

University High School Policy

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.1.1. - 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. (Originally adopted by TUSD School Board, 1987)

I.A.1.2. - 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.2. - 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 (see I.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, 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

The cumulative GPA average for students applying to be freshmen is calculated from final grades for the 2nd semester of 7th grade and the 1st semester of 8th. The cumulative GPA average for students applying to be sophomores is calculated from their freshman year. 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) as determined by the grade level appropriate norming rubric.

UHS will offer CogAT test preparation sessions in both the Spring and Fall.

Students must receive a minimum qualifying composite stanine score of 7 on the CogAT entrance test to receive points. Students who score a stanine score of 6 and have the qualifying GPA of 3.0 will be provided the opportunity to retest for admission.

I.A.2.5. – Other Determined Admissions Criteria. Students who meet the required minimum composite stanine score of 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. Admission to UHS for 10th grade is based on students having received a 7 or more on the entrance test score for Freshman admission and a 3.0 GPA or higher from their freshman year.

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:

- Students living within the geographic boundaries of TUSD
- Students living within the neighboring Altar Valley and Continental School Districts, because they do not have high schools
- Students living in Pima and Pinal Counties
- 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.

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. -If there are openings and applications are accepted, the following criteria will be followed:

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 1670 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.

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 if testing on a day other than the TUSD assigned school day for testing. If a TUSD student tests on their assigned school day, they do not need to submit any application paperwork. Non-TUSD enrolled students must provide additional information as detailed on the application checklist. 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 on the standardized test administered by TUSD to fulfill state testing requirements.

b) Outreach to site/program administrators and staff – Each year UHS will connect with each TUSD middle or K-8 school's counseling team, and with those non-TUSD school's who allow us to meet with them, to educate them on admission requirements and recruitment objectives as well as to build relationships. 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, schools, and other venues upon request.

I.A.8 – Testing. Entrance tests for incoming Freshman and Sophomores are administered in the Spring semester or during the June make-up. Non-TUSD students and those TUSD Sophomores wishing to transfer must complete an application form and submit it by the posted deadline in order to be tested/considered for admission to UHS. All TUSD middle school and K-8 sites will have all of their 7th grade students test at their sites unless those students opt out.

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 Spring or 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.

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. 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 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 from UHS may reapply for admission in accordance with this policy. 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.

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.

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.

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.

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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 access to TUSD's student information system.
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.

Section I.E. - Campus Dress Guidelines: University High School

UHS will comply with the TUSD Board adopted dress code.

Section I.F. - Tardy Policy.

The practices of the staff should reflect the faculty and administrators' collaborative tardy plan for each year. 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. 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.

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.

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.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.

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.

UHS administration, at their discretion and through the finance office, will disseminate the limited parking permits as available to UHS students. UHS students who do not adhere to the guidelines of the school risk losing their opportunity to park on campus

Section I.J. - Bicycles.

Bicycles must be parked in the racks provided. 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.

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.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.

I.O.1.5. All students must take six classes. Seniors may request to have five classes. The request will require a “Petition to take Fewer 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.

I.O.1.6. AIA eligibility may be affected if a student drops a class.

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.

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. AP 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.

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.

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.

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.

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.

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 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 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 weekly or 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.

Section I.Z. - Assemblies Policy.

I.Z.1. 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.2. 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.

I.Z.3. 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.

I.Z.4. 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.

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.

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

As a 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.

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.

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.

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.

I.HH.2. All non-competitive travel must follow the following travel policy requirements:

1. Work with an established travel company that provides liability insurance (ex: EF Tours, Explorica, World Strides, or others approved by UHS administration).
2. Use established transportation services including a tour bus company, airlines, subway or vans. No student shall drive, rent a car or take single forms of transportation including cabs.
3. A male and a female chaperone are required for all trips that include male and female students. All chaperones must be finger printed and approved by administration as well as

- complete TUSD volunteer packets. All volunteers must be over 25 years old or a current UHS teacher. It is preferred that all chaperones be UHS teachers.
4. The club sponsor or leader must participate in the trip/tour or have a designated UHS teacher as the alternate. In this case, an additional alternate must be set in case the lead teacher/sponsor cannot attend. This must be identified at the time that the tour/trip is requested.
 5. Students will complete behavior contracts that cover behavior that occurs before the trip as well as on the trip.
 6. All student tours/trips must have clear curricular connections with a specific focus (Art History tour for AP Art History students, GAPP for German students, etc...) and will be open to all students who participate in that class/club/group.
 7. All students involved in the class/group/club are initially eligible to participate in the trip. The sponsor cannot hand pick which students get to participate and which do not get to participate.
 8. All fundraising must follow district policy and maintain accurate financial records. In addition, there must be complete transparency in advertising and accounting. No fundraising for a trip shall occur until the trip is approved to move forward by administration.

