University High School Policy
Revision of Document Passed by School Council
Resolution 23-8, 9/13/11
Latest Revision on 12/13/2016

Article I - Institutional Guidelines

Section I.A. - Student Admissions

I.A.1. - History. The admission process was first created through a UHS Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admission guidelines. It was revised again in December 2009, March 2010, April 2011, and August 2012. The current policy was approved by UHS School Council in December 2014.

I.A.2.1 - UHS Mission Statement. University High School's mission as a special function public high school is to serve students who are academically focused and intellectually gifted by providing curriculum and social support. (Originally adopted by TUSD School Board, 1987)

UHS Vision Statement. UHS will be the premier regional college preparatory school that serves academically focused and intellectually gifted students by providing a rigorous and challenging curriculum and by offering programs that reflect the diverse backgrounds, talents, and cultures of our students within a supportive school wide community.

1.A.1. - Purpose of Admission Policy. The purpose of the admission policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

I.A.2.1. - Requirements for Admission to UHS for Freshmen. Admission to UHS for 9th grade is based on the following factors: 1) achieving 50 points or more for qualified GPA, entrance test scores, and any other determined criteria (seeI.A.2.5), and 2) space availability. UHS reserves the right to determine the qualifying score for admission. However, the qualifying score for admission shall never be below 50.

I.A.2.2. - Qualifying for Admission by Meeting GPA and Entrance Test Score Criteria. Admission to UHS is determined by a point system awarded for GPA and entrance test scores. A minimum of 50 total points is required for admission, unless UHS determines that the minimum total should be higher than 50.

I.A.2.3. - Grade Point Average (GPA). Students must have a minimum cumulative GPA average of 3.0 in 4 core classes – English, Social Studies, Mathematics and Science – to receive any admission points. In calculating GPA, no additional weight is given for advanced classes, such as pre-AP, GATE or honors. In calculating GPA, all grades will be calculated the same way, regardless of how the home school calculates the student's GPA on their transcript:

A:	90-100	= 4 points toward GPA
B:	80-89	= 3 points toward GPA
C:	70-79	= 2 points toward GPA
D:	60-69	= 1 point toward GPA

F: 0-59 = 0 points toward GPA **(Res 28-5; 8-11-15)**

The cumulative GPA average is calculated from final grades for the 2nd semester of 7th grade and the 1st semester of 8th grade. If semester or quarter grades are not available, trimester grades will be used.

Students not enrolled in TUSD schools are required to provide report cards / transcripts of grades. Schools that do not give grades must provide letter grades for the applicant to be eligible for admissions. Consideration cannot be given to non-TUSD applicants who do not submit transcripts.

I.A.2.4. - Entrance Exams. UHS administers one nationally-normed test to all applicants - the Cognitive Abilities Test (CogAT). Students are awarded points based upon their score (see I.A.4.1).

Students must receive a minimum qualifying composite stanine score of 7 on the CogAT entrance test to receive points.

I.A.2.5. – Other Determined Admissions Criteria. Students who meet the required minimum composite stanine score of 1 7, and a minimum cumulative GPA of 3.0 but receive less than 50 points may be provided an additional evaluation to potentially qualify for admission.

I.A.3.1. – Requirements for Admission to UHS for Sophomores. Sophomore admissions will only occur if there are seats available for students. When seats are limited, UHS may only admit students based upon Sophomore priority (see I.A.3.2.). Admission to UHS for 10th grade is based on the following factors: 1) space availability, and 2) achieving 50 points or more for qualified GPA and test score. UHS reserves the right to determine the qualifying score for admission. However, the qualifying score shall never be below 50.

I.A.3.2. – Sophomore Priority. Students who received a 7 or more on the entrance test score for Freshman admission but failed to qualify for admission on the basis of GPA will be given priority for admission as Sophomores if they have raised their GPA to the level required to qualify. Students will be rank-ordered based on total admission points and offers made until all seats are filled based on Residency Priority (see I.A.4.2.).

If there are remaining seats, UHS will open the admissions process.

I.A.3.3. – Qualifying for Admission by M eeting GPA and Entrance Test Score Criteria. Admission is based on meeting the test criteria and meeting a calculated GPA criteria based on first and second semester grades in 9th grade for a total of 50 admission points or more.

I.A.3.4. – Grade Point Average (GPA). Students must have a minimum cumulative GPA of 3.0 in the core classes – English, Social Studies, Mathematics, and Science – to receive any admission points. In calculating GPA, no additional weight is given for advanced classes, such as AP, pre-AP, GATE, or honors.

The cumulative GPA is calculated from final grades for the first and second semester of 9th grade.
Students not enrolled in TUSD schools are required to provide transcripts of grades. If semester or quarter grades are not available, trimester grades will be used. Schools that do not give grades must provide letter grades for the applicant to be eligible for admission. Consideration cannot be given to non-TUSD applicants who do not submit transcripts.

I.A.3.5. – Entrance Exam. UHS administers one nationally-normed test – the Cognitive Abilities Test (CogAT). Students are awarded points based upon their score (see I.A.4.1.).

I.A.4.1. - Awarding of Points. Points are awarded for GPA and test scores according to the following admissions matrix. 50 points and above qualifies a student for admission to UHS.

GPA	Points
4.00	36
3.99 - 3.86	34
3.85 - 3.72	32
3.71 - 3.58	30
3.57 - 3.44	28
3.43 - 3.30	26
3.29 - 3.15	24
3.14 - 3.00	22
2.99 - 0.00	0

Stanine Test Score	Points
9	27
8	24
7	21
0-6	0

I.A.4.2 - Residency. Any student residing with their parent(s) or legal guardian(s) within the state of Arizona may apply for admission to UHS. However, students who meet the qualifying criteria will be admitted according to the following residency priorities:

a) Students living within the geographic boundaries of TUSD
b) Students living within the neighboring Altar Valley and Continental School Districts, because they do not have high schools
c) Students living in Pima and Pinal Counties
d) All other students

Residency is determined at the time of application.

I.A.4.3. - Space Availability. If UHS is unable to accommodate all qualified freshman due to space availability or resource constraints, students will be admitted

by rank-order within successive residency priorities until all available slots are filled. Students who qualify for admission at 10th grade will be admitted by residency priority and rank-order of total points unless qualified for priority under I.A.3.2.

I.A.4.4. - Open Enrollment/School Choice. Admission to UHS is based solely on meeting the qualifying criteria. Students cannot enroll in UHS through the open enrollment/school choice process.

I.A.4.5. - Early Admissions. Students who are in grades 7 and below cannot apply for the incoming freshman class. UHS does not offer an acceleration of curriculum for the purpose of early graduation, but offers a challenging four-year college preparatory curriculum.

I.A.5.1 Requirements for Admission to UHS as Juniors

A UHS diploma carries with it a level of expectation and signifies success in an extremely rigorous and challenging academic setting. The criteria for prospective Junior admissions reflects the preparation of current UHS students at this level. Any admissions of Juniors is subject to space availability. There may be times when no Juniors will be admitted. If there are openings and applications are accepted, the following criteria will be piloted.

Students must:
1) be on track to graduate with a UHS diploma;
2) demonstrate successful performance on the State's standardized test requirements for graduation;
3) have a GPA of 3.0 or higher in all previous coursework; and
4) have a score of 167 or higher on the PSAT or a score of 1670 or higher on the SAT.

I.A.5.2. - Space Availability. Space availability will be determined by June 1st of each year. If there is space available, students who qualify for Junior admissions will be admitted by residency priority as defined under I.A.4.2.

I.A.6.1. – Senior Admissions. UHS does not accept application for Senior admission. **(Res 27-23, 12-9-2014)**

I.A.7. - Application Process All students must complete an application form and return it by the published deadline in order to be considered for admission to UHS. Applications may be mailed, faxed, or e-mailed to the appropriate address. A confirmation of receipt of the application will be sent via email or phone. Late applications will not be accepted once admissions process is closed.

An invitation letter and application form is sent to every enrolled 8th grade student at a TUSD school. Letters are also sent to every private and charter school listed with the Pima County Superintendent of Schools. Application forms are available at every middle school site, and electronically - through both the TUSD and UHS websites.

For currently enrolled TUSD students, a completed application form is all that is required. Non-TUSD enrolled students must provide additional information as detailed on the application check-list. The UHS Principal, with the advice and consent of the UHS School Council will update the check list annually.

I.A.7.1 - Additional Recruitment efforts. UHS conducts additional recruitment efforts in order to attract a broad and diverse pool of applicants. Additional recruitment efforts will be developed by the UHS Principal with the advice and consent of the UHS School Council on an annual basis.

a) Targeted Student Outreach – Additional outreach, including letters to parents and home visits, to students taking advanced middle school classes in TUSD and to selected middle sites and programs. Targeted outreach to students who score in the highest levels of the AIMS and Terra Nova tests.

b) Outreach to site/program administrators and staff – Each spring UHS will attend MS principal and counselor meetings to brief them on admission requirements and recruitment objectives. Site staff will be encouraged to recommend students for admission. UHS will meet with each ethnic studies program to explain admission requirements and recruitment objectives.

c) Community outreach – UHS representatives will visit parent meetings, private schools, and other venues upon request.

I.A.7.2 - Application Records. UHS will use existing district management systems to maintain an accurate and current list of all TUSD and non-TUSD UHS applicants.

I.A.8 – Testing. UHS administers the entrance tests for incoming freshman in the Fall semester while testing for 10th grade placement and above occurs at the end of the school year in June. Students must complete an application form and submit it by the posted deadline in order to be tested for admission to UHS. TUSD middle school sites will be sent a list of their enrolled applicants one week prior to the close of the application deadline in order to finalize the testing lists.

I.A.8.1. – Test Administration. Entrance test will be administered by certified personnel in compliance with published test instructions.

I.A.8.1.a. UHS 8th grade applicants enrolled at TUSD middle schools will be tested at their school site. UHS will set aside a specific time for administering the test to 8th grade applicants enrolled outside of TUSD. Applicants who miss testing will be invited to make-up testing.

I.A.8.1.b. UHS will schedule a specific day and time for 8th grade make-up testing. Only students who met the application deadlines and were absent for their scheduled test, will be tested.

I.A.8.1.c. UHS will schedule a specific time in early summer to administer the test to 10th grade.

I.A.8.1.d. UHS will work with the middle school sites to schedule and publish testing dates by the end of May of the previous school year.

I.A.8.2. Testing Accommodations. Students with special testing needs will be accommodated in accordance with federal law, state statute, and TUSD Board policy..

I.A.8.2.a. Students with Disabilities. Students with a current IEP or 504 will be accommodated according to specified testing accommodations. UHS applicants who are not enrolled in a TUSD school will need to provide a copy of their IEP or 504 to UHS in order for accommodations to be made. Accommodations cannot be made without documentation.

I.A.8.2.b - Students whose Primary Home Language is Other than English. Current published test guidelines do not allow for the translation of the CogAT test into other languages. Students must listen and understand the instructions in English to complete the test. As other language versions of the test become available, they will be adopted.

I.A.8.3. - Test Scheduling, Processing and Scoring. UHS will work with the District's Accountability & Research Department (A&R) to ensure that testing is conducted effectively and efficiently, and that assessment protocols and test integrity are met.

I.A.8.3.1. The A&R department is responsible for coordinating, processing and scoring entrance exams. UHS does not process or score tests on site.

I.A.8.3.2. The A&R department provides UHS with the final data regarding qualifying criteria and residency verification for each individual student applicant. Information on TUSD applicants comes from the district's official student database of record, Mojave. Information on non-TUSD applicants is based on application information and will be stored by the district.

I.A.8.3.3. The A&R department will provide statistical information on UHS applicants and testing as requested.

I.A.9. - Notification of Admission. UHS will send applicants notice of admission in accordance with this established policy. This policy will be reviewed annually by the UHS principal and School Council.

I.A.10. – Reenrolling in UHS. UHS maintains a 10 school day grace period for students who leave UHS during the school year. Within the first 10 school days of leaving, a student may re-enroll at UHS without re-applying for admission or a family hardship. However, after this period, the student must re-apply for admission for the following school year in accordance with these policies.

A student who has transferred to another school from UHS and wishes to return may receive special consideration for admission if the student left on their own accord due to health reasons or family hardship. A student who has been exited from UHS may reapply for admission in accordance with this policy. A student who is re-enrolling after leaving UHS due to illness or a family hardship must be on track to graduate per UHS graduation requirements. A student who has been exited and wants to be re-admitted must apply for admission to UHS.

A student who transfers or officially withdraws at the end of a school year has 15 calendar days from the date of withdrawal to re-enroll. Failure to re-enroll will result in forfeiture of the student's admission place. **(Res 23-25, 4/12/2011; Res 25-6, 8/14/2012)**

I.A.10.1. Leave of Absence. A student may apply for a short-term leave of absence for medical or family emergencies. To apply, a student must complete a leave of absence request form. Students requesting absence for medical reasons must provide written documentation from the physician responsible for care. An interview with the Instructional Council will be scheduled and conditions set for re-admittance. Students must maintain their academic work.

I.A.10.2. Family Hardship. A student may apply for a family hardship appeal to return to University High School at the semester or before the following school year. To apply, a student must complete a family hardship request form. Students requesting a family hardship must provide written documentation for why a hardship appeal is needed. An interview with the Instructional Council will be scheduled and conditions set for re-admittance. Students must have maintained their academic work and be on track to meet University High School graduation requirements. **(Res 26-18, 12/2/2013)**

Section I.B. - University High School Cheating Policy

I.B.1. Definition. For the purpose of this policy, cheating is defined as fraudulently obtaining information or property and claiming it as one's own in an attempt to enhance the assessment of achievement. Any deception to gain or provide an academic advantage that could not otherwise be gained is cheating.

I.B.2. Consequence – First Occurrence

I.B.2.1. If a student is caught cheating, the teacher shall, upon discovery, complete and submit in a timely manner a referral form to a UHS Administrator. The Administrator shall acknowledge the receipt of the referral in writing.

I.B.2.2. Upon receiving the statement of charges written in the referral, the Administrator shall follow these mandatory guidelines:

1. Contact the student(s) named in the referral;
2. Contact the parents of the student(s) named in the referral;
3. Schedule and hold conference with the student(s), parents, teacher and counselor at a hearing of the charges stated in the referral.

I.B.2.3. If the student is found to have violated the cheating policy, the administrator shall confirm the minimum penalty of an automatic zero on said assignment, exam, quiz, or project and place the student on academic probation. If the administrator and the recruiter agree, the student may be released from academic probation after a period of one semester.

I.B.3. Consequence — Repeat Occurrence

I.B.3.1. If a student is caught cheating a second time, the steps in I.B.2 of this policy shall be followed. In addition, the UHS Principal shall convene the UHS Student Placement Review Committee to conduct a formal hearing and to determine the student's status at UHS.

I.B.3.2. The Student Placement Review Committee may uphold the minimum penalty for cheating as stated in I.B.2.3 of this policy or can

recommend a short-term suspension, or an exiting of the student from UHS. If the violation has broken state or federal laws, the Committee may recommend referral to the appropriate law enforcement agency. The Principal, as Chair of the Committee, shall carry out the recommendations of the Committee within his/her vested powers as determined by state statute and TUSD Board policy.

I.B.3.3. Appeal. Students may appeal the decision of the Student Placement Review Committee according to the provisions of TUSD Board policy and the UHS Exit Policy.

I.B.4. Implementation of the UHS Cheating Policy

I.B.4.1. The UHS Cheating Policy will be distributed to every parent/student in their yearly registration packet.

I.B.4.2. BOOST Program students will also be given a Cheating Policy.

I.B.4.3. Teachers will review this policy with students during the first week of each academic year. Students will then take home a written honor code document for review/sign-off by the parent(s) and student, to be returned to UHS.

I.B.4.4. Articles regarding this policy will be published in the student newspaper, "The Perspective."

I.B.4.5. The policy will also be posted on the UHS website.

(Res. 20-2, 10-1-08)

Section I.C. - UHS Attendance Policy.

I.C.1. The University High School faculty and administration expect all student to attend classes promptly and regularly in order to acquire a meaningful education. Parents are asked to make every effort to ensure their children's attendance, since loss of instruction does affect a student's achievement. Parents of students who have a prolonged illness should discuss this with school personnel. Unexcused absences may be the basis for disciplinary action. When a UHS student is enrolled in an RHS class, he / she must abide by all RHS attendance policies for that class. **(1990)**

I.C.2. UHS Implementation of TUSD Ten (10) Absence Policy

I.C.2.1. Purpose

1. To execute the intent of District policy at University high School.
2. To impress upon University High School students the importance of regular attendance.
3. To maintain the academic integrity of course offered at University High School.

I.C.2.2. TUSD Guidelines

1. Students with ten (10) or more absences, excused and unexcused, during a semester course will have to file an appeal to receive a grade for course credit.
2. Absences due to School Business will not be counted toward the ten (10) absences.

I.C.3. Consistent with Governing Board policy, after the 3rd, 6th, and 10th absences (excused/unexcused) the high school will send notification to the student's parents/guardian

1. After six absences either excused or unexcused, but not School Business, an intervention plan/ conference will be conducted.
2. In excess of ten absences, the student is at risk of being exited from UHS

1.C.4. Daily Attendance Procedures

1. If a student is going to be absent from school, the parent should notify the attendance office before 9:00 AM each morning.

2. Students who are late to school must go to the attendance office before going to class. First period teachers must make sure that late students have a pass from the office.

3. A student cannot leave campus during the school day without a pass from the attendance office or the Nurse.

4. Faculty who are taking students out of class must provide a list of students who are participating in the event and provide an accurate follow-up list of who attended.

Section I.D. - Attendance Procedures: Reporting Student Absence.

If a student is going to be absent from school, the parent should notify the attendance office before 9:00 A.M. each morning.

I.D.1. To Improve the accuracy and consistency of daily attendance taking, and implement better communication on absences between teachers, administration and attendance office, UHS adopts the following procedures:

1. Teachers will submit roll within first 10 minutes of class to comply with state regulations. In order to facilitate this, every classroom must be equipped with a computer with Mojave access.

2. Students who are late to school must go to the attendance office before going to class. First period teachers must make sure that late students have a pass from the office.

3. Faculty who are taking students out of class must provide a list of students who are participating in the event and provide an accurate follow-up list of who attended.

4. A student cannot leave campus during the school day without a pass from the attendance office or the Nurse. If a child becomes ill, a student cannot just leave campus but must report to the Nurse.

5. Teachers will submit roll within first 10 minutes of class to comply with state regulations.

6. Attendance may impact a student's progress and affect their grades

I.D.2. Include a teacher's compliance with the UHS attendance policy in their evaluation/PGPY.

I.D.3. Organize presentations from the State Accounting to impress upon teachers the importance of accurate and consistent daily attendance reports
I.D.4. Maintain a factsheet (s) for teachers on how to handle attendance issues. **(Res 22-3, 8/24/2010)**

Section I.E. - Campus Dress Guidelines: University High School
UHS will comply with the TUSD Board adopted dress code. **(Res 12-3, 5/18/00)**

Section I.F. - Tardy Policy.
Recording unexcused tardies and enforcing the UHS Tardy Policy are the responsibilities of the classroom teacher. Tardies are disruptive and distract the teacher from his / her classroom efforts. It is recognized that circumstances will occur causing occasional unexcused tardiness. Therefore, a student may have three unexcused tardies per quarter without penalty. To minimize the disruption an unexcused tardy caused, students are asked to enter the room quietly and go immediately to their assigned seat.
I.F.1. Tardies will only be considered excused if the student has an appropriate blue slip, is returning to school from an excused absence with an admit slip, or has had problems related to district transportation.
On the third unexcused tardy, the teacher will hold an informal conference with the student indicating the problem and the number of tardies.
On the fourth unexcused tardy, the teacher will send a referral to the counselor for assistance in exploring solutions and in examining attitudes on punctuality. In addition, the teacher will call the parent.
On the fifth and subsequent tardies, the teacher will write a referral to the Assistant Principal. The student will be assigned after school detention. **(Res 7-19, 11/14/95)**
I.F.2. A student is considered tardy when he / she enters the classroom after the bell has rung to start the class of the classroom clock indicates the time to begin class and the student does not have an appropriate written excuse such as a blue slip or admit to class.
If 50% or more of the class period has transpired when the student enters the classroom, then the student is considered absent, not tardy.

If the student has a blue slip or other documents, signed by another teacher or staff member, that student will be admitted to class without being marked tardy on the official attendance office attendance sheet. **(Res 10-16, 5/21/98)**

Section I.G. Conduct Policies: UHS.

I.G.1. Students must have an official UHS hall pass to be out of class during class-time. No other passes, such as plaques, rulers, etc., will be honored as hall passes.

I.G.2. There should never be any inappropriate display of affection on campus.

I.G.3. Students are to stay out of the classroom building during 1st period, 6th period, and lunch periods unless scheduled in a class or when meeting with a teacher.

I.G.4. Gambling is prohibited.

I.G.5. Students shall not loiter on campus at any time when not assigned to classes, attending tutoring, participating in athletics or clubs, or participating in a school event. Students shall leave campus as soon as they are released from their regularly scheduled classes and other school activities.

I.G.6. Students will remove hats and /or sunglasses when they are in the classroom. **(Res 26-15; 8-12-2015)**

Section I.H. - Closed Campus Policy.

University and Rincon High Schools have a closed campus policy. Students are not permitted to leave campus during lunch or anytime of the day without written parental permission and without first checking out from the school attendance office. This is a district-wide policy established by the TUSD Governing Board beginning in the fall of 1994.

Closed campus does not mean gates are locked and monitors are checking everyone who enters and leaves campus. Instead, closed campus means students do not have permission to leave without first checking out through the office with parent permission. A student may be able to leave campus physically, by walking or driving, but they must have permission prior to leaving, both from the parent and the office. Students must check out before leaving the school campus. Students who do not check out will have an unexcused absence and disciplinary action may be imposed.

Section I.I. - Automobiles.

Only Seniors and Juniors are allowed to park vehicles on campus. Students who drive cars to school are expected at all times to abide by state, county, and city traffic laws.

Parking stickers may be obtained through the Rincon Business Office for a fee. Student parking for Juniors and Seniors is the

South Lot. Students may park in the North Lot but should always be aware the gates are locked from 8 A.M. to 2 P.M. Sophomores are not permitted to park on campus. The parking lot is off limits during school hours. No one is permitted to sit in vehicles during the school day (before school, after school lunch period, or between classes). Violation of parking regulations will lead to restriction of campus parking.

