

Copies of all behavior and discipline documents, forms, handbooks, the GSRR, and other related materials required by this Section, in the District's Major Languages. USP Section VI.G(1)(d)

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GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES (GSRR)

Together, students, parents¹, teachers, staff, and principals share the responsibility in creating and sustaining an environment that enhances student achievement and well being in the Tucson Unified School District. We ask for the support of students and parents to achieve this goal. The Guidelines for Student Rights and Responsibilities (GSRR) addresses:

- The rights and responsibilities of students and parents
- Conduct which may require discipline
- Responsibilities of administrators and teachers to implement discipline, which includes behavioral supports and interventions that promote safety and support student success
- Administrative responsibilities for Due Process

Please read these Guidelines and develop a thorough understanding of the details. By following the Guidelines, you can help our school district become a safer and more supportive environment for the students and staff.

Student discipline is subject to the provisions of Governing Board policies and state and federal laws. Students will be disciplined in accordance with Governing Board Policy JK and its accompanying regulations. Students with disabilities shall be disciplined in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504, and applicable Governing Board Policies and Regulations – JK, Student Discipline; JK-R5, Discipline Of, and Alternative Interim Educational Placements For, Special Education Students; and JK-R6, Discipline, Suspension, Expulsion for 504 Students—as applied to these Guidelines for Student Rights and Responsibilities. Students may also be subject to applicable civil and/or criminal penalties if they violate the law.

These Governing Board Policies and Administrative Regulations are available for review in the principal's office and online at www.tusd1.org. (follow the link to “Student Rights”) Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at www.tusd1.org. (follow the link to “Student Rights”)

Estos Planes de Acción del Consejo Gobernante, y Reglamentos Administrativos se hacen disponibles para revisión en la oficina del director escolar y en www.tusd1.org. Las copias en español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en www.tusd1.org.

TUSD Governing Board:

Adelita S. Grijalva, President; Kristel Ann Foster, Clerk; Michael Hicks; Cam Juárez; Dr. Mark Stegeman

Superintendent:

Heliodoro Torres (H.T.) Sánchez, Ed.D.

¹ “Parents” as used throughout this document refers to parents and/or legal guardians

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QUICK-GUIDE TO OFFENSES

CATEGORY	VIOLATION
AGGRESSION (Page 22)	Verbal Provocation, Recklessness, Minor Aggressive Act, Other Aggression, Disorderly Conduct, Endangerment, Fighting, Assault, Aggravated Assault
ALCOHOL, TOBACCO AND OTHER DRUGS (Page 23-24)	Inappropriate use of Over the Counter Drugs, Inhalants, Unknown Drug, Substance Represented as of Illicit Drug, Inappropriate use of Prescription Drugs, Illicit Drug, Alcohol Violation, Tobacco Violation, Possession of Drug Paraphernalia
ARSON (Page 24)	Arson of a Structure or Property, Arson of an Occupied Structure
ATTENDANCE POLICY (Page 24)	Other Attendance Violations, Tardy, Unexcused Absence, Leaving School Grounds without Permission, Truancy
DISHONESTY (Page 25)	Cheating, Forgery, Lying, Plagiarism
HARASSMENT AND THREAT, INTIMIDATION (Page 25)	Threat or Intimidation, Bullying, Harassment (nonsexual), Hazing
HOMICIDE, KIDNAPPING (Page 26)	Homicide, Kidnapping
OTHER VIOLATIONS OF SCHOOL POLICIES (Page 26)	Dress Code Violation, Parking Lot Violation, Public Display of Affection, Other Violation of School Policies and Regulations, Contraband, Disruption, Gambling, Inappropriate Language, Defiance or Disrespect Towards Authority and Non Compliance, Negative Group Affiliation/Illegal Organization
SCHOOL THREAT OR INTERFERENCE (Page 27)	Fire Alarm Misuse, Other School Threat, Bomb Threat, Chemical or Biological Threat
SEXUAL OFFENSES (Page 27)	Sexual Harassment, Pornography, Sexual Harassment with contact, Indecent Exposure or Public Sexual Indecency, Sexual Assault or Rape, Sexual Abuse or Sexual Conduct with minor, or Child Molestation
IMPROPER USE OF TECHNOLOGY (Page 28)	Telecommunication Device, Other Technology, Computer, Network Violation
THEFT (Page 28-29)	Petty Theft, Theft – School Property or Non-School Property, Burglary or Breaking and Entering, Extortion, Robbery, Armed Robbery, Burglary (First Degree)
TRESPASSING, VANDALISM OR CRIMINAL DAMAGE (Page 29)	Trespassing, Graffiti or Tagging, Vandalism of Personal Property, Vandalism of School Property
POSSESSION OF WEAPONS AND DANGEROUS ITEMS (Page 30)	Dangerous Items, Other Weapons, Simulated Firearms, Firearms

SECTION A: PURPOSE

1. WHAT ARE THE GUIDELINES AND WHY ARE THEY NEEDED?

TUSD is committed to partnering with students and parents to provide an environment that is safe, supportive, and conducive to learning, and is committed to reduce racial and ethnic disparities in the administration of school discipline. To help promote and maintain that environment, the Guidelines for Student Rights and Responsibilities:

- Specify the rights and responsibilities of students and parents
- Describe conduct which violates those rights and responsibilities
- Provide guidance and instruction to help students resolve discipline problems in a manner that supports their development
- Strive to ensure consistent application of disciplinary actions so that students from school to school will receive similar actions for similar violations.
- Assure the rights of students and parents when disciplinary action is taken

At different age levels, students have different needs for safety, support, and learning. As students progress through our public schools, it is reasonable to assume that an increase in age and maturity carries with it a greater responsibility for their actions. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken and the appropriate supports and interventions. However, the procedures outlined in the Guidelines apply to all students in Grades K through 12. Disciplinary consequences must be non-discriminatory, fair, age-appropriate, and correspond to the severity of the student's misbehavior. When considering responses to violations, the District strives to keep students in the classroom whenever practicable. For all but the most severe offenses (Levels 4 and 5 in the "Action Levels" section of this document below), exclusionary consequences such as long-term suspension or expulsions must be limited to instances in which (a) the violation is a level 3, (b) student misbehavior is ongoing or escalating, and (c) only after the District has first implemented and documented that non-exclusionary interventions have been attempted. If exclusionary consequences are imposed, students will have fair due process that includes an opportunity to appeal (see Policy JK and accompanying regulations). For all offenses, disciplinary consequences must be paired with meaningful instruction and supportive guidance (e.g. constructive feedback and re-teaching) so students are offered an opportunity to learn from their behavior and, where practicable, offered an opportunity to continue to participate in the school community.

While prioritizing student, staff, and public safety, the District shall not use exclusionary consequences for low-level conduct (Action Levels 1-2 below), shall only involve School Safety and/or Law Enforcement in high-level student discipline (Action Levels 4-5 below), such as when a student is a danger to self or others (to the extent permitted by law), and shall keep students in the classroom setting whenever practicable as members of the school community. "Involvement" of School Safety means that School Safety personnel will not participate in the discipline decision(s) that occur after an incident. This in no way prohibits School Safety involvement during or immediately after an incident to protect student, staff, or visitor safety.

All district personnel administering discipline to students should be informed if a student is protected as a student with a disability under either Section 504 or IDEA **or** if the student is suspected of having a disability and is being considered for an evaluation for a disability. There are specific discipline procedures that must be followed for students who are considered disabled under these federal laws, including determining whether the misbehavior is a manifestation of the student's disability.

2. WHEN DO THESE GUIDELINES APPLY?

During regular school hours

- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events
- During field trips
- During athletic functions
- When students are going to and from school (“portal to portal”)
- During other school-related activities

Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school.

Students who believe they have experienced discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions, may file a complaint with the site Principal, Assistant Principal, the Department of Student Equity at 225-6686, or online at www.tusd1.org/deseg

Parents who believe their student has experienced discrimination, harassment, hazing, dating abuse, bullying, or unfair disciplinary actions, may file a complaint with the site Principal, Assistant Principal, the Department of Student Equity at 225-6686, or online at www.tusd1.org/deseg

SECTION B: STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES

TUSD believes that educating a student is a collaborative effort with the student and parent. To support this collaboration we realize that each party has rights and responsibilities. **The following identification of these rights and responsibilities is a general list to provide guidelines, with the intention of not being comprehensive or all-inclusive.** (See Policy JI “Rights and Responsibilities”)

1. STUDENTS HAVE A RIGHT TO:

- a. Learn in a safe, clean, orderly and positive climate – one that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.
- b. Receive high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.
- c. Be expected to achieve at high levels.
- d. Be taught in ways that are responsive to students’ individual needs, and respond to students’ individual racial, ethnic, linguistic and cultural backgrounds.
- e. Receive appropriate accommodations to meet individual needs. (as supported by documentation)
- f. Express their ideas and perspectives on issues and topics relevant to their education, including school policies and procedures.
- g. Participate in student activities, including extracurricular activities.
- h. Be treated with respect, and to be treated as a unique individual with differing needs, learning styles and abilities in a manner that encourages and enhances individual self-esteem.
- i. Be treated in a fair and equitable manner by teachers and administrators.
- j. Privacy. (See the “Notification of Privacy Rights of Parents and Students” at page 35)
- k. Due process of law.
- l. Have school rules that are enforced in a consistent, fair and reasonable manner.
- m. Be free to request an interpreter or translator at any step of the disciplinary process.
- n. Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse. A victim has the right to transfer to another school. (See Policy JICL “Dating Abuse”).
- o. Receive fair, equitable, non-discriminatory disciplinary actions that are aligned with the GSRR.
- p. Have teachers and administrators who will follow all District policies related to known allegations of discrimination, harassment, hazing, bullying, and incidents that require mandatory reporting. Such known allegations/incidents must be reported to site administration immediately.
- q. Be treated in a manner that is respectful of and responsive to their cultural traditions.
- r. Administrators who will:
 - model appropriate behavior and expect appropriate behavior from students and teachers
 - hold students and teachers accountable for student learning
 - expect parents to be collaborative partners regarding student achievement
 - work collaboratively with the Department of Student Equity and Intervention
 - host student assemblies (or other appropriate meetings) to communicate positive core values and behavioral expectations, and to explain the GSRR, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices (RP) in an age-appropriate manner
 - hold informational sessions for parents at least twice per school year at each school, which shall include information regarding GSRR, PBIS, RP, due process and appeal procedures, and guidance for making parent complaints about student discipline
 - make decisions regarding removing students and/or staff for safety reasons
 - discipline students in accordance with the GSRR
 - Consistently and accurately report discipline consequences for students into the database

- s. Full access to opportunities within the educational environment without experiencing discrimination on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social or cultural background. This includes the availability of all support services which promote the development of student potential. (See Policy AC “Non-Discrimination”, ACA “Sexual Harassment”, and JB “Equal Educational Opportunities and Anti-Harassment”).
- t. Acquire English and such other languages as may be available at the school for students to study.
- u. Access to a classroom environment that encourages the use of English, promotes appreciation of other languages, and respects students’ right to use their native language to facilitate communication and enhance academic achievement.
- v. Access to books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.
- w. Access to non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.
- x. Receive a copy of the Guidelines for Student Rights and Responsibilities (GSRR).
- y. Have access to quality learning resources, including learning technology.
- z. Have access to their formal student records.
- aa. Have access to school assignments/homework while serving a disciplinary suspension for the duration of the suspension and have options for alternative instructional opportunities for any remaining suspension.

