code is adhered to on a daily basis.

# SKYLINE SCHOOLS, INC.

## Grievance Policy

All students, parent and guardians have the right to a hearing to review all charges and proposed punishment in disciplinary matters. The student, parents or guardians, within three days after receipt of telephone calls or letter whichever comes first, must generate appeals.

Appeals of disciplinary action follow these procedures for grievance:

Please follow this grievance policy with any sexual harassment or molestation cases.

1. Try to approach the teacher or principal with the issue within three days for a general agreement. With Sexual Harassment or molestation cases please go straight to the Principal or the next available supervisor.
2. Write a letter within three days of the issue to the President of the Board of Trustees, District Office, 17667 N. 91<sup>st</sup> Avenue, Peoria, AZ 85382. She/he will do an investigation and respond within ten days of receipt of the letter with a decision.
3. If this decision is still not agreeable, then write a letter within three days of your receipt of letter from the President of the Board to:

Board of Trustees  
17667 N. 91<sup>st</sup> Avenue  
Peoria, AZ 85382

The Board of Trustees will convene within thirty days and you and your student must be present for your hearing or results will stay with option 2. The decision of the Board of Trustees is final.

# SKYLINE SCHOOLS

## VISITATION/VOLUNTEER POLICY

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, in order to maintain a positive, academic environment, the following rules will apply:

1. 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 Skyline 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.
2. All visitors/volunteers must sign in with the front desk.
3. All visitors/volunteers must wear a badge/name tag at all time.
4. All volunteers must check with the front desk for volunteer duties.
5. All volunteers must work under the direction of the Teacher.
6. All visitors/volunteers must leave any and all discipline to the Teacher.
7. All visitors/volunteers must be as unobtrusive as possible in the class room.
8. All visitors/volunteers must keep opinions about Students and Teachers to themselves.
9. All visitors/volunteers must be in direct view of the Classroom Teacher or Assistant.
10. All visitors/volunteers must report any/all problems to the Classroom Teacher.
11. Parents wishing to observe their student 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 semester. If parents desire a second observation in a given semester, an appointment can be requested.
12. Parents are welcome at any time in our school.

# **SKYLINE SCHOOLS, INC.**

## **Notification of Rights under FERPA**

The Family Education Rights and Privacy Act (FERPA) afford 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 STHS 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) the wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The rights 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 STHS to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If STHS decides not to amend the record as requested by the parent or eligible student, STHS 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 student 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. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school 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 school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request STHS 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 STHS 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 20202-4605  
202-260-3887                      TTD 202-260-8956

5. STHS 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. STHS has designated the following information as directory information: name, student's participation in officially recognized activities, grade level in school of participants in extra curricular activities, date of attendance at STHS, and honors and awards received. Such information will not be disclosed if the parent or an 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.

## **Additional Right-to-Know Information**

Parents may request information on professional qualification 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-Parent Compact**

## **Shared Responsibilities under Title 1**

### **I. Required School-Parent Compact Provisions Under Title One**

#### **A. School Responsibilities**

Skyline Schools, Inc. 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 classroom.
  - ❖ Provide State standards based curriculum at all grade levels.
  - ❖ Teach academic skills in the classroom based upon the State standards.
  - ❖ Assess student knowledge of the State standard skills regularly.
  - ❖ Provide after school tutoring for students in the areas of reading, writing, and math in preparation for the State assessment of the standards.
  - ❖ Provide special classes that offer student preparation for the State Assessment of the Standards.
  - ❖ 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.
4. Provide parents reasonable access to staff.
  - ❖ Parents may meet with administration of the school and district whenever they are available.
  - ❖ Teachers are available to meet with parents after school.
  - ❖ Parents are encouraged to meet 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.
2. Making sure that homework is complete.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by properly reading all notices from the school or school district either received by my child or by mail and responding as appropriate.
8. Serving, to 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 Support Team or other school advisory or policy groups.

## **II. Optional 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.
2. Reading at least 30 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. Using appropriate language and actions in and out of classroom.

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

### **A. Skyline Schools, Inc. 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 education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to 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**

**SKYLINE UNIFIED SCHOOLS**  
**Safe Student Transportation**  
**Required Conduct**

1. Obey the driver at all times. If available, **wear your seat belt at all times.**
2. Be on time for the van/bus. Be at your stop ten minutes prior to pick up time.
3. Stand or wait at the designated location and be a safe distance from the curb or highway.
4. Stay seated. Do not move from seat to seat during the ride.
5. Be courteous to the van/bus driver and other passengers.
6. The driver has the right to do assigned seating. Do not block aisles.
7. NO eating, smoking, chewing gum, spitting, or drinking.
8. Keep your body and all objects inside the van/bus.
9. Talk in a normal voice. Loud, rude vulgar or obscene language or gestures is prohibited.
10. Keep the van/bus free of graffiti and trash at all times.
11. State law prohibits the following items:

Alcoholic beverages	Weapons	Explosives, Pepper spray
Drugs of any kind	Glass items	Fireworks
Smoke or stink bombs	Tobacco or related substances	
Animals, insects or reptiles	Other dangerous objects	
12. All personal items must be in your control at all times. They must be carried on your lap or between the seats or if available properly secured in a vacant seat. The drivers or the school are not responsible for loss of property of any kind.
13. You are permitted to get on the bus and leave the bus only at your designate stop.
14. You are permitted to ride only your assigned bus.
15. **NO unauthorized passengers at any time.**
16. The driver controls the radio stations and the volume on the radio/CD/tapes.
17. Students who do not show at the designated pick up stop and time for more than three days will be taken off the bus.
18. Drivers will only pick up and drop off at the designated stop.

Infractions against School Bus and Van Riding rules will result in disciplinary action according to the school policy and procedure manual.

**I have read and understand the above rules for safety and conduct on school transportation. Please sign below....**

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Student name

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Student Signature

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Date

40

Approved by the Board of Trustees  
Skyline Schools

**SKYLINE TECH HIGH SCHOOL**  
**POLICY AND PROCEDURE HANDBOOK**

**I HAVE RECEIVED MY POLICY AND PROCEDURE HANDBOOK FOR THE SCHOOL YEAR 2009-2010.**

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STUDENT NAME (PRINT)

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STUDENT SIGNATURE

DATE

---

PARENT SIGNATURE

DATE

(Not needed if student is age 18 or older **and** emancipated)