The maximum speed limit for all vehicles on the campus is set at 5 miles per hour. Persons who violate this speed limit, drive vehicles using loud mufflers or other unnecessary noise, and those persons who operate their vehicles in a careless and imprudent manner so as to endanger life and property, will be subject to loss of parking privileges.

The following areas are reserved for faculty and staff parking: The North Lot and the entire area east of the campus.

Section I.J. - Bicycles.

Bicycles must be parked in the racks provided in the east patio. Students leaving the school campus on bicycles must come to a complete stop when entering the city streets. The school is not responsible for damage or theft of parts while bicycles are parked in the racks.

Section I.K. - Identification Card.

I.K.1. When students enter UHS, they will receive an identification card. Students will need it to check out books from the library, to gain entrance to athletic and social events, to vote in student body elections, to obtain a yearbook, and for other identification purposes. If this card is lost, it can be replaced for $5.

I.K.2. UHS supports the student identification card policy which states that students must wear their ID badges as long as they are on campus. **(Res 22-3, 8/24/2010)**

Section I.L. - Personal Property.

Students are reminded that even though we have some supervision on campus, University High School or Tucson Unified School District cannot assume responsibility for personal property. Students are asked not to bring skateboards, radios, cassettes, jewelry, and other items of value to school. Neither TUSD nor UHS is responsible for private vehicles brought on campus.

Section I.M. - Visitor Passes.

Because of disturbances to the educational environment and liability to the school district, guests of students to classes or the campus during the school day are not permitted. This would apply to relatives and out-of-town guests.

Section I.N. - Food and Drink Policy.

Food and drink in the classroom is discouraged during class time for several reasons. These reasons include extra custodial time to clean up, potential roach and mice infestations, and students being off task during class-time.

Teachers, at their own discretion, may eat in their classrooms or meet with students who eat in the classroom if the teachers take responsibility for the special clean up. Special clean up of a food area includes: 1) disposing of liquids appropriately into a sink or drain and 2) wet wiping tables and floors where food was eaten. **(Res 8-38, 11/26/96)**

Section I.O. - Schedule Change Policy.

University High School is a school of choice with an academically focused curriculum designed to meet specific college preparatory needs. Due to the nature of this focused curriculum, schedule changes are limited.

I.O.1. Schedule Change.

I.O.1.1. If a student wishes to drop a class, the student must submit a Petition to Drop a Class Form to the counselor. A parent, student, and counselor conference may be held.

I.O.1.2. A parent's signature is required for a student initiated drop. A parent's signature is not required for administrative initiated schedule changes. Administrators, with the guidance of the counselors, will determine placement of students who are allowed to drop a class.

I.O.1.3. Student initiated changes involving one-semester or two-semester courses must be made within ten (10) days of the beginning of the first semester of the course. Students may not drop a two-semester course at the end of the first semester. Level changes (e.g. Spanish 7/8 to Spanish 5/6) that are intra-departmental and not affecting another department may be made at any time during the semester with department chair and administrative approval.

I.O.1.4. No new course may be added for credit by a student after fifteen school days of the first and second semesters. Students new to the Tucson Unified School District or students with extenuating circumstances may petition administration and the Instructional Council for an exception to this policy. **(Res 28-24, 1-12-2016)**

I.O.1.5. Freshmen, Sophomores, and Juniors must take six classes. Seniors may request to have five classes. The request will require a "Petition to take Less than Six Classes" to be completed first. The Senior must be on track to graduate with the five scheduled classes. The petition shall be reviewed by the administration and the Instructional Council according to the policy provisions in VI.D.3.1. **(Res 28-24, 1-12-2016)**

I.O.1.6. AIA eligibility may be affected if a student drops a class. **(Res 27-3, 5/13/2014)**

Section I.P. - Withdrawal / Transfer from UHS

I.P.5. A student withdrawing from school prior to the end of a grading period will receive no credit but his/her grades to date of leaving will be recorded. **(Res 27-4 5/13/2014)**

Section I.Q. - Eligibility Guidelines: AIA Participation Guidelines for UHS

I.Q.1. All students participating in Arizona Interscholastic Association sanctioned interscholastic athletics must have on file in the Activities Office, the following: Physical Exam Card; Parent Permission Card - Warning / Insurance Disclaimer; Birth Certificate; Emergency Card; and "Paid" receipts for participation fees. All participants must have an "Eligibility Clearance Slip" prior to participation in any tryouts, practices, or games, or before receiving any equipment or awards. Because UHS students are selected for admission and because they are exited when academic standards are not met, the AIA has made some special provisions regarding participation in AIA activities for UHS students.

I.Q.2. First time enrolling Freshmen must be eligible upon entrance. Eligibility is determined by grades earned 4th quarter of eighth grade year.

I.Q.3. Students testing for second time (grades 9 - 12) will be governed by the AIA transfer rule.

I.Q.4. First time enrollment, grades 10 - 12, as a result of initial entry into the District, are fully eligible.

I.Q.5. Students would be eligible upon transfer when notified of space availability provided students have previously tested successfully. University High School shall provide to the AIA by July 1st of the testing year, the names of students testing successfully but not accepted due to lack of space.

I.Q.6. When transferring out of University High School following a review by selected staff for failure to meet UHS academic standards, the students is eligible at the school of domicile providing that AIA standards are met.

I.Q.7. When transferring out prior to UHS action or as a result of personal choice, the student is governed by the transfer rule. Exception: UHS students domiciled in the Rincon High School attendance area maintain eligibility at RHS.

I.Q.8. In order to participate in an AIA activity, one must first pay the following fees: All athletic activities plus pep squad = $20; All Fine Arts activities = $20.

Section I.R. - Homework Policy.

I.R.1. As educators, the University High School faculty is committed to the development of each student to his / her fullest potential.

Faculty members are supportive of student involvement in extracurricular and family activities. Cooperative efforts among parents, students, and staff should result in the development of well-rounded and highly prepared college-bound students at UHS. The UHS faculty is committed to structuring homework assignments that: build self-confidence; build skills in developing good study habits; allow the student to explore subjects in depth; begin a progressive plan to prepare for advanced classes and higher education; prepare students for the next day's lessons; provide for adequate time to work on long-range assignments; reinforce and strengthen the information presented in class; and provide additional opportunities for enrichment activities.

I.R.2. In order for a student to work effectively at home, the following guidelines are appropriate.

I.R.2.1. Faculty members should make available to students a schedule of weekly homework assignments or class syllabus to enable them to plan effective use of their time. It is suggested that each student expect to spend approximately 30 - 45 minutes per academic class per night or approximately 3 hours per class per week on homework.

I.R.2.2. Homework assignments are designed for the majority of UHS students. Some, however, will finish in less time and some may require more. Advanced Placement classes may require additional homework time. A.P. Calculus, for example, is the equivalent to a 3 - 5 unit class at the university / college level. If a student expects to compete for college credit, he / she must also expect a greater time commitment.

I.R.2.3. Two weekly conference periods have been built into the schedule to provide time for students to seek assistance from teachers and peer tutors whenever needed, and should provide time to complete homework.

I.R.3. Teacher Responsibilities.

I.R.3.1. Plan homework that is specific and has clearly understood objectives.

I.R.3.2. Assign homework that is appropriate to the ability level of the students.

I.R.3.3. Provide for the evaluation of home work and provide feedback to students within a reasonable period of time.

I.R.3.4. Design homework that will enhance the course objectives.

I.R.3.5. Post class schedule on door for availability for tutoring.

I.R.4. Parent Responsibilities.

I.R.4.1. Provide appropriate amounts of time and suitable environment for completing homework.

I.R.4.2. Demonstrate interest through encouragement and support.

I.R.4.3. Assist students to stay abreast of homework by insisting on regular daily attendance.

I.R.4.4. Assist students in organizing their time.

I.R.4.5. Maintain an open line of communication with students.

I.R.4.6. Know when progress reports and report cards are issued.

I.R.5. Student Responsibilities.

I.R.5.1. Be in class on time every day.

I.R.5.2. Maintain a record of weekly and daily assignments.

I.R.5.3. Save completed homework for future review.

I.R.5.4. Organize time so that both daily and long term assignments can be completed efficiently and with a minimum of stress (don't procrastinate).

I.R.5.5. Submit all assignments on the date they are due.

I.R.5.6. Make efficient use of conference periods for assistance with homework assignments before due dates and to complete assigned work.

I.R.5.7. Make use of assistance programs such as Academic Support and Peer Tutoring as needed. Note: taking Academic Support requires students to drop an elective to enroll.

I.R.5.8. Consult with counselor for additional resources such as tutors.

I.R.5.9. Know when teachers are available outside the school day for help with homework.

I.R.5.10. Seek assistance as needed from any faculty member.

I.R.5.11. Know peers who can be contacted if absent or in need of help. **(Res 8-49, 2/11/97)**

Section I.S. - Make-Up Work Policy.

I.S.1. Students shall be permitted to make up all work missed as a result of an excused absence. Teachers must allow reasonable access to make up work with credit following excused absences. In awarding credit for work made up for absences such as vacations, the teacher may consider the quality of the classroom experience and importance of classroom participation in determining the amount of credit to be given.

I.S.2. Teachers are obligated to create the opportunity for students who have unexcused absences to have access to class assignments. Except for suspensions or other school-initiated absences, teachers are not obligated to allow student credit for work done following an unexcused absence. In awarding credit to suspended students for work made up, the teacher may consider the quality of the classroom experience and the importance of classroom participation in determining the amount of credit to be given.

Section I.T. - Mathematics Placement Policy.
Placement in an appropriate math class is vital to meeting the goals of the Math Department and to maximizing the success of students. Towards this end, the following math placement policies are in effect: 1) All incoming freshmen are given the UHS placement exam. Placement into the appropriate math class during the freshman year is determined by the student's score on the exam; 2) Teachers will make placement recommendation for the following year based upon math grades; 3) Parents will be required to sign a placement waiver if they elect to disregard staff recommendations. A parent conference may be requested to assist in an appropriate course selection; and 4) Evidence of teacher course approval and parental waivers must be on file in order for students to complete the mathematics registration process. (**Res 26-24, 1-14-14)**
If there are questions concerning the appropriateness of the student's placement, parents shall contact the Math Department Chair for freshman placement, or the student's current math teacher. **(Res 3-30, 1/14/92)**

Section I.U. - Science Department Breakage Policy.
The teacher of each science class will keep track of equipment that is broken, the student responsible, and the date. A few weeks before the end of each semester, each student who has more than $1 of broken science supply equipment will fill out a lost equipment (book) slip and the teacher will turn those slips in to the Business Office. Science supply replacement cost will be determined by current catalog prices. Science capital equipment breakage will be referred to administration. **(Res 8-39, 11/26/96)**

Section I.V. - Rincon Student Enrollment in UHS Classes.
I.V.1. A Rincon student may enroll in one or two UHS classes under the following conditions: 1) if Rincon does not offer the class or the student has a schedule conflict with the class period(s) Rincon offers that class; and 2) if there is space available in the UHS class - Space available will be determined by the UHS administration after all UHS students have registered. Space available will not always be 35 or 158 as TEA defines class and teacher limits, but will be defined subjectively based upon the needs of the course and the physical space available.
I.V.2. Exceptions to the two class limit may for Rincon students be granted by the RHS and UHS administrations when it is determined that it is in the best interests of both schools to grant the exception.
I.V.3. A process for gaining approval by a Rincon student will initiate with the Rincon Counseling Department and include approvals from the UHS Department Chair of the course being

requested, a Rincon Administrator, and a UHS Administrator. **(Res 10-11, 5/21/98; Res 11-32, 3/14/00)**

Section I.W. - UHS Freshman Enrollment Policy.

I.W.1. University High School is interested in the success and well-being of Freshmen. To that end, Freshmen may not enroll in more than six classes. The six classes must be scheduled during periods 1 through 6. A Freshman student may not enroll in zero period or Independent Study.

I.W.2. A Freshman student may petition to enroll in more than six classes. In order to petition, the student will briefly state their reasons and submit the petition to a UHS administrator. The petition will only be considered after the Math Placement Exam and BOOST in order for the staff to have some information, observations, and assessments related to the student's preparedness to handle UHS coursework. It is not sufficient for the student to submit information solely based upon work done previously in middle school. The UHS administrator and counselor will consider the petition and render a decision by the end of the first week of school in the fall semester.

I.W.3. If the petition is granted, the student must maintain C grades or better in every class during all Progress, 9-Week, and Semester grading periods while carrying 7 classes. Should the student receive a D or F at any of these times, the student must drop to 6 classes. **(Res 11-33, 3/14/00)**

Section I.X. - Eighth Grade High School Credit Policy.

Because of its special function and college preparatory status, University High School does not recognize any courses taken in eighth grade or before for high school credit toward graduation from UHS. **(Res 23-15, 2-14-2012)**

Section I.Y. - Academic Probation / Exit Policy.

I.Y.1. Notice of Rights and Procedures. The goal of the University High School staff is academic success for every student. When a student does not succeed, we are concerned that a sustained pattern of academic difficulty will create a permanent record**,** including the possibility of not graduating on time due to academic failure The Academic Probation / Exit Policy serves as an intervention for students experiencing difficulties.

I.Y.2. Definition of Academic Probation.

I.Y.2.1. Any student receiving a semester grade of one F or more in the subjects of English, Mathematics, Science, Social Studies, CTE, or Modern Languages will be placed on academic probation for the following semester. Academic probation is defined as the

length of time in which a student is in danger of being exited to his/her home school due to academic non-performance at UHS.

I.Y.2.2. Only University High School classes taught during the regular school year will be evaluated in order to determine whether or not a student qualifies for Academic Probation.

I.Y.2.3. If a Freshman, Sophomore, or Junior student is placed on Academic Probation, he/she will be on probation for the following semester. If during that semester, the student receives an "F" for a quarter or semester grade in any University High School classes of English, Mathematics, Science, Social Studies, CTE, or Modern Language, he/she will be exited immediately to his/her home school**.**

I.Y.2.4. Seniors who have not been placed on academic probation in previous years at UHS shall be exempt from academic probation. Students who have failed a course required for graduation from UHS must complete the requirements to graduate from UHS.

I.Y.3. Academic Probation Procedures

I.Y.3.1. A letter of notification will be sent to the parents or guardians of the student who is placed on academic probation. The letter will explain why the student is on probation and what the student has to do to be removed from probation status.

I.Y.3.2. During the probationary period, teams consisting of uhs faculty shall implement appropriate academic intervention strategies to support the student.

I.Y.3.3. Students will attend every conference period and submit documentation of the conference to the UHS Administrative Office in a format specified by UHS.

I.Y.3.4. Parent conferences will be held as soon as possible following a request from parents or guardians.

I.Y.3.5. Each Freshman, Sophomore, and Junior on academic probation must be enrolled in at least six classes.

I.Y.3.6. Summer School Classes. Courses taken during summer school, other than classes taught at UHS**,** shall not be used to remove a student from academic probation. However, summer school grades shall be incorporated into the student's GPA.

I.Y.3.7. Elective classes will be dropped from the student's schedule to include applicable support services such as the Writing Center~~,~~ and the Math Center.

I.Y.4. Release from Academic Probation: Exit to the Home School.

I.Y.4.1. A student shall be released from academic probation when the student has received no "F" for a quarter or semester grade during the academic probation period in the University High School classes of English, Mathematics, Science, Social Studies, CTE, or Modern Language.

I.Y.4.2. A student who is placed on academic probation shall be automatically exited to the home school if that student has received

the grade of "F" for a quarter or semester grade during the probation period in the University High School classes of English, Mathematics, Science, Social Studies, CTE, or Modern Language.

I.Y.4.3. UHS administration, after consulting with the instructional council, may exit any student who returns to academic probation status.

I.Y.4.4. The student's parents or guardians shall be notified in writing immediately when a student is released from academic probation or automatically exited to the home school.

I.Y.5. Right to Appeal Exit: Procedure.

I.Y.5.1. Right of Appeal. Any student may appeal an automatic exit and request that academic probation be continued for one more semester.

I.Y.5.2. Notice of Appeal. The student, through parents or guardians, must give written notice of appeal of an automatic exit within ten calendar days of receiving notice from UHS that the student will automatically be exited to the home school. If the tenth calendar day falls on a Saturday, Sunday, or holiday, the notice shall be due the next immediate work day.

I.Y.5.3. Notice and Disclosure from UHS. The aforementioned notice from UHS must be mailed or delivered as soon as practicable; the notice should include the student's complete UHS grade history, attendance records, discipline records, records of attendance at conference periods during probation, and bi-weekly progress reports.

I.Y.5.4. Disclosure by Student. The notice of appeal from the student must describe the specific factual basis for the appeal and include any documentation the student may present to the UHS Instructional Council in support of continued academic probation. If the student presents no specific or factual basis in writing as required by this paragraph, the Instructional Council may rule summarily and dismiss the appeal.

I.Y.5.5. Witnesses. If the student elects to call any witnesses to testify at the exit hearing, the aforementioned notice of appeal must include the name, address, and telephone number of the witness and a brief description of what testimony the witness is expected to present. If the student does not disclose such witness information, the testimony of the witness will be barred unless the Instructional Council waives prior notice and permits the testimony.

I.Y.5.6. Hearing. The issue of whether to continue the academic probation or permit the automatic exit to the home school shall be decided by the University High School Instructional Council following a hearing.

I.Y.5.6.a. The hearing shall be conducted in a format similar to an administrative hearing; formal rules of evidence shall not apply and reliable hearsay shall be admissible.

I.Y.5.6.b. The chair of the hearing shall be the Principal or designee.

I.Y.5.6.c. The student has the burden of proving, by a preponderance of evidence that: 1) the student's lack of success resulted from extenuating circumstances; and 2) more likely than not, the student will improve academically and be released from academic probation at the conclusion of the next semester.

I.Y.5.6.d. The student, current teachers, parents, and other persons with relevant knowledge or expertise may testify at the hearing.

I.Y.5.6.e. The Instructional Council shall consider the documentation described in sections I.Y.5.3. and I.Y.5.4.

I.Y.5.7. Deliberation. After the hearing, the Instructional Council will deliberate and vote whether to exit the student. The deliberations and vote will be confidential and will not be recorded.

I.Y.5.8. Determination of the Instructional Council. The student and parents or guardians will be mailed written notification of the decision of the Instructional Council within three days of the hearing.

I.Y.6. Continued Academic Probation; Re-Application by Former Students. A student who is reinstated will continue on academic probation. The student must meet probation guidelines. If the student fails to meet probation guidelines, the student will be exited immediately.

I.Y.7. Special Provisions for SDPE, IDEA, and Section 504 Students.

I.Y.7.1. Definitions of Terms.

I.Y.7.1.a. SDPE. Student Developing Proficiency in English.

I.Y.7.1.b. IDEA. Individuals with Disabilities Education Act (special education).

I.Y.7.1.c. Section 504. Disabled students entitled to accommodations under Section 504 of the Rehabilitation Act of 1973 (not special education students).

I.Y.7.2. When a SDPE student's exit appeal is heard, the Instructional Council must determine whether the lack of language proficiency was addressed in an "English Development Individual Education Plan" (ED-IEP) and, if not, whether it was a material factor in the student's lack of progress.

I.Y.7.3. When a special education student's exit appeal is heard, the Instructional Council must determine whether the student's Individualized Education Program (IEP) was implemented and, if not, whether the disability was a material factor in the student's lack of progress.

I.Y.7.4. When a Section 504 student's exit appeal is heard, the Instructional Council must determine whether the student's Accommodation Plan (AP) was implemented and, if not, whether

the disability was a material factor in the student's lack of progress.

I.Y.7.5. If the Instructional Council determines that lack of implementation of the appropriate ED-IEP, IEP, or AP was a material factor in the student's lack of progress, the student shall be continued on academic probation for the following academic year. UHS shall ensure the appropriate plan is implemented.

(Res 10-12, 5/21/98; Res 12-6, 5/18/00; Res 25-11, 10/9/12)

Section I.Z. - Assemblies Policy.

I.Z.1. Assemblies are part of a high school curriculum. They are offered to promote school spirit and unity, to expose students to parts of the school or community they would otherwise not experience, or to share a presentation to an audience larger than a classroom. Assemblies are offered to enrich the students' high school experience.

I.Z.2. There are three types of attendance requirements for assemblies. First, there are assemblies where all students are expected to attend. The dates, time of day, and location of each assembly will be determined by the Administration in conjunction with the Student Council / Student Activities Board and their sponsors. The option of a study hall will be offered as an alternative to these assemblies. All students must attend either the assembly or the study hall. In addition, a separate location will be designated for students, who for behavior reasons, have been removed from the assembly or study hall.

I.Z.3. The second type of assembly is an optional assembly or one which has restricted attendance. Teachers of eligible students may choose to take their class to the assembly, or not, as they deem appropriate. Teachers choosing to attend the assembly will prepare their students for the event to maximize the curricular experience. Teachers may not allow individual students from their class to attend. Teachers must sit with their classes and be responsible for the behavior of their students. The person organizing the assembly will provide for each attending teacher a seating chart showing where the class will be sitting. Requests for all optional assemblies should be made at least fifteen (15) school days in advance via a Facilities Request Form. An agenda / schedule for the event should be attached. A decision for approval or non-approval of a voluntary assembly by the Administration will be based on its educational benefit to students.

I.Z.4. The third type of assembly is one that is mandatory for all students or for designated classes such as a class election assembly. Attendance is required and alternative setting will be provided. Teachers of all classes whose attendance is required will accompany their classes to the assembly and supervise them during the presentation. The Administration reserves the right to schedule mandatory assemblies, other than spirit assemblies, if they feel the

content of the assembly is beneficial to all students, if the health and safety of students is in question, or if mandated by the District for a specific purpose. **(Res 10-15, 5/21/98)**

I.Z.5. The annual Senior Advanced Placement Government debates are a mandatory assembly for all Juniors and Seniors. Freshman and Sophomore student attendance is encouraged but will be left to the discretion of the respective teachers. **Res 11-39, 4/11/00)**

Section I.AA. - UHS Admissions Policy for Home Schooled Students.

I.AA.1. Admission Evaluation: 1) CogAT; 2) 2nd semester 7th grade and 1st semester 8th grade GPA core courses: Language Arts; Math; Science; and Social Studies; 3) A portfolio of work done during the 7th and 8th grade years, demonstrating writing and math skills and knowledge of Science and Social Studies; 4) Examples of textbooks used; and 5) an outline of the curriculum followed.