2. STUDENTS HAVE A RESPONSIBILITY TO:

- a. Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- b. Strive for academic growth and to strive for their personal best.
- c. Participate fully in the classroom, curriculum and learning process during the entire class period.
- d. Make positive contributions to an environment that allows fellow students to have equal access to educational opportunities.
- e. Make positive contributions to an environment that allows fellow students to be free from discrimination, harassment, hazing and bullying.
- f. Make up work resulting from an absence.
- g. Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.
- h. Conduct themselves in an appropriate and respectful manner while on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn and to contribute to a safe and orderly environment that is conducive to learning.
- i. Display behavior that does not compromise the safety of other students and/or staff.
- j. Follow discipline guidelines adopted by the school and District.
- k. Protect and take care of the school’s property.
- l. Abide by the governing board policies and regulations.
- m. Assist the school staff in running a safe school, and to help maintain the safety and cleanliness of the school environment.
- n. Read and ask questions to understand the information in the Guidelines for Student Rights and Responsibilities handbook (GSRR).

3. PARENTS AND GUARDIANS HAVE A RIGHT TO:

- a. Receive official reports (quarterly or more frequently) of the student's academic progress, attendance and behavior.
- b. Request and be granted conferences with teachers, counselors and/or the principal.
- c. Receive explanations from teachers about their student's grades and disciplinary procedures.
- d. Access and review school records pertaining to their student. (see Annual Privacy Notice, pg 33)
- e. Receive a copy of the Guidelines for Student Rights and Responsibilities handbook (GSRR).
- f. Receive immediately an oral *and* a written notification anytime a student receives in-school suspension, or is sent home for any safety and/or disciplinary reason. (including suspensions)
- g. Request an interpreter or translator at any step of the disciplinary process.
- h. Request a review of all disciplinary actions relating to their student.
- i. Non-instructional (not related to instruction) interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.
- j. Direct their student's education, upbringing and moral or religious training.
- k. Make health care decisions for the minor child.
- l. Access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.
- m. Consent in writing before:
 - a biometric scan (i.e. eye scan) of the minor child is made
 - a record of the minor's blood or DNA is created, stored or shared genetic testing is conducted on the minor, unless required/authorized by law or court order the state makes a video or voice recording of the minor, unless made during: a court proceeding; a forensic interview in a criminal or child protective services investigation; or for use solely in any of the following: safety demonstrations, including the maintenance of order and discipline; a purpose related to a legitimate academic/extracurricular activity; a purpose related to regular classroom instruction; security or surveillance of buildings or grounds; or, a photo identification card
- n. Obtain information about a child protective services investigation involving the parent.
- o. Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services investigation. This paragraph does not create any new obligation for TUSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.
- p. Express appropriately their ideas and perspectives on issues and topics relevant to their child's education, including school policies and procedures.
- q. Be treated in a manner that is respectful of and responsive to their cultural traditions.

4. PARENTS AND GUARDIANS HAVE A RESPONSIBILITY TO:

- a. Communicate and collaborate with teachers to support student achievement.
- b. Attempt to participate and be active at their student's school.
- c. Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- d. Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.
- e. Promptly provide the school with explanations for student absences or tardiness.
- f. Ensure student compliance with school and district policies and regulations.
- g. Read and ask questions to understand the information in the GSRR.
- h. Reinforce the importance of students' adherence to values and behaviors described in the GSRR.

SECTION C: GENERAL INFORMATION

1. EQUAL EDUCATIONAL OPPORTUNITIES AND ANTI-HARASSMENT (POLICY JB)

It is the policy of the TUSD to prohibit discriminatory harassment based on real or perceived race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, parental status, status with regard to public assistance, limited proficiency in English, or family, social or cultural background, or any other reason not related to the student's individual capabilities or on the basis of association with others identified by these categories. TUSD shall act to investigate all complaints of discriminatory or other harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against anyone who is found to have violated this policy.

2. GOVERNING BOARD POSITION ON GANG BEHAVIOR AND ACTIVITY

The behaviors that have become associated with gang activity or membership, especially violence, intimidation, and disrespect will not be tolerated on or near school property or in activities associated with school. In accordance with this position, any students engaging in gang activities will be disciplined to the fullest extent of TUSD policies, and prosecuted, if applicable, according to local ordinances, and state and federal laws.

Gang: An ongoing formal or informal association of persons in which members or associates individually or collectively engage in the commission, attempted commission, facilitation or solicitation of any felony act and that has at least one individual who is a criminal street gang member.

Gang-Related Incident: An incident is considered gang-related when it involves gang recruitment, gang initiation, fights between rival gangs, or other similar behaviors, but does not include non-threatening behavior such as handshakes, signs, or wearing of particular colors.

Bias-Related and Hate-Related Incidents: An incident is considered bias-related or hate-related when a reasonable person would conclude that it was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Such characteristics include: ancestry or ethnicity, disability, sex, gender, immigration or citizenship status, race, religion or religious practices, or sexual orientation.

3. STUDENT ATTENDANCE (POLICY JE)

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith. A Parent/Guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school. The call, note or email must address the date/time and reason for the absence.

4. DATING ABUSE (POLICY JICL)

Dating abuse is a pattern of behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional abuse to control the person's former or present dating partner. Behaviors used may include, but are not limited to, physical abuse, emotional abuse, sexual abuse, and/or threats. TUSD is committed to maintaining a school campus environment that is safe and secure for all students, and dating abuse will not be tolerated. TUSD employees aware of dating abuse shall respond in a manner consistent with District training. Students are encouraged to report all known or suspected instances of dating abuse involving themselves or other students, either verbally or in writing, to a teacher, site administrator, or to the Office of Student Equity (225.6686). The District will investigate all complaints.

5. BULLYING, INTIMIDATION AND HARASSMENT (POLICY JICK)

Bullying is a form of harassment. Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted (including cyberbullying), or emotional abuse, or through attacks on the property of another (including verbal taunts, name-calling and put-downs, extortion of money or possessions, or spray-painting derogatory terms on a student's locker or vehicle). Students who engage in any act of bullying while at school, at any school function, in connection to or with any District sponsored activity or event, or while en route to or from school, are subject to disciplinary action.

6. SCHOOL DRESS CODE (REQUIRED AT EVERY SCHOOL) (POLICY JICA)

The general guide to acceptable school dress is neatness, cleanliness and appropriateness. While the school cannot and does not dictate styles, it is expected that students will abide by the following rules demonstrating appropriateness in dress as though this were their daily place of business.

- Shoes are required to be worn in school.
- Hats and sunglasses may be worn outside in the sun for an extended period of time for protection from the sun. A principal in collaboration with School Safety may institute stricter requirements at a high school experiencing safety-related issues.
- No bandannas may be worn.
- Dark glasses may not be worn inside buildings unless a documented health problem exists.
- No gang related apparel or items are allowed (e.g., “wearing colors known to be affiliated with a particular gang, or wearing clothing with illustrations of known gang signs or symbols”).
- Students may not wear clothing or accessories in school buildings or on school grounds that are:
 - Hazardous, damaging, or presenting danger to school property or persons including but not limited to: extended belts (belts should fit proper length), choke chains, dog collars, wallet chains or any type of spiked apparel or jewelry;
 - Depicting and/or promoting and/or endorsing illegal or violent activities, illegal drugs, tobacco, or alcohol;
 - Vulgar, obscene, indecent, libelous, or degrading of others on the basis of race, color, religion, ancestry, national origin, sex, gender, sexual orientation or disability; and/or
 - Distracting so as to interfere with the teaching or learning process such as extremely revealing garments including but not limited to short shorts, short skirts, short dresses (must cover buttocks while standing and sitting), tube tops, net tops, swimsuits, strapless tops, spaghetti strap tops, halter tops, muscle shirts, basketball shirts without an accompanying T-shirt, no tights or leggings to be worn as pants, garments with plunging necklines, transparent and see through garments, (midsections must be covered and undergarments shall be completely covered with outer clothing).

Students who violate standards may be asked to do any of the following depending on circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Change into other clothing which has been brought to school.
- Remove the jewelry or other accessory.

*NOTE: These dress guidelines represent minimum standards. Individual schools may adopt additional guidelines, but may not apply exclusionary discipline without first giving the student an opportunity to address the alleged violation. Students wearing inappropriate clothing are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian. Students who are unable to comply with the dress code may access TUSD's clothing bank (520) 232-7058.

7. BUS RULES

Student Behavior Policy

Proper student behavior contributes to the overall safety and comfort of the ride to and from school. Following driver directions and all ridership rules is paramount to maintain a safe and enjoyable ride for all. Infractions will be dealt with through the District-approved Student Conduct policies which include driver interventions, the student's principal, and other administrators as deemed appropriate.

Riding is a privilege; parents and students should discuss and make sure they know the rules:

- Always comply with bus driver's/monitor's directions
- Use classroom voice only (no profanity/loud noises/threats/intimidation)
- Remain seated; keep hands, feet, and head inside bus
- All personal possessions must be under control at all times
- Keep unauthorized materials and substances off bus (animals, glass objects, weapons, illegal substances, or large objects that occupy a seat space)
- No eating or drinking on the bus

As a last resort, violations of these bus rules may result in the loss of bus privileges for a limited time, not to exceed 30 days.

Safety Precautions for Students

- Know the route to and from the bus stop, safety precautions and common courtesies to be maintained en route and at the bus stop
- Know the correct bus route number
- Discuss what to do if the bus is late in the morning or no one is home in the afternoon
- ALWAYS board/depart the bus at the correct stop as known and approved by the parent

8. STUDENT USE OF CELL PHONES AND ELECTRONIC DEVICES (POLICY JICJ)

For purposes of this policy, "electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDA's), e-book readers, compact disc players, portable game consoles, cameras, digital scanners, lap top computers, tablet computers and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

Students may possess and use cellular telephones and/or other electronic signaling devices subject to limitations of this and other policies of the District under the following conditions and guidelines:

- Cell phones and/or electronic devices are to be kept out of view in a student's locker, pocket, or a carrying bag.
- Such devices shall not be turned on or used during instructional time, except as authorized by the teacher.
- The principal shall establish additional guidelines appropriate to campus needs.
- Students violating the policy may have the electronic device confiscated and be subject to disciplinary action. Any search of the contents of an electronic device shall be by an administrator in accordance with the Guidelines for Students Rights and Responsibilities.

Reasonable efforts will be taken to secure property that has been confiscated (i.e. lock the item in a drawer, take the item to the office to be secured in a locked area, etc.); **however, neither the School District nor the School District Staff is responsible for loss, damage, or theft of any electronic device including but not limited to cell phones, laptops, tablet computers, portable media player brought to school, even if loss, damage or theft results from the device being confiscated.**

9. HAZING (POLICY JICFA)

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy a person as specified above shall be considered a “student” until graduation, transfer, promotion or withdrawal from the District school.

“Hazing” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an education institution
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation

“Organization” means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests or competitions sponsored by an educational institution
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program

All students, teachers and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy. Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to timely inform the school administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing which includes possible child abuse or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the Rights and Responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in the school offices. Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

10. POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS; RESTORATIVE PRACTICES

Positive Behavioral Interventions and Supports (“PBIS”) is an evidence-based, proactive, data driven framework that includes a range of tiered interventions designed to prevent problem behavior while teaching socially appropriate behaviors. The focus of PBIS is creating and sustaining school environments for all students in which appropriate behavior is supported and problem or disruptive behavior is redirected. This culture is created by

- Defining and teaching behavioral expectation
- Monitoring and acknowledging appropriate behavior
- Providing corrective and appropriate consequences for behavioral errors
- Providing appropriate services for students who need additional behavioral supports
- Using a team-based management system to oversee the PBIS program
- Using referral data for problem solving

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds students accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are student or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends. See Section D(8) below for a description of Restorative Practice strategies that may be used by sites.

