

Skyline Education Inc.

Celebrating 10 years of educational services to our community.

AZ Compass Prep School



Policy and Procedures School Year 2009 - 2010

The Board of Trustees of AZ Compass Schools reserves the right to hold the policies and procedures as subject to change without prior notice.

**AZ Compass Grades 9 - 12
HOME OF VECTOR DANCE COMPANY
Phone: (480) 287-5578
Fax: (480) 287-5599**

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

AZ Compass **Mission Statement**

Mission:

The mission of Arizona Compass Prep School 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, athletics and the arts.

Philosophy: Arizona Compass Prep School is being founded on the premise that all students can be successful in college. Student mastery will be achieved through scientifically-based and content rich curriculum that imparts core knowledge and essential learning skills. In order to achieve academic excellence, our program must also have a specific focus on character development through the academics, athletics and the arts. Combining the constant focus on character development and academic excellence will lead our students to be prepared for the challenges that lie ahead of them in education and in life.

Enrollment Procedure

Call or visit the school and schedule an intake interview with our Principle. The students, if younger than eighteen years of age, must have a parent/guardian present at the time of the interview. Complete the students "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 slips from former school. (Except in summer)
- 🌐 Copy of custody documentation if applicable.
- 🌐 Administration Interview

AZ Compass Prep School
2009- 2010 School Calendar

August '09						
Su	M	Tu	W	Th	F	Sa
						1
2	T	T	T	6	T	8
9	F	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '09						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	T	19
20	21	22	23	24	25	26
27	28	29	30			

October '09						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	E	E	10
11	X	X	X	X	X	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '09						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	25	H	H	28
29	30					

December '09						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	E	X	19
20	X	X	X	X	X	26
27	X	X	X	X		

Grading Periods:
180 days
First Block (43 days)
August 10 – October 9
Second Block (41 Days)
October 19 – December 17
Third Block (47 Days)
January 5 – March 12
Fourth Block (49 Days)
March 29 – June 4

August

3 All Teachers Report
 6 Back to School Night
 10 First Day of School

September

7 Labor Day/No School
 18 Teacher In-Service

October

8-9 K-6 Parent Conferences
 12-16 Fall Break

November

11 Veterans Day/No School
 13-14 VDC Fall Production
 26-27 Thanksgiving Holiday

December

15 Winter Showcase
 18 – 31 Winter Break

January

18 Civil Rights Day/No School

February

4-5 7-12 Parent Conferences
 15 Presidents Day/No School
 20 Family Game Night

March

11 Performing Arts Production
 15-26 Spring Break

April

2 Good Friday/No School
 5-16 Aims/Terranova Testing

May

31 Memorial Day/No School

June

2 Kindergarten Graduation
 3 8th Grade Promotion
 4 Last Day of School

Legend

H Holiday/No School
 E Early Release
 X Winter/Spring Break
 T Teacher In-Service/No School
 F First Day of School
 L Last Day of School
 – Special Event

Submitted 3/09/09

January '10						
Su	M	Tu	W	Th	F	Sa
					X	2
3	T	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '10						
Su	M	Tu	W	Th	F	Sa
	1	2	3	E	E	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '10						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	E	13
14	X	X	X	X	X	20
21	X	X	X	X	X	27
28	29	30	31			

April '10						
Su	M	Tu	W	Th	F	Sa
				1	H	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	

May '10						
Su	M	Tu	W	Th	F	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

June '10						
Su	M	Tu	W	Th	F	Sa
		1	2	3	L	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			

AZ Compass
Class Schedule 2009 -2010
Monday through Friday

Regular Schedule: 7:50am to 2:45 pm

Half Day Schedule: Half Days occur throughout the school year. Please check your school calendar.

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 been contacted for early dismissal. Students are not allowed to go to the parking lot or unsupervised area during school or breaks for any reason.