I.AA.2. Home Schooled students will: 1) Take the admissions testing during the standard testing times; and 2) Provide a grade point average for comparable 7th and 8th grade semesters from an accredited and approved Home School institution.

I.AA.3. The student will be allocated points based on the UHS admissions matrix. If the student receives 50 points or higher on the UHS admissions matrix, the portfolio will be evaluated.

I.AA.4. Appropriate teachers will review the portfolio, textbooks, and curriculum, and make their recommendations as to the GPA level of work. The final admission decision will rest with the UHS administrative team in coordination with district administrative personnel. **(Res 7-20, 11/14/95; Res 27-29, 1/13/2015)**

Section I.BB. - Summer School, On-Line, and Correspondence Courses.

Because of its special function and college preparatory status, university high school does not recognize high school courses taken in summer school, on-line, or by correspondence. Except for Health and P.E., UHS will not allow summer school, on-line, and correspondence classes to substitute for any course required for graduation. Also, students may not use summer school or correspondence courses and grades to remove themselves from an academic probation list or prevent them from being exited. The only coursework to be considered for the probation or exiting policy will be coursework done at University High School during the fall or spring semesters. Students may take summer school courses for credit for other reasons. An exception can be made for students who wish to receive or replace a grade for (non honors) Algebra II taken through TUSD summer school. **(Res 26-23, 1-14-2014; Res 27-28, 1-13-2015)**

Section I.CC. - Policy for Retaking Classes for the Purpose of Improving the GPA.

I.CC.1. At times it becomes necessary, in the case of a failing grade, or desirable, in the case of a low but not failing grade, for a student to retake a course. In order for the student to replace the grade on his / her transcript for the purpose of improving the GPA at University High School, the student must take the course with the same TUSD course code number.

I.CC.2. The student may not take a similar course in TUSD, summer school, correspondence, Pima College, University of Arizona, or other institutions and expect the course to automatically replace the grade of a course taken previously at UHS.

I.CC.3. Occasionally, exceptions should be made to substitute a similar course for the grade on a transcript. However, the exception should only be granted in advance with the written permission of the Department Chair, Counselor, Registrar, and an Administrator. **(Res 9-37, 1/13/98)**

Section I.DD. - Guests / Visitors on Campus Policy.

I.DD.1. Arizona Revised Statutes 13-2905, 13-2911, and 13-1502 prohibit disruptive conduct, trespassing, and loitering on a school campus. Governing Board policy 1350 in part states: "No person shall visit or audit a classroom or other school activity, nor shall any person come upon or remain upon school premises during school hours, without the appropriate approval. . . . The site Principal or designee as the person with authority at each school site to enforce this policy. . . "

I.DD.2. In keeping with state law, Governing Board Policy, school safety, an educational environment, as well as good community relations, University High School has the following guidelines:

I.DD.2.1. Parents and community members may make brief visits to the office without signing in at the Principal's Office. Office areas include the Principal, Assistant Principal, Nurse, Business Office, Attendance, Registrar, and Counselor.

I.DD.2.2. Parents with students currently attending University High School may see a teacher with an appointment or prior approval of the teacher. The parent must check in at the Principal's Office before going to the classroom.

I.DD.2.3. Former University High School students must check in through the Principal's Office. They may see former teachers before or after school, or during conference period, or by appointment for other times.

I.DD.2.4. Community members may visit the school. They must have an appointment with an administrator or teacher and must check in through the Principal's Office.

I.DD.2.5. No classroom visits will be allowed by prospective students and parents of those students because of potential disruption of the educational process. A visitation day will be set aside to accommodate these visitations.

I.DD.2.6. Friends from out-of-town will not be allowed to visit the campus because of the potential disruption of the educational process.

I.DD.2.7. Exchange students will be allowed to visit. The responsibility of making the arrangements will be up to the host staff member.

I.DD.2.8. Other visitations of the school are up to the Principal or designee. **(Res 11-45, 4/11/00)**

Section I.EE. - Parent/Teacher Appointment Policy

A parent must make an appointment to see a teacher. A parent should call UHS to leave a message for the teacher. The teacher should respond within 48 hours. If that parent receives no response after 48 hours, then the parent should call the teacher's Department Chair or a UHS administrator so that the communication problem can be resolved. **(Res 12-5, 5/18/00)**

Section I.FF. - Practicum Students

University High School will serve as a site for practicum students from the University of Arizona's Office of Field Experiences. **(Res 12-11, 9/19/00)**

Section I.GG. - A.P. Exam / Course Grade Change Policy

All teachers teaching the same course must offer students in every section an equal opportunity to raise their grades based on performance on the designated AP test. The exact performance standard required for earning a higher grade will be published in the course syllabus and reviewed yearly. **(Res 12-15, 1/23/01)**

Section I.HH. – UHS Travel Policy

University High School values the opportunities and experiences that students receive by traveling, but recognizes the importance of having students engaged in content within the classroom. To maintain student success and our high graduation standards, it is important that school sponsored travel have minimal impact on student attendance.

I.HH.1. All non-competitive travel, including single-day field trips, should make every attempt to schedule trips during breaks. If such arrangements cannot be made, the sponsors of the trip will be required to have the travel approved by the Instructional Council. **(Res 27-2, 5/13/14)**

Article II - Awards, Diplomas, Honors

Section II.A. - Awards Presented at the Graduation Ceremony.

II.A.1. The Carolyn Kemmeries Service Award.

II.A.1.1. Description. During Carolyn Kemmeries' tenure as Principal / Director at University High School from 1986-1992, in her own inimitable way, she was able to turn an already great school into one that was unique among high schools in the nation. For those with whom she came in contact, it was easy to recognize that her creativity, her sense of fairness, her brilliant intellectual capacity, and her ability to see strengths in each of us and to challenge us to achieve our full potential were all contributing factors to her great success as well as her school's. Her infectious smile and wonderful sense of humor endeared her to us all. No matter how busy she was or stressful the day might have been, she would always make herself available. Her contribution to the University High School community was unique and long-lasting. The Carolyn Kemmeries Award is to honor a graduating Senior who has made a unique and long-lasting contribution to our school. By Executive Committee resolution, the recipient of the Kemmeries Award is to be chosen by the members of the graduating class from among their ranks.

II.A.1.2. Nomination. In February or early March of each school year, UHS administration or its designee will solicit nominations from counselors, faculty and students the names of Seniors as candidates for the Kemmeries Award. A candidate must meet the following criteria: 1) Be a Senior at UHS; 2) Have at least a cumulative GPA of 3.5 (unweighted); and 3) Have been involved in two school extracurricular activities for at least two years each.

Seniors do have the option of nominating themselves if they meet the above criteria and feel they have made a unique and long-lasting contribution to the school. Individual nominations will be accepted in the Principal's Office or with his/her designee. All students who wish to be considered for the award must fill out the Carolyn Kemmeries Award nomination form and submit this form to the Principal's office or with his/her designee by the appropriate deadline.

II.A.1.3. Selection of the Nominees. The Principal and his/her designee will review the award nominations in order to ensure that all students nominated meet the necessary criteria. A ballot shall be prepared and given to the Seniors, and Seniors will choose their top four candidates. In the event that there are only four nominations for the award, a primary ballot will not be necessary**.**

II.A.1.4. Election of the Recipient. The Principal or his/her designee will compose a ballot listing the selected top four nominees and distribute the ballots in April to the entire Senior Class during a convenient meeting or class. Ballots will be collected and counted by the principal and his/her designee and the student who receives the most

votes will be the Kemmeries Award recipient. In the event of a tie, both students will receive the award. **(Res 29-20, 11-8-2016)**

II.A.1.5. Presentation of the Award. The Award shall be presented during the graduation ceremony by the appointed representative, who shall read the award description and present the award to the recipient. **(Res 6-50, 2/28/95)**

II.A.2. The Leo Croteau Award.

II.A.2.1. Description. Leo Croteau was a member of the original faculty that opened Special Projects High School in 1976. As Chairman of the English Department, he helped create and maintain the high standards of student performance for which University High School has become well-known. Leo was a full-blooded Native American who had a great love for his people and the people of all cultures. Among his many gifts to students at University / Special Projects High School was the modeling of love and humanitarian service for his fellow citizens. For example, when Leo became critically ill, he did not withdraw to his bed. Instead, he willed himself to complete the tasks he had begun with his students. Because of the faculty's love for Leo Croteau, and in order to honor his level of dedication, the University High School faculty originated the Leo Croteau Service Award. Each year, the entire faculty participates in selecting the student who is to receive this prestigious award. We consider it the highest honor we can bestow upon a student and hope that each year's entering freshman class will learn about this award and that its members will strive to be students who consistently demonstrate, through words and deeds, an overriding concern for the welfare of others.

The Croteau Award has traditionally been bestowed by the faculty upon the Senior whom the faculty feels best embodies the spirit and ideals of Leo Croteau: commitment to academic excellence; dedication in service to the school; and devotion to helping any in need. To allow the faculty to continue to bestow this honor, the following procedures are hereby established.

II.A.2.2. Nomination. In February or early March of each school year, UHS administration or its designee will send notice to each Department requesting that they nominate one Senior as a candidate for this award. Accompanying this notice shall be a description of Leo Croteau and of the intent of the award. For the purposes of this procedure, the Departments include English, Social Studies / Fine Arts, Science, Modern Languages, Mathematics, Career and Technical Education (CTE), and Administration/Counseling.

II.A.2.3. Election of the Recipient. The Principal or his/her designee will compose a ballot listing the nominees and distribute this ballot to the faculty no later than the first week in April. The principal and his/her designee shall count the votes, and the student

receiving the most votes shall be the Croteau Award recipient. In the event of a tie, both students shall receive the award.

II.A.2.4. Presentation of the Award. The Croteau Award shall be conferred during the graduation ceremony. The Principal, Assistant Principal, or their appointed representative shall read the award description and present the award to the recipient.**(Res 29-20, 11-8-2016)**

II.A.3. Exclusions and Limitations. These shall be the only officially sanctioned and democratically selected awards conferred at graduation. However, this does not preclude members of the administration or other members of the school faculty from making special mention of any student whom they feel has been overlooked. **(Res 6-19, 9/13/94)**

Section II.B. - Honors Diploma: Graduation with Honors Endorsement.

II.B.1. Requirements for the Classes of 2017 and 2018. Students can graduate with honors if they receive 24 credits; a 3.85 weighted cumulative GPA, calculated by the 7th semester, in 3 of the 7 disciplines: Math; Science; English; Career and Technical Education (CTE); Social Studies; Fine Arts, and Modern Languages. If a student receives an "F" at the 3rd quarter of the 8th semester in a subject to which he / she is applying for Honors, the student is no longer eligible in that area. Additionally, other criteria must be met in the three chosen areas. That criteria is in: 1) Career and Technical Education (CTE) - 3 credits; 2) English - 4 English credits. 3) Modern Languages - 3 Modern Language credits in no more than two languages with at least 1 Advanced Placement course; 4) Mathematics - 4 Mathematics credits and completed AP Calculus AB, AP Calculus BC, or AP Statistics; 5) Science - 4 Science credits, with at least 2 Advanced Placement courses; 6) Social Studies - 5 Social Studies credits, with AP Art History, AP Economics, and AP Psychology counting as Social Studies classes; and 7) Fine Arts – 4 credits in any fine arts area and ascension to the premier fine arts course in that area: the premier course in each fine arts area are Primaveras (Dance); Advanced Drama (Drama); Chamber Strings (Orchestra); Choraliers (Chorus); Jazz Band 1, Wind Ensemble (Band), Winter Guard Purple (Band); AP Studio Art (Art). AP Art History shall count as an art class for credit for the Honors Diploma. Students in the classes of 2017and 2018 may choose to have AP Art History count in either the social studies or fine arts. Beginning with the class of 2019, AP Art History will no longer count as a social studies credit for the Honors Diploma. **(Res 9-49, 4/14/98; Res 12-23, 3/20/01; Res 21-17, 12/8/09; Res 29-1, 5-10-2016; Res 29-18, 10-18-2016)**

II.B.2. Requirements beginning with the class of 2019. Students may graduate with honors if they complete the following requirements:

1) Earn at least 24 credits;
2) Have a cumulative weighted grade point average of 3.85 or better at UHS through the 7th semester;
3) Complete all of the UHS graduation requirements including:
   a) Taking at least 6 classes each year;
   b) Having no more than one credit as a Student Instructor or Teacher Aide; and
   c) Having taken all high school courses from UHS with the exception of Health and P.E.;
4) Have a 3.85 weighted cumulative grade point average, calculated by the 7th semester, in 3 of the 7 disciplines: Math; Science; English; Career and Technical Education (CTE); Social Studies; Fine Arts, and Modern Languages. To qualify for the honors diploma in a specific academic area, in addition to the 3.85 minimum weighted GPA in that area, students must also meet or exceed the honors requirements in that area as listed below:
   a) Career and Technical Education (CTE) – 3 credits including at least one AP course;
   b) English – 4 credits including the passing of the Advanced Placment exam with the score of 3 or better in at least one AP course;
   c) Modern languages – 3 credits in one language including at least one AP course;
   d) Mathematics - 4 Mathematics credits and completed AP Calculus AB, AP Calculus BC, or AP Statistics;
   e) Science - 4 Science credits, with at least 2 Advanced Placement science courses and the passing of the Advanced Placement exam with the score of 3 or better in at least one AP course;
   f) Social studies - 5 Social Studies credits and the passing of at least two Advanced Placement exams with the score of 3 or better; with AP Microeconomics, AP Macroeconomics, and AP Psychology counting as social studies classes;
   g) Fine arts – 4 credits in any fine arts area and ascension to the premier fine arts course in that area: the premier course in each fine arts area are Primaveras (dance); Advanced Drama (drama); Chamber Strings (orchestra); Choraliers (chorus); Jazz Band 1, Wind Ensemble (band), Winter Guard Purple (band); AP Studio Art (art). AP Art History shall count as an art class for credit for the honors diploma.
5) If a student receives an "F" at the 3rd quarter of the 8th semester in a subject in which he / she is applying for honors, the student is no longer eligible in that area.
6) For any exceptions to the honors diploma policy, students must file a written appeal to the Instructional Council. The instructional council

shall determine whether or not to accept the appeal for exception to this policy.

II.B.3. Application process. UHS counselors will distribute the application for the UHS Honors Diploma after the 7th semester to all seniors who have a cumulative 3.85 weighted GPA. Students who wish to be recognized with the Honors Diploma shall complete the application form. The UHS counselors shall review the application form to determine if the student did indeed meet all of the requirements for the honors diploma. **(Res 29-18, 10-18-2016)**

II.B.4. Honors Diploma. A certificate indicating the areas in which a student has earned honors will be included with the diploma and presented at the graduation ceremony. The Chair of the School Council and the Principal shall sign the honors certificates. **(Res 3-44, 4/7/92)**

Section II.C. - Simone Jacobson Award.

II.C.1. Background. Following Simone's death, UHS math teachers were contacted by various UHS parents requesting that we develop an award commemorating Simone's contributions to the UHS community as a whole. The UHSPA appointed a liaison to the math department to accomplish this task.

II.C.2. Action. The Simone Jacobson Award will be presented at each Senior Honors Night and announced for the first time at the 1999 Graduation Ceremony. The UHS Math Department will develop the criteria for the award.

II.C.3. Selection Process. Any Senior UHS student may be nominated by fellow students, faculty, or staff. Nomination forms will be reviewed by and the recipient selected by the UHS Math Department members. Successful candidates would not only exhibit success in math and/or science but more importantly demonstrate those attributes that Dr. Simone Jacobson exemplified, primarily perseverance and determination as she strived for excellence.

II.C.4. Award Description to be Read at Senior Honors Night. Although part of our faculty for a relatively short time, Simone Jacobson was a member of the UHS family as a parent, tutor, advocate, and community liaison for many years. Her love of teaching and dedication to her students was without bound. Almost immediately following her cancer surgery, she returned to her students and continued to teach throughout her chemotherapy treatments. Simone's incredible optimism and absolute refusal to give up was an inspiration to us all. We would like to recognize _____ not only for her / his excellence in the fields of math and science but also because he / she does not permit anything to interfere with her / his successes at school, home, or in the community. **(Res 10-68, 4/13/99)**

II.D. UHS Founders Day and Hall Of Fame

The School Council approves the institution of an annual UHS Founders Day event and the creation of a UHS Hall of Fame. The University High School Parents Association (UHSPA) and the University High School Foundation and Alumni Association (UHSFAA) shall be co-sponsors of the annual Founders Day event. One function of the event shall be to induct persons recognized for meritorious service into the UHS Hall of Fame. The UHSFAA shall develop the criteria for selection of such persons and submit that proposal to the school council for approval. The UHSFAA shall also submit the name of the persons to be inducted into the UHS Hall of Fame to the School Council for approval. **(Res 28-26, 1-12-2016)**

Article III - School Council Operating Procedures

Section III.A. - Standard Operating Procedure.
The University High School Constitution / By-Laws shall be the guide for operation of the School Council. However, the School Council must adopt standing rules for decision-making to clarify the processes for members of the Committee as well as non-members.
III.A.1. Resolutions of the School Council. The standard procedure for making a School Council resolution is to place a proposal on the agenda, have the proposal referred to the appropriate sub-committee, then have the sub-committee bring the proposal back to the School Council as an action item. However, if the School Council chooses, it may consider the proposal as an action item without referral to sub-committee if deemed necessary. The School Council may also choose to refer an action item to a vote of the UHS Faculty and Staff or any other constituent group which selects members of the School Council for resolution.
III.A.2. Process for Amending the Constitution / By-Laws. The accepted practice for amending the Constitution / By-Laws is to follow the aforementioned process for School Council resolutions. The action the School Council takes normally will be to recommend a "Yes" vote in a referendum to the UHS Faculty and Staff. If the Faculty and Staff vote to approve the Amendment, then the School Council, by a 2/3 majority vote, must ratify the proposed Amendment.

Section III.B. - Fiscal Year.
The fiscal year for the School Council is from May 1 - April 30. The terms of all members of the School Council, including its Officers, shall conform to the fiscal year. **(Res 2-2, 10/2/90)**

Section III.C. - Term of School Council Chair.
The term of the Chair of the School Council shall extend past the end of the fiscal year to the point of the first meeting of the new

fiscal year when the School Council selects its Chair for the new fiscal year. **(Res 2-34, 4/23/91)**

Section III.D. - Quorum.
50% + 1 voting members of the School Council must be present at the beginning of a meeting for official business to be conducted. **(Res 2-33, 4/23/91)**

Section III.E. - Constitution/By-Laws.
A copy of the UHS Constitution By-Laws, with the signatures of those who signed in ratification in March 1990, shall be kept in the University High School Administrative Office. **(Res 2-5, 10/2/90)**

Section III.F. - Voting Rights.
Any faculty member who teaches at least one designated University High School class at the time of an at-large election or referendum or other proposal concerning the School Council before the faculty and staff shall be allowed to vote. Any staff member assigned to University High School in any capacity shall be allowed to vote. Each person, regardless of position, shall have one vote. **(Res 2-3, 10/2/90)**

Section III.G. - Election Procedures for Faculty / Staff Positions on the School Council.
III.G.1. The Instructional Council shall designate one of its School Council representatives to conduct the faculty/staff at-large elections.
III.G.2. The representative will send out self-nomination forms to eligible faculty and staff of UHS.
III.G.3. The representative will create a ballot with the names of the eligible faculty / staff persons who nominated themselves for a position on the UHS School Council.
III.G.4. The representative will distribute the ballot to eligible UHS faculty / staff voters.
III.G.5. The representative will count the ballots and announce the persons who earned positions on the School Council. (Vote totals will be made available upon request.)
III.G.6. In the event that an election has not been contested, (i.e. eight (8) open positions and eight (8) candidates), those nominating themselves will be declared the winners of the position(s) on the School Council.
III.G.7. The representative will preside, if not a candidate for School Council Chairperson, at the first School Council meeting of each fiscal year during the selection of the new School Council Chairperson. **(Res 23-15, 2-14-2012)**

Section III.H. - Tax Credit Grant Procedures

III.H.1. At scheduled monthly School Council meetings and upon request, the Tax Credit and Finance Committee shall provide a report of available tax credit funding, the purposes for which the funds may be spent, and a date by which a written proposal must be submitted. Tax credit grant requests should be submitted at least two week's prior to the school council meeting using the approved process and form as available on the school council website.

III.H.3. The Tax Credit and Finance Committee will review all submitted requests and submit its recommendation as a resolution for the School Council to accept or reject.

III.H.4. The Tax Credit and Finance Committee will notify requestors of the disposition of requests within one week of the School Council meeting.

III.H.5. The Tax Credit and Finance Committee will be responsible for following up on tax credit expenditures and will report to the School Council on the effectiveness, value and impact of approved funds. **(Res 28-35, 3-8-2016)**

Section III.J. - Procedures for Development of Course Offerings and Teacher Class Schedules.

III.J.1. The departments (English, Mathematics, Modern Languages, Science, and Social Science / Fine Arts) shall develop their own curriculum which will include their respective course offerings and requirements within the parameters of the By-Laws and resolutions of the UHS School Council, TUSD Board Policy, and Arizona State Law. The School Council shall approve the requirements developed by each department before those requirements shall take effect. Department Chairs will present to the School Council adopted courses and requirements for their respective departments to the Curriculum Sub-Committee for inclusion in the UHS course guidebook by January of each year.

III.J.2. After counselors and administrators of UHS conduct a preregistration of students into approved courses, the Assistant Principal / Director of UHS shall give the results of preregistration to each of the Department Chairs with an estimation of the number of class periods allotted to each department. The total number of sections for each course will be determined by the administrators, registrar, and the department chairs using preregistration numbers with projected FTE.

III.J.3. Each department will then meet and develop a course offer plan for the following school year based upon the results of

preregistration and return them to the Principal. The Principal, or appropriate designee, after meeting with Rincon administration and registrar to determine availability of RHS courses, facility usage, and crossover enrollment, will compose a master schedule using assignments submitted by department chairs. The Principal, or appropriate designee, shall also develop a teacher schedule and present it to the Department Chairs. The departments shall meet again to discuss the teacher schedules and any changes proposed by administration in their original course offering.

III.J.4. Remaining conflicts within the schedule will be resolved in consultation with the department chairs and the administration. A tentative master schedule for the following school year will then be submitted to the School Council for approval.