All sites shall have or share a Restorative and Positive Practices Site Coordinator (“RPPSC”). A school’s learning supports coordinator may be designated to serve as the RPPSC for the site. The RPPSCs shall be responsible for assisting instructional faculty and staff to: (a) effectively communicate school rules; (b) reinforce appropriate student behavior; and (c) use constructive classroom management, positive behavioral interventions and supports, and restorative practices strategies.

SECTION D: KNOW THE ACTIONS

ADMINISTERING THE GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES

The Arizona Department of Education has developed a list of violations as well as a list of possible actions a school district may take in response to a violation. TUSD has categorized these possible actions into five levels and then assigned a level to each violation depending on the severity of the violation. In this way, students from school to school will receive similar actions for similar violations. A major consideration in the application of the Guidelines for Student Rights and Responsibilities is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. Actions are not to be considered in isolation but rather as part of the overall goal of creating inclusive and supportive environments for students. For instance, restorative circles should not be isolated events at a campus, but should instead become part of the routine process in addressing behavior. At the elementary level, the age and developmental level of the child may be considered in interpreting the severity of the discipline imposed. Student services personnel, such as counselors, social workers, learning support coordinators, or psychologists, play a vital role in assisting the student in resolving any problems influencing the student's behavior.

1. CONDUCT WHICH MUST BE REPORTED TO LAW ENFORCEMENT

It is important for all staff, students, and parents to understand that, in addition to taking disciplinary action at the school level, certain criminal behavior must be reported to appropriate law enforcement agencies. Principals, Assistant Principals, or Designees **are required to report the following incidents:**

Use or threat to use a deadly weapon or dangerous instrument	Homicide	Burglary in the first degree
Aggravated Assault resulting in serious physical injury	Sexual Assault	Arson of an occupied structure
Sexual conduct with a minor under 15 years of age	Armed Robbery	Any dangerous crime against minors
Possession, use, sale, or attempted sale of illegal drugs	Kidnapping	Bomb threats

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor. "Physical injury" means the impairment of physical condition, and may include any skin bruising, pressure sores, bleeding, failure to thrive, malnutrition, dehydration, burns, fracture of any bone, subdural hematoma, soft tissue swelling, injury to any internal organ or any physical condition that imperils health or welfare. (See A.R.S. § 13-3623(F)(4))

2. CONDUCT WHICH MAY BE REPORTED TO LAW ENFORCEMENT

Additionally, Principals, Assistant Principals, or Designees **MAY** report to law enforcement agencies other potentially disruptive incidents when necessary to maintain safety. When appropriate, school officials should utilize supports and interventions that provide guidance and structure to the student and help them to improve their behavior without involving law enforcement. An administrator must immediately notify an Assistant Superintendent or Director, and the Department of Student Equity and Intervention, when law enforcement is contacted. Incidents that may be reported to law enforcement when necessary to maintain safety include, but are not limited to, the following:

Possession, sale or distribution of dangerous substances, including alcohol or legal drugs			
Demonstration by students which is likely to create unsafe conditions			
Threats	Setting off a false fire alarm	Assault	Vandalism

3. DUE PROCESS

Any student whose conduct may warrant suspension or expulsion will be provided due process. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- Oral or written notice to the student of the charges against the student
- An opportunity to present the student's side of the story in an informal hearing or meeting
- The allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical
- Adequate notification and an opportunity for a fair hearing
- That parents will be informed in writing of all suspensions and that they have the right to a conference with the principal
- That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor
- Formal due process (including a hearing officer) in long-term suspension and expulsion proceedings
- A right to appeal disciplinary decisions to the Principal, Assistant Principal, Designee, or the Department of Student Equity (see above, page 6)

4. DUE PROCESS FOR STUDENTS WITH 504 PLANS OR IEPs

Students with disabilities under Section 504 or IDEA (and students suspected of having a disability) may be disciplined in the same manner as any other student and may be suspended for up to 10 cumulative days of school per school year. If a suspension beyond 10 cumulative days is contemplated, special procedures must be followed.

A manifestation determination conference must be held prior to the 11th day of suspension

- If the manifestation determination conference concludes that the student's behavior is a manifestation of the student's disability, then no further disciplinary action can be taken. The 504 or IEP team should convene to develop an appropriate behavior plan for the student
- If the manifestation determination conference concludes that the student's behavior is not a manifestation of the student's disability, the District may impose whatever long-term suspension or expulsion it would impose under the same circumstances if a non-disabled student were the offender. The District has no obligation to continue to provide educational services to a 504 student during the period of a long-term suspension or expulsion. However, the District must continue to provide educational services for students eligible under IDEA. Please refer to the appropriate Governing Board regulations JKA and JKAB and to the Exceptional Education Handbook for specific procedures

A student with a disability under IDEA may be referred to an Interim Alternative Educational Settings in certain circumstances regarding the use or possession of drugs, weapons, or serious bodily injury. Refer to the Exceptional Education Handbook for specific procedures.

5. OUT OF SCHOOL SUSPENSIONS

Short-Term Suspension – A principal or principal’s designee may suspend a student from school from one (1) to ten (10) school days due to misconduct, depending on the severity of the misconduct. However, principals may take this action only after they have identified, implemented, and documented appropriate behavior interventions for a reasonable duration. (See bulleted interventions listed under Action Level 1 for examples of appropriate strategies). Such efforts must be made before principals may suspend students for low-level conduct (Action Level 2, 1-3 days, Action Level 3, 1-10 days). Only after implementing interventions with fidelity may a principal reject them as inappropriate in a given situation, and resort to short-term suspension as a consequence. Conferences to resolve the problem must be scheduled with the parent, student, and other appropriate school staff members as part of the continuum of supports and interventions implemented to support student success.

Make-up Work (Short-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. Regulation JK-R1, Short Term Suspension states: “The student is allowed access to class assignments and to make up tests upon return to school. Homework must be made available for the parent to pick up at the school office.” Or, when feasible, homework shall be made available online. School administrators should assist parents and students with the shared responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. During the term of the suspension, the student is to remain away from all TUSD schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal’s designee.

Long-Term Suspension – Hearing Officers are used to investigate facts and make determinations regarding an administrator’s recommendation about a long-term suspension or expulsion. A Hearing Officer may suspend a student from school for up to 180 days. Long-term suspensions of more than 45 days shall not be imposed except for Violations at Level 5. Hearing Officers may take this action only after the site administration has exhausted other disciplinary strategies (see interventions listed under Action Level 1 for examples of appropriate strategies), or when they have at least considered those alternatives and rejected them as inappropriate in a given situation. Conferences to resolve the problem must be scheduled with the parent, student, and other appropriate school staff members at appropriate times as part of the continuum of supports and interventions implemented to support student success. Students suspended more than 20 days may have an option to enroll in the “Life Skills” alternative to suspension program. “Life Skills” alternative to suspension program provides an alternative setting for students to continue to receive instruction during the period of suspension.

Make-up Work (Long-Term Suspension): If students are suspended, they are entitled to an opportunity to complete their coursework to ensure that they do not fall behind academically. School administrators should assist parents and students with the shared responsibility to make arrangements to obtain such class assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up at the school office. Or, when feasible, homework shall be made available online. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. Homework will be made available by the student’s teachers for the remainder of the grading period. However, because of the difficulty in students keeping up with class work through homework alone, without an instruction component, after the end of a grading period, students will receive academic support through a TUSD alternative program such as distance learning. During the term of the suspension, the student is to remain away from all TUSD schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal’s designee.

6. ABEYANCE CONTRACTS (REGULATION JK-R4)

An administrator may offer to not immediately impose the assigned out-of-school suspension if (1) the administrator believes it is in the best interest of the student and the school community, (2) the student admits to committing the infraction, (3) the student and parent/legal guardian agree to certain conditions, and (4) the student and parent/legal guardian sign a contract, called an abeyance contract. The term of the abeyance contract may not exceed the maximum suspension term for the offense level. If a student violates his/her abeyance contract with a suspendable offense, the student must serve the remaining term of the initial offense plus the suspension for the additional offense. These two suspensions would be served concurrently. (The last days of the first suspension would also be the first days of the additional suspension)

7. POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

In the Positive Behavior Intervention Support (PBIS) system, students, who do not respond to the school wide or classroom supports that are in place for all students, may be evaluated to determine the function of the misbehavior through Functional Behavioral Assessment (FBA) and an intervention may be matched to their circumstance. Interventions which have been shown to be successful across age and grade levels include: mentoring, social skills groups, interest-based clubs, daily monitoring of selected problem behaviors. In a handful of situations, when these group supports are not sufficient, highly individualized interventions involving multiple systems and based on data may be implemented. If the situations involve a victim or multiple victims, Restorative Practices are complementary.

8. RESTORATIVE PRACTICES

Restorative Practices actions range from informal to formal. In schools, these actions include:

- *Small impromptu circles:* a few people meet to briefly address and resolve a problem; facilitated by teachers, administrators, and/or learning supports coordinators.
- *Group or classroom circles:* a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by teachers, administrators, and/or learning supports coordinators.
- *Formal restorative conferences:* address serious problems of behavior. These conferences may involve wrongdoers, victims, parents, and school administrators. Only those trained in formal conferences can facilitate a formal conference.
- *Teen courts:* are problem-solving courts that provide an alternative action for students who have committed an offense, facilitated by their peers.

9. APPEALS

Students and parents/guardians have the right to appeal short-term and long-term suspension decisions; however, there is no school-district-based appeal from the Governing Board's final decisions regarding long-term suspension appeals or its expulsion decisions. (See Policy JK and accompanying regulations).

10. EXPULSION

Expulsions will only be recommended for Level 5 violations. Expulsion is defined as the permanent withdrawal of the privilege of attending a TUSD school unless the Governing Board reinstates the privilege. A principal may or, in some cases, must request that the Superintendent recommend to the Governing Board the expulsion of a student. This is the most serious disciplinary step available. As part of its decision to expel, the Governing Board may permit the student to apply for readmission through the Office of Student Equity and Intervention after any period of time it may set. The Governing Board, or designee, may establish further conditions within the readmission process with which the student must comply prior to their admission to the instructional process. During the term of the expulsion, the student is to remain away from all Tucson Unified School District schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.

Students with disabilities eligible under IDEA will continue to be offered educational services, although in an alternative setting.

11. PRINCIPAL APPLICATION FOR WAIVER OF MANDATORY ACTIONS

For violations requiring Action Level 4 or 5 consequences, the principal has the prerogative to seek the waiver of any portion or all of the mandatory disciplinary action through the appropriate Assistant Superintendent. The principal may seek the waiver and, if granted, the parties directly involved shall be informed of the reasons the waiver was granted.

Waivers may **not** be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.

ACTION LEVELS

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. **Actions listed in bold are the minimum or mandatory action for that level of violation.** Multiple actions may be applied to a single violation. Action Levels are developed with input from students, parents, teachers and community members. **For all violations, parent notification and student conference are mandatory.**

Interventions which have been shown to be successful across age and grade levels include: mentoring, social skills groups, interest-based clubs, daily monitoring of selected problem behaviors.

It will be the policy of TUSD to implement Restorative Practices wherever practicable.