Dress Code and Uniforms

<p><u>7-9 Girls:</u></p> <ul style="list-style-type: none"> ✓ Tennis Shoes ✓ Khaki or Black Pants, plain levis(no grafitti) ,dress,skort, shorts, or Skirts (worn no shorter then two inches above the knee.) ✓ Collared polo shirt or button down blouse in Black, Emerald Green or White(No Red or Blue) ✓ Layering of school cloths is permitted providing it stays within the uniform colors. (i.e. Black, Emerald Green, White or Khaki) 	<p><u>7-9 Boys:</u></p> <ul style="list-style-type: none"> ✓ Tennis Shoes ✓ Khaki or Black Pants, plain levis(no grafitti) shorts ✓ Collared polo shirt or button down shirt in Black, Emerald Green or White(No Red or Blue) ✓ Layering of school cloths is permitted providing it stays within the uniform colors. (i.e. Black, Emerald Green, White or Khaki)
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- Shoes:
Tennis shoes are to be tasteful, without blinking lights, wheels, sounds or distractions of any kind. No boots or sandals are to be worn to school.
- Hair:
Hairstyles for both boys and girls should be conservative and not detract from the focus of education. Hats and bandana are prohibited. **No Hats or Headgear**
- Jewelry:
Jewelry should be limited to one watch, one necklace, one ring, and tasteful earrings.

Arts/Athletics Dress Code:

- Jr. High Performing Arts Focus Dress Code:
Girls: Black leotard, black footless tights or jazz pants, hair secured off face & neck
Boys: Form fitted shirt without pockets or writing and fitted dance pants of sweats without pockets that cover the knee
- Jr. High Athletics Focus Dress Code:
Girls: Athletic Shorts(Black) and t-shirt shirt(Black or White) waist length, sports bra, running shoes with socks, hair secured off face in a ponytail, no jewelry
Boys: Athletic Shorts(Black) and t-shirt shirt waist length(Black or White), running shoes with socks.
Competition uniforms must be worn as given for games.
Athletes are not permitted to wear the clothing that they wear for practice at games.

Lunch Program

AZ Compass provides a lunch program for student's everyday at school. Lunches are \$2.45 per day, or \$49.00 per month. Please give your monthly lunch fees to your teacher. If you need to get one for just one day, give the lunch fee to your teacher for the day.

No outside fast food permitted upon premises. Parents may check their child out and take them off campus during lunch; however, no fast food is permitted at AZ Compass.

You may send a lunch to school with your child:

Please provide a nutritious lunch for your child. McDonalds and Burger King etc, need to stay out of our lunch room. Please provide a protein, vegetable and fruit for each lunch. Students may buy milk at .35 per carton or \$1.00 for water at school. Sodas, energy drinks, and sugar drinks are to be left at home.

Teachers will allow on birthdays only cupcakes or cookies. No Cakes are permitted on the school premises. Teachers will have occasional parties in their rooms, and they will not permit sodas or cakes.

A Positive School Climate

AZ Compass believes 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 each individual 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 personal feelings and the right to feel good about him or herself
- ◆ Each person has the right to develop his/her talents in a positive environment that promotes excellence

We Are a Character Counts School

A person of character...

- Is a good person, someone to look up to and admire.
- Knows the difference between right and wrong and always tries to do what is right.
- Sets a good example for everyone.
- Makes the world a better place.
- Lives according to the Six Pillars of Character

1. Trustworthiness

2. Respect

3. Responsibility

4. Fairness

5. Caring

6. Citizenship

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	Superior
80-89%	B	3.0	Above Average
70-79%	C	2.0	Average
60-69%	D	1.0	Below Average (cannot pass in Math & Reading)
59%-↓	F	0.0	No credit
W/D	Withdrew before grade was available		
INC.	Incomplete, turns to F after six weeks		
P	Pass and does not affect GPA score		

AZ Compass Prep Schools.

- ◆ AZ Compass is an Arizona State Board of Charter School
- ◆ Recognized by NAU and ASU for transcripts and credits
- ◆ Accreditation: APBA
- ◆ 501 © 3 non-profit school
- ◆ Member of the Arizona State Charter Board Association
- ◆ State Champions in Science Fair: 2003, 2004, 2005, 2007, 2008
- ◆ National Honor Society/NHS-NJHS
- ◆ National Student Council
- ◆ National Travelers for Performing Arts

We want every child to be successful in completing homework. Parents may contact classroom teacher for strategies to ensure the work is completed and returned.