III.J.5. Over the summer, the Registrar and Administration will create a final master schedule adjusted to account for new student admissions, changes due to summer school completion, students opting for correspondence courses, resignation of faculty members, or other unforeseen events. In the event that these changes affect assignments in the master schedule, the Administration will make a good faith effort to consult with both the teacher and the department chair affected before a final decision is made. If necessary, a departmental meeting will be called to resolve the final changes. **(Res 5-67, 2/1/94)**

Section III.K. - Definition of Departments.

III.K.1. Realizing the importance of the curricular disciplines as the key to the academic integrity of UHS, the School Council resolves that seven (7) departments will exist. Each department shall have a chairperson selected by the members of that department. The seven departments shall be organized as follows: 1) Career and Technical Education (CTE); 2) Counseling; 3) English; 4) Mathematics; 5) Modern Languages; 6) Science; and 7) Social Science / Fine Arts / P.E.

III.K.2. The number and construction of the departments may be altered only by School Council resolution.

(Res 3-16, 10/8/91)

Section III.L. - Committees of the School Council

III.L.1. - Instructional Council.

III.L.1.1. Description. The Instructional Council will be considered a Committee of the School Council. The Instructional Council Committee consists of the UHS Administrators, School Council Chair, and Department Chairpersons.

III.L.1.2. Responsibilities. It is the duty of the Instructional Council to act as the Principal's cabinet and to focus on teaching and learning. The Instructional Council should be responsible for

the following: 1. Selection of textbooks (by department); 2. Development of policies and procedures for departments with School Council approval; 3. Establishment of criteria for hiring of new faculty with School Council approval; 4. Ordering all books and supplies needed for the school year; 5. Reviewing and administering the exit policy; 6. Establishing the yearly bell schedule and approving special schedules as needed throughout the year. This duty may involve meeting with Rincon representatives as needed; 7. Designing the master schedule in conjunction with the Assistant Principal; 8. Planning and implementing registration; 9. Preparing new courses with School Council approval; 10. Setting the master calendar in conjunction with Rincon High School representatives; 11. Planning and development of staff in-service activities; 12. Mentoring and supporting new teachers; 13. Other special assignments / activities that the Principal deems pertinent to the Council's leadership role in advancing teaching and learning. **(Res 11-21, 11/16/99; Res 12-8, 9/19/00)**

III.L.2. - Personnel. The Personnel Committee shall contain at least three members of the School Council - one parent, one teacher, and one student. The Sub-Committee oversees the selection process, as defined by the School Council, of faculty, staff, and administration. The Committee defines and re-defines committees, as well as job descriptions of the School Council (only with Executive Committee approval). The Sub-Committee assists in developing new programs for the School Council. **(Res 3-51, 4/21/92)**

III.L.3. - Community Relations and Staff Development.

III.L.3.1. Description. In accordance with the Constitution / By-Laws, the Committee shall contain at least three members from the School Council. The Committee shall consist of at least one parent, at least one student, and at least one faculty / staff member. The Committee shall select its own chair. A representative of the University High School Counseling staff will also be a member of the Sub-Committee.

III.L.3.2. Responsibilities. The Committee shall have the following responsibilities:

III.L.3.2.a. To formulate a policy for communicating the news concerning University High School to the press. At the request of the School Council and / or school administration, the Committee shall submit articles about University High School, Gifted Education, and Site-Based Decision-Making to the Tucson daily newspapers and to the UHS school newspaper. Before submitting any articles to publications located off the UHS campus, the Committee shall inform the School Council, the UHS Principal, and, if necessary, the TUSD Office of Public Information;

III.L.3.2.b. To serve as the school archivists. As the school archivists, the Sub-Committee shall collect, organize, and

distribute materials regarding any school activities and / or awards attained by members of the UHS school community;

III.L.3.2.c. To coordinate public relations for UHS with the UHS Parents' Association, the UHS Foundation / Alumni Association of Special Projects High School / University High School, the Student Activities Board, the Arizona Council for Gifted and Talented, the Tucson Education Association, Tucson Unified School District, and other Tucson civic organizations;

III.L.3.2.d. To coordinate the development of school awards assemblies, banquets, and / or programs as well as the procedures of selection for any awards conferred by University High School upon its students or other members of its community; and

III.L.3.2.e. To coordinate other social and professional functions involving the UHS community at the request of the School Council. **(Res 4-63, 3/30/93)**

III.L.4. - Curriculum. The Curriculum Committee shall: 1) consist of at least three members of the School Council - one parent, one teacher, and one student; 2) investigate and review all curricular and co-curricular matters which are brought before the School Council and may originate study of curricular concerns with the consent of the School Council; and 3) oversee the sequential curricular review process of the academic departments. The Department Chair of the reviewed department shall have Curriculum Committee responsibilities and privileges during the review process. **(Res 4-6, 5/21/92)**

III.L.5. - Agenda.

III.L.5.1. Membership. In accordance with the By-Laws, the Agenda Committee shall have at least three members. The School Council Chairperson and the School Council Assistant Chairperson shall be members of the Agenda Committee as part of their respective job descriptions.

III.L.5.2. Responsibilities. The Agenda Committee shall have the following responsibilities:

III.L.5.2.a. To collect agenda items for School Council meetings from the members of the various constituencies that comprise University High School's School Council;

III.L.5.2.b. To develop the written agenda for each meeting which may include written proposals to be placed before the School Council for resolution;

III.L.5.2.c. To oversee the development of proposed amendments to the Constitution/By-Laws at the request of the School Council. However, by resolution, the School Council may assign the development of amendments to the Constitution/By-Laws to another committee or individual;

III.L.5.2.d. To develop the Master Calendar of School Council meetings for the Fiscal Year. The Agenda Committee shall place its proposal for the Master Calendar for the next Fiscal Year on the agenda of the last School Council meeting of the Fiscal Year for resolution; and

III.L.5.2.e. To notify the representatives of the various constituencies that comprise the University High School School Council for the purpose of scheduling elections to select their respective representatives for the next Fiscal Year. **(Res 4-54, 3/2/93)**

III.L.7. Budget Committee

III.L.7.1. Membership. In accordance with the Constitution / By-Laws, the Committee shall contain at least four representative members from the School Council. The School Council Treasurer will be the Chairperson of the Budget Committee.

III.L.7.2. Responsibilities. The Committee shall have the following responsibilities:

III.L.7.2.1. To review the TUSD district budget once per semester with the Principal of University High School.

III.L.7.2.2. To develop and communicate processes and procedures for handling undesignated tax credit funds donated to University High School.

III.L.7.2.3. To accept applications, evaluate requests and recommend action to the School Council on the allocations of undesignated tax credit funds.

III.L.7.2.4. To analyze all budgetary items before the School Council votes on the proposal to determine alignment with school goals and whether the plan is fiscally feasible.

III.L.7.2.5. To present to the School Council detailed, periodic updates of the effectiveness of current budget programs.

III.L.7.2.6. To review in April or May of each year the UHS extra duty stipend budget and present findings to the School Council.

III.L.7.2.7. The Superintendent's 5 Year Strategic Plan states that at the school level, each school must identify a group to identify and prioritize needs as a sub-committee of the School Council, with representatives from administration, faculty, and parent groups. All groups raising funds must have representation on the sub-committee, and the leader of the group raising funds must be the one to appoint the representative. The list of prioritized funding needs to include but is not limited to classroom needs, campus needs, district needs, salary considerations, and benefit considerations. To support the Superintendent's strategic plan, the School Council Budget Committee will be responsible for the distribution and analysis of a financial needs assessment. The needs assessment will be developed by the Budget Committee and distributed to the UHS faculty and staff. The Budget Committee will distribute this needs assessment during the spring semester and the results will be

analyzed over the summer and shared at the first School Council meeting in August. The School Council charges the Budget Committee and UHS Administration to create a prioritized list of needs based on the feedback from the UHS faculty and staff. The Budget Committee and UHS Administration will identify the appropriate and/or existing funding sources for the needs determined. The data from this needs assessment will be shared with each of the constituent groups. The data may also be used by constituent groups to determine fundraising needs and goals as well as a tool for advertising for these fundraisers. This process will occur
each May to ensure that the needs of the school are analyzed yearly and that fundraising groups have up-to-date feedback from constituent groups to use. **(Res 28-39, 4-12-2016; Res 29-4, 5-10-2016)**

III.L.8. - Student Placement Review Committee. State Statute requires each school to form a Student Placement Review Committee consisting of two teachers and a school administrator to deal with any student who has been removed from the classroom due to disruptive behavior. State Statute requires the two teacher members of the committee to be elected by the faculty.

The School Council authorizes the Chair and the Principal to send out Pledge-to-Serve forms for service on the UHS Student Placement Review Committee to all teachers at UHS. If more than two teachers submit Pledge-to-Serve forms, the Chair and the Principal will then send out ballots to all faculty members, both classified and certified, for the purposes of conducting the election of members on the Student Placement Review Committee. If two or fewer teachers submit Pledge-to-Serve forms, no election will be held. Any vacancies will be filled through appointment by the Chair and Principal with the approval of the School Council. The length of terms of service will be for one year. Terms of service will conform to the Fiscal Year of the School Council.

The above-stated process will be repeated in April of each year as long as the state statute is in effect. **(Res 9-16, 9/16/97)**

Section III.M. - Board Norms and Legislative Agenda.
In May of each year, the School Council shall adopt norms for conduct of members during meetings and a year-long Legislative Agenda which lists the deadlines for resolutions. **(Res 11-1, 5/4/99)**

Section III.N. - Extra Duty Stipend Review.
The Site Administrator and the Budget Committee will review the stipend request every March. The entire School Council will then approve the proposal at its normal April meeting and subsequently submit it to the District. **(Res 10-66, 4/13/99)**

Section III.P. - UHS Summer Management Team

III.P.1. Purpose. The UHS School Council resolves to create a Sumer Management Team. Its purpose is to serve as a liaison between the UHS Administration and the School Council during the summer hiatus. Since some school policy decisions may be made during the summer hiatus, the Summer Management Team shall serve in the advisory capacity of the School Council from June 1 - August 15 each year.

III.P.2. Membership. The UHS Summer Management team shall consist of members of the School Council. At least one member representing each constituent group shall be appointed by the School Council Chair, with the approval of the School Council. The UHS Principal and the School Council Chair shall be members of the Summer Management Team. All members of the School Council shall be given notice of Management Team meetings.

III.P.3. Authority. The School Council shall delegate any of its decision-making authority to the Summer Management Team, after consultation by each member with his/her constituent group. However, the Sumer Management Team shall restrict its decisions to the following issues: 1) UHS/Rincon Shared Campus Policies; 2) Issues that arise between June 1 and August 15 that must be resolved prior to August 15; and 3) Issues that are necessary to a successful opening of the school year in August.

III.P.4. Decisions. Any policy decisions made by the Summer Management team shall be placed on the August meeting agenda of the School Council for discussion and approval. **(Res 12-26; 4/24/01)**

Article IV - Procedures for Selection of Personnel.

Section IV.A. Department Chairs.

IV.A.1. The individual UHS academic departments, as defined by the School Council, shall select their respective Department Chairpersons. Department will determine succession, re-election, and length of terms with a maximum of five (5) years.

IV.A.3. A Department Chairperson~~s~~ must be a member~~s~~ of ~~their~~ HIS/HER respective department~~s~~, must be a certified teacher and have a major in a discipline within the department. **(Res 3-37, 2/4/92)**

IV.A.4. A Department Chairperson~~s~~ shall have the following responsibilities: 1) Be a member of the Instructional Council; 2) Shall work with UHS Administrators in enforcing school-wide policies; 3) In collaboration with the Curriculum Committee, be responsible for the development of his/her department's curricula; 4) Be responsible for the department's budget~~s~~ and for placing orders for the department's textbooks, equipment, and supplies; 5) Oversee the maintenance of supplies, equipment, facilities, and will inventory

department books; 6) Collaborate with the UHS Administration on evaluation and class assignments of personnel within the departments; 7) Represent the school and serve on committees at the request of the Principal; and 8) Assist when necessary in providing emergency substitutes within the building.

IV.A.5. Stipends and /or .2 FTE for Department Chairpersons shall be governed by the TUSD / TEA Consensus Agreement regarding Extra Duty. Also, compensation for individuals selected as Department Chairpersons may be determined by resolution of the School Council.

IV.A.6. Recognizing that the needs of departments differ, individual UHS academic departments may alter the job descriptions for their respective Chairpersons provided they follow this procedure:

IV.A.6.1. A written proposal, signed by a majority of the members of the department, must be submitted to the School Council via the Personnel Committee prior to the selection of a new Chairperson;

IV.A.6.2. A resolution of the School Council must ratify the department's proposal before it will take effect; and

IV.A.6.3. The resolution to alter the Department Chairperson's job description must be in accordance with Arizona State Law, TUSD Policy, the TUSD / TEA Consensus Agreement, and the UHS **Constitution/**By-Laws. **(Res 3-14, 10/8/91)**

Section IV.B. - Department of the Social Sciences, the Fine Arts, and Physical Education.

IV.B.1. Department Mission. The mission of the University High School Department of the Social Sciences, the Fine Arts and Physical Education, a community of scholars dedicated to intellectual exploration and discovery, is to help develop citizens who know the joy of forging interconnections among the sciences, the social sciences, the arts, and the humanities. By offering a discipline-based curriculum designed specifically for academically focused and intellectually gifted students, the Department trains students to be scholars as well as enlightened citizens of a diverse community.

IV.B.2. Department Philosophy. The Department believes the disciplinary approach best serves the delivery of curriculum. Contrary to the idea that an academic discipline is a narrow body of knowledge that students must memorize, the University High School Department of the Social Sciences, the Fine Arts, and Physical Education views an academic discipline as the teaching of specific interpretation, synthesis, and application skills which give meaning to the world body of knowledge. Each academic discipline interprets the world body of knowledge in a different manner. By adopting this approach to curriculum and instruction, each teacher in the Department will train students in the particular academic

methods of his/her discipline of specialization to find meaning, and hopefully truth, in the analysis of the world body of knowledge. Indeed, student creativity will come from unique application of the disciplinary course of study. Moreover, because each discipline employs the same world body of knowledge, although each one emphasizes different parts of that body, all disciplines overlap in their interpretations of that body of knowledge. Therefore, all disciplines are inherently "interdisciplinary." Since each discipline is an area of special skill and knowledge which requires highly trained professional instructors, the Department expects its members to be expert in at least one of the disciplines. Because training students in the higher level thinking skills of each discipline's approach requires teachers with training and expertise in a discipline, the Department members need to exercise control over the four-year curriculum and selection of colleagues who teach the individual courses. The following briefly highlights basic definitions of some of the varied disciplines:

1) Economics: How individuals, households, businesses, and governments make decisions about the allocation of resources;
2) Political Science: How individuals and groups relate to institutions;
3) History: How individuals and groups relate to their past: Historiography;
4) Psychology: How individuals relate to themselves:
5) Art History: How individuals relate to the past and present through the study of art;
6) Studio Art: How individuals create beauty and meaning from their environment; and
7) Geography: How individuals and groups distribute activities on the Earth in response to the environment.

Truthfully, without the discipline acting as a thesis for the course of study, no axis exists for the development of instructional approaches to curriculum which trains higher level thinking skills in students. Since each discipline approaches the world body of knowledge with a different thesis, or academic approach, the course acts as a training ground for students' minds in studying issues with a specific academic perspective. The Department believes that without the discipline, the student cannot experience a true course of study in pursuit of truth. The result: The disciplines produce Disciplined Scholars.

IV.B.3. Department Vision. The Department of the Social Sciences, the Fine Arts, and Physical Education would like to develop a four-year course of study based upon the disciplines in the Social Sciences and increase the number of electives which would satisfy the one-year Fine Arts requirement. The Department would like to see Advanced Placement courses predominant in its curriculum

because the A.P. Exams act as an indicator of students' mastery of a discipline. The Department would like to introduce an elective A.P. human Geography course.

IV.B.4. Department Description. By resolution of the School Council, UHS has established the Department of the Social Sciences, the Fine Arts, and Physical Education. The Department offers courses in the disciplines commonly placed within the humanities, social studies and social sciences, the arts, and P.E.. Currently, the Department offers the following courses: AP Human Geography**,** A.P. United States Government and Politics, A.P. European History, A.P. United States History, A.P. Microeconomics, A.P. Macroeconomics, A.P. Psychology, A.P. History of Art, A.P. Studio Art, Dance, Music, Band, A.P. Music Theory, Health, and P.E. Because of the predominance of college level Advanced Placement courses, the Department naturally has adopted a disciplinary approach which mirrors the A.P. curriculum. The Department also believes that Student Government (Student Council / S.A.B.), if it should become a course at UHS, should be offered 7th Period and should count toward the Social Sciences Honors Endorsement. As a course within the Department, Student Government's teacher / sponsor should meet the qualifications of a teacher in the Department.

The School Council has determined that A.P. History of Art may fulfill the one credit Fine Arts graduation requirement. A.P. Studio Art, instituted as a UHS course during the 1997-1998 school year, also may fulfill the Fine Arts requirement. Because the teachers who have taught these courses have been licensed in social studies, the School Council has placed these courses within the Department. The Department believes, however, that A.P. History of Art and A.P. Studio Art should not be included as part of the requirements for the Social Sciences Honors Endorsement. The Department advocates further development of a Fine Arts curriculum which may stand alone as a separate department with its own department chair and Honors Endorsement. **(Res 10-25, 10/13/98)**

IV.B.5. Department Chair

IV.B.5.1. Upon the vacancy of the department chair, the members of the Department will meet to select the successor. The meeting will occur within at least one week of the announcement of the resignation of the Department Chair. A quorum of 2/3 of the persons assigned at least one class in the department is necessary. No absentee balloting permitted.

IV.B.5.2. If the Department Chair is unavailable, the Senior member of the department who teaches at least 4/5 in the department will call and conduct the meeting.

IV.B.5.3. In the selection of the Department Chair, any teacher will have one vote per class taught in the Department.

IV.B.5.6. These procedures may be amended by the Department with a 2/3 vote of the voting members of the Department.

IV.B.5.7. The Department Chair will serve a five year term. **(Res 3-41, 3/10/92)**

IV.B.6. Teacher

IV.B.6.1. Minimum Requirements. 1) 24 semester units in a Social Science discipline which includes Economics, History, Political Science, or Psychology; or in a Fine Arts discipline which includes Music, Music Theory, Dance, Art History, or Studio Art; or in a P.E. discipline which includes Health and Physical Education and 2) Willingness to work with the School Council**.**

IV.B.6.2. Desired Requirements. 1) Experience teaching gifted students; 2) Master's Degree in a Social Science, Fine Arts, or P.E. discipline; 3) Knowledge of and experience in teaching Advanced Placement courses; 4) Willingness to participate on the School Council; and 5) Gifted Endorsement**.**

IV.B.6.3. Procedure for Selecting a Social Science / Fine Arts / P.E. Teacher. 1) Upon the advertisement of an opening at UHS in the SS/FA/PE Department, the SS/FA/PE Department Chair will select a screening committee to examine the applications submitted to the TUSD Personnel Department. 2) This committee will consist of at least three members from the UHS SS/FA/PE department - selected by the SS/FA/PE Department Chair. 3) This committee will screen all the applicants for the opening and select 2-10 individuals to be interviewed for that position. 4) The Department Chair will then select one student and two SS/FA/PE teachers to serve on the question-writing and interview committee. In addition, the Department Chair will request the UHS Parents' Association to select one parent to participate on the committee. 5) Along with the Director or Assistant Director of UHS, the Department Chair, at least two SS/FA teachers, one UHS student, and one UHS parent, this interview committee will construct questions to ask each candidate and interview those individuals selected by the screening committee.

IV.B.6.4. This process may be amended by the SS/FA/PE Department with a 2/3 vote of the voting members of the SS/FA/PE Department. **(Res 3-41, 3/10/92)**

Section IV.C. - Modern Languages Department.

IV.C.1. Mission Statement. The University High School Modern Languages Department is committed to providing a language learning environment in which students will be able to attain communicative competency and proficiency. Students will participate in learning experiences in language acquisition and cultural sensitivity and awareness that will prepare them for their educational and career goals as well as for the real world. Students will engage in creative

self-expression, as well as student-directed and target language-based activities. **(Res 10-25, 10/13/98)**

IV.C.2. Department Chair Qualifications and Selection Process. Upon the vacancy of the Department Chair of the Modern Languages Department, the members of the Modern Languages Department will meet to select the successor. The meeting will occur within at least one week of the formal announcement of the resignation of the Department Chair. A quorum is 2/3 of the persons assigned at least one Modern Language class. There will be no absentee voting except for extenuating circumstances.

IV.C.2. If the Department Chair is unavailable, the Senior member of the department who teaches at least 4/5 in the department will call and conduct the meeting.

IV.C.3. In the selection of the Department Chair, any teacher who teaches Modern Languages classes at UHS will have one vote. An administrator will also have a vote in the event of a tie.

IV.C.4. The Modern Language Department Chair must have a Master's Degree in a discipline within the department and be willing to participate on the School Council as a voting or non-voting members.

IV.C.5. Each teacher in the department retains the right to have a Department Chair from the M.L. field.

IV.C.6. These procedures may be amended by M.L. Department with a 2/3 vote of the voting members of the M.L. Department.

IV.C.7. The Department Chair will serve a two-year term.

IV.C.8. The Department reserves the right to conduct a recall election. **(Res 3-45, 4/7/92)**

Section IV.D. Science Department

IV.D.1. Science Department Mission. The mission of the University High School Science Department, a community of scholars dedicated to intellectual exploration and discovery, is to help develop citizens who know the joy of forging interconnections among the sciences, mathematics, arts, and humanities. We believe that scientific meaning is discovered, not prescribed, that the ability to discern and create connections is the essence of knowing, and that the process of education is more than merely the accumulation of facts.

UHS science teachers try to produce graduates who have these characteristics. Currently, the Science Department offers courses in three science disciplines:

1. Biology: The science of life in all its manifestations, and of the origin, structure, reproduction, growth, and development of living organisms. UHS biology classes include the study of zoology, botany, anatomy & physiology, genetics, ecology, microbiology, cell biology/biochemistry, evolution, and human biology;

2. Chemistry: The science that includes the study of the structure, composition, and properties of substances and of their transformations. UHS chemistry classes include the study of inorganic and organic chemistry, physical chemistry, and biochemistry;
3. Physics: The science that includes the study of the laws governing motion, matter, and energy under conditions susceptible to precise observation. UHS physics classes include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics.

Each discipline incorporates in the study of that particular discipline contemporary, historical, technological, and societal issues.