LEVEL 1	<ul style="list-style-type: none"> ○ Parent Notification and Conference Request ○ Student Conference ○ Restorative Circle ○ Restorative Conference ○ Confiscation of Contraband ○ Student Verbal Apology ○ Student Written Apology ○ Warning ○ Referred to Outside Agency 	<ul style="list-style-type: none"> ○ Community Service ○ Detention (before or after school) ○ Peer Mediation ○ Privileges Suspended ○ Restitution ○ Saturday School ○ Teen Court ○ Functional Behavioral Assessment ○ Behavior Learning Packets ○ Time Out ○ Reflective Essay ○ Meeting With School Counselor 	<ul style="list-style-type: none"> ○ Reassignment To Different Class ○ Behavior Contract ○ Behavior Intervention Group ○ Threat Assessment ○ Behavior Intervention Plan ○ Lunch Detention ○ Monitoring of Selected Problem Behaviors ○ Other Action
LEVEL 2	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Restorative Conference and/or Restorative Circle ○ Social Skills Groups and/or Mentoring ○ In School Suspension – Short-Term (1-3 Days) ○ Out Of School Suspension and/or Abeyance – Short-Term (1-3 Days) 		
LEVEL 3	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Short-Term In School Action and/or Abeyance ○ Restorative Conference and/or Restorative Circle ○ In School Suspension – Short-Term (1-10 Days) ○ Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days) ○ Department of School Safety may be contacted in Appropriate Circumstances 		
LEVEL 4	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Out of School Suspension and/or Abeyance – Long-Term (11-30 Days) ○ Restorative Conference and/or Restorative Circle (upon re-entry to school) ○ Removal By Hearing Officer For Likely Injury To Self Or Others ○ Removal By Student’s IEP Team To An Interim Alternative Education Setting 		
LEVEL 5	<p>Any Action from the prior level(s) may also be imposed.</p> <ul style="list-style-type: none"> ○ Out- of School Suspension and/or Abeyance – Long-Term (11-180 Days) ○ Restorative Conference and/or Restorative Circle (upon re-entry to school) ○ Expulsion 		

IMPORTANT INFORMATION

- All parent conferences will be made in a timely manner. Parents may participate in a conference via phone or another accessible mode of communication. Students will not be disciplined further merely because their parent cannot participate in a conference.
- A student who willingly assists or forces another student to commit a violation of these guidelines will be held equally accountable for the violation.
- Attempted violations may require Actions. Administrators will determine the appropriate level of Action to take for an attempted violation. The Action will generally be at a level less than that of the actual violation.
- For repeated and/or multiple offenses, Administrators may apply an action that is one level higher than that listed, but only after approval from the Department of Student Equity and Intervention. The Department of Student Equity and Intervention will review whether the teachers and/or administrators have attempted to effectively implement interventions to address any underlying or unresolved issues, and will not permit a single type of behavior to be elevated more than one level, regardless of the frequency of occurrence.
- When determining the appropriate level of action to take, administrators may consider a student's claim of self defense, defense of others or defense of property.
- When determining the appropriate action to take, Administrators at the elementary level (Pre-K-5th Grade) may consider all violations, *with the exception of possession of firearms or any incidence of threat to an educational institution*, at one level lower than that of the actual violation.
- Administrators may not withdraw a student's open enrollment or magnet status during the school year as a consequence for a discipline violation.
- Students will not receive any suspension for attendance violations.
- Law Enforcement Officers, including School Resource Officers, School Safety Officers, and other law enforcement and security personnel shall not be involved in low-level student discipline. Low level offenses are levels 1, 2 and 3. An administrator must immediately notify an Assistant Superintendent or Director and the Department of Student Equity and Intervention when law enforcement is contacted.

The Arizona Department of Education has identified the following violations:

AGGRESSION	
<i>Violation</i>	<i>Action Level</i>
Verbal Provocation Use of language or gestures that may incite another person or other people to fight.	1
Recklessness Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.	1
Minor Aggressive Act Student engages in non-serious but inappropriate physical contact. Examples: hitting, poking, pulling, tripping, or pushing.	2
Other Aggression Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, serious and inappropriate physical contact. Examples: pulling a chair out from underneath another person, or other behaviors that demonstrate low-level hostile behaviors.	3
Disorderly Conduct A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person: 1. Engages in violent or seriously disruptive behavior. 2. Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. 3. Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession. 4. Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904) 5. Recording/distributing fights on any social media outlet.	3
Endangerment A person commits endangerment by endangering themselves or another person with a substantial risk of imminent death or physical injury. (see A.R.S. § 13-1201)	3
Fighting Mutual participation in an incident involving physical violence; does not include verbal confrontation alone.	3
Assault A person commits assault by intentionally, knowingly, or recklessly causing physical injury to another person; knowingly touching another person with the intent to injure, insult or provoke such person., or by threatening to use a deadly weapon or dangerous instrument or a simulated deadly weapon. (see A.R.S. §13-1203) Examples: Restraining, barricading (e.g. blocking a door so another student cannot get out of a room). Only if the administrator forms a reasonable belief that a student has suffered a non-accidental physical injury is a report to law enforcement mandatory.	4
Aggravated Assault A person commits aggravated assault if the person: 1. Causes serious physical injury to another. 2. Uses a deadly weapon or dangerous instrument. 3. Commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part. 4. Commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired. 5. Commits assault and the person is in violation of an order of protection. 6. Commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204)	5 Mandatory report to law enforcement

ALCOHOL, TOBACCO AND OTHER DRUG VIOLATIONS		
<i>Definitions</i>		
Drug Violation: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.		
Possession: knowing exercise of dominion or control over an item.		Use: the act of using.
Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.		
Share: to allow another person to use or enjoy something that one possesses.		
<i>Violation</i>		<i>Action Level</i>
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.		
	Possession	2
	Use	2
	Sale	3
	Share	3
Inhalants Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation. This does NOT include e-cigarettes or hookah sticks.		
	Possession	4
	Use	4
	Sale	5
	Share	5
Unknown Drug		
	Possession	4
	Use	4
	Sale	5
	Share	5
Substance Represented as of Illicit Drug A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.		
	Possession	4
	Use	4
	Sale	5
	Share	5
Prescription Drugs, Inappropriate use of Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.		Mandatory report to law enforcement
	Possession	4
	Use	4
	Sale	5
	Share	5
Illicit Drug Illicit drugs include dangerous drugs, narcotic drugs, marijuana, and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc.		Mandatory report to law enforcement
	Possession	4
	Use	4
	Sale	5
	Share	5
Alcohol Violation The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.		
	Possession	4
	Use	4
	Sale	5
	Share	5

Tobacco Violation		
The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine such as e-cigarettes, nicotine patches and hookah sticks), at school-sponsored events and on school-sponsored transportation. (see A.R.S. §36-798.03).		
	Possession	2
	Use	2
	Sale	3
	Share	3
Possession of Drug Paraphernalia		
Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter . (see A.R.S. § 13-3415)		
	Possession	2
	Use	2
	Sale	3
	Share	3

ARSON	
<i>Definitions</i>	
Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage	
Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
Damage: as used here, means a tangible or visible impairment to a surface.	
Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702).	
<i>Violation</i>	<i>Action Level</i>
Arson of a Structure or Property A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. (see A.R.S. § 13-1703) <i>NOTE: Burning one's own property is not arson, with the exception of burning one's own property with the knowledge that it will ignite another's property or a structure. Burning one's own property may, where appropriate, be considered reckless burning.</i>	4
Arson of an Occupied Structure A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. (see A.R.S. § 13-1704) <i>NOTE: Administrators may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100, at Level 3. Please see the definition of Reckless Burning above.</i>	5 Mandatory report to law enforcement

ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)	
<i>Violation</i>	<i>Action Level</i>
Other Attendance Violations Examples: leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.	1
Tardy Arriving at school or class after the scheduled start time.	1
Unexcused Absence When a student is not in attendance for an entire day and does not have an acceptable excuse.	1
Leaving School Grounds without Permission Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee.	1
Truancy When a child between 6-16 years of age has an unexcused absence for at least one class period during the day.	1

DISHONESTY	
<i>Violation</i>	<i>Action Level</i>
<p>Cheating</p> <p>To intentionally share with another, or take from another, intellectual property for the purpose of deceit or fraud, or to take or steal intellectual property from another with or without their knowledge and present it as the student's own.</p>	2
<p>Forgery</p> <p>Falsely and fraudulently making or altering a document, including hall passes and parent signatures.</p>	2
<p>Lying</p> <p>To make an untrue statement with intent to deceive or to create a false or misleading impression.</p>	2
<p>Plagiarism</p> <p>To steal and pass off the ideas or words of another as one's own, including material obtained online.</p>	2

HARASSMENT AND THREAT, INTIMIDATION	
<i>Violation</i>	<i>Action Level</i>
<p>Threat or Intimidation</p> <p>When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device. (see A.R.S. § 13-1202).</p>	3
<p>Bullying</p> <p>Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal/ cyber-bullying (e.g., text messages, email, social networking); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).</p>	3
<p>Harassment, nonsexual</p> <p>A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:</p> <ol style="list-style-type: none"> 1. Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2. Follows another person in or about a public place for no legitimate purpose after being asked to desist. 3. Repeatedly commits an act or acts that harass another person. 4. Surveils or causes another person to surveil a person for no legitimate purpose. 5. On more than one occasion makes a false report to a law enforcement, credit or social service agency. (see A.R.S. § 13-2921) <p><i>NOTE: Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual Harassment, or if the specific type of harassment is not known.</i></p>	3
<p>Hazing</p> <p>"Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> 1. The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. ("Organization" means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school.) 2. The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. (see A.R.S. § 15-2301) <p>*Administrators <u>may</u> treat incidents of hazing at a Level 4 as appropriate to the situation, and in conjunction with the Department of Student Equity and Intervention</p>	3

HOMICIDE; KIDNAPPING	
<i>Violation</i>	<i>Action Level</i>
Homicide Includes first degree murder, second degree murder, manslaughter or negligent homicide, and intentionally or recklessly causing the death of another person. (see A.R.S. § 13, Chapter 11)	5 Mandatory report to law enforcement
Kidnapping Knowingly restraining another person with the intent to hold the victim for ransom, as a shield or hostage; or hold the victim for involuntary servitude; or inflict death, physical injury or a sexual offense on the victim, or to otherwise aid in the commission of a felony; or place the victim or a third person in reasonable apprehension of imminent physical injury to the victim or such third person. (see A.R.S. § 13-1304)	5 Mandatory report to law enforcement

OTHER VIOLATIONS OF SCHOOL POLICIES	
<i>Violation</i>	<i>Action Level</i>
Dress Code Violation Student wears clothing that does not fit within the dress code guidelines stated by school or district policy.	1
Parking Lot Violation Examples: unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, or littering.	1
Public Display of Affection Inappropriate displays of affection (i.e. kissing)	1
Other Violation of School Policies and Regulations Other violations of written school, or district-wide, policy or regulation.	1
Contraband Items stated in school policy as prohibited because they may disrupt the learning environment.	2
Combustible Student is in possession of substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)	2
Disruption Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.	2
Gambling To play games of chance for money or to bet a sum of money.	2
Language, Inappropriate Delivering verbal messages that include swearing, name calling, or use of words in an inappropriate way.	2
Defiance or Disrespect Towards Authority and Non Compliance Student engages in refusal to follow directions, talks back, or delivers socially rude interactions.	2
Negative Group Affiliation / Illegal Organization Clubs, fraternities, sororities, anti-social organizations, secret societies, criminal street gangs, and other sets of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	3