AZ Compass High School Class Schedule

9 th Graders	10 th Graders	11 th Graders	12 th Graders	
Lit Forms 1 and 2	World Literature 1 and 2	American Literature 1 and 2	British Literature 1 and 2	
Creative Writing 1 and 2	World History 1 and 2	American History 1 and 2	Free Enterprise	
Beginning Algebra 1 and 2	Geometry 1 and 2	Geography	Economics	
Intermediate Algebra 1 and 2	College Algebra 1	College Algebra II	Trig and Calculus 1 and 2	(4 th year math is recommended)
Life Science 1 and 2	Biology 1 and 2 and Advanced Biology 1 and 2	Physic or Chemistry 1 and 2	Anatomy 1 and 2	
Spanish 1 First Semester	Spanish 2 First Semester	Spanish 3 First Semester	Spanish 4 First Semester	Other languages may be offered
Computer Science 1 and 2 Second Semester	Aims Prep Second Semester	Art/Business Journalism or Yearbook	Performing Arts Company (trainers) Visual Arts Company (trainers)	
Electives: Performing Arts Visual Arts and Stage Craft Athletics	Electives: Performing Arts Visual Arts and Stage Craft Athletics	Electives: Performing Arts Visual Arts and Stage Craft Athletics	Electives: Performing Arts Visual Arts and Stage Craft Athletics	28 Credits Students my graduate early out (23 credits) with administration and Parental approval

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. SWPS 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 fined 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.***

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 I 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 20th 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.

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.

Artistic Endeavors

Yearbook-Digital and Hardcopy I and II

Prerequisites: None

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

Art I-Pencil and Charcoal Drawing

Prerequisites: None

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: None

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

Water Color

Prerequisites: None

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: None

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: None

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

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

Props and Sound

Prerequisites: None

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 backdrops 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.

Performing Arts Department

Performing Arts IA and Performing Art 1B (one semester)

Prerequisites: None

This is a beginning class that will start the student on a study course of music, theater, dance and production. Novice performers will learn through technique classes, performances, professional affiliations and hands on experiences. Performers will do performances to solidify their training.

Performing Arts IC and Performing Art 1D (one semester)

Prerequisites: Performing Arts 1A and 1B or teacher evaluation

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This is a beginning intermediate class that will start the student on a study course of music, theater, dance and production. Novice performers will learn through technique classes, performances, professional affiliations and hands on experiences. Performers will do performances to solidify their training.

Performing Arts 2A and Performing Art 2B (one semester)

Prerequisites: Performing Arts 1ABCD

This is an intermediate class that will start the student on a study course of music, theater, dance and production. Novice performers will learn through technique classes, performances, professional affiliations and hands on experiences. Performers will do performances to solidify their training.

Performing Arts 2C and Performing Art 2D (one semester)

Prerequisites: Performing Arts 2A and 2B or teacher evaluation

This is an intermediate class that will start the student on a study course of music, theater, dance and production. Novice performers will learn through technique classes, performances, professional affiliations and hands on experiences. Performers will do performances to solidify their training.

Chorus I

Prerequisite: none

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

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.

Dance I

Prerequisite: none

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

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

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

Spanish IA is a language and conversational class. Students will discuss thematic units to help them learn the language.

Spanish 1B

Prerequisite: Spanish IA

This is a continuation class from Spanish IA.

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Rules and Policies

For Students in Grades 9 - 12

Students suspended more than three times in one year for any reason are immediately 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.
1st - confiscation and/or 2-3 days suspension
2nd - 5-10 days suspension
3rd - referral for expulsion
- **Possession of illegal drugs or alcohol**
1st - 10 days suspension (police referral)
2nd - recommended expulsion (police referral)
- **Possession of drug paraphernalia**
1st- 5-10 days suspension
2nd- 15 days suspension
3rd- immediate suspension and referral to the Board for **Expulsion, police referral**
- **Possession of any over the counter medication or prescription medication**
1st – confiscation and/or 2-3 days suspension (Ibuprofen, Tylenol, Aspirin, Midol, aspirin products)
2nd – 9 weeks suspension
3rd - immediate suspension, referral to Board of Trustees for Expulsion
- **Possession of prescription medication that does not belong to student**
1st- 10 days suspension/police referral
2nd – 6 weeks suspension/police referral
3rd - immediate suspension, referral to Board of Trustees for Expulsion