IV.D.3. Science Department Vision. The University High School Science Department faculty members have lofty goals. We aspire to base our science instruction on a set of principles - coherence, integration of the sciences, movements from concrete ideas to abstract ones, inquiry, connection and application, and sequencing which is responsive to how people learn - which will satisfy the above goals. We realize that not every student wants to become a rocket scientist. But we are trying to impart to every UHS student the background which will enable him/her to become an informed citizen, capable of discerning scientific opinion vs. fact, and able to become a rocket scientist or a research biologist if he/she wishes.

If University High School adopts graduation requirements which exceed the current 20 units, the Science Department would recommend that the science graduation credit requirement be increased from the current three units to four units.

We also recognize the importance of co-curricular activities, i.e., Science Fair participation, Science Olympiad, UHS Science Club, Astronomy Club, Pre-Professions Health Club and the Arizona Envirothon. Students who participate in these events are, we feel, doing science as well as learning science and team dynamics.

IV.D.4. Science Department Description. By resolution of the Executive Committee, UHS has established the Science Department. The Science Department currently offers courses in the three disciplines listed above. The following courses are currently offered: Honors Biology, Advanced Placement Biology, Honors Chemistry, Advanced Placement Chemistry, Research Methods (Advanced Placement Chemistry Lab)**,** Advanced Placement Physics 1 & 2, and Advanced Placement Physics C (Calculus-based), Advanced Placement Environmental Science, and Advanced Research Methods. We realize that the strong emphasis on the Advanced Placement curriculum gives a recognized evaluation of the UHS science curriculum and strongly urge this continuance. **(Res 28-13, 9/8/15)**

IV.D.5. Science Department Chair Selection. When a vacancy occurs in the position of Science Department Chair, the following procedure shall be instituted:

IV.D.5.1. The vacancy shall be announced in a Science Department meeting, or by written notification to all Science Department members.

IV.D.5.2. All persons who are interested in the chairmanship shall inform other department members. These candidates must be teaching at least two periods of Science classes to be eligible.

IV.D.5.3. A timely election shall ensue. Each science teacher who teaches at least two science classes shall have one vote. An administrator shall have one vote in case of a tie.

IV.D.5.4. The UHS Science Chair shall be Highly Qualified and shall be willing to participate on the School Council by attending its meetings. The Chair must be willing to serve on School Council committees. **(Res 7-2,5/9/95)**

IV.D.5.5. Each science teacher reserves the right to have a department chair from the disciplines of science.

IV.D.5.6. This procedure may be amended by the Science Department members by a two-thirds (2/3) vote.

IV.D.5.7. The Department reserves the right to conduct a recall election. **(Res 4-22, 11/3/92)**

IV.D.6. Science Teacher Guidelines

A Science teacher at University High School should:

1. Be certified with a major or 30 units in a particular science discipline (biology, chemistry, physics);
2. Have had a firm foundation in laboratory experience with students and in setting up labs for students;
3. Be highly qualified. **(Res 26-25, 1/14/14)**

Section IV.E. - Counseling

IV.E.1. Philosophy. To provide advocacy, support, and guidance to the "individual" student as it relates to the mission of a college preparatory curriculum.

IV.E.2. Description. Students receive group and individual guidance that attends to their three domains of learning: educational / academic; career; and personal / social. These include, but are not limited to, academic planning; college selection / admission; testing; financial aid / scholarships; career guidance; support groups; and community referrals for resources / personal growth. **(Res 10-25, 10/13/98)**

IV.E.3. The Counseling Department Chair shall be a member of the Executive Committee either as a voting or non-voting member. **(Res 4-37, 1/12/93)**

IV.E.4. Counseling Department Chair. The Counseling Department Chair is the Counselor with the most seniority.

IV.E.5. UHS Counseling Department Chair Job Description.

IV.E.5.1. The Counseling Department Chair shall be a member of the Instructional Council and shall attend all School Council meetings as a voting or non-voting member.

IV.E.5.2. The Counseling Department Chair must be familiar with gifted education; be willing to work in a Site-Based Decision-Making School; have excellent written and verbal communication skills; be experienced in college admissions counseling; be familiar with various high school placement and college admission tests, test preparation, and testing procedures; have guidance experience in stress management, personnel decision-making, crisis intervention, and conflict resolution; have extensive knowledge of and familiarity with local, state, and national colleges; be familiar with student scholarships and scholarship opportunities; have suitable computer expertise; and knowledge of college search programs.

IV.E.5.3. The Counseling Department Chair must have Secondary Certification, and the Counseling and Guidance Endorsement.

IV.E.5.4. The Counseling Department Chair will have the following responsibilities: 1) To be available for students who require individual guidance; 2) To be responsible for monitoring the progress of UHS Seniors - making sure they fulfill requirements to facilitate an on-time graduation; 3) To assist with registration of students in courses for the following school year; 4) To ensure access to the latest scholarship and college information to the students of UHS; 5) To be responsible for providing assistance to UHS students in the process of college and scholarship applications by writing letters of recommendation and by verifying test scores, grade point average, and policy regarding class rank; 6) To co-ordinate with the school administration by attending ~~bi-~~weekly administrator/counselor meetings and by working on pre-registration and registration of students for the next year's courses; 7) To make evening presentations to parents, students, and prospective students of UHS at the request of the Executive Committee and / or the UHS Administration; 8) To advocate for students' developmental needs.

Section IV.F. Mathematics Department.

IV.F.1. Department Mission Statement. The mission of the UHS Math Department is to provide academically talented students a college preparatory mathematics education which is appropriate to each student's needs. Our goal is to challenge students mathematically while encouraging student mastery of fundamental concepts, skills, and techniques of mathematics. **(Res 10-25, 10/13/98)**

IV.F.2. Mathematics Department Chair Selection.

IV.F.2.1 Upon the announcement of the Math Department Chair's transfer or resignation, the position of acting chair will be filled by the most Senior member of the department. The acting chair will serve for a maximum of five weeks from the date the department chair position becomes vacant, while a new chair is selected by the department. The acting chair is the department member who has been teaching in the Math Department at UHS the longest. The acting chair will have one period free to conduct department business. Within one week of the filling of the teaching position vacancy created by the transfer / resignation of the department chair, a meeting will occur to select the new department chair. A quorum is defined to be 2/3 of the department.

IV.F.2.2. If the department chair is unable or unwilling to conduct these meetings, the acting chair of the department will call and / or conduct them. The acting chair will conduct the election.

IV.F.2.3. Each teacher will have one vote per class taught within the department. The administrator who evaluates the department will have one vote if needed to break a tie.

IV.F.2.4. Each math teacher reserves the right to have a department chair from the discipline of math. This is to preclude the combining of the math department with any other department, under a single chair, without the consent of the math department members.

IV.F.2.5. This procedure may be amended by a 2/3 vote of math department members, with each department member receiving one vote per class taught in the department.

IV.F.2.6. The math department members reserve the right to recall the department chair upon the petition of 2/3 of the members, with each member receiving one vote per class taught in the department.

IV.F.2.7. The department chair will serve for a 3 year term. A department chair may choose to run for re-election without limit. **(Res 5-41, 10/5/93)**

Section IV.G. English Department Chair Selection.

IV.G.1. Time of Selection. Within one week of the transfer or resignation of the department chair, a meeting will be held to select the new department chair. A quorum for this purpose will be two-thirds of the teachers in the department. If a transfer or resignation occurs during summer break or a holiday, the meeting will be held within the first week after the school year has resumed.

IV.G.2. Voting. Each English teacher will have one vote. In case OF a tie in the election, each teacher will have one vote per English class taught at that time.

IV.G.3. Qualifications. The English Department Chair shall be selected from the English Department faculty.

IV.G.4. Amendments. This procedure may be amended by vote of two-thirds of the department members, using the voting procedure described above in IV.G.2.

IV.G.5. Deposition. The English Department members reserve the right to depose the department chair upon the petition of two-thirds of the members, using the voting procedure described above in IV.G.2.

IV.G.6. Length of Term. The department chair will serve a three year term. A department chair may choose to run for re-election without limit. **(Res 5-74, 3/1/94)**

Section IV.H. -RHS / UHS Library Mission Statement.

The mission of the Rincon / University High Schools Library is to provide an educational information environment conducive to the curricular and developmental needs of students at both Rincon and University High Schools, and to ensure that the students and staff of both schools are effective users of ideas and information. **(Res 10-25, 10/13/98)**

Section IV.I. - UHS Principal

IV.I.1. As the UHS official first accountable to the TUSD Board, the TUSD Superintendent, and TUSD Assistant Superintendent, the UHS Principal will be responsible for upholding District requirements and policies.

IV.I.2. The Principal serves to execute the following functions:

IV.I.2.1. Supervise the activities of an assistant principal, counselors, department chairs, classified personnel, and administrative personnel;

IV.I.2.2. Is responsible for supervising and evaluating the activities of the Business Office and academic support personnel according to District policy and procedures;

IV.I.2.3. At the request of the School Council, will represent the school on OCR and GATE Committees, and reports to School Council about those committees. Along with the School Council conducts needs assessment through review of staff input, OCR and North Central Association accreditation requirements and recommendations;

IV.I.2.4. With the help of the School Council develops a teacher handbook and ensures that it complies with District policy. Regularly reviews procedures and determines new procedures to be followed. Plans, develops, arranges for, and conducts new student / parent orientation and registration programs;

IV.I.2.5. With the help of the Assistant Principal, coordinate services with TUSD office of transportation for all students enrolled in UHS;

IV.I.2.6. Coordinates and directs graduation with Senior Class Advisor and UHS Parent Association;

IV.I.2.7. Works, with the help of the School Council Budget Committee and Instructional Council to develop a master schedule for the benefit of all UHS.

IV.I.2.8. Works with the UHS Parents' Association;

IV.I.2.9. Shares supervision of after-school activities.

IV.I.2.10. Performs other duties as assigned in conjunction with the School Council.

IV.I.2.11. Performs other duties as the TUSD Superintendent and TUSD Board see fit; and

IV.I.2.12. Attends school athletic functions to ensure compliance with District and AIA guidelines. Monitor and provide guidance and support for all other school programs such as drama and language clubs, music performances, and student social activities.

IV.I.3. Participates on Instructional Council and on School Council. Collaborates with the Assistant Principal and consults with Department Chairs to evaluate classroom instruction.

IV.I.3.1. Supervises assessments of selection criteria of specific testing instruments to ensure that Office of Civil Rights (OCR) and state guidelines are met;

IV.I.3.2. Collaborates with the Executive Committee's Curriculum Sub-Committee, the Department Chairs, and teachers to determine future needs and to develop meaningful curriculum offerings in accordance with established TUSD curriculum guides. Recommends changes to the School Council for offerings not contained in the curriculum guide;

IV.I.3.3. Collaborates with Department Chairs in the Instructional Council to determine teacher assignments;

IV.I.3.4. Collaborates with Department Chairs in the Instructional Council to assign teachers to subject areas and classrooms;

IV.I.3.5. In conjunction with Department Chairs in the Instructional Council, evaluates and supervises the activities of all teaching staff;

IV.I.3.6. Works through the School Council Curriculum Committee to assist in the coordination of the school's curricular disciplines.

IV.I.4. As a member of the Recruitment and Retention Committee of School Council, the Principal will execute the following functions:

IV.I.4.1. Ensures entrance tests are administered properly.

IV.I.4.2. Collaborates with the Assistant Principal, Learning Supports Coordinator, and TUSD Accountability and Research on student recruitment, admissions testing, student selection, and student retention.

IV.I.4.3. Determines initial class placement of students;

IV.I.4.4. Supervises, with the help of the Assistant Principal and Learning Supports Coordinator, recruitment and retention programs for targeted minority groups, as well as all qualified students, and works

with the Director of GATE for recruitment and retention of gifted students District-wide**;** and

IV.I.4.5. Shares in the supervision of after-school activities.

IV.I.5. As a member of the School Council:

IV.I.5.1. Collaborates in the development of site attendance and tardy policies within TUSD guidelines and administers appropriate discipline for specific offenses;

IV.I.5.2. Conducts needs assessments through review of OCR, staff input, GATE committees, and North Central Association requirements and recommendations;

IV.I.5.3. Ensures that safety and health of students and staff are considered in implementation of policies and procedures;

IV.I.5.4. Is responsible for compliance with the negotiated TUSD / TEA Consensus Agreement;

IV.I.5.5. Develops questionnaires for parents to determine the areas of personal development needed to adapt to the college preparatory high school setting and recommends revisions to the school council specifically for action**;**

IV.I.5.6. Investigates concerns by parents, students, staff, and the general public. Counsels them on their responsibilities and obligations and coordinates a mutually acceptable solution. Reports to the School Council when appropriate;

IV.I.5.7. Collaborates with Facilities Support Services to determine adequacy of facilities. Recommends alterations to, or construction of facilities to meet new or existing requirements;

IV.I.5.8. Serves as the UHS representative to local businesses and community agencies for the purpose of encouraging partnership and student work programs for the gifted;

IV.I.5.9. Plans, develops, arranges for, and conducts training programs for school staff in such areas as student discipline, methods of instruction, stress management, substance abuse prevention, desegregation policies, and recognition of child abuse;

IV.I.5.10. Reviews student progress and test scores;

IV.I.5.11. Conducts needs assessments for UHS; and

IV.I.5.12. Along with the Assistant Principal, is responsible for collaborating with outside personnel to arrange for and oversee Advanced Placement Testing.

IV.I.6. As the chief administrative official of the school, the principal will be responsible to uphold the TUSD/TEA Consensus Agreement and the UHS Constitution / By-Laws.

IV.I.6.1. Works to uphold the mission and vision statements of UHS; and

IV.I.6.2. Works to fulfill the maximum potential of UHS as an institution dedicated to the education of academically gifted and talented and college-bound students from all ethnic and cultural backgrounds.

IV.I.7. Minimum Requirements. 1) Valid State of Arizona Administrative Certification, 2) Demonstrated strong commitment to the philosophy of gifted education, 3) Evidence of effective leadership skills; developing, implementing, and evaluating the learning experience for gifted students in the school, designing and implementing professional growth activities for self and staff; applying effective school research, 4) Demonstrated experience in counseling, communications, curriculum, and Special Education background, 5) Knowledge of Site-Based Decision-Making, 6) Five years experience as a High School teacher, 7) Demonstrated community involvement, 8) Knowledge of instruction theories pertaining to gifted and their application with appropriate instructional strategies, 9) Two years experience as an administrator in a high school setting, 10) Gifted Endorsement, 11) Effective oral and written communication skills, 12) Experience within a multi-cultural setting and knowledge of curriculum sensitive to the needs of a multi-cultural population.

IV.I.8. Desired Qualifications. 1) Knowledge of and experience in implementing programs to meet the education needs of gifted students, 2) Knowledge of and sensitivity to the school community, 3) Skill in group process work, 4) MA / Ph.D., Ed.D. 5) Experience with a School Council, 6) Computer knowledge and experience, 7) Five years experience as an administrator in a high school. **(Res 3-39, 2/4/92)**

Section IV.J. - Assistant Principal Job Description.

IV.J.1. As one of the UHS officials accountable to the TUSD Board, Superintendent, and Assistant Superintendent, the Assistant Principal will be responsible for upholding District requirements and policies.

IV.J.2. Serves to execute the following administrative functions:

IV.J.2.1. Works with the help of the Department Chairs and the Instructional Council to develop a master schedule for all UHS students;

IV.J.2.2. Along with the Learning Supports Coordinator, the Assistant Principal will represent UHS to Regional K-8 and Middle Schools, community organizations, city, county, and state agencies;

IV.J.2.3. Works with UHS School Council to collect and evaluate data (statistical analysis) and uses computer knowledge to generate needed data and reports to the UHS School Council and TUSD;

IV.J.2.4. Coordinates services with TUSD office of transportation for all students enrolled in UHS;

IV.J.2.5. Shares in the supervision of all extra curricular student activities; and authorizes special events for UHS students;

IV.J.2.6. Collaborates with the School Council in the development of site attendance and tardy policies with TUSD guidelines; administers appropriate discipline for specific offenses;

IV.J.2.7. Collaborates with AIA to determine interscholastic eligibility in accordance with AIA guidelines;

IV.J.2.8. Coordinates and directs graduation with the UHS Principal, Senior Class Advisor, and UHS Parent Association

IV.J.2.9. Performs other duties as assigned by the UHS School Council and / or UHS Principal; and

IV.J.2.10. Assists the Principal in overall administration of the school site; acts in the Principal's behalf in his / her absence.

IV.J.3. Performs the following with respect to UHS admissions:

IV.J.3.1. Coordinates with TUSD Accountability and Research for admission testing and student selection;

IV.J.3.2. Collaborates with TUSD Accountability and Research and the Learning Supports Coordinator to communicate with K-8 and Middle Schools, both public and private, to provide admissions testing**;**

IV.J.3.3. Conducts student recruitment, admission testing, student selection and retention;

IV.J.3.4. With the Learning Supports Coordinator, coordinates recruitment and retention of targeted underrepresented groups, as well as all qualified students, and works with the Director of GATE for recruitment and retention of gifted students district-wide;

IV.J.3.5. Conducts assessments of selection criteria of specific testing instruments to ensure that OCR and state guidelines are met;

IV.J.3.6. Uses computer knowledge and skills to assess the selection criteria, to conduct follow-up studies, and to perform statistical analysis of the UHS student population in order to ensure compliance with the OCR and Arizona State Education guidelines;

IV.J.3.7. Collaborates with appropriate staff to arrange for Advanced Placement testing;

IV.J.3.8. Works with the UHS School Council to conduct needs assessments relative to the school's management and assessment plan and school improvement plan;

IV.J.3.9. Ensures that safety and health of students and staff are considered in implementation of procedures and policies;

IV.J.3.10. Supervises and evaluates assigned personnel according to District policy and procedures; and

IV.J.3.11. Investigates student misconduct, determines appropriate disciplinary measures, and advises students, parents, and teachers of that decision; Counsels parents and students of their responsibilities and obligation; May also serve as a Hearing Officer.

IV.J.5. Serves as a member of the Instructional Council ~~Sub-Committee~~ and performs the following functions:

IV.J.5.1. Collaborates with Department Chairs and UHS Principal in evaluation of classroom teachers;

IV.J.5.2. Works through School Council to assist in the coordination of the school's curricular disciplines; and

IV.J.5.3. Participates in North Central Association Evaluation.

IV.J.6. Works within the UHS community as a member of the UHS School Council and works with the Principal to uphold the TUSD / TEA Consensus Agreement and the UHS Constitution / By-Laws.
IV.J.7. If, for any reason, UHS should have more than one Assistant Principal, the School Council, in partnership with the Principal, will revise the Assistant Principal's job description as necessary.
IV.J.8. Minimum Requirements. 1) Valid State of Arizona Administrator's certificate or equivalent, 2) Three years classroom teaching experience in middle or high school, 3) Demonstrated community involvement, 4) Effective oral and written communication skills, 5) Willingness to work in a Shared Decision Making School, 6) Demonstrated sensitivity to linguistic and cultural needs within the school and community, 7) Demonstrated knowledge of and skill with computers, 8) Master's Degree, 9) Knowledge of Advanced Placement curriculum.
IV.J.9. Desired Qualifications. 1) Ten years teaching experience, 2) Experience with, knowledge of, and sensitivity to gifted students and gifted education, 3) Bilingual Spanish-English, 4) Ph.D. / Ed.D., 5) Gifted Endorsement, 6) Previous experience in Shared Decision Making, 7) Three years Advanced Placement teaching experience.
(Res 3-39, 2/4/92; Res 12-21, 3/20/01)

Section IV.K. - Procedures for Selecting a Principal at UHS.
IV.K.1. Write/Revise Job Description - Announcement - Advertisement.
IV.K.2 After informing the Chair of the Personnel Committee, an administrative designee of UHS will announce that a Principal vacancy has occurred. The School Council shall resolve to empower the Personnel Committee and a UHS administrative designee to fill the vacancy cooperatively.
IV.K.3. Upon the School Council resolution, the Personnel Committee Chair and a UHS administrative designee shall be responsible for contacting TUSD central administration and personnel department to inform them of the vacancy and to complete all of the necessary paperwork.
IV.K.4. The Personnel Committee will then select a screening team and an interview team according to the appropriate administrative regulations. An administrative designee for UHS and the Chairperson of the School Council will be asked to serve as members of both groups.
IV.K.4.1. The Personnel Committee will give priority to members of the School Council, as the elected representatives of the constituencies that comprise the UHS community, in the selection of persons to serve on the screening and interview teams. However, at least one member of the interview team will be a non-member of the School Council. If members of the School Council are unable to serve, then the committee will ask non-School Council members to serve.

IV.K.4.2. At least 3/4 of each team shall be composed of members of the UHS community and must be representative of the UHS community.

IV.K.4.3. At least two appropriate alternates shall be selected for each team.

IV.K.5. Screening Team - Composed of at least four persons.

IV.K.5.1. The screening team will meet as a group to develop a screening document and a point system based upon the job description.

IV.K.5.2. The team will screen all applicants' files and employ the screening document and point system to grade each candidate's file.

IV.K.5.3. The team will discuss the candidates before submitting the names of the persons to be interviewed to the Chair of the Personnel Committee who will then forward them to the interview team.

IV.K.6. The Chair of the Personnel Committee will reconvene the Personnel Committee to design interview questions and a point system based upon the job description.

IV.K.7. Interview Team - Composed of at least six persons.

IV.K.7.1. The interview team will interview all available candidates whose names have been submitted to them from the screening team via the Chair of the Personnel Committee.

IV.K.7.2. The interview team will employ the questions and the point system based upon the job description developed by the Personnel Committee for each and every person who interviews for the open position.

IV.K.7.3. As a group, the interview team will total the scores of each candidate, discuss the candidates, and attempt to come to consensus on a final, prioritized list of their selection. If the interview team reaches consensus on a top candidate, then that individual's name will be recommended to the TUSD Governing Board to fill the Principal vacancy. If consensus cannot be reached, then no recommendation will be made and the position shall be re-advertized within 48 hours. Then, the process outlined in this document will begin again at item IV.K.1.

IV.K.8. If all of the above procedures are followed, the Personnel Committee and its screening and interview teams will not have to submit their findings to the School Council until the vacancy has been filled. **(Res 4-42, 2/9/93)**

Section IV.L. - Procedures for Selecting an Assistant Principal

IV.L.1. Write/Revise Job Description - Announcement - Advertisement.