SCHOOL THREAT OR INTERFERENCE	
<i>Definitions</i>	
Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:	
<ol style="list-style-type: none"> 1. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution. 2. For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution. 3. Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others. 4. Refusing to obey a lawful order to leave the property of an educational institution. 	
<i>NOTE: "interference with or disruption of" includes only those acts that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).</i>	
<i>Violation</i>	<i>Action Level</i>
Fire Misuse Intentionally ringing fire alarm when there is no fire.	4
Other School Threat An incident, not coded in the School Threat category, which involves threatening an educational institution.	5 Expulsion required by law
Bomb Threat Threatening an educational institution by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening an educational institution by using or threatening to use dangerous chemicals or biological agents.	5 Expulsion required by law

SEXUAL OFFENSES	
<i>Violation</i>	<i>Action Level</i>
Harassment, Sexual Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices), or physical conduct of a sexual nature.	3
Pornography Pornography is the sexually explicit and obscene depiction of persons, in words or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Harassment, Sexual with contact Sexual harassment that includes physical contact.	4
Indecent Exposure or Public Sexual Indecency A violation of A.R.S. § 13-1402 Indecent exposure, § 13-1403 Public sexual indecency, or engaging in other sexual acts. Examples: public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse, or oral sex.	4
Sexual Assault or Rape A violation of A.R.S. § 13-1406 Sexual assault	5 Mandatory report to law enforcement
Sexual Abuse or Sexual Conduct with minor, or Child Molestation A violation of A.R.S. § 13-1404 Sexual abuse, § 13-1405 Sexual conduct with a minor, or § 13-1410 Child Molestation.	5 Mandatory report to law enforcement

TECHNOLOGY, IMPROPER USE OF	
<i>Violation</i>	<i>Action Level</i>
Telecommunication Device Examples: use of telecommunication devices (cell phones, pagers, etc.) for non-instructional purpose	1
Other Technology Examples: Nintendo DS, iPods, MP3 players, etc.	1
Computer Examples: use of school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.	2
Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	3

THEFT	
<i>Violation</i>	<i>Action Level</i>
Petty Theft Thefts for cash, or property, valued under \$100.	2
Theft – School Property or Non-School Property A person commits theft if, without lawful authority, the person knowingly: b. Controls property of another with the intent to deprive the other person of such property; or c. Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant’s possession for a limited, authorized term or use; or d. Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or e. Comes into control of lost, mislaid or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person’s own or another’s use without reasonable efforts to notify the true owner; or f. Controls property of another knowing or having reason to know that the property was stolen; or g. Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another’s services to the person’s own or another’s benefit without authority to do so. (see A.R.S. § 13-1802)	3
Burglary or Breaking and Entering Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein. (see A.R.S. § 13-1506 - § 13-1507)	4
Extortion A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following: 1. Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2. Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 3. Cause damage to property. 4. Engage in other conduct constituting an offense. 5. Accuse anyone of a crime or bring criminal charges against anyone. 6. Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person’s credit or business. 7. Take or withhold action as a public servant or cause a public servant to take or withhold action. 8. Cause anyone to part with any property. (see A.R.S. § 13-1804)	4

<p>Robbery</p> <p>A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will, such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property. (see A.R.S. § 13-1902)</p>	<p>4</p>
<p>Armed Robbery</p> <p>A person commits armed robbery if, in the course of committing robbery (see definition above) such person or an accomplice;</p> <ol style="list-style-type: none"> 1. Is armed with a deadly weapon or a simulated deadly weapon; or 2. Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon. (see A.R.S. § 13-1904) 	<p>5</p> <p>Mandatory report to law enforcement</p>
<p>Burglary (First Degree)</p> <p>A person commits burglary in the first degree if such person or an accomplice enters or remains unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein (see A.R.S. §13-1506-07) and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony. (see A.R.S. § 13-1508)</p>	<p>5</p> <p>Mandatory report to law enforcement</p>

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE	
<i>Definitions</i>	
<p>Criminal damage: Willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p>	
<p>Examples: Substantial destruction of copy machines, school vehicles, student vehicles, or certain technology, science, or computer equipment.</p>	
<i>Violation</i>	<i>Action Level</i>
<p>Trespassing</p> <p>To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function.</p>	<p>2</p>
<p>Graffiti or Tagging</p> <p>Writing on walls; drawings or words that are painted or sprayed on walls and/ or other surfaces that can be easily removed with soap or cleaner.</p>	<p>2</p>
<p>Vandalism of Personal property</p> <p>Willful destruction or defacement of personal property.</p>	<p>3</p>
<p>Vandalism of School Property</p> <p>Willful destruction or defacement of school property.</p> <p>Examples: Destroying school computer records, carving initials or words in desk top, spray painting on walls, or damaging vehicles.</p>	<p>3</p>

WEAPONS AND DANGEROUS ITEMS (POSSESSION OF)	
<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items</p> <p>Knife with a blade length of less than 2.5 inches, air soft gun, b.b.gun, laser pointer, letter opener, mace/pepper spray, paintball gun, pellet gun, razor blade/box cutter, simulated knife, taser or stun gun, tear gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury).</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Other Weapons</p> <p>Examples: Billy club, brass knuckles, knife with a blade length of at least 2.5 inches, nunchakus.</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
<p>Simulated Firearm</p> <p>Possession of a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm.</p> <p>If the simulated firearm is used to threaten or intimidate, the violation will be considered a level 4.</p>	3
<p>Firearms</p> <p>Firearm means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. (see A.R.S. § 13-3101)</p> <p>Other Firearms – As defined for the Gun-Free Schools Act (GFSA) – includes - the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. (see 18 U.S.C. 921)</p> <p><i>NOTE: This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</i></p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>

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TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age, or who attend an institution of postsecondary education) certain rights regarding the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.

The parent(s) and/or eligible student may inspect and review student’s education records, and TUSD policies and regulations governing use of those records, by making an appointment with the student’s school principal. A copy of state and federal statutes and regulations concerning student records is available for reasonable inspection in the Office of the Superintendent or designee, 1010 E. 10th Street, Tucson, Arizona. A list of the types of records maintained, and an explanation of any record, will be provided by appropriate TUSD personnel upon request.

Federal law assumes that both parents are equally entitled to review their child’s records. If there is a custody order in place that prohibits the provision of this information to one parent, please provide TUSD with a copy of the custody order, signed by a judge.

(2) The right to request the amendment of the student’s education records that the parent(s) and/or eligible students believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Such a request must be in writing to the student’s school principal, must clearly identify the part of the record they want changed, and must specify why it should be changed. If TUSD, decides not to amend the record as requested by the parent(s) and/or eligible student, TUSD will notify the parent(s) and/or eligible student of the decision, and the parent(s) and/or eligible student may further request a hearing regarding the request for amendment, as provided by federal and state statutes, rules and regulations.

(3) The right to privacy of personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

TUSD must obtain the written consent of the parent or eligible student prior to releasing personally identifiable information from the education records of a student, except in circumstances where federal and state law authorize disclosure without consent, such as disclosure to school officials with legitimate educational interests. A school official is a person employed by TUSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Governing Board member; a person or company with whom TUSD has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, schools will disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by TUSD to comply with the requirements of FERPA.

Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:

The Family Policy Compliance Office
U.S. Dep’t of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 260-3887

Directory Information

FERPA requires that TUSD, with certain exceptions, obtain a parent’s/guardian’s written consent prior to the disclosure of personally identifiable information from your child’s education records. However, TUSD may disclose appropriately designated “directory information” without written consent, unless you have advised TUSD to the contrary in accordance with TUSD procedures (see Administrative Regulation 5130). The primary purpose of directory information is to allow TUSD to include this type of information from your child’s education records in certain school publications, such as:

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets showing weight/height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want TUSD to disclose directory information from your child’s education records without your prior written consent, you must notify TUSD on TUSD Form 274, prior to October 1st. TUSD has designated the following information as directory information:

Name, address, parent or guardian telephone listing, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees (diplomas) and awards received, the most recent previous educational agency or institution attended by the student, personally identifiable photographs, videotapes, films and other visual media, personally identifiable interviews, either audio only or audio and visual, and other similar information.

Under federal law, this information is considered directory information and does not require the written consent of a parent/eligible student to release. If you object to the release of directory information you must notify the principal or designee of the school, in writing, on TUSD Form 274, prior to October 1st. If Form 274 is not received by October 1st, it will be assumed that there is no objection to releasing such information. This procedure shall be done annually. Pursuant to federal law, upon request, TUSD may disclose education records without prior parental/eligible student consent, to officials of another school district in which a student seeks or intends to enroll. For further information, contact the Principal’s Office at the school where the student(s) attend in TUSD.

TUSD ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include the right to:

(1) Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Dep’t of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

(2) Receive notice and an opportunity to opt a student out of –

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

(3) Inspect, upon request and before administration or use –

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

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

TUSD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

TUSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. TUSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

TUSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 2020

YOUR SCHOOL IS A
SAFE-T-ZONE

IF YOU SEE IT

- | | |
|-------------------|-----------------------|
| ↪ <i>DRUGS</i> | ↪ <i>VIOLENCE</i> |
| ↪ <i>FIGHTS</i> | ↪ <i>WEAPONS</i> |
| ↪ <i>GANGS</i> | ↪ <i>NON-STUDENTS</i> |
| ↪ <i>ASSAULTS</i> | ↪ <i>GRAFFITI</i> |
| ↪ <i>TRUANCY</i> | ↪ <i>THREATS</i> |

REPORT IT!

CONFIDENTIALITY GUARANTEED

TELL A SCHOOL OFFICIAL OR CALL

TUSD SAFETY MESSAGE LINE
584-7680

- MESSAGES CHECKED HOURLY DURING SCHOOL -
- DAILY ON NON-SCHOOL DAYS -

DISCRIMINATION STATEMENT: Tucson Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, , creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social or cultural background in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to TUSD's EEO Compliance Officer, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444, or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. See Board Policies AC "Non-Discrimination," and ACA "Sexual Harassment" for more information.



GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES

The purpose of the Guidelines is to assist students, parents, teachers, staff, and principals in creating and sustaining an environment which will enhance the achievement of a positive learning process. To be fully effective, the Guidelines for Student Rights and Responsibilities addresses:

- The rights and responsibilities of students and parents
- Conduct which may require discipline
- Administrative responsibilities for implementing discipline
- Administrative responsibilities for Due Process

You are encouraged to read and develop a thorough understanding of the details of these Guidelines.

Student discipline is subject to the provisions of Governing Board policies and state and federal laws. Students will be disciplined in accordance with Governing Board Policy JK and its accompanying regulations. Because the Individuals with Disabilities Education Act (IDEA) requires additional procedural safeguards, students with disabilities will be disciplined under the applicable Governing Board Policies—JKA, Discipline Of, and Alternative Interim Educational Placements For, Special Education Students; and JKAA, Discipline, Suspension, Expulsion for 504 Handicapped Students—as applied to these Guidelines for Student Rights and Responsibilities.

Students may also be subject to applicable civil and/or criminal penalties.

These Governing Board Policies and Administrative Regulations are available for review in the principal's office and online at www.tusd1.org. Copies of this booklet are available in Spanish on the reverse side of this booklet and can be obtained online at www.tusd1.org.

Estos Planes de Acción del Consejo Gobernante, y Reglamentos Administrativos se hacen disponibles para revisión en la oficina del director escolar y en www.tusd1.org. Las copias en español de este folleto están disponible al dorso de este folleto y se pueden obtener en línea en www.tusd1.org.