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.

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.

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.

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.

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) - 2 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;) 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 Primavera (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 2017 and 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.

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 Senior 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) – 2 credits;
 - b) English – 4 credits including the passing of the Advanced Placement 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 Primavera (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. Honors Diploma after 2020. The honors diploma will be suspended for no fewer than two years as the UHS Administration and Instructional Council evaluate its positive and negative impacts on the UHS community.

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.

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.

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.

II.D. UHS Founders Day and Hall Of Fame

"The School Council approves the institution of a UHS Founder's Day event and the creation of a UHS Hall of Fame. One function of the event should be for meritorious service into the UHS Hall of Fame. During years that the Founder's day event is held, the school council shall appoint a committee to develop the criteria for the selection of such persons and that committee will 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."

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.

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.

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.

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.

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.

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.

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.2. Procedure for UHS School Council Grants

III.H.2.1. The grant application must be submitted to the Tax Credit and Finance Committee Chairperson no later than the last Friday of each month.

III.H.2.2. The Tax Credit and Finance Committee will review the grant proposal during its meeting on the first Wednesday of each month. The grant applicant should be present at the meeting to explain the proposal and answer questions.

III.H.2.3. The Tax Credit and Finance Committee will review all submitted requests and submit its recommendation as An action item for School Council resolution. The grant applicant should be present at the meeting to explain the proposal and answer questions.

III.H.3. If the grant is approved by the School Council, the Chairperson of the Tax Credit and Finance Committee shall notify the applicant the following day and advise the applicant to obtain a copy of the minutes of the School Council meeting in which the grant was approved. The copy of the minutes, along with a copy of the invoice detailing costs (e.g. travel expenses, equipment, registration fees, etc.).

III.H.4. The grant applicant is responsible for notifying the Tax Credit and Finance Committee when funding has been completed.

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.

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. In the event that summer 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

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.

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.

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.

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.

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.

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.

III.L.6. UHS School Council Sub-Committee

The purpose of the committee is to communicate, advocate, and negotiate with TUSD leadership on issues regarding the potential reconfiguration of high schools.

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.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.

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.

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.

Section III.P. - UHS Summer Management Team

III.P.1. Purpose. The UHS School Council resolves to create a Summer 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 Summer 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.

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.

IV.A.3. A Department Chairperson must be a member of his/her respective departments, must be a certified teacher and have a major in a discipline within the department.

IV.A.2. A Department Chairperson 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 budgets 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.3. 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.4. 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.4.1. 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.4.2. A resolution of the School Council must ratify the department's proposal before it will take effect; and

IV.A.4.3. 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**.

Section IV. B. - Department Chair Election Policy

IV.B.1 Beginning with the 2021-2022 school year, the department will elect a chair to serve a two-year term.

IV.B.2 The Department Chair will choose a meeting date in April to hold the elections, and give at least two weeks' notice of such meeting to all members of the department. All members of the department will be on the initial ballot unless they give written notice to the Department Chair with one week's notice prior to the election date that they would like their name removed from the ballot. The Department Chair will provide paper ballots at the election meeting for every department member. Department members will vote on their ballot and hand it back to the department chair. The Department Chair will randomize the ballots and count them with another department member present. If a department member is not able to be present at the election meeting, they may turn in their written ballot to the Department Chair up to the end of the school day prior to the day of the election meeting.

IV.B.3 In the event of a tie, the two department members who received the most votes will be put on a new ballot and the department shall vote again at the same meeting on the new ballot. For the purposes of a run-off ballot, the votes of department members who turned in their votes prior to the election meeting will only be counted if they are for a person eligible in the run-off. If an early vote is for a person other than a person on the run-off ballot, their vote shall not be given to any run-off candidate. In the event of a tie in a run-off election, the Department Chair shall flip a coin at election meeting to determine the winner.

IV.B.4 For all elections, a quorum of 66.0% of the department members eligible to vote shall be required to hold the election. Any votes cast in writing as described above shall count toward quorum. A majority of greater than 50.0% of the votes shall decide any election.

IV.B.5 Each department member may cast one vote in an election.

IV.B.6 The result of an election may be amended by a 2/3 vote at any regular meeting with a quorum as described above. One week's written notice of such a vote shall be given to all department members by the Department Chair. Such vote may be in writing or verbal at the meeting, and department members must be present to vote.

IV.B.7 The English, CTE, Counseling, and World Languages Departments will elect chairs on the applicable odd years and the Math, Social Studies, and Science will elect chairs on appropriate even years.

IV.B.8 In the event that a department chair is vacated, an immediate election will be held to fulfill the remainder of the current term.