IV.L.2 After informing the Chair of the Personnel Committee, the Principal of UHS will announce that an Assistant Principal vacancy has occurred. The School Council shall resolve to empower the Personnel Committee and the UHS Principal to fill the vacancy cooperatively.

IV.L.3. Upon the School Council resolution, the Personnel Committee Chair and the UHS Principal shall be responsible for contacting TUSD central administration and personnel department to inform them of the vacancy and to complete all of the necessary paperwork.

IV.L.4. The Personnel Committee will then select a screening team, with District approval, and an interview team according to the appropriate administrative regulations. The UHS Principal and the Chairperson of the School Council will be asked to serve as members of both groups.

IV.L.4.1. The Personnel Committee will include members of the School Council, as the elected representatives of the constituencies that comprise the UHS community, in the selection of persons to serve on the interview team.

IV.L.4.2. At least 3/4 of each team shall be composed of members of the UHS community and must be representative of the UHS community.

IV.L.4.3. At least two appropriate alternates shall be selected for the Interview Team.

IV.L.5. Screening Team - Composed of at least four persons.

IV.L.5.1. The screening team will meet as a group to develop a screening document and a point system based upon the job description.

IV.L.5.2. The team will screen all applicants' files and employ the screening document and point system to grade each candidate's file.

IV.L.5.3. The team will discuss the candidates before submitting the names of the persons to be interviewed to the Chair of the Personnel Committee who will then forward them to the interview team.

IV.L.6. The Chair of the Personnel Committee will reconvene the Personnel Committee to design interview questions and a point system based upon the job description.

IV.L.7. Interview Team - Composed of at least six persons.

IV.L.7.1. The interview team will interview all available candidates whose names have been submitted to them from the screening team via the Chair of the Personnel Committee.

IV.L.7.2. The interview team will employ the questions and the point system based upon the job description developed by the Personnel ~~Sub-~~Committee for each and every person who interviews for the open position.

IV.L.7.3. As a group, the interview team will total the scores of each candidate, discuss the candidates, and attempt to come to consensus on a final, prioritized list of their selection. If the interview team reaches consensus on a top candidate, then that individual's name will be recommended to the TUSD Governing Board to fill the Assistant Principal vacancy. If consensus cannot be reached, then no recommendation will be made and the position shall

be re-advertized within 48 hours. Then, the process outlined in this document will begin again at item IV.L.1.

IV.L.8. If all of the above procedures are followed, the Personnel Committee and its screening and interview teams will not have to submit their findings to the School Council until the vacancy has been filled. **(Res 4-42, 2/9/93; 12-22, 3/20/01)**

Section IV.M. - UHS Registrar Job Description

IV.M.1. The Registrar of University High School shall be a member of the school's classified staff.

IV.M.2. The Registrar must have appropriate typing skills, knowledge of computers - including the Osiris and Sonora Programs, and an ability to work with the students, parents, alumni, faculty, staff, and administration of University High School.

IV.M.3. The Registrar must also be willing to promote a positive relationship between the school and the public at-large.

IV.M.4. The Registrar will have the following responsibilities:

IV.M.4.1. To update the master schedule annually and schedule students into classes in Osiris - both new and schedule changes;

IV.M.4.2. To print teacher grading sheets 8 times per year, gradebook inserts 4 times per year, report cards or progress reports 8 times per year, scan all grading sheets and print verification forms, and mail all report cards and progress grades;

IV.M.4.3. To print mailing labels for all mailings - including any for the UHS Parents' Association;

IV.M.4.4. To print 5 sets of schedule cards for students every quarter and 3 sets of schedule cards for every schedule change made;

IV.M.4.5. To post grade changes and incompletes that are made up for the regular school year, summer school, correspondence courses, drivers' training completion, and test scores;

IV.M.4.6. To update cumulative averages on student records;

IV.M.4.7. To print out class ranking and honor roll reports; to create and print any other report requested by an administrator; and, to verify grade point average for student college and scholarship applications;

IV.M.4.8. To check Senior graduation requirements at least four times per year and to notify students/parent/guardian of any "F" or requirements not met;

IV.M.4.9. To send student transcripts to all colleges and scholarship programs to which the student is applying, and to fill out insurance discount forms and answer correspondence for current or inactive students upon request;

IV.M.4.10. To request and record transcripts and cumulative folders on all new students to University High School;

IV.M.4.11. To post grades on permanent record cards for all new students and to update all current students' permanent records;

IV.M.4.12. To file report cards, progress reports, and any other correspondence in student cumulative folders;

IV.M.4.13. To co-ordinate with counselors and administrators student registration and schedule changes; and

IV.M.4.14. To assume the duties of the Attendance Clerk on a temporary basis when necessary. **(Res 4-73, 4/20/93)**

Section IV.N. - Attendance Clerk / Technician Job Description.

IV.N.1. The Attendance Clerk / Technician shall be a member of the classified staff of University High School.

IV.N.2. The Attendance Clerk / Technician must have appropriate typing skills, knowledge of computers - including the Osiris Program, and an ability to work with the students, parents, faculty, staff, and administration of University High School. The Attendance Clerk / Technician must also be willing to promote a positive relationship between the school and the public at-large.

IV.N.3. The Attendance Clerk / Technician will have the following responsibilities:

IV.N.3.1. To maintain every aspect of student attendance as part of the daily office procedures which include:

IV.N.3.1.a. receiving and recording calls from parents / guardians regarding student attendance;

IV.N.3.1.b. monitoring student attendance and notifying parents, teachers, and administrators of serious infractions;

IV.N.3.1.c. entering excuse codes on the computerized student records;

IV.N.3.1.d. controlling the phone master which sends out calls to homes regarding absences;

IV.N.3.1.e. retaining enrollment figures which will also include ethnic and gender counts;

IV.N.3.1.f. furnishing enrollment reports at regular intervals and for special reports upon request to site, district, and state administrators;

IV.N.3.1.g. compiling state attendance reports four (4) times per year;

IV.N.3.1.h. reporting to district attendance accounting regarding enrollment;

IV.N.3.1.i. registering new students and inputting information on the computer;

IV.N.3.1.j. maintaining and upgrading computer input,

IV.N.3.1.k. printing attendance sheets every two weeks to distribute to the teachers;

IV.N.3.1.l. scanning attendance sheets daily;

IV.N.3.1.m. furnishing teachers with weekly attendance reports and making corrections on computer as necessary; and

IV.N.3.1.n. determining eligibility for free Sun Tran bus passes and distributing to approximately 185 students on a monthly basis.

IV.N.3.2. The Attendance Clerk / Technician will assume the duties of the Registrar on a temporary basis when necessary. **(Res 5-21, 7/27/93)**

Section IV.O. - UHS School Council Chairperson Job Description.

IV.O.1. The School Council Chairperson shall perform the duties of the office as stated in the Constitution / By-Laws and/or resolution of the School Council.

IV.O.2. The Chairperson shall have the following responsibilities:

IV.O.2.1. To preside at all regularly scheduled and special meetings of the School Council and to represent the School Council of U.H.S. at all appropriate functions on and off campus;

IV.O.2.2. To chair the Agenda Committee. As the Agenda Chair, the Chairperson shall facilitate the preparation of the Master Calendar of School Council meetings, actively seek the collection of agenda items from the U.H.S. community, and lead the committee in the preparation of the list of issues to be discussed at School Council meetings;

IV.O.2.3. To oversee the maintenance and the continuous updating of the records of the School Council including the Constitution / By-Laws and Amendments, lists of resolutions, the UHS Policy Document, minutes of the School Council, and minutes of the various standing and ad-hoc sub-committees;

IV.O.2.4. To inform the faculty/staff of U.H.S. and the non-faculty and staff members of the School Council of any regularly scheduled or special School Council meetings at least one week in advance of such meetings;

IV.O.2.5. To distribute the minutes of each School Council meeting to all of the members of the School Council all members of the U.H.S. faculty / staff within one week of the meeting;

IV.O.2.6. To be the chief facilitator of communication among the faculty / staff of U.H.S. and the other members of the U.H.S. community represented on the School Council and to be the spokesperson for the School Council;

IV.O.2.7. To coordinate sub-committee activities, which includes responsibility for conducting the Student Placement Review Committee elections by April of each year;

IV.O.2.8. To administer or to designate an administrator of the petty cash fund for U.H.S.

IV.O.3. To see that the provisions in the Constitution / By-Laws and in the resolutions are faithfully administered.

IV.O.4. The person holding the office of Chairperson must hold all of the qualifications for the position as stated in the Constitution / By-Laws and/or resolution of the School Council.

IV.O.5. Compensation, if any, to the person holding the office of Chairperson, shall be determined by resolution of the School Council. **(Res 4-29, 12/1/92; Res 11-44, 4/11/00)**

IV.O.6. The extra duty stipend for the School Council Chairperson shall be equivalent to that of a Department Chair. **(Res 10-14, 5/21/98)**

IV.O.7. The School Council Chairperson shall be a member of the Instructional Council Committee. If not a Department Chair, the Administration shall give the Chairperson the same planning period as the Department Chairs so he / she can attend the Instructional Council meetings. **(Res 7-15, 9/19/95)**

Section IV.P. - UHS School Council Assistant Chairperson Job Description.

IV.P.1. The School Council Assistant Chairperson shall perform the duties of the office as stated in the Constitution / By-Laws and/or resolution of the School Council.

IV.P.2. The Assistant Chairperson shall also have the following responsibilities:

IV.P.2.1. As the School Council Parliamentarian, the Assistant Chairperson should have thorough knowledge of parliamentary procedure, *Roberts' Rules of Order*, and the Constitution /By-Laws for University High School. From time to time, when requested by any member of the U.H.S. community, the Assistant Chairperson, as Parliamentarian, shall provide an interpretation of School Council procedures as stated in the Constitution /By-Laws;

IV.P.2.2. In the absence of the duly elected School Council Chairperson, the Assistant Chairperson shall assume the position of Acting Chairperson with all of the duties and responsibilities of the Chairperson, including the roles of presiding officer at School Council meetings and representative of the School Council at any appropriate functions;

IV.P.2.3. As a member of the Agenda Sub-Committee, the Assistant Chairperson shall collaborate with the Chairperson in the collection of agenda items from the U.H.S. community, in the preparation of the list of issues to be discussed at a scheduled School Council meeting, and in the preparation of the Master Calendar of School Council meetings; and

IV.P.2.4. In the absence of the duly elected Secretary of the School Council, the Assistant Chairperson shall collaborate with the Chairperson in the recording of resolutions and in the archiving of the minutes of past meetings of the School Council.

IV.P.3. The person holding the office of Assistant Chairperson must hold all of the qualifications for the position as stated in the Constitution / By-Laws and/or resolution of the School Council.

IV.P.4. Compensation, if any, to the person holding the office of Assistant Chairperson shall be determined by resolution of the School Council. **(Res 4-30; 12/1/92)**

Section IV.Q. - School Council Treasurer Job Description.

IV.Q.1. Must be a member of the School Council according to the Constitution / By-Laws.

IV.Q.2. Will be the Chairperson of the Budget Committee.**(Res 27-34; 3/10/2015)**

IV.Q.3. Will be responsible for approving payments and deposits to and from UHS accounts involving School Council monies.

IV.Q.4. Will be in charge of the financial accounts and records of the UHS School Council.

IV.Q.5. Will provide a written "Treasurer's Report" at each School Council meeting. The report will contain a statement of the current UHS Site-Based financial accounts.

IV.Q.6. Will develop a "Treasurer's Handbook" to assist in the training of future School Council Treasurers.

IV.Q.7. Will preside over School Council meetings in the absence of the Chairperson and Assistant Chairperson.

IV.Q.8. Will act in good faith with permission of the School Council in appropriations of monies.

IV.Q.9. Compensation to the individual selected as the Treasurer will be determined by resolution of the School Council. **(Res 3-22, 11/4/91)**

Section IV.R. - School Council Secretary Job Description.

IV.R.1. Must be a member of the School Council according to the Constitution / By-Laws.

IV.R.2. Will be responsible for numbering, titling, and listing all resolutions of the School Council.

IV.R.3. Will keep the voting record of the members of the School Council.

IV.R.4. Compensation to the individual selected as the Secretary will be determined by the School Council. **(Res 3-22, 11/4/91)**

Section IV.V. - Better Opportunities for Our Students in Transition (BOOST) Program.

IV.V.1. English Objectives and Activities. The English component will include activities designed to assess reading and writing skills for strengths and deficiencies, give experiences in composition similar to those assigned early in the freshman year, introduce vocabulary in freshman English to discuss composition and literature, and to explore

reading selections that ~~would~~ complement and give background for future assignments.

We will include a writing sample which will serve as a basis for evaluation of individual writing skills. Reading assignments and discussions will complement the Freshmen English curriculum.

IV.V.2. Counseling Objectives and Activities. The second component of this program would consist of a peer group tutoring / advising segment. Each student would be assigned to a group which would meet one hour per day. Leading the groups would be UHS minority upperclassmen who have been extensively trained prior to the start of the program.

It is our hope that by providing this opportunity early in the student's high school career, a large percentage of minority students will seek out and find success in TUSD's more challenging academic / college preparatory programs.

Among the activities and topics to be included are: study skills; note-taking skills; listening skills; test-taking skills; knowledge of graduation requirements; peer counseling; mathematics and English tutoring; suicide prevention; stress management; communication skills; and critical thinking skills and peer group sessions to allow for building social skills and improving personal interactions.

IV.V.3. Evaluation. Since the goal of BOOST is to increase minority participation and success in programs for gifted students, evaluation should be based on evidence that this outcome is occurring.

All TUSD high schools will be surveyed to determine the numbers of minority students who enrolled in honors or GATE classes in 1988-89 and 1989-90. We will also determine how many completed the courses and what their grades were in these courses.

Next, we will ascertain the numbers enrolled in 1990-91, the numbers who complete their courses, and the grades they earned. We will then determine which students were involved in BOOST and compare them with those who did not participate in BOOST. In addition, we will compare enrollment figures in all honors and GATE classes in 1990 with the two previous years to determine if larger numbers of minority students are enrolling due to their belief in their ability to succeed after experiencing Project BOOST.

As a follow-up component, we will survey each student at the conclusion of BOOST and at the conclusion of first semester to determine how they perceive the worth of their experience with BOOST and to ascertain if they would recommend the opportunity to other students.

IV.V.4. The Executive Committee agrees to appropriate $18,000 to initiate the BOOST Program in the Summer of 1991. **(Res 2-13, 2/5/91)**

IV.V.5. Student Selection. The Executive Committee supports the revision and expansion of BOOST to include all incoming freshmen

students to UHS. The Executive Committee also supports the creation of an "upper division" BOOST Program. **(Res 3-29, 1/14/92)**

IV.V.6. BOOST shall adopt a curriculum unit that focuses on a historical perspective of figures whose dishonesty led to their downfall, with emphasis on cheating and plagiarizing. **(Res 8-69, 4/22/97)**

Section IV.W. Job Description and Selection Process: BOOST Director

IV.W.1. BOOST.

IV.W.1.1. Prepares all materials for summer BOOST program: information for parents, schedules for students, budgets, bus information, guidelines for student helpers, and directions for teaching staff; Advertises BOOST and monitors student registration.

IV.W.1.2. Hires staff and student helpers and organizes teaching day, including room assignments.

IV.W.1.3. Guides staff and student in preparation of activities.

IV.W.1.4. Orders all supplies and prepares materials.

IV.W.1.5. Conducts a 3-day BOOST In-Service to prepare students and staff for the program.

IV.W.1.6. Conducts a freshman writing and math assessment and supervises scoring and reporting of scores.

IV.W.1.7. Prepares report documenting OCR concerns: number of participants from each middle school; ethnic representation; attendance figures; program completion numbers.

IV.W.1.8. Makes a written Report to the School Council at the September meeting.

IV.W.1.9. Conducts election for Freshman S.A.B. Representatives.

IV.W.2. Selection Procedures. The Principal shall inform all UHS certified faculty of the opening and interviews shall be conducted in accordance with UHS personnel policies by the end of January. The interview team shall forward the name of the recommended candidate to the school council chair. No later than February each year, the School Council shall select the BOOST Director.

IV.W.3. Minimum Requirements. Valid Arizona Secondary Certificate and a faculty position at UHS.

IV.W.4. Stipend. Compensation shall be determined by the School Council.

IV.W.5. The BOOST Director is a one-year position and is one person's position. Unless stated in this policy**,** its hiring, evaluation, and firing shall be conducted according to the extra duty guidelines in the TUSD / TEA Consensus Agreement.

Section IV.X. - BOOST Teacher Positions

The BOOST Director shall, with the approval of the School Council, determine the structure of the BOOST program and the personnel requirements. In determining the structure and personnel requirements, the

boost director must include at least one English and one math teacher. Other teaching positions will be determined by the BOOST Director. The BOOST Director shall preside over the selection process for BOOST teacher positions and shall follow the personnel selection process as defined in UHS policy. The BOOST Director shall report to the School Council the results of the selection process and who was selected for the BOOST teacher positions.

IV.X.1. Duties. Conducts classroom instruction; plans, develops, arranges, implements and evaluates classroom instruction to incoming students to University High School in a program designed to increase student achievement.

IV.X.2. Duties also Include: 1) Studying, selecting, and ordering of all materials, supplies, and texts in conjunction with the BOOST Director; 2) Designing and implementing, in conjunction with the BOOST Director, pre- and post- tests and skills assessments designed to place students in appropriate classes and (after counseling students and parents) articulate the need, if any, for academic support placement during regular school session; 3) Coordinating with other BOOST teacher(s) and BOOST Director all classroom activities; 4) Identifying skill levels and formulating written assessments for use of regular school session teachers; 5) Coordinating with other BOOST teacher(s), BOOST Director, and tutors in planning and conducting plenary sessions; 6) Assisting in implementation of parent participation component; 7) Assisting in monitoring of student behavior, safety and health concerns.

IV.X.3. Required Qualifications. Arizona Certification for teaching in the Secondary schools; experience in gifted education; knowledge of and competency in teaching of Advanced Placement courses; effective motivational techniques; team-building strategies.

IV.X.4. Desired Qualifications. UHS teacher experience with transitional programs designed to increase student achievement, Arizona Gifted Endorsement. **(Res 4-65, 3/30/93; Revised, 2006)**

IV.X.5. Compensation shall be determined by the School Council. **(2006)**

Section IV.Y. - BOOST Group Leader Positions.

If the BOOST Director determines that student group leader positions are necessary, the boost director shall determine the number of paid and unpaid positions and shall preside over the selection process for BOOST group leader positions and shall follow the personnel selection process as defined in UHS policy. The BOOST Director shall report to the School Council the results of the selection process and who was selected for the BOOST group leader positions.

IV.Y.1. Duties. Act as tutor for the Summer BOOST Program for incoming students to University High School. Duties to include: 1) Tutoring students individually and in small groups; 2) Serving as group leader in various activities; 2) Assisting in administration and

processing of pre- and post-tests; 3) Coordinating with BOOST teacher, and Director all classroom and tutorial activities; 4) Assisting and monitoring student behavior, safety, and health concerns; 5) Other duties as determined by the Director.

IV.Y.2. Required Qualifications. UHS student in good standing, proficient in and enthusiastic about subject area; recommended by subject area teacher.

IV.Y.3. Desired Qualifications. Available and willing to volunteer to assist in planning and preparation of materials and activities prior to beginning of program. To qualify for a paid BOOST position, a student should have completed at least one BOOST session as a volunteer. **(Res 4-65, 3/30/93; Revised 2006)**

IV.Y.4. Compensation shall be determined by the School Council**. (2006)**

Section IV.Z. - BOUNCE Director Job Description.

The BOUNCE Director is responsible for all aspects of the BOUNCE Program and will coordinate with the Director of BOOST recognizing the shared time and facility constraints. Administrative certification would be a plus.

IV.Z.1. Duties. 1) Support the intent and distinctive nature of BOUNCE; 2) Cooperate with BOOST Director in facility use, transportation, and possible program overlap; 3) Recruit, interview, train, monitor, and evaluate faculty members; 4) Recruit, interview, train, and monitor subject matter experts / volunteers if they are not secondary school certified; 5) Publicize program; 6) Recruit students; 7) Assist teachers in planning field trips, if necessary; 8) Assist teachers in procurement of materials and textbooks, if necessary; 9) Assist teachers in equipment procurement; 10) Assist teachers in granting general studies credit for students; 11) Provide an evaluation of the BOUNCE program.

IV.Z.2. The Director is responsible for curriculum, scheduling of classes, enrollment of students, ordering of materials, facilities requests, and discipline. **(Res 4-52, 3/2/93)**

IV.Z.3. BOUNCE Student Eligibility

IV.Z.3.1. Participation in BOUNCE is limited to UHS students. BOUNCE is for additional support in math and science.

IV.Z.3.3. For incoming Sophomores, BOUNCE attendance does not exempt responsibility to attend BOOST if they are new to University High School. **(Res 27-18, 9-9-2014)**

Section IV.AA. - Student Activities Board Sponsor Job Description.

IV.AA.1. Faculty sponsors should be able to make SAB activities a priority in terms of extra duty assignments.

IV.AA.2. Knowledge of TUSD policies and procedures regarding requisition, travel forms, activity requests, and off-duty police.

IV.AA.3. Must be willing to organize and chaperone all SAB-sponsored activities both on and off campus.