TUSD Governing Board:

Miguel Cuevas, President; Michael Hicks, Clerk; Adelita S. Grijalva; Dr. Mark Stegeman;
Alexandre Borges Sugiyama

Superintendent: John J. Pedicone, Ph.D.

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SECTION A: PURPOSE

1. WHAT ARE THE “GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES” AND WHY ARE THEY NEEDED?

Students need an environment that is safe and positive for learning. To help provide and maintain that environment, the Guidelines for Student Rights and Responsibilities:

- Specifies the rights and responsibilities of students
- Describes conduct which violates those rights and responsibilities
- Strives to standardize those procedures which the school will use in responding to conduct problems
- Assures the rights of students when disciplinary action is taken

As students progress through our public schools, it is reasonable to assume that an increase in age and maturity carries with it a greater responsibility for their actions. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. However, the procedures outlined in the Guidelines for Student Rights and Responsibilities apply to all students in Grades K through 12.

All district personnel administering discipline to students should always follow discipline procedures for disabled students when dealing with a student in the special education programs, with section 504 disabled students, and for students who have a referral for evaluation pending.

2. WHEN ARE THESE GUIDELINES IN FORCE?

The Guidelines are enforced:

- During regular school hours
- While being transported on the school bus or other school district-sanctioned transportation
- At times and places where the principal or other school official or employee has jurisdiction over students
- During school-sponsored events
- During field trips
- During athletic functions
- When students are going to and from school (“portal to portal”)
- During other activities associated with the school in any way

Additionally, the principal is authorized to begin disciplinary action when a student's misconduct away from school has a detrimental effect on the other students, or on the orderly educational process, because the violation is directly connected to prior violations at school, or threatens to produce further violations at school.

SECTION B: STUDENT AND PARENT RIGHTS AND RESPONSIBILITIES

Tucson Unified School District believes that educating a student is a collaborative effort with the student and parent. To support this collaboration we realize that each party has rights and responsibilities. **The following identification of these rights and responsibilities is a general list to provide guidelines, with the intention of not being comprehensive or all-inclusive.** (See Policy JI “Rights and Responsibilities”)

1. STUDENTS HAVE A RIGHT TO:

- a. Learn in a safe, clean, orderly and positive climate – one that is unbiased, nonjudgmental, and free from prejudice, discrimination, verbal or physical threats and abuse.
- b. Participate in student activities.
- c. Express their ideas and perspectives on issues and various topics.
- d. Be treated with respect, and to be treated as a unique individual with differing needs, learning styles and abilities in a manner that encourages and enhances individual self-esteem.
- e. Be free from retaliation, from fear of retaliation, and from sex discrimination and sexual harassment at school, including dating abuse. A victim of dating abuse has the right to transfer to another school. (See Policy JICL “Dating Abuse”)
- f. Full access to opportunities within the educational environment without experiencing discrimination on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social or cultural background. This includes the availability of all support services which promote the development of student potential (See Policy AC “Non-Discrimination”, ACA “Sexual Harassment”, and JB “Equal Educational Opportunities and Anti-Harassment”).
- g. Receive a copy of the Guidelines for Student Rights and Responsibilities.
- h. Privacy. (See the “Notification of Privacy Rights of Parents and Students” at page 26)
- i. Have access to their formal student records.
- j. Have access to school assignments/homework while serving a disciplinary suspension for the duration of the class period (quarter or semester) and have options for alternative instructional opportunities for any remaining suspension.
- k. Due process of law.
- l. Expect that school rules will be enforced in a consistent, fair and reasonable manner.
- m. Receive fair discipline without discrimination.
- n. Request an interpreter or translator at any step of the process.
- o. Acquire English and such other languages as may be available at the school for students to study.
- p. Receive high quality instruction that is comprehensible and appropriate to their level of academic and linguistic development.
- q. Have access to a classroom environment that encourages the use of English, promotes appreciation of other languages, and respects students’ right to use their native language to facilitate communication and enhance academic achievement.
- r. Access books and other reading materials for supplementary and recreational use, including materials that may be available in other languages.
- s. Non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.

Students who believe they have experienced discrimination or harassment as defined in the policies/regulations stated above may file a complaint with their Principal, Counselor, or directly with TUSD’s EEO Compliance Officer at 225-6444.

Students who believe they have experienced unfair disciplinary actions may file a complaint with their Principal, Counselor, or directly with TUSD's Department of Student Equity at 225-6237.

2. STUDENTS HAVE A RESPONSIBILITY TO:

- a. Attend school daily according to school district adopted calendar, arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- b. Strive for academic growth and to strive for their personal best.
- c. Participate fully in the classroom, curriculum and learning process.
- d. Allow fellow students to have an equal educational opportunity.
- e. Allow fellow students to be free from discrimination and harassment.
- f. Make up work resulting from an absence.
- g. Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.
- h. Conduct themselves properly on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn.
- i. Follow discipline guidelines adopted by the school and district.
- j. Protect and take care of the school's property.
- k. Abide by the governing board policies and regulations.
- l. Assist the school staff in running a safe school, and to help maintain the safety and cleanliness of the school environment.
- m. Read and ask questions to understand the information in the Guidelines for Student Rights and Responsibilities handbook.

3. PARENTS AND GUARDIANS HAVE A RIGHT TO:

- a. Receive official reports (quarterly or more frequently) of the student's academic progress, attendance and behavior.
- b. Request and be granted conferences with teachers, counselors and/or the principal.
- c. Receive explanations from teachers about their student's grades and disciplinary procedures.
- d. Read all school records pertaining to their student.
- e. Receive a copy of the Guidelines for Student Rights and Responsibilities handbook.
- f. Receive immediately an oral **and** a written notification anytime a student is sent home for any safety and/or disciplinary reason, this includes short-term and long-term suspensions.
- g. Request an interpreter or translator at any step of the process.
- h. Request a review of all disciplinary actions relating to their student.
- i. Non-instructional interpretation services when communicating with the school, and in some cases, to translated copies of certain school forms and documents.
- j. Direct their student's education, upbringing and moral or religious training.
- k. Access and review all records relating to their student.
- l. Make health care decisions for the minor child.
- m. Access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released.

n. Consent in writing before:

- a biometric scan of the minor child is made.
- a record of the minor's blood or DNA is created, stored or shared.
- genetic testing is conducted on the minor, unless required/authorized by law or court order.
- the state or any of its political subdivisions makes a video or voice recording of the minor, unless the recording is made during or as a part of: a court proceeding; a forensic interview in a criminal or child protective services investigation; or for use solely in any of the following:
 - safety demonstrations, including the maintenance of order and discipline.
 - a purpose related to a legitimate academic or extracurricular activity.
 - a purpose related to regular classroom instruction.
 - security or surveillance of buildings or grounds, or
 - a photo identification card.

o. Obtain information about a child protective services investigation involving the parent.

- p. Be notified promptly if an employee of this state, any political subdivision of this state, any other governmental entity or any other institution suspects that a criminal offense has been committed against the minor child by someone other than a parent, unless the incident has first been reported to law enforcement and notification of the parent would impede a law enforcement or child protective services investigation. This paragraph does not create any new obligation for TUSD to report misconduct between students at school, such as fighting or aggressive play, that are routinely addressed as student disciplinary matters by the school.

4. PARENTS AND GUARDIANS HAVE A RESPONSIBILITY TO:

- a. Be partners with school staff by sharing appropriate ideas for improving student learning and by helping to prevent and/or resolve student discipline problems.
- b. Provide supervision of the student's health, physical and emotional well being, and assume responsibility for the student's timely regular attendance.
- c. Promptly provide the school with explanations for student absences or tardiness.
- d. Ensure student compliance with school and district policies and regulations.
- e. Read and ask questions to understand the information in the Guidelines for Student Rights and Responsibilities handbook.

SECTION C: GENERAL INFORMATION

1. EQUAL EDUCATIONAL OPPORTUNITIES AND ANTI-HARASSMENT (POLICY JB)

It is the policy of the Tucson Unified School District to prohibit discriminatory harassment based on real or perceived race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, parental status, status with regard to public assistance, limited proficiency in English, or family, social or cultural background, or any other reason not related to the student's individual capabilities or on the basis of association with others identified by these categories. TUSD shall act to investigate all complaints of discriminatory or other harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against anyone who is found to have violated this policy.

2. GOVERNING BOARD POSITION ON GANG BEHAVIOR AND ACTIVITY

The behaviors that have become associated with gang activity or membership, especially violence, intimidation, and disrespect will not be tolerated on or near school property or in activities associated with school. In accordance with this position, any students engaging in gang activities will be disciplined to the fullest extent of TUSD policies, and prosecuted, if applicable, according to local ordinances, and state and federal laws.

Gang: An ongoing, formal or informal organization or group of persons whose members act in concert for antisocial or criminal purposes, and who are identified with a common name, or common signs, colors, or symbols.

Gang-Related Incident: An incident is considered gang-related when the participants, whether perpetrators or victims, are identified as gang members or affiliates, and where a reasonable person would conclude that the incident was motivated, in whole or in part, by a desire to promote or otherwise impact gang interests.

Bias-Related and Hate-Related Incidents: An incident is considered bias-related or hate-related when a reasonable person would conclude that it was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Such characteristics include: ancestry or ethnicity, disability, sex, gender, immigration or citizenship status, race, religion or religious practices, or sexual orientation.

3. SCHOOL DRESS CODE (REQUIRED AT EVERY SCHOOL) (POLICY JICA)

The general guide to acceptable school dress is neatness, cleanliness and appropriateness. While the school cannot and does not dictate styles, it is expected that students will abide by the following rules demonstrating appropriateness in dress as though this were their daily place of business.

- Shoes are required to be worn in school.
- Hats and sunglasses may be worn outside in the sun for an extended period of time for protection from the sun. A principal in collaboration with School Safety may institute stricter requirements at a high school experiencing safety-related issues.
- No bandannas may be worn.
- Dark glasses may not be worn inside buildings unless a documented health problem exists.
- No gang related apparel or items are allowed.

- Students may not wear clothing or accessories in school buildings or on school grounds that are:
 - Hazardous, damaging, or presenting danger to school property or persons including but not limited to: extended belts (belts should fit proper length), choke chains, dog collars, wallet chains or any type of spiked apparel or jewelry;
 - Depicting and/or promoting and/or endorsing illegal or violent activities illegal drugs, tobacco or alcohol;
 - Vulgar, obscene, indecent, libelous, or degrading of others on the basis of race, color, religion, ancestry, national origin, sex, gender, sexual orientation or disability; and/or
 - Distracting so as to interfere with the teaching or learning process such as extremely revealing garments including but not limited to short shorts, short skirts, short dresses (must cover buttocks while standing and sitting), tube tops, net tops, swimsuits, strapless tops, spaghetti strap tops, halter tops, muscle shirts, basketball shirts without an accompanying T-shirt, no tights or leggings to be worn as pants, garments with plunging necklines, transparent and see through garments, (midsections must be covered and undergarments shall be completely covered with outer clothing).

Students who violate TUSD's dress standards may be asked to do any of the following depending upon the specific circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Change into other clothing which has been brought to school.
- Remove the jewelry or other accessory.

*NOTE: These dress guidelines represent the minimum standards. Individual school sites may adopt additional guidelines. Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian.

4. BUS RULES

Safety Precautions:

Parents and Students should both discuss and make sure they know the following:

- The route the student will take to and from the bus stop, safety precautions and common courtesies to be maintained en route and at the bus stop;
- The correct bus route number;
- What to do if the bus is late in the morning or no one is home in the afternoon;
- To ALWAYS board and depart the bus at the correct stop as known and approved by the parent.