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

IV.C.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.C.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.C.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.

IV.C.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.) should become a course at UHS, 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.

IV.C.5 Minimum Requirements. 1) 24 semester units in a Social Science discipline which includes Geography, 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.C.5.1. 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.

Section IV.D. - Modern Languages Department.

IV.D.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.

Section IV.E. Science Department

IV.E.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.E.2. 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.E.3. 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.

Section IV.F. - Counseling

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

IV.F.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.

IV.F.3. UHS Counseling Department Chair Job Description.

IV.F.3.1. 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.F.3.2. 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 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.G. Mathematics Department.

IV.G.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.

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.

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.

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.

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.

Section IV.K. - Procedures for Selecting a Principal or Assistant Principal at UHS.

IV.K.1 - When the principal or assistant principal position comes open at UHS, the personnel committee will rank and discuss the candidates the district sends prior to the interview.

IV.K.2 - The personnel committee will form an interview committee aligned to the district standard but ideally consisting of an administrative designee for UHS, the Chairperson of the School Council, no fewer than two additional members of the school council who are serving as elected members and 2 non-school council members for a total interview team no smaller than 6 persons.

IV.K.3 - The personnel committee will create the interview questions in accordance with the district's guidelines.

IV.K.4 - The interview team will total scores, discuss each candidate, and attempt to come to a consensus. If a consensus cannot be reached, a new set of candidates will be requested.

IV.K.5 - In the case of assistant principal, the UHS administrative designee will be represented by the UHS principal and instead of the personnel committee chair (or school council chair) communicating candidates to the district, the UHS principal would do this.

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 - 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 - both new and schedule changes;

IV.M.4.2. To print report cards or progress reports, verify all grades and make all report cards and progress grades available to families;

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

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.

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 TUSD student information system, 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;

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 distribute them.

IV.N.3.2. The Attendance Clerk / Technician will assume the duties of the Registrar on a temporary basis when necessary.

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.

IV.O.6. The extra duty stipend for the School Council Chairperson shall be equivalent to that of a Department Chair.

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.

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.

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.

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.

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.

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 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.

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.

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.

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 2-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 Student Council 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.

IV.X.5. Compensation shall be determined by the School Council.

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.

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.

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.

Section IV.AA. - Student Council Sponsor Job Description.

IV.AA.1. Faculty sponsors should be able to make Student Council 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 Student Council-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.
- 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.
- IV.AA.13.** Advisory positions shall be shared between the teacher of the course, club advisor and senior class liaison.

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.

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.

IV.EE.3. Must be a site employee.

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.

IV.FF.3. Must be a site employee.

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.

IV.GG.3. Must be a site employee.

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.

IV.HH.3. Must be a site employee.

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.

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.

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.

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; 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.

I.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.

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.

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.A.8. - Health, ½ Year.

VI.A.9. - Economics, ½ Year.

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

VI.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.

VI.B.3 - “Credits that are earned before the 9th grade year will not be applied to the student’s grade point average. Students who wish to include credits they earned before 9th grade in their grade point average must do so formally by completing and submitting the appropriate UHS form.”

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

University High School does not recognize high school courses taken from non-UHS summer school, online, or by correspondence with the following exceptions: Health and Physical Education.

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

VI.D.1. Description. University High School was accredited as a College Preparatory School by AdvancED North Central Accreditation. 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 and Physical Education 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.

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.

VI.D.2.3. Junior Year (4 Units). AP English Language, AP US History, Mathematics according to placement, AP Physics.

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.

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 Senior Instructor. Students may petition the UHS administration and Instructional Council for special dispensation.

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.

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 Senior Instructor in the period during the school day in which that student has no class scheduled.

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.

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.

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.

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.

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.

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.

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.

Section VI.J. – Creative Writing.

The School Council approves the inclusion of Creative Writing as an elective course in the UHS curriculum.

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.

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.

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.

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. These courses are offered with prior teacher and administrative approval.

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.

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.

Section VI.P. – College Algebra Course.

The School Council approves the replacement of Algebra II with College Algebra in the UHS Math curriculum.

Section VI.Q. - Computer Science Courses.

The University High School Computer Science sequence of courses shall be as follows: AP Computer Science Principles, then AP Computer Science A. Students who complete Fundamentals of Information Technology in 2017-2018 should enroll in AP Computer Science A. Seniors graduating in 2019 may enroll in AP Computer Science A Juniors and Seniors may enroll in AP Computer Science A even if they have not taken Fundamentals of Information Technology

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.

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.

Section VI.T. - Honors Economics. This one semester course is offered to all grade levels and meets the Arizona State Economics requirement.

Section VI.U. - Advanced Research Methods. This full year Science course is offered to Juniors and Seniors with teacher and administrative approval.