IV.AA.4. Will be the adult in charge of the UHS delegation to the State Student Council Convention (long weekend).
IV.AA.5. Must provide leadership in designing activities and deciding on what is appropriate or not.
IV.AA.6. Responsible for implementing four different kinds of events: school spirit; fundraisers; social events; and community service.
IV.AA.7. Must be willing to cover meetings and other activities after school.
IV.AA.8. Must assume fiscal responsibility for collecting and processing money and keeping financial records capable of being audited.
IV.AA.9. Must be willing to assume responsibility for equipment and other materials such as paints, poster board, etc., used for activities.
IV.AA.10. Must have access to a phone and be willing to accept messages from people working with students on projects.
IV.AA.11. Must be willing to cooperate on projects with RHS Student Council and be supportive of promoting ties with them. **(Res 10-4, 5/5/98)**.
IV.AA.12. Graduation and Grad Night responsibilities will be separate from senior class sponsor responsibilities. A separate faculty member will work as the sponsor for Graduation and Grad Night. **(Res 27-36, 4/14/15; Res 29-5, 5-10-2016)**

Section IV.BB. - Job Description: Off Campus Math Competition Coach / UHS Math Fair Advisor.
The job description minimum requirements include, but is not limited to, the following:
IV.BB.1. Immediate job responsibilities. The Coach must:
IV.BB.1.1. Have at least 30 semester units of coursework in the mathematics discipline;
IV.BB.1.2. Be responsible for selecting competitive teams in a fair and open process;
IV.BB.1.4. Be responsible for recruiting new members;
IV.BB.1.5. Provide opportunity and materials for supervised competition practice; and
IV.BB.1.6. File all required forms, attend coaches meetings, and arrange, transport, and supervise the team members and math competitions entered which require travel.
IV.BB.2. Additional Coaching Responsibilities. The Coach must also provide support and leadership for UHS Math Club Members by:
IV.BB.2.1. Helping to improve the quality of math education;
IV.BB.2.2. Increasing student interest in math;
IV.BB.2.3. Providing recognition for outstanding achievement in mathematics competitions by UHS students;
IV.BB.2.4. Providing good team spirit and encouraging sportsmanship;
IV.BB.2.5. Facilitating group planning, teamwork, and cooperation;

IV.BB.2.6. Providing necessary materials for group practice sessions.
IV.BB.3. As the UHS Math Fair is a competition created and administered by UHS students as a community service project for UHS and all participating middle schools then, if the budget permits for the scheduling of math fair**,** the advisor acts in the position of facilitator of administrative details and provides support and advice when requested to do so by student leaders. The Math Fair facilitation shall include: 1) facilitation of communications with all participating middle schools; 2) selection of a date for the Math Fair in conjunction with UHS students - March Grading Day has worked well in the past - and supervising students during the Fair itself; 3) arranging the rooms to be used for the Math Fair; and 4) arranging for the photocopying of all materials used. **(Res 10-6, 5/5/98)**

Section IV.EE. - Mock Trial Coach Job Description.
The Coach of the Mock Trial provides support and leadership for UHS Mock Trial team members. The job description minimum requirements include, but are not limited, to the following:
IV.EE.1. Immediate Job Responsibilities. It is helpful if the Coach has a Secondary teaching certificate in a Social Science discipline as well as working knowledge of American Government with emphasis on Constitutional Law.
selecting team members and for recruiting new members, organize and
IV.EE.2. The Coach must be responsible for recruiting new members to the Mock Trial team, work with the attorney coach preparing the students for competition, oversee and coordinate all Mock Trial meetings, provide materials for competition, and file all TUSD required forms, attend coaches meetings, and arrange, transport, and supervise the team members at the state and national tournaments. **(Res 8-42, 1/14/97)**
IV.EE.3. Must be a site employee. **(Res 8-45, 1/14/97)**

Section IV.FF. - Odyssey of the Mind Team Coach Job Description.
The Odyssey of the Mind Team Coach provides support and leadership for UHS Odyssey of the Mind team members. The job description minimum requirements include, but are not limited, to the following:
IV.FF.1. Immediate Job Responsibilities. The Coach must 1) be responsible for selecting team members in a fair and open process; 2) be responsible for recruiting new members as well as selecting and supporting volunteer coaches; 3) provide opportunity and materials for competition practice to consist of at least one weekday practice session for each science area per week and weekend supervision of full team practice sessions; 4) file all required forms, attend coaches meetings, and arrange, transport, and supervise the team members at the state and national tournaments.

IV.FF.2. Additional Coaching Responsibilities. The coach must also provide support and leadership for UHS Odyssey of the Mind Team members by: 1) helping to improve the quality of science education; 2) increasing student interest in science; 3) providing recognition for outstanding achievement in science education by UHS students; 4) providing good team spirit and sportsmanship; 5) facilitating group planning, teamwork, and cooperation; and 6) increasing student interest in intellectual team activities and the pursuit of cooperative critical thinking. **(Res 8-42, 1/14/97)**

IV.FF.3. Must be a site employee. **(Res 8-45, 1/14/97)**

Section IV.GG. - Science Bowl Coach Job Description.

The job description minimum requirements include, but are not limited, to the following:

IV.GG.1. Immediate Job Responsibilities. The Coach must 1) be responsible for selecting team members in a fair and open process; 2) be responsible for recruiting new members as well as selecting and supporting volunteer coaches; 3) provide opportunity and materials for competition practice to consist of at least one weekday practice session for each science area per week and weekend supervision of full team practice sessions; 4) file all required forms, attend coaches meetings, and arrange, transport, and supervise the team members at the state and national tournaments; and 5) have at least 12 semester unit of course work in the science discipline.

IV.GG.2. Additional Coaching Responsibilities. The coach must also provide support and leadership for Science Bowl Team members by: 1) helping to improve the quality of science education; 2) increasing student interest in science; 3) providing recognition for outstanding achievement in science education by UHS students; 4) providing good team spirit and sportsmanship; 5) facilitating group planning, teamwork, and cooperation; and 6) providing a hands-on group participation process during practice sessions. **(Res 8-42, 1/14/97)**

IV.GG.3. Must be a site employee. **(Res 8-45, 1/14/97)**

Section IV.HH. - Science Olympiad Coach Job Description.

The job description minimum requirements include, but are not limited, to the following:

IV.HH.1. Immediate Job Responsibilities. The Coach must 1) be responsible for selecting team members in a fair and open process; 2) be responsible for recruiting new members as well as selecting and supporting volunteer coaches; 3) provide opportunity and materials for competition practice to consist of at least one weekday practice session for each science area per week and weekend supervision of full team practice sessions; 4) file all required forms, attend coaches meetings, and arrange, transport, and supervise the team members at the

state and national tournaments; and 5) have at least 12 semester unit of course work in the science discipline.

IV.HH.2. Additional Coaching Responsibilities. The coach must also provide support and leadership for Science Olympiad Team members by: 1) helping to improve the quality of science education; 2) increasing student interest in science; 3) providing recognition for outstanding achievement in science education by UHS students; 4) providing good team spirit and sportsmanship; 5) facilitating group planning, teamwork, and cooperation; and 6) providing a hands-on group participation process during practice sessions. **(Res 8-42, 1/14/97)**

IV.HH.3. Must be a site employee. **(Res 8-45, 1/14/97)**

Section IV.JJ. - Hiring Procedures for Extra Duty Positions.

Note: These hiring procedures apply to any and all positions which are considered extra duty for which an extra duty stipend is granted. These positions include, but are not limited to, the Student Activities Board Advisor, the newspaper advisor, the Yearbook advisor, the Academic Decathlon coach, the Junior Class advisor, and the Senior Class advisor.

IV.JJ.1. By resolution of the School Council, the Personnel Committee shall write or revise the job descriptions of the positions in question.

IV.JJ.2. At the first opportune School Council meeting, the Principal of UHS shall make a formal announcement to inform members of the School Council and the faculty / staff, and administration of UHS that applications for all extra duty positions with an extra duty stipend will be taken by the Personnel Committee. The Personnel Committee will then advertise and accept applications for the Extra Duty position. Those applications will then be given to the UHS Principal.

IV.JJ.3. By resolution, the School Council shall allocate to the Principal of UHS responsibility to interview and hire a suitable person for the vacancy.

IV.JJ.4. All elements of the negotiated agreements between TUSD and TEA will be upheld in the hiring process. **(Res 5-66, 2/1/94; Res 8-41, 1/14/97)**

Article V - Budget / Financial / Compensation Allocations

Section V.A. - Compensation for Letters of Recommendation.

V.A.1. When adequate funds are available, teachers will be provided with "Loss of Planning" Compensation for Letters of Recommendation written for students during the academic year. Teachers must provide the names of all students for whom they have written at least one letter of recommendation on the form adopted by the School Council. The forms must be turned into the Principal's Secretary. **(Res 2-27, 3/5/91)**

V.A.2. Reimbursement will be on a per student basis. If only limited funds are available, the UHS Instructional Council may decide to set a minimum number of letter before compensation begins, or determine an alternate

amount to be paid based upon the availability of funds. **(Res 10-13, 5/21/98; Res 20-12, 2/10/09 ; Res 26-32, 2/11/14 ; Res 27-21, 11-18-2014**)

Article VI - Curriculum

Section VI.A. - UHS Graduation Requirements. UHS is a special function college preparatory school, and its graduation requirements may differ from other high schools. Students who enroll at UHS agree to complete the minimum graduation requirements to earn a UHS diploma. The University High School curriculum is designed to provide students with a challenging college preparatory experience in a nurturing and supportive environment. Through a highly successful Advanced Placement program, students are able to select from over 25 college level courses offered at UHS and earn credits on a 5.0 weighted-grading scale. Courses taken from outside institutions cannot replace required classes with the following exceptions: Health and Physical Education; Algebra II specifically taken at TUSD summer school; and courses that would transfer to a 4 year university, with prior UHS Department Chair and Administrative approval. Students must complete the requirements stated below.

VI.A.1. - English, 4 Years. Honors Freshman English, Honors Sophomore English, AP English Language, AP English Literature.

VI.A.2. - Social Studies, 4 Years. AP Human Geography, AP European History or AP World History, AP US History, AP US Government.

VI.A.3. - Mathematics, 4 Years. UHS Mathematics courses are selected from Intermediate Algebra, Honors Algebra, Honors Geometry, Honors Intermediate Algebra, College Algebra**,** Honors Pre-calculus I (semester), Honors Trigonometry (semester), Honors Pre-calculus II (semester), Honors Calculus (semester), AP Calculus AB**,** AP Calculus BC, AP Statistics.

VI.A.3.1 Students who complete AP Calculus BC before the 12th grade are encouraged to take AP Statistics at UHS or more advanced mathematics courses elsewhere. Students who complete all available mathematics at UHS will have the option to take additional mathematics through a college or university, or the Capstone Research course in mathematics at UHS with Department Chair and Administrative approval.

VI.A.3.2 District policy, developed by a math committee, prohibits more than one credit being granted for completion of both Algebra I and Honors Algebra I. If a student retakes Algebra, UHS will award one year of elective credit for the algebra course taken in eighth grade. Similarly, only one mathematics credit will be granted for completion of both Intermediate Algebra and Honors Intermediate Algebra, though this scenario would also qualify for an additional elective credit.

VI.A.4. - Modern Language, 2 Years. Honors French I through AP, Honors German I through AP, Honors Spanish I through AP, Honors Chinese I through AP. UHS students must take a minimum of two years of the same language. While students are required to take these classes at UHS, exception may be granted to study a language at an approved college or university through Administrative approval if that language is not available at University High School. UHS will award one (1) credit for three (3) approved university credit hours and two (2) credits for six (6) approved university credit hours. **(Res 26-33, 2/11/14; Res 28-16, 11/10/15)**

VI.A.5. - Science, 3 Years. While the state of Arizona and TUSD require three years of science for graduation, UHS strongly recommends four years of science for students who wish to enroll in prestigious college and university programs. Students must complete one year of Biology (with AP Environmental Science counting as a Biology class), one year of Chemistry, and one year of Physics. UHS Science courses include Honors Biology, AP Biology, Honors Chemistry, AP Chemistry, AP Physics I & II, AP Physics C, and AP Environmental Science. **(Res 28-13, 9/8/2015; Res 28-16, 11/10/15)**

VI.A.6. - Physical Education, 1 Year.

VI.A.7. - Fine Arts or Vocational, 1 Year. AP History of Art, any art, dance, or music courses offered at UHS, CTE courses. Additional Fine Arts and Vocational courses are offered through Rincon.

VI.AA.8. - Health, ½ Year.

VI.AA.9. - Economics, ½ Year. (Res 27-33; 3/10/2015)

Section VI.B. - Eighth Grade High School Credit Policy.

IV.B.1. University High School does not recognize courses taken in eighth grade or before for credit toward UHS graduation.

VI.B.2. If a student takes an advanced placement course at another school prior to enrolling as a Freshman at UHS, and if the student scores a 4 or 5 on the corresponding Advanced Placement exam, the following sequential options will be offered with Administrative approval:

A. Another advanced placement course offered by the Department in which the completed course resides;

B. A Capstone course within that Department;

C. Another Advanced Placement course in a different Department.**(Res 27-33; 3/10/2015)**

Section VI.C. - Summer School, On-Line, and Correspondence Courses.

University High School does not recognize high school courses taken from summer school, on-line, or by correspondence with the following exceptions: Health, Physical Education, and Algebra II (non-honors) through TUSD summer school. **(Res 27-33, 3-10-2015)**

Section VI.D. - UHS Four-Year Plan.

VI.D.1. Description. University High School is accredited as a College Preparatory School by the AdvancED North Central Association. The Administration, Faculty, and School Council have developed a four-year program that will prepare students for college entrance, and that every UHS student is expected to complete.

VI.D.2. Core Classes.

Students at UHS must take courses to meet state, district, and UHS graduation requirements. Courses from outside institutions cannot replace required classes with the exceptions of Health, Physical Education, Algebra II (non-honors) at TUSD summer school and college courses taken at, or transferrable to, a 4-year institution with prior Administrative approval.

VI.D.2.1. Freshman Year (5 Units). Freshman Honors English, AP Human Geography, Mathematics according to placement test, AP Environmental Science, Modern Language according to placement test. **(Res 28-18, 11/10/15)**

VI.D.2.2. Sophomore Year (5 Units). Sophomore Honors English, Social Studies: either AP European History or AP World History, Mathematics according to placement, Honors Chemistry or AP Chemistry, Modern Language according to placement. **(Res 28-13, 9/8/2015; Res 28-18, 11/10/15)**

VI.D.2.3. Junior Year (4 Units). AP English Language, AP US History, Mathematics according to placement, AP Physics. **(Res 28-18, 11/10/15)**

VI.D.2.4. Senior Year (3 Units). AP English Literature, AP US Government, Mathematics according to placement.

VI.D.2.5. Courses To Be Taken Any Year (5.0 Units). Courses must include Physical Education (1 year), Health (1 semester), Vocational or Fine Arts (1 year), Economics (1 semester or 1 year).

VI.D.3. General Policies.

VI.D.3.1. UHS students shall take 6 classes in each of their 4 years at UHS. The UHS Counselors will ensure that each UHS student is enrolled in six classes and are on track for graduation. Seniors may petition UHS Administration and the Instructional Council for a reduced course load based on adverse health or concurrent college enrollment in May prior to their senior year. Seniors who are eligible for free or reduced lunch according to federal guidelines may also petition to take less than six (6) classes to work to support their families. The UHS Administration and Instructional Council will notify the petitioning student(s) of the decision prior to the beginning of the school year. **(Res 28-25, 1-12-2016)**

VI.D.3.2. Students must fulfill all UHS, TUSD, and Arizona State requirements to graduate from UHS.

VI.D.3.3. Students may not take more than a total of one year of Teacher Aide or Student Instructor.

VI.D.3.4. Students may not take more than a total of one year of P.E. Students may petition UHS Administration and the Instructional Council for special dispensation. **(Res 28-25, 1-12-2016)**

VI.D.3.5. Students may not take more than a total of two years of Math Center, Writing Center, or Science Center. Students may petition UHS Administration and the Instructional Council for special dispensation.

VI.D.3.6. Students who enroll in a zero hour class may choose to take seven classes. If a student chooses to take six classes with the zero hour, administration shall make every effort to have that student's daily schedule conclude after fifth period. If that student must have a sixth period class, then administration shall enroll that student as a Teacher Aide or as a Student Instructor in the period during the school day in which that student has no class scheduled. **(Res 28-25, 1-12-2016)**

VI.D.3.7. Students may petition the UHS Administration and Instructional Council to deviate from the core classes and sequence stated in this policy. **(Res 28-18, 11-10-2015)**

Section VI.E. - Social Studies Course Sequence.

VI.E.1. 9th Grade. All students must take AP Human Geography for the full year.

VI.E.2. 10th Grade. All students must take either one of the following full year courses: AP European History or AP World History.

VI.E.3. 11th Grade. All students must take AP United States History for the full year.

VI.E.4. 12th Grade. All students must take AP United States Government and Politics for the full year.

VI.E.5. To fulfill the state economics requirement, students may take a semester of Honors Economics or a full year of AP Microeconomics/AP Macroeconomics. **(Res 26-23, 1-14-14)**

Section VI.F. - Advanced Placement European History.

This course is offered to Sophomores, Juniors, and Seniors. The course is an option for Sophomores to fulfill the Arizona State World History requirement, and is an elective for Juniors and Seniors.**(Res 2-11, 12/11/90; Res 27-33, 3/10/2015)**

Section VI.G. - Advanced Placement History of Art.

The A.P. History of Art course shall be among the options to fulfill the 1 credit Fine Arts graduation requirement. **(Res 2-12, 12/11/90)**

Section VI.H. - Advanced Placement Psychology.

VI.H.1. The School Council approves the course description for A.P. Psychology and directs the UHS Principal to take it to the TUSD Governing Board for approval. **(Res 4-61, 3/30/93)**

VI.H.2. The School Council approves A.P. Psychology as a course in the UHS curriculum for elective credit to be offered beginning in the 1997-1998 school year. **(Res 7-28, 2/20/96)**

Section VI.I. - Advanced Placement Studio Art.

The School Council approves the inclusion of A.P. Studio Art in the UHS curriculum. A.P. Studio Art shall be among the options to fulfill the 1 credit Fine Arts graduation requirement. **(Res 9-11, 8/28/97)**

Section VI.J. – Creative Writing.
The School Council approves the inclusion of Creative Writing as an elective course in the UHS curriculum. **(Res 17-7, 1/17/2006)**

Section VI.K. – Yoga.
The School Council approves the inclusion of Yoga in the UHS curriculum with the following stipulations:
1. Yoga 1 (Yoga A/B) is open to students in grades 9, 10, 11, and 12;
2. Yoga 1 (Yoga A/B) satisfies the required P.E. credit;
3. Yoga 2 (Yoga C/D) satisfies the required Health credit;
4. Yoga 1 (Yoga A/B) is a prerequisite for Yoga 2 (Yoga C/D);
5. Only one section of Yoga 2 (Yoga C/D) will be scheduled;
6. No UHS student may take more than one P.E. credit and no more than one health credit; and
4. Both Yoga 1 (A/B) and Yoga 2 (C/D) are year-long classes. **(Res 26-35, 3/11/2014; Res 27-26, 1/13/2015; Res 28-23, 12-8-2015; Res 28-23, 1-12-2016)**

Section VI.L. - A.P. Human Geography
A.P. Human Geography is the required Freshman Social Studies course that fulfills the District Multicultural Studies requirement**. (Res 27-33, 3/10/2015)**

Section VI.M. - A.P. World History
A.P. World History is an option for Sophomores to fulfill the Arizona State World History requirement, and is an elective offered to Juniors and Seniors. **(Res 20-7, 1/15/08; Res 27-33, 3/10/2015)**

Section VI.N. – AP Capstone Courses: Seminar and Research
VI.N.1. The School Council approves the inclusion of the AP Capstone courses for inclusion in the UHS curriculum beginning in the 2015-2016 school year. **(Res 27-21, 10-14-2014)** These courses are offered with prior teacher and administrative approval. **(Res 27-33, 3/10/2015)**
VI.N.2. The School Council directs the UHS administration and Instructional Council to investigate the opportunity to make the Science Research Methods course and/or the Engineering course part of the AP Capstone program. The School Council also directs the UHS administration and Instructional Council to consider changes to the Freshman and Sophomore non-AP courses in order to prepare students with the skills necessary to be successful in the two courses that comprise the AP Capstone program. **(Res 28-8; 8-11-15)**

Section VI.O. - Honors Algebra II Course.

VI.O.1. Prerequisite: Mastery of Algebra I skills as assessed by the UHS Math Placement Test.
VI.O.2. Grades: 9 (others upon UHS Math Department Chair Recommendation) / Year.
VI.O.3. This course is designed for those students (generally freshmen) whose scores on the UHS Algebra / Geometry Placement Exam indicate that they have a moderate background in Algebra I, but one that is insufficiently strong to support them as they try to rely on that background in future math courses. This course will reinforce all topics normally taught in UHS Honors Algebra I, but the depth and breadth of the course will be sufficient to create a strong foundation for the more theoretical and rigorous experience of the Honors Pre-Calculus classes. If required**,** district math assessments will be administered in this class, in accordance with Arizona Department of Education State Standards. **(Res 26-24, 1/14/14)**

Section VI.P. – College Algebra Course.
The School Council approves the replacement of Algebra II with College Algebra in the UHS Math curriculum. **(Res 27-22, 12-9-2014)**

Section VI.Q. - Computer Science Courses.
The University High School Computer Science sequence of courses shall be as follows: Fundamentals of Information Technology, then AP Computer Science A, then AP Computer Science Principles. Juniors and Seniors may enroll in AP Computer Science A even if they have not taken Fundamentals of Information Technology. **(Res 28-22, 12-8-2015)**

Section VI.R. – Four-Year Art Program Sequence
Beginning Art, Intermediate Art, Advanced Art, and AP Studio Art. All courses meet the Arizona State Fine Arts requirement. The sequence starts with Beginning Art, except by Art Teacher and Administrative approval through portfolio evaluation. **(Res 27-33, 3/10/2015)**

Section VI.S. - Advanced Placement Economics
VI.S.1. This full year course is offered to Juniors and Seniors. Freshmen and Sophomores may enroll with teacher and administrative approval.
VI.S.2. Students may choose a full year of AP Economics or one semester of Honors Economics to fulfill the state economics requirement**.**
VI.S.3. A.P. Microeconomics. This course is part one of the two-part Advanced Placement curriculum in Economics**.** Students who wish to enroll in a full year of AP economics shall take AP Microeconomics in the first semester as a prerequisite to enrolling in AP Macroeconomics in the second semester.
VI.S.4. A.P. Macroeconomics. This course is part two of the two-part Advanced Placement curriculum in Economics. This course will be offered second semester. Both AP Microeconomics and AP Macroeconomics are

required to fulfill the state economics requirement. **(Res 22-18; 3-8-2011; Res 27-30; 2-10-2015)**

Section VI.T. - Honors Economics
This one semester course is offered to all grade levels and meets the Arizona State Economics requirement. **(Res 27-30, 2/10/2015; Res 27-33, 3/10/2015)**

Section VI.U. - Advanced Research Methods.
This full year Science course is offered to Juniors and Seniors with teacher and administrative approval. **(Res 23-24, 4/12/2011; Res 27-33, 3/10/2015)**

Section VI.V. - Advanced Placement Environmental Science.
VI.V.1. The School Council supports the inclusion of A.P. Environmental Science in the TUSD curriculum. It instructs the Principal to advocate for an AP Environmental Science course description to be developed and adopted by the TUSD Board. **(Res 8-52, 2/11/97)**
VI.V.2. The School Council approves the adopted A.P. Environmental Science TUSD course description and approves of the inclusion of the course in the UHS curricular offerings beginning with the 2000-2001 school year. **(Res 10-41, 12/8/98)**
VI.V.3. A.P. Environmental Science shall be the required Science course for all UHS Freshmen beginning with the 2016-2017 school year. **(Res 28-17, 11/10/15)**

Section VI.W. – Advanced Placement Computer Science Principles.
The School Council directs the UHS administration and Instructional Council to complete the necessary documentation to include AP Computer Science Principles in the UHS curricular offerings. AP Computer Science Principles would join AP Computer Science A as UHS courses that would fulfill the state Technology/Fine Arts requirement. **(Res 28-7; 8-11-15)**

Section VI.X. - Joint Technical Education District Courses at UHS.
VI.X.1. The School Council adopts the course description for Fundamentals of Performing Arts and Entertainment Industry: Technical Theater, formerly known as Stage Crew, for inclusion in the UHS course offerings.
VI.X.2. The School Council adopts the course description for Performing Arts and Entertainment Industry Fundamentals: Arts Management for inclusion in the UHS course offerings. **(Res 22-14, 1-11-2011)**

Section VI.Y. - UHS Student Instructor Program.
Every year, students , with teacher approval**,** who have distinguished themselves in their command of a certain subject area, may be allowed to assume limited teaching capacities under the auspices of and in

concert with a teacher in their area of choice. The responsibilities of an Student Instructor (S.I.) could include individualized in-class tutoring, constructing homework problems, and facilitating small group discussions and test reviews.