Bus Passenger Rules:

Parents and Students should both discuss and make sure they know the following:

- Always comply with bus driver's/monitor's directions;
- Use classroom voice only (no profanity/loud noises/threats/intimidation);
- Remain seated; keep hands, feet, and head inside bus;
- All personal possessions must be under control at all times;
- Keep unauthorized materials and substances off bus (snacks, drinks, animals, glass objects, weapons, skateboards, large radios, other large electronic devices, or large objects that occupy a seat space).

Violations of these bus rules may result in the loss of bus privileges.

5. STUDENT ATTENDANCE (POLICY JE)

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith. A Parent/Guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school. The call, note or email must address the date/time and reason for the absence.

6. DATING ABUSE (POLICY JICL)

Dating abuse is a pattern of behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional abuse to control the person's former or present dating partner. Behaviors used may include, but are not limited to, physical abuse, emotional abuse, sexual abuse, and/or threats. TUSD is committed to maintaining a school campus environment that is safe and secure for all students, and dating abuse will not be tolerated. TUSD employees aware of dating abuse shall respond in a manner consistent with District training. Students are encouraged to report all known or suspected instances of dating abuse involving themselves or other students.

7. BULLYING, INTIMIDATION & HARASSMENT (POLICY JICFB)

Bullying is a form of harassment. Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another (including verbal taunts, name-calling and put-downs, and extortion of money or possessions). Students who engage in any act of bullying while at school, at any school function, in connection to or with any District sponsored activity or event, or while en route to or from school, are subject to disciplinary action.

8. RESTORATIVE PRACTICES

Restorative Practices is an approach that seeks to develop good relationships and restore a sense of community. Restorative Practices: focuses on repairing harm caused by an offending behavior, while holding the wrongdoer accountable for his/her actions; provides an opportunity for the affected parties (victim, wrongdoer, and community) to identify and address their needs as a result of the offending behavior, and make amends or find a resolution; and surrounds the affected parties with a community of care, in which all parties share in the resolution of the problem.

In schools, Restorative Practices provides a proactive approach for building a community of care based on collaboration, mutual understanding, and reciprocated respect. This process holds students accountable for their actions while, at the same time, building a caring school environment. Attention is given to the victim and the wrongdoer, whether they are student or staff. Restorative Practices allows wrongdoers an opportunity to rejoin the school community after they have made amends.

SECTION D: KNOW THE ACTIONS**ADMINISTERING THE GUIDELINES FOR STUDENT RIGHTS AND RESPONSIBILITIES**

The Arizona Department of Education has developed a list of violations as well as a list of possible actions a school district may take in response to a violation. TUSD has categorized these possible actions into five levels and then assigned a level to each violation depending on the severity of the violation. In this way, students from school to school will receive similar actions for similar violations. A major consideration in the application of the Guidelines for Student Rights and Responsibilities is to identify the most appropriate disciplinary action necessary to bring about positive student behavior. At the elementary level, the age and developmental level of the child may be considered in interpreting the severity of the discipline imposed. Student services personnel, such as counselors, social workers, learning support coordinators, or psychologists, play a vital role in assisting the student in resolving any problems influencing the student's behavior.

1. CONDUCT WHICH MUST BE REPORTED TO LAW ENFORCEMENT

It is important for all staff, students, and *parents* to understand that, in addition to taking disciplinary action at the school level, certain criminal behavior must be reported to appropriate law enforcement agencies. **The law requires school officials to report the following incidents:**

Use or threat to use a deadly weapon or dangerous instrument	Homicide	Burglary in the first degree
Aggravated Assault resulting in physical injury	Sexual Assault	Arson of an occupied structure
Sexual conduct with a minor under 15 years of age	Armed Robbery	Any dangerous crime against minors
Possession, use, sale, or attempted sale of illegal drugs	Kidnapping	

Additionally, pursuant to A.R.S. § 13-3620, school personnel are required to immediately report any reasonable belief of non-accidental physical injury, neglect, or sexually related offense against a minor. "Physical injury" means the impairment of physical condition, and may include any skin bruising, pressure sores, bleeding, failure to thrive, malnutrition, dehydration, burns, fracture of any bone, subdural hematoma, soft tissue swelling, injury to any internal organ or any physical condition that imperils health or welfare. (See A.R.S. § 13-3623(F)(4))

2. CONDUCT WHICH MAY BE REPORTED TO LAW ENFORCEMENT

Additionally, the administrator **MAY** report to law enforcement agencies other potentially disruptive incidents. Such incidents include, but are not limited to, the following:

Possession, sale or distribution of dangerous substances, including alcohol, tobacco or legal drugs				
Demonstration by students which is likely to create unsafe conditions				
Setting off a false fire alarm	Threats	Assault	Bomb threats	Vandalism

3. DUE PROCESS FOR A STUDENT

Any student whose conduct may warrant suspension or expulsion will be provided due process. This is a legal safeguard that protects the rights of students and their parents and is constitutionally guaranteed.

Due process steps include:

- a. Oral or written notice of the charges presented to the student;
- b. An opportunity to present the student's side of the story in an informal hearing or meeting;
- c. The allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical;
- d. Adequate notification and an opportunity for a fair hearing;

- e. Written notification to parents about suspension of student;
- f. That parents will be informed in writing of all suspensions and that they have the right to a conference with the principal;
- g. That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor;
- h. Formal due process in long-term suspension and expulsion proceedings.
- i. Due Process for Exceptional Education and Section 504 Students: Students with disabilities may be disciplined in the same manner as any other student for up to ten days of suspension. However, if a student is to be suspended from school for more than ten days (cumulatively) this may be considered a “change of placement” under IDEA/Section 504. Accordingly, in addition to the due process described above, a manifestation determination must be held to determine whether the conduct for which the student is to be disciplined is a manifestation of the disability. (See Regulations JKA and JKAA for these specific procedures)

4. OUT OF SCHOOL SUSPENSIONS

Short-Term Suspension – A principal or principal’s designee may suspend a student from school for up to ten (10) school days due to misconduct. Principals take this action when they have exhausted informal disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation. Conferences to resolve the problem are scheduled with the parent, student, and other appropriate school staff members. Governing Board Policy Regulation JK-R1, Short Term Suspension states: “The student is allowed access to class assignments and to make up tests upon return to school. Homework must be made available for the parent to pick up at the school office.” It shall be the parent's and student’s responsibility to make arrangements to obtain such assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. During the term of the suspension, the student is to remain away from all Tucson Unified School District schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal’s designee.

Long-Term Suspension – A Hearing Officer may suspend a student from school for up to 180 days. Long-term suspensions of more than 45 days shall not be imposed except for Violations at Level 5. Principals take this action when they have exhausted other disciplinary strategies, or when they have at least considered those alternatives and rejected them as inappropriate in a given situation. Conferences to resolve the problem are scheduled with the parent, student, and other appropriate school staff members. It shall be the parent's and student’s responsibility to make arrangements to obtain such class assignments and homework and to have completed assignments returned to the school for grading and credit. One set of assignments must be completed and returned before another set of assignments can be picked up. Students on suspension who successfully complete such assignments shall be allowed a reasonable time to take makeup tests upon returning to school. Homework will be made available by the student’s teachers for the remainder of the grading period. However, because of the difficulty in students keeping up with class work through homework alone, without an instruction component, after the end of a grading period, students will receive academic support through a TUSD alternative program such as distance learning. During the term of the suspension, the student is to remain away from all Tucson Unified School District schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal’s designee.

5. ABEYANCE CONTRACTS (POLICY JK-R4)

An Administrator may offer to hold out of school suspensions in abeyance, that is, to not immediately impose an out of school suspension for certain offenses, if (1) the administrator believes it is in the best interest of the student and the school community, (2) the student and parent/legal guardian agree to certain conditions, and (3) the student and parents sign an abeyance contract. Abeyance contracts may not exceed 90 school days. If a student violates their abeyance contract, the suspension will be reinstated and the student *must* serve the suspension. If the student receives an out of school suspension for the new incident, it will be served concurrently with the remaining days of the suspension from the abeyance contract.

6. RESTORATIVE CIRCLES; RESTORATIVE CONFERENCES

Restorative Practices actions range from informal to formal. In schools, these actions include:

- *Small impromptu circles:* a few people meet to briefly address and resolve a problem; facilitated by teachers, administrators, and/or learning supports coordinators.
- *Group or classroom circles:* a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by teachers, administrators, and/or learning supports coordinators.
- *Formal restorative conferences:* address serious problems of behavior. These conferences may involve wrongdoers, victims, parents, and school administrators. Only those trained in formal conferences can facilitate a formal conference.

7. APPEALS

Students and parents/guardians have the right to appeal short-term and long-term suspension decisions; however, there is no appeal from the Governing Board's final decisions regarding long-term suspension appeals or its expulsion decisions. (See Policy JK and its accompanying regulations for details).

8. EXPULSION

Expulsion is defined as the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege. A principal may or, in some cases, must request that the Superintendent recommend to the Governing Board the expulsion of a student. This is the most serious disciplinary step available. As part of its decision to expel, the Governing Board may permit the student to apply for readmission through the Office of Student Equity after any period of time it may set. The Governing Board, or designee, may establish further conditions within the readmission process with which the student must comply prior to their admission to the instructional process. During the term of the expulsion, the student is to remain away from all Tucson Unified School District schools and activities. If it is necessary to come to a school, the student must make prior arrangements with the principal or principal's designee.

9. PRINCIPAL APPLICATION FOR WAIVER OF MANDATORY ACTIONS

For violations requiring Action Level 4 or 5 consequences, the principal has the prerogative to seek the waiver of any portion or all of the mandatory disciplinary action through the appropriate Assistant Superintendent. The principal may seek the waiver and, if granted, the parties directly involved shall be informed of the reasons the waiver was granted.

Waivers may **not** be sought when the prescribed disciplinary action involves the possession of a firearm or the threatening of an educational institution. By state law in such a case, only the Governing Board may decide, on a case by case basis, whether to impose less than the mandatory penalty.

ACTION LEVELS

The chart below lists actions that may be taken by school administration as the result of a violation. The Action Level identifies maximum action for violations assigned to that level. **Actions listed in bold are the minimum or mandatory action for that level of violation.** Multiple actions may be applied to a single violation. Action Levels are developed with input from students, parents, teachers and community members. **For all violations, parent notification and student conference are mandatory.**

It will be the policy of TUSD to implement Restorative Practices wherever practicable.