- **Ingestion of any over the counter drugs or illegal drugs and alcohol**
1st - 10 days suspension-police referral
2nd - 9 week suspension-police referral
3rd - 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 and will be confiscated and NOT returned)
1st - 10 days suspension-police referral
2nd - 9 week suspension-police referral
3rd - 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**
1st - 2-3 days suspension
2nd - 3-5 days suspension
3rd - 9 week suspension
4th - referral for expulsion
- **Inflammatory language and/or behavior offensive to an individuals gender, race or religion**
1st -2-3 days suspension
2nd – 10 days suspension
3rd – recommended expulsion
- **Sexual harassment**
1st - 2-3 days suspension
2nd - 10 days suspension
3rd - recommended expulsion
- **Fighting** (mutual combat)
1st - 5 days suspension
2nd - 9 week suspension
3rd - recommended expulsion

- **Physical assault of a student**
1st – 5-10 days suspension
2nd - 9 week suspension
3rd - recommended expulsion
- **Physical assault of student which results in physical injury**
1st - 10 days suspension
2nd - 9 week suspension/
recommend expulsion
- **Intimidating or threatening a staff member (including verbal threats)**
1st - 10 days suspension
2nd - 6 weeks suspension-police referral
3rd - recommended expulsion-police referral
- **Physical abuse of a staff member or property of staff member**
1st – zero tolerance/refer to board for expulsion-police referral
- **Physical assault of a staff member or malicious foul play to a staff member, their property or family**
1st –zero tolerance/ refer to board for expulsion-police referral

CHEATING/ FORGERY

- **Cheating**
1st - zero on test or assignment, parent notification
2nd – 2-3 days suspension
3rd – 3-5 days suspension, final grade of "F"
- **Computer cheating, tampering (hacking as described on page 25.)**
1st –9 weeks suspension
2nd - immediate suspension and recommended expulsion
- **Falsifying/forging documents, lying**
1st – 2-3 days suspension
2nd – 5-10 days suspension
3rd- referral for expulsion

COMMUNICATIONS

- **Cell Phones used during class time**
1st – confiscation and return to parent or guardian
2nd – 3-3 days suspension, confiscation and return to parent

3rd – 10 days suspension
4th - referral for expulsion

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

DISORDERLY CONDUCT

- **Disorderly conduct, including Public Display of Affection (PDA)**
1st - warning, parent notification
2nd- 2-3 days suspension
3rd- 10 days suspension
4th - referral for expulsion
- **Leaving Campus unauthorized**
(notification of parent on each occasion.)
1st – 3 days suspension
2nd- 5 days suspension
3rd- 5-10 days suspension
4th - referral for expulsion
- **Internet abuse other than adult web sites**
1st - warning, parent notification
2nd - 1 day suspension loss of computer privileges
3rd – 9 weeks and loss of computer privileges
4th- referral for expulsion
- **Internet use in adult site**
1st-immediate suspension, referral for expulsion
- Skateboards, toys, and other disturbance to the educational process are not allowed at school
1st – confiscation and warning
2nd – 2-3 days suspension
3rd – 10 days suspension
4th- referral for expulsion
- **Possession or use of items that disrupt the educational process**
1st - confiscation of articles, parent notification

- 2nd - 2-3 days suspension
- 3rd – 5-10 days suspension
- 4th - referral for expulsion

- **Theft, vandalism, fire or extortion**
 - 1st – 2-3 days suspension with restitution
 - 2nd – 5-10 days suspension with restitution
 - 3rd – 9 week suspension with restitution

UNIFORM VIOLATION

- **Uniform Violation**
 - 1st - warning, parent notification/School provides appropriate uniform
- 2nd – 2-3 days suspension
- 3rd - 5 days suspension and ISS until student proves that he/she is adhering to dress code.
- Habitual – suspension from the block, or referral for Board of Trustees.