VI.Y.1. Student Instructors (S.I.s) must meet the following minimum requirements:

1. 11th and 12th grade students may be considered with teacher recommendation and administrative approval.
2. Minimum unweighted 3.0 cumulative GPA, with no "D" or "F" on the student's high school transcript.
3. Minimum 95% attendance rate.
4. History of academic integrity.
5. Students must be on track for graduation and have successfully completed the Health and PE requirements.

VI.Y.2. The Student Instructor program shall not be construed as a serious competition to other UHS elective offerings. A student may only be an SI or a student aide once during his/her tenure at UHS.

VI.Y.3. A student may be assigned as a student aide by administration more than once if the purpose of the assignment is to help support the student to meet graduation requirements.

VI.Y.4. The exact responsibilities of an SI student will be stipulated in a written syllabus that has been approved by administration. The syllabus will act as a contract between the student and the teacher at the outset of the teaching period. However, this contract must include the responsibilities outlined above. The duration of an SI scholar's duties is one year unless his/her performance deems re-evaluation at the semester.

VI.Y.5. If an SI receives a D or an F in any class at the semester grading period, they will be removed from their SI position for academic support services.

VI.Y.6. As such, SI students will receive credit as a two (2) semester elective course. UHS administration shall ensure that the SI class has an appropriate TUSD course number. **(Res 27-6, 5/13/2014)**

Section VI.Z. – UHS Movies and Media Policy

Presenting students with a rich curriculum in a variety of engaging formats enhances student learning. At times, movies and visual media can meet this goal. Some videos portray this content in ways that some families deem inappropriate. Effort will be made to build curriculum that uses sections of videos to enhance content where possible. The showing of a movie in its entirety must meet the following criteria.

VI.Z.1. A curricular rationale has been established and appropriate assessment has been developed.

VI.Z.2. Any movie that is rated R must have parent permission signed for a student to participate. Movies rated NC-17 or X are not permitted to be shown.

VI.Z.3. The permission sip must communicate the curricular rationale and a brief description of the movie including the specific reasons the movie is rated R or not rated.
VI.Z.4. An alternative assignment that conveys the same curriculum from a different modality will be available for students who do not have permission.
VI.Z.5. Decisions regarding non-movie visual media should follow similar criteria, at the teacher's best discretion. **(Res 27-5, 5/13/2014)**

Section VI.AA. - AP Grade Recording Policy.
University High School, in accordance with state statutes, grants its teachers the authority to develop their own grading policies for their classes. Teachers also have the authority to assign student grades. Teachers of Advanced Placement courses may, as part of their grading policies, change student grades based upon their performance on the Advanced Placement Exam. **(Res 20-1, 10/1/08)** Section VII.B. shall be included in the University High School "School Profile." All teachers of AP courses shall be directed to file their grading policy with the Principal. **(Res 20-10, 4-14-09)**

Section VI.BB. – AP with We365 Service Learning.
The School Council directs the UHS administration and Instructional Council to investigate the opportunity to implement the new AP with We365 Service Learning Modules within selected AP courses. **(Res 28-6; 8-11-15)**

Section VI.CC. – UHS AP Institute.
The School Council directs the UHS administration and Instructional Council to create a UHS AP Institute with workshops presented by UHS teachers. This inaugural institute would take place in July 2015. **(Res 28-9; 8-11-15)**

Section VI.DD. – Penguin Pathways Project.
The School Council approves the creation of the Penguin Pathways Project (PPP) event to be held annually during the fall semester. The inaugural event will be held Friday, September 16, 2016.

The goal of the program is to support students in becoming fulfilled individuals with healthy habits. The PPP will do this by supporting students in discovering their personal interests and passions, providing resources and information for students to explore these interests and passions, and helping students understand how their decisions and choices can support them in achieving their personal goals, all while reinforcing the importance of self care and providing strategies for creating a balanced life.

The event will focus on the changing needs of students at each grade level through a targeted mix of small informational sessions, panel discussions, individual activities, and chances to connect with mentors and volunteer and job-related opportunities. **(Res 28-40, 4-12-2016)**

Section VI.EE. – United States Military History
VI.EE.1. The School Council approves a United States Military History course for inclusion in the UHS curriculum and course offerings beginning with the 2017-2018 school year. The course shall be open to students in grades 10, 11, and 12 as a one year (two semester) elective Social Studies course. Students may earn one credit for completing the full year course.
VI.EE.2. The United States Military History course shall incorporate the Veterans Heritage Project. As part of the Veterans Heritage Project, students shall conduct interviews with military veterans and write narrative articles for publication about each veteran's experience.
VI.EE.3. The Veterans Hertitage Project Club shall continue separately from the course for students who wish to participate in the project but are unable to enroll in the United States Military History course. **(Res 29-19, 11-8-2016)**

Section VI.FF. - Television and Film Analysis.
VI.FF.1. This course will be an elective in the English Department. It will be open to students in grades 11 and 12. It will be a one year, one credit course.
VI.FF.2. This course will be limited to one section and could meet during zero or 7th period if necessary.
VI.FF.3. The content of the course will focus on "reading" films/television programs with a focus on form, style, and production across genres and time periods. The course will include dramatic as well as documentary mediums. In many respects, this course will resemble a humanities elective course with an emphasis on analysis and critical thinking.

A. **Reading Component.** The course has an adopted textbook, screenplays, director memoirs, film guides and reviews as well as research studies.
B. **Writing Component.** Students will write reviews of selected works, short screenplays, and single director synthesis essays.**(Res 29-21, 12-13-2016)**

Section VI.GG. – Leadership Theory/Student Council.
VI.GG.1. This course shall be offered to UHS students in grades 9-12 beginning in the 2017-2018 school year. It shall be limited to one section during the regular school day. There will be no limit to the number of students who may enroll in the course for that one section. The teacher shall agree to waive consensus limits for this course.
VI.GG.2. This course shall be a full year, one credit course that students may take for up to four year and four total credits. It shall be an elective course in the Social Studies Department. **(Res 29-22, 12-13-2016)**

Section VI.HH. – AP Spanish Literature.
The School Council supports the inclusion of AP Spanish Literature in the UHS course offerings beginning in the 2017-2018 school year. **(Res 29-23, 12-13-2016)**

Section VI.II. – AP Music Theory.

The School Council supports the inclusion of AP Music Theory in the UHS course offerings beginning in the 2017-2018 school year. (**Res 29-24, 12-13-2016)**

Section VII. – Advocacy Resolutions

Section VII.A. - Modular Bell Schedule.
The School Council supports a modular bell schedule for each and every full week of school with one hour morning conference periods and 95 minute classes on Wednesdays and Thursdays. The odd-numbered periods will meet on Wednesdays and the even-numbered periods will meet on Thursdays. In weeks in which the Wednesday / Thursday schedule is interrupted by a 1/2 day or holiday, the Executive Committee supports a sequential schedule of 45 minute classes with a one hour morning conference period on those days. **(Res 9-28, 11/18/97)**

Section VII.B. - Credit for Service on School Councils.
The School Council supports the awarding of professional development credit for increased pay stipends and state recertification to education employees who serve on school councils. **(Res 9-41, 2/17/98)**

Section VII.C. - University High School Vision.
University High School is a college preparatory selected-enrollment public school, which provides a challenging, intellectual education creatively satisfying education for a diverse population of academically focused students.
Scholastically, University High School demonstrates achievement and excellence through college preparatory accreditation in the North Central Association. Students consistently achieve high scores on standardized and advanced placement tests, earn admission to prestigious colleges, and win respected scholarships and awards. Students also participate in challenging academic, fine arts, and athletic competitions earning state and national awards.
Instructionally, a highly qualified and dedicated faculty guides students toward the goal of life-long learning and responsible citizenship. The curriculum at University high School challenges students with college-level courses in a variety of disciplines, which help them to realize their intellectual potential and apply their skills in real world situations. The educational program provides opportunities for creative expression, the development of technological skills, and preparation for careers in the global economy of the 21st century.

Socially, University High School fosters the celebration of diversity in the acceptance of self and others. The school community offers social support and acceptance for academically focused students of all ethnic groups, encourages risk-taking, allows for freedom of expression, expects ethical and responsible behavior, and provides an enriched atmosphere in which all students can pursue the realization of their personal goals.

Administratively, University High School incorporates shared decision making to involve all stakeholders in supporting the mission and vision of the school. Students, parents, alumni, staff, and administrators are actively involved in the school process through participation in such organizations as the Student Activities Board, Parents' Association, and School Council. In addition, administrators are engaged in the learning process, support reflective change based on research, and provide leadership through a cooperative process. **(Res 9-45, 3/17/98; Res 10-21, 9/15/98; Res 23-15, 2-14-2012; Res 28-12, 9-8-2015)**

Section VII.D. - University High School Institutional Vision and Goals

VII.D.1. UHS School Council Goals for 2015-2016

The primary goal for the University High School (UHS) School Council during the 2015-2016 school year is to support the UHS Vision and to promote UHS' best interests moving forward. The School Council will strive to meet needs that will promote academic excellence and diversity at UHS in the future. The overarching goal incorporates a variety of more specific goals, including:

1) actively pursue a centrally-located high school campus for UHS;

2) actively pursue a magnet middle school for academics to be paired with UHS on the same site;

3) being actively involved in decisions related to UHS admissions, as per the charges required by the Unitary Status Plan; **(Res 26-15, 10/15/2013)**

4) promote increased two-way communication with UHS stakeholder groups. **(Res 26-17, 11/12/2013)**

VII.D.2. In an effort to have transparency and to communicate a clear and accurate message, the UHS School Council re-affirms its role as the sole decision-making body that represents UHS auxiliary groups (students, Instructional Council, UHS Parents Association, UHS Foundation and Alumni Association, and any unofficial or unregistered group that have existed in the past or that will exist in the future). Decisions made on behalf of the school will be authorized by the School Council. **(Res 26-16, 10/15/2013)**

VII.D.3. The Impact of Unitary Status on TUSD

Historically, under the federal desegregation order, Arizona's open enrollment statute has not applied to TUSD. Students residing

with TUSD boundaries have been prohibited from attending schools in other districts and vice versa. However, with the recent granting of unitary status, the open enrollment statute applies to TUSD. This enlarges students' choices and leads to migration both to and from TUSD programs. This change also presents a remarkable opportunity for nationally ranked University High School to become a regional high school and a flagship draw for students from TUSD and from surrounding Tucson districts. The development of University High into a regional high school also creates positive externalities for other TUSD programs.

Demographic changes and competition from private and charter schools have already led to declining enrollment in several TUSD high schools. This has resulted in many problems for the affected schools, including changes in AIA classification (increasing the costs of travel to interscholastic competitions), loss of FTE positions (undermining programs), and underutilized facilities (making them less cost effective). With unitary status, other school districts will be able to recruit TUSD students away from TUSD.

UHS will *continue* to accept all qualifying freshmen from TUSD and accept additional students from outside the district. This policy will have the effect of phasing in a gradually larger UHS student enrollment. This policy will ensure that UHS remains in a central location which is essential for recruitment of students, and it will remain at a high school site which has facilities for science labs, a library, computer labs, fine arts/athletics facilities and sufficient student/staff parking. It would retain the capacity to eventually accommodate an enrollment of 1800 or more UHS students in grades 7-12. UHS will ensure that new faculty recruitment will focus on quality and a diverse teaching staff.

VII.D.4. UHS School Values

University High School offers TUSD students a choice by providing an excellent college preparatory curriculum. Since its creation in 1976, UHS has developed both rigorous academic and extra-curricular programs to meet the needs for intellectually talented and academically motivated students. UHS has earned a reputation as one of the top ranked college preparatory schools in the country. The stakeholders of UHS (parents, teachers, students and administrators) have worked collaboratively to identify and promote the four core values that make UHS a nationally recognized school.

VII.D.4.1. UHS values a rigorous and challenging academic program. In Honors Level courses entering students gain the background knowledge and critical thinking skills to prepare them for upper level

Advanced Placement Courses. UHS offers a range of 25 AP courses in English, Science, Math, Social Science, Modern Languages, and Fine Arts.

VII.D.4.2. UHS values the diverse socio-economic backgrounds, ideas and ethnicity which our students contribute to the school community. Students attending UHS are drawn from all of middle, charter, private, and parochial schools throughout the TUSD district.

VII.D.4.3. UHS values a supportive school-wide culture which helps enable students to reach their potential. This culture includes peer-peer student support, high personal levels of student motivation, high academic commitment of the faculty, and contributions from parents, alumni and the community.

VII.D.4.4. UHS values the broader affective needs of the students. A wide range of opportunities are available to allow the expression of creativity and continued learning outside the classroom. These include the Primavera Dance, drama, orchestra, choir, jazz and marching bands, a full slate of AIA sports, Mock Trial, Science Olympiad, Envirothon, and Model UN. (**Res 21-13, 1/12/2010 ; Res 23-15, 2-14 2012 ; Res 28-12, 9-8-2015)**

Section VII.E. – University High School Vision, Mission, Strategic Planning Goals and Post-Unitary Goals

VII.E.1. UHS Mission Statement: University High School is a special function high school which serves students who are academically focused and intellectually gifted and provides curriculum and social support not offered in the comprehensive high school.

VII.E.2. Vision Statement: University High School will be a 7-12 regional school that serves academically talented college bound students on its own site. UHS will be the premier regional college preparatory school that serves academically focused and intellectually gifted students by providing a rigorous and challenging curriculum and by offering programs that reflect the diverse backgrounds, talents, and cultures of our students with a supportive school wide community.

VII.E.3. Operating Principle: University High stakeholders will continuously examine data in order to design collective action to reach our vision.

VII.E.4. Accreditation Status: University High School having met the requirements established by the Advanced Accreditation Commission and Board of Trustees, is accredited by the North Central Association Commission on Accreditation and School Improvement. In 1992, UHS became the first public school to attain college preparatory status from NCA. UHS has maintained ~~this~~ accreditation since 1992.

VII.E.5. Advanced Placement Emphasis: The Advanced Placement as designed by the College Board is the central focus of the University High School curriculum.

VII.E.6. Strategic Planning Goals:

- UHS will develop the technological capacity to integrate technology into classroom instruction and to offer programs virtually.

- UHS will expand recruitment of minority students, increase the enrollment and retention of students to better reflect the population of the region and conform to the directives of the Post Unitary Status Plan.

- Increase the enrollment of underrepresented students by 15%.

- UHS will retain 100% of underrepresented students.

- UHS will implement the recommendations of the College Board AP audit.

- The UHS Vision Statement will drive University High School's strategic planning.

    - Maintain the current standards of the entrance exam.
    - Enroll approximately 300 students per class, grades 7-12, for an approximate total of 1800 students.
    - Attain and maintain its own centrally located high school campus.
    - Invite all TUSD students who qualify according to the entrance exam and policy.
    - Test students who live outside of TUSD and admit qualified students.
    - Become a nationally recognized professional development school.

VII.E.7. Post Unitary Status Goals:

VII.E.7.1. More African American, Hispanic middle school students with the potential to enroll at University High School will be identified, encouraged to apply, and enrolled. Parents will be included early in the process.

- **Additionally, UHS resolves to:**
    - work towards the UHS Vision and Mission statements, and Strategic Planning Goals, which will support our school in reaching the Post Unitary Status Goal of **Recruitment.**
        - improve minority student recruitment with the addition of grades 7-8.
        - improve minority teacher recruitment with the addition of grades 7-8.
    - continue with small group breakfasts and meetings with middle school students, their families and teachers throughout the year.
    - recruit 5th and 6th grade students to inform them of the grade requirements for admission to UHS.
    - continue our work with the Academic Research Department to keep our recruitment transparent, efficient and encompassing.
    - clearly communicate the UHS vision and mission to all stakeholders.
    - provide express busing for students who live on the south and west sides of Tucson.

VII.E.7.2. Fewer African American, Hispanic students will exit University High School prior to graduation.

- **Additionally, UHS resolves to:**
    - work towards the UHS Vision and Mission statements, as well as our Magnet Status and Strategic Planning Goals, which will support our school in reaching the Post Unitary Status Goal of **Retention.**
        - improve minority student retention through improved preparation with the addition of grades 7-8.

    - use grades 7-8 to introduce students to the academic, intellectual, and creative culture of UHS.
- communicate regularly with parents about their child's academic successes and progress.
- improve the accuracy and consistency of daily attendance taking and implement better communication between teachers, administration and attendance office.
- include our attendance policy in our syllabi.
- conduct a review of all student achievement in all departments within the first four weeks of the school year. The objective will be to communicate more with parents **before** progress reports are issued.
- continue with our BOOST Program
- have a BOUNCE Program for struggling UHS freshmen students. This summer program for sophomore students will focus on AP preparation, note taking, reading comprehension and math skills.
- use existing data to identify students' areas of potential strengths and weakness with emphasis on 9th and 10th grade students.
- conduct a review of all student achievement in all departments within the first four weeks of the school year. The objective will be two fold, first to identify students who may be struggling (using the teacher professional judgment may have B or lower) and second to define strategies to steer students towards tutoring/mentoring.
- review incoming assessments for math and writing center and actively recruit students for these support centers.
- use our conference periods for tutoring, mentoring, test taking, review strategies, and Penguin to Penguin. We also resolve to use outside sources to validate community service such as Penguin to Penguin.
- speak more with students as to why they are attending UHS and what doors they would like to open upon leaving UHS.
- incorporate retention or matriculation in our Professional Growth Plans, Year 1 or 2.
- use our 8 hour Flex Day Time Sheets for retention or matriculation issues.
- hold monthly departmental and grade level meetings to discuss retention issues.
- be proactive with students.
- do Diversity Training for staff. We would like to incorporate Vertical Teaming as means of improving Advanced Placement scores for students in traditionally underserved populations.
- obtain information about students who have IEP's and 504's within the first week of school.
- conduct an exit survey with students and parents who choose to leave UHS, before this occurs, we resolve to obtain teacher input.
- use the exit survey data to shape retention strategies and policies. Analysis of the data will be reported to the UHS Site Council quarterly with the assistant principal's recommendations for action.
- continue with the modular schedule, which we think is more conducive to retention.
- follow the approved Site Council technology plan for UHS.
- provide express busing for students who live on the south and west sides of Tucson.

VII.E.7.3. Greater numbers of African American, Hispanic students will take AP exams and receive scores qualifying them for college credit.

- **UHS resolves to:**
  - work towards the UHS Vision and Mission statements, and Strategic Planning Goals, which will support our school in reaching the Post Unitary Status Goal of AP score improvement.
    - use grades 7-8 as preparation for Advanced Placement courses at the high school level.
  - convince students of the importance of taking the AP exams.
  - monitor the modular schedule as to its impact on AP exams.
  - ensure every student who needs funding for AP exams will receive the financial support.
  - hold monthly departmental and grade level meetings to discuss AP exams and matriculation issues.
  - follow the approved Site Council technology plan for UHS. **(Res 22-4, 8/24/2010; Res 23-15, 2-14-2012; Res 28-12, 9-8-2015)**

Section VII.H. - UHS Diversity Pledge.

The staff at University High School believes that an inclusive community of learners fosters students' academic and personal goals. To that end, we will enhance skill development and offer academic challenges for all students regardless of their ethnic, cultural, or linguistic backgrounds. We will demonstrate sensitivity to students' unique needs by encouraging a variety of teaching and learning strategies. We will model fairness, personal integrity, and excellence of endeavor, for all students. **(Res 11-22, 11/16/99)**

Section VII.I. - School Council Membership.

The Executive Committee supports the continuation of its membership with its current constituent groups at 28 total members. To assure quality representation from the diverse groups that are part of the UHS community, the Executive Committee supports and strongly urges the UHS Parents' Association to select 2 persons of targeted minority background and SAB to select 2 students of targeted minority background when electing / selecting their Executive Committee representatives each year. **(Res 9-25, 11/18/97)**

Section VII.K. - Compensation for the School Council Chair.

The School Council supports a .2 FTE to be allotted to the Chair of the School Council. That .2 FTE will be a planning period scheduled at the same time as the Department Chair's planning period so the School Council Chair, if not a Department Chair, can attend meetings as a member of the Instructional Council Sub- Committee. **(Res 7-15, 9/17/95)**

Section VII.L. - German Program.

The School Council advocates for a full four-year German program at University High School. The German teacher should have a full time contract and the Advanced Placement German course should be a separate course - not combined with another German course for administrative efficiency. **(Res 11-27, 3/14/00)**

Section VII.M. – Four-Year Course of Study

Each department – English, Mathematics, Social Studies, Science, and World Languages – shall allow students to meet its department's portion of the University High School graduation requirements within eight (8) semesters of study. **(Res 20-11, 2-20-09)**

Section VII.N. – Shared Campus with Rincon High School

VII.CC.1. Dress Code. UHS supports and will adhere to the dress code as established by Rincon High School.

VII.CC.2. Bell Schedule. UHS supports the adoption of the modular bell schedule for the shared campus. **(Res 22-3, 8/24/2010)**