LEVEL 1	<ul style="list-style-type: none"> ○ Parent Notification ○ Student Conference ○ Restorative Circle ○ Restorative Conference ○ Confiscation of Contraband ○ Parent Conference ○ Student Verbal Apology ○ Student Written Apology ○ Warning 	<ul style="list-style-type: none"> ○ Referred to Outside Agency ○ Community Service ○ Detention ○ Other Action ○ Peer mediation ○ Privileges Suspended ○ Restitution ○ Saturday School ○ Teen Court ○ Functional Behavioral Assessment 	<ul style="list-style-type: none"> ○ Meeting With School Counselor ○ Reassignment To A Different class ○ Behavior Contract ○ Work Detail ○ Behavior Intervention Group ○ Threat Assessment ○ Behavior Intervention Plan ○ Lunch Detention
LEVEL 2	Any mandatory action from the prior level(s) must also be imposed. <ul style="list-style-type: none"> ○ Behavior Contract ○ Restorative Conference and/or Restorative Circle ○ In School Suspension – Short-Term ○ Out Of School Suspension and/or Abeyance – Short-Term (1-3 Days) ○ Local Law Enforcement Contacted In Appropriate Circumstances 		
LEVEL 3	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ○ Short-Term In School Action and/or Abeyance ○ Restorative Conference and/or Restorative Circle ○ In School Suspension ○ Out Of School Suspension and/or Abeyance – Short-Term (1-10 Days) 		
LEVEL 4	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ○ Out of School Suspension and/or Abeyance – Long-Term (11-45 Days) ○ Restorative Conference and/or Restorative Circle ○ Removal By Hearing Officer For Likely Injury To Self Or Others ○ Removal By Student’s IEP Team To An Interim Alternative Education Setting 		
LEVEL 5	Any Action from the prior level(s) may also be imposed. <ul style="list-style-type: none"> ○ Out of School Suspension and/or Abeyance – Long-Term (11-180 Days) ○ Restorative Conference and/or Restorative Circle ○ Expulsion 		
NOTES	<ul style="list-style-type: none"> • All parent conferences will be made in the timeliest manner. • A student who willingly assists or forces another student to commit a violation of these guidelines will be held equally accountable for the violation. • Attempted violations may require Actions. Administrators will determine the appropriate level of Action to take for an attempted violation. The Action will generally be at a level less than that of the actual violation. For repeated and/or multiple offenses, Administrators may apply an action that is one level higher than that listed, but only after consultation with the Department of Student Equity. • When determining the appropriate level of action to take. Administrators may consider a student’s claim of self defense, defense of others or defense of property. • When determining the appropriate action to take, Administrators at the elementary level (Pre-K-5th Grade) may consider all violations, <i>with the exception of possession of firearms or any incidence of threat to an educational institution</i>, at one level lower than that of the actual violation. • Administrators may not withdraw a student’s open enrollment or magnet status during the school year as a consequence for a discipline violation. • Students will not receive out of school suspension for attendance violations. 		

The Arizona Department of Education has identified the following violations:

AGGRESSION	
<i>Violation</i>	<i>Action Level</i>
<p>Verbal Provocation</p> <p>Use of language or gestures that may incite another person or other people to fight.</p>	1
<p>Recklessness</p> <p>Unintentional, careless behavior that may pose a safety or health risk for yourself or for others.</p>	1
<p>Minor Aggressive Act</p> <p>Student engages in non-serious but inappropriate physical contact.</p> <p>Examples: hitting, poking, pulling, tripping, or pushing.</p>	2
<p>Other Aggression</p> <p>Includes other acts of aggression not specifically listed within the Aggression section including, but not limited to, serious and inappropriate physical contact.</p> <p>Examples: pulling a chair out from underneath another person, or other behaviors that demonstrate low-level hostile behaviors.</p>	3
<p>Disorderly Conduct</p> <p>A person commits disorderly conduct if, with intent to disturb the peace or quiet of a neighborhood, family or person, or with knowledge of doing so, such person: 1) Engages in violent or seriously disruptive behavior. 2) Uses abusive or offensive language or gestures to any person present in a manner likely to provoke immediate physical retaliation by such person. 3) Makes any protracted commotion, utterance or display with the intent to prevent the transaction of the business of a lawful meeting, gathering or procession, and 4) Refuses to obey a lawful order to disperse issued to maintain public safety. (see A.R.S. §13-2904)</p>	3
<p>Endangerment</p> <p>A person commits endangerment by endangering themselves or another person with a substantial risk of imminent death or physical injury. (see A.R.S. § 13-1201)</p>	3
<p>Fighting</p> <p>Mutual participation in an incident involving physical violence; does not include verbal confrontation alone.</p>	3
<p>Assault</p> <p>A person commits assault by intentionally, knowingly, or recklessly causing physical injury to another person; knowingly touching another person with the intent to injure, insult or provoke such person., or by threatening to use a deadly weapon or dangerous instrument or a simulated deadly weapon. (see A.R.S. §13-1203)</p> <p>Examples: Restraining, barricading.</p> <p>Only if the administrator forms a reasonable belief that a student has suffered a non-accidental physical injury is a report to law enforcement mandatory.</p>	4
<p>Aggravated Assault</p> <p>A person commits aggravated assault if the person: 1) causes serious physical injury to another; 2) uses a deadly weapon or dangerous instrument; 3) commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss or impairment of any body organ or part or a fracture of any body part; 4) commits the assault while the victim is bound or otherwise physically restrained or while the victim's capacity to resist is substantially impaired; 5) commits assault and the person is in violation of an order of protection; 6) commits the assault knowing or having reason to know that the victim is any of the following: law enforcement officer, prosecutor, firefighter, EMT/Paramedic engaged in official duties, teacher or any school employee on school grounds, on grounds adjacent to the school or in any part of a building or vehicle used for school purposes, teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties or any teacher engaged in any authorized and organized classroom activity held on other than school grounds. (see A.R.S. § 13-1204)</p>	5 Mandatory report to law enforcement

ALCOHOL, TOBACCO AND OTHER DRUGS VIOLATIONS		
<i>Definitions</i>		
Drug Violation: Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance or equipment and devices used for preparing or taking drugs or narcotics. Includes being under the influence of drugs at school, school-sponsored events and on school-sponsored transportation. Includes over-the-counter medications if abused by the student.		
Possession: knowing exercise of dominion or control over an item.		Use: the act of using.
Sale: to transfer or exchange an item to another person for anything of value or advantage, present or prospective.		
Share: to allow another person to use or enjoy something that one possesses.		
<i>Violation</i>	<i>Action Level</i>	
Over the Counter Drugs, Inappropriate use of Medicines that may be purchased directly without a prescription from a health care professional. Inappropriate use includes any use other than that described on the packaging or recommended by a health care professional.		
Possession	2	
Use	2	
Sale	3	
Share	3	
Inhalants Inhalants include medications, anesthetics, or other compounds in vapor or aerosol form, taken by inhalation.		
Possession	4	
Use	4	
Sale	5	
Share	5	
Unknown Drug		
Possession	4	
Use	4	
Sale	5	
Share	5	
Substance Represented as of Illicit Drug A substance that is not an illicit drug but that is represented as, and could be perceived as being, an illicit drug.		
Possession	4	
Use	4	
Sale	5	
Share	5	
Prescription Drugs, Inappropriate use of Medicines obtained with the lawful prescription of a health care professional. Inappropriate use includes any use other than that described by the prescription.	Mandatory report to law enforcement	
Possession	4	
Use	4	
Sale	5	
Share	5	
Illicit Drug Illicit drugs include dangerous drugs, narcotic drugs, marijuana, and peyote as defined by A.R.S. § 13-3401, and appearing in any form, including seeds, plants, cultivated product, powder, liquid, pills, tablets, etc.	Mandatory report to law enforcement	
Possession	4	
Use	4	
Sale	5	
Share	5	
Alcohol Violation The violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes being intoxicated at school, school-sponsored events and on school-sponsored transportation.		
Possession	4	
Use	4	
Sale	5	
Share	5	

Tobacco Violation		
The possession, use, distribution or sale of tobacco products on school grounds (including any device or substance that delivers nicotine), at school-sponsored events and on school-sponsored transportation. (see A.R.S. §36-798.03).		
	Possession	2
	Use	2
	Sale	3
	Share	3
Possession of Drug Paraphernalia		
Drug paraphernalia means all equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a drug in violation of this chapter. (A.R.S. § 13-3415)		
	Possession	2
	Use	2
	Sale	3
	Share	3

ARSON	
<i>Definitions</i>	
Structure: a building or place with sides and a floor used for lodging, business, transportation, recreation, or storage	
Occupied structure: any structure in which one or more persons is, or is likely to be present, or is so near as to be in equivalent danger at the outset of the fire or explosion. This includes any dwelling house, whether occupied or not.	
Property: anything other than a structure that is owned and has value of any kind (e.g., a backpack, school book, clothing, etc.).	
Damage: as used here, means a tangible or visible impairment to a surface.	
Reckless Burning: recklessly causing a fire or explosion resulting in damage to a structure, wild land, or property. (see A.R.S. § 13-1702).	
<i>Violation</i>	<i>Action Level</i>
Arson of a Structure or Property A person commits arson of a structure or property by knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion. A.R.S. § 13-1703. (Burning one's own property is not arson, with the exception of burning one's own property with the knowledge that it will ignite another's property or a structure. Burning one's own property may, where appropriate, be considered reckless burning.)	4
Arson of an Occupied Structure A person commits arson of an occupied structure by knowingly and unlawfully damaging an occupied structure by knowingly causing a fire or explosion. A.R.S. § 13-1704.	5 Mandatory report to law enforcement
NOTE: Administrators may consider acts of arson that are only reckless (as opposed to knowing or intentional), or that damage property with a value under \$100, at Level 3. Please see the definition of Reckless Burning above.	

ATTENDANCE POLICY VIOLATION (Out of school suspension is not permitted)	
<i>Violation</i>	<i>Action Level</i>
Other Attendance Violations Examples: leaving school, without signing out in the main office; leaving school at lunch, without a pass; obtaining a pass to go to a certain place and not reporting there; becoming ill and going home or staying in the restroom, instead of reporting to the nurse's office; or coming to school, but not attending classes.	1
Tardy Arriving at school or class after the scheduled start time.	1
Unexcused Absence When a student is not in attendance for an entire day and does not have an acceptable excuse.	1
Leaving School Grounds without Permission Leaving school grounds or being in an "out-of-bounds" area during regular school hours without permission of the principal or principal designee.	1
Truancy When a child between 6-16 years of age has an unexcused absence for at least one class period during the day.	1

HARASSMENT AND THREAT, INTIMIDATION	
<i>Violation</i>	<i>Action Level</i>
<p>Threat or Intimidation</p> <p>When a person indicates, by words or conduct, the intent to cause physical injury or serious damage to a person or their property, or intentionally places another person in reasonable apprehension of imminent physical injury. This may include threats or intimidation that occurs online or through a telecommunication device. (see A.R.S. § 13-1202).</p>	3
<p>Bullying</p> <p>Bullying is the repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or sex or gender-based verbal put-downs, and extortion of money or possessions. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); non-verbal (e.g., text messages, email, social networking); or psychological (e.g., social exclusion, spreading rumors, manipulating social relationships).</p>	3
<p>Harassment, nonsexual</p> <p>A person commits harassment if, with intent to harass or with knowledge that the person is harassing another person, the person:</p> <ol style="list-style-type: none"> 1) Anonymously or otherwise communicates or causes a communication with another person by verbal, electronic, mechanical, telegraphic, telephonic or written means in a manner that harasses. 2) Follows another person in or about a public place for no legitimate purpose after being asked to desist. 3) Repeatedly commits an act or acts that harass another person. 4) Surveils or causes another person to surveil a person for no legitimate purpose. 5) On more than one occasion makes a false report to a law enforcement, credit or social service agency. (see A.R.S. § 13-2921) <p>*Bullying and Sexual Harassment are types of Harassment. Indicate Harassment, nonsexual if the violation is not specifically Bullying or Sexual harassment, or if the specific type of harassment is not known.</p>	3
<p>Hazing</p> <p>“Hazing” means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which <u>both</u> of the following apply:</p> <ol style="list-style-type: none"> 1) The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with an educational institution. (“Organization” means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with the school and whose membership consists primarily of students enrolled at the school.); <u>and</u> 2) The act contributes a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation. A.R.S. § 15-2301. 	3

HOMICIDE; KIDNAPPING	
<i>Violation</i>	<i>Action Level</i>
<p>Homicide</p> <p>Includes first degree murder, second degree murder, manslaughter