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.

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.

VI.V.3. A.P. Environmental Science shall be the required Science course for all UHS Freshmen beginning with the 2016-2017 school year.

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.

Section VI.Y. - UHS Senior 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 a Senior Instructor (S.I.) could include individualized in-class tutoring, constructing homework problems, and facilitating small group discussions and test reviews.

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

1. 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.
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 Senior Instructor program shall not be construed as 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. The UHS Principal must approve the SI syllabus for each teacher and course that wishes to have at least one SI. The principal may determine the number of SI's for each section of each course.

VI.Y.5. If an SI receives a "D" or an "F" in any class at the semester grading period, that SI will be removed from his/her SI position to receive 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.

VI.Y.7. Senior Instructors shall receive a pass/fail grade, not a letter grade, for their participation in the course.

VI.Y.8. As per FERPA guidelines and TUSD governing board policy, no Senior Instructor or Student/Office Aide will have access to other student's grades or records nor will they be permitted to grade or assign grades.

VI.Y.9. Students interested in serving as a Senior Instructor will complete the Senior Instructor Application during the assigned window of time. Completing an application or meeting all Senior Instructor guidelines does not guarantee that a student will be made a Senior Instructor.

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 slip 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.

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.

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.

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.

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.

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.

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 Heritage 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.

Section VI.FF. - 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. 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.

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.

VI.GG.3. This course shall incorporate leadership theory analysis, guest speakers who will facilitate discussion about the application of leadership theory within specific fields of interest, event coordination to improve the identity of UHS students, town hall meetings so that UHS student body can voice wants and needs, advocate on behalf of the student body through the Principal's Committee, continued involvement with the surrounding community through service projects, continued support of the faculty, staff and student body at UHS by the acquisition of equipment to improve the learning environment and student achievement.

IV.GG.4. A club shall convene outside of the bell schedule and be open to students who cannot take the class. The advisor of the club shall function as a co-advisor with the teacher of the class. A third advisor shall take on the responsibilities of Grad Night liaison with UHS Student Council. Therefore, UHS Student Council shall have three advisors, one for the class and two for the club.

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.

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.

Section VI.JJ. – Engineering 102

VI.JJ.1. Prerequisite: Completion of AP Physics 1 or AP Physics C with a grade of C or higher. Completion of 11th grade math course with a grade of C or higher.

VI.JJ.2. Co-requisite: Enrollment in a math course at the level of Honors Trigonometry/Honors Pre-Calculus or higher.

VI.JJ.3 Grades: 12 (other students may be considered with prior approval from Engineering teacher.)

VI.JJ.3 Credits Earned: Successful completion of the year-long course will be counted as one (1) Elective Credit at University High School, and as three (3) credit hours at the University of Arizona under the title ENGR102HS upon admission to the university and payment of tuition.

VI.JJ.4. This course is offered as a dual credit opportunity through the University of Arizona. It is designed as a project-based introduction to multiple engineering disciplines. In addition to required projects to meet the University of Arizona requirements for credit, other projects will be selected to reflect the engineering disciplines requested by the students enrolled in the course.

VI.JJ.5. Students enrolling in the course are expected to enroll as a non-degree seeking student at the University of Arizona and pay the reduced tuition amount in order to receive three (3) credit hours from the University of Arizona under the title ENGR102HS.

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.

Section VII.B. - Credit for Service on School Council.

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.

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 AdvancED. 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.

Section VII.D. - University High School Vision, Mission

VII.D.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.D.2. Vision Statement: University High School will be a grades 6 or 7-12 regional school that serves academically talented college bound students on its own site. UHS will have its own school site with a middle school. 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.D.3. Accreditation Status: University High School having met the requirements established by the Advanced Accreditation Commission and Board of Trustees, is accredited by AdvancED. In 1992, UHS became the first public school to attain college preparatory status from the North Central Association. UHS has maintained accreditation since 1992.

VII.D.4. Advanced Placement Emphasis: The Advanced Placement curriculum, as designed by the College Board, is the central focus of the University High School curriculum.

VII.D.5. University High School is accredited as an official high school, not a district program. University High School shall never be considered as a "program" of another high school or split into satellite campuses.

Section VII.E. - Partnership with Grand Canyon University

The UHS School Council supports in principle an academic partnership with Grand Canyon University. The School Council instructs the UHS Administration to negotiate a Memorandum of Understanding (MOU) with all deliberate speed and place the MOU on the School Council agenda for approval.

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.

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 Student Council to select 2 students of targeted minority background when electing / selecting their Executive Committee representatives each year.

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.

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.

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 TUSD Governing Board.

VII.CC.2. Bell Schedule. UHS supports the adoption of the modular bell schedule for the shared campus.