GAMBLING

- **Gambling**
 - 1st - warning, parent notification
 - 2nd – 2-3days suspension
 - 3rd – 5-10 days suspension
 - 4th - referral for expulsion

INSUBORDINATION/ PROFANITY

- **Profanity/obscene gestures**
 - 1st – 2-5 days suspension
 - 2nd – 5-10 days
 - 3rd -referral for expulsion
- **Insubordination**
 - 1st - 3-5days suspension
 - 3rd – 5-10 days suspension
 - Habitual: recommended expulsion
- **Persistent open defiance of authority**
 - 1st - 2- 5days suspension
 - 2nd – 5-10 days suspension
 - 3rd - recommended expulsion

WEAPONS

- **Possession or use of: fireworks, stink bombs, paintballs, water balloons, laser toys**
 - 1st - 2-3 days suspension
 - 2nd – 9 week suspension
 - 3rd-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**
 - 1st – Suspension for 9 weeks. Maybe considered for expulsion-police referral
 - 2nd- 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**
 - 1st-10 days-with restitution
 - 2nd- explosion with restitution
- **Possession and/or use of explosive devices other than fireworks**
 - 1st - 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. Students attending Skyline Schools can be searched at any time. Random searching will be done on regular bases.

The Principal or administrator has the authority to impose rules and policies including expulsions.

Expulsion means the permanent withdrawal of the privilege of attending school at AZ Compass Prep School including all the campuses and subsidiaries.

Graffiti: Effective 01/28/02

The Board of Trustees of Skyline Education, Inc. has conveyed the following policy:

Skyline Technical High School 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 AZ Compass Prep School 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 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.

After two suspensions for infractions against the policy and procedures of the school, a third 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 and 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.

Responsibility of Student Personal Property

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

Cars at School

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

Medication

The staff of Skyline Education, 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 results if students are found with prescription drugs on their person.

Internet and Computer Usage

Downloading of programs from the Internet is not allowed, unless instructed by a teacher or 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 Coordinator or the principal is prohibited.

The work stations 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.

AZ Compass 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 school and being reported as truant. Students must maintain 90% attendance for all students to receive credit and report cards.

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 quarter, when the teacher approves.

Absence Policy

- 1 - 4 days Parent contacted on each absence by front office. Absence Letter sent home informing of absences and policy.
- 5th day Parent contacted and conference is required with Asst. Principal.
 10% absence has now been reached (telephone conference is acceptable)
- 6th day Student is assigned to ISS for the day. Parent contacted
 advising of the seriousness of continued absences.
- 7th day Student is dropped from the quarter and from school. Student is not
 allowed to return to this school until the quarter following the quarter
 when the infraction occurred.

****** 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 jeopardizing the student from being dropped from classes as long as the student is able to do makeup work and stay current with the class.

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..

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.

1st Tardy----- Student signs in to SWEAP room, then sent to classroom.

2nd & 3rd Student is kept in SWEAP room for that period only.

This is in-school detention (ISD). Parent is contacted.

4th Tardy ----- Student receives ISS for the day in the SWEAP room.

Parent is contacted. Student is to get work from the teacher.

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

6th Tardy----- Student goes on Audit Status; approaching loss of credit.

Receives work from teacher remains in SWEAP for that class.

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

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

9th Tardy----- Student is dropped from that class. Assigned to SWEAP room for remainder of quarter. 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 receive a second and final warning. After the third violation, the student will be sent to the office and assign ISS or Time out depending upon the servity of the behavior.
3. 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. If the student has had multiple warnings and this is a constant behavior problem then the student will be sent to OSS. Out of School Suspension.
4. A fifth violation of the classroom rules will result in a 5 day suspension, Parent conference, a behavior contract and student will be put on 1-30 days of probation.

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.

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. 91st 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. 91st 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.

Safe Student Transportation Required Conduct

1. Obey the driver at all times. **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. Be courteous to the van/bus driver and other passengers.
5. The driver has the right to do assigned seating. Do not block aisles.
6. NO eating, smoking, chewing gum, spitting, or drinking. Water in plastic bottles is permitted for long trips, **but not daily transportation.**
7. Keep your body and all objects inside the van/bus.
8. Talk in a normal voice. Loud, rude vulgar or obscene language or gestures is prohibited.
9. Keep the van/bus free of graffiti and trash at all times.
10. 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	

11. 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.
12. You are permitted to get on the bus and leave the bus only at your designate stop.
13. You are permitted to ride only your assigned bus.
14. **NO unauthorized passengers at any time.**
15. The driver controls the radio stations and the volume on the radio/CD/tapes.
16. Students who do not show at the designated pick up stop and time for more than three days will be taken off the bus.
17. Drivers will only pick up and drop off at the designated stop.

- Following the rules is imperative.
- Infractions against School Bus and Van Riding rules will result in disciplinary action.
- It is your responsibility to know and follow the rules if you are a rider at any time on the bus/van.
- We will proceed with the rules in our policy and procedures handbook for offenses against the School Bus and Van Riding.

VISITATION/VOLUTEER 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 AZ Compass 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 check 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.

AZ COMPASS

PARENT INVOLVEMENT INITIATIVE

U.S. DEPARTMENT OF EDUCATION

In February 1996, in his first “State of American Education” address, Secretary of Education Richard W. Riley announced a family involvement campaign to encourage all adults (parents, stepparents, grandparents, aunts, uncles, friends, etc.) to take a special interest in a young person, and to help guide that student’s education. This campaign draws upon the lessons learned from examining parental practices around the world and teaches a series of concrete steps that parents (and other adults) can take in order to become involved in a student’s education. Secretary Riley encouraged schools, communities, and businesses to support this campaign by helping family members to help their students.

The following is information about this new initiative entitled “Connecting Families and School to Help Our Children Succeed.”

THE FAMILY-SCHOOL CONNECTION

As their student’s first teachers and ongoing support, parents and families can:

- Schedule daily homework time, review the homework regularly and discuss what was learned.
- Read with the student and let the student see older children and family members reading.
- Use TV wisely, limit the time, help the student select programs and watch together and discuss.
- Keep in touch with the school. Be aware of what the student is learning. Maintain contact with the school through visits, phone calls, emails or notes.
- Offer praise and encouragement to the student. Cultivate a warm and caring environment while emphasizing the importance of schoolwork.
- Talk to teenagers in the family. Know who their friends are and keep tabs on their whereabouts.

SCHOOLS CONNECTING WITH FAMILIES

In an effort to connect school with families, schools can:

- Encourage families and teachers to establish learning compacts that define the goals, expectations and shared responsibilities of schools, parents and students.
- Train school staff including principals, teachers and other staff as well as parents. Sustaining partnership is everyone’s job.
- Design homework that engages parents in the process. Constructing family trees, learning about the adults’ daily work, and recounting family history are some ways of doing this.
- Give parents a voice in decisions regarding the student’s schooling. Involve parents in making decisions about goals and standards for their student and the school.
- Extend school hours keeping the school open in the late afternoon, evening and on weekends for students and families to engage in recreational and learning activities.
- Create parent resource centers in the school where parents can meet to share parenting experiences or receive information to help them be better parents or work with the schools more effectively.

AZ COMPASS.

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 AZ Compass 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 AZ Compass 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 AZ Compass decides not to amend the record as requested by the parent or eligible student, AZ Compass 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 AZ Compass 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 AZ Compass 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. AZ Compass 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. AZ Compass 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 AZ Compass, 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.

AZ Compass School-Parent Compact

Date _____

Parent/Guardian Agreement

I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school in its efforts to maintain proper discipline
- Establish a time for homework and review it regularly.
- Provide a quiet, well lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Provide a library card for my child.
- Read with my child and let my child see me read.

Parent/Guardian Signature _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Parent/Guardian Signature _____

School Agreement

It is important that students achieve. Therefore, we shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.
- Provide an environment that allows for positive communication between that teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Administration Signature _____

Skyline Education, Inc.

POLICY AND PROCEDURE HANDBOOK

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

STUDENT NAME (PRINT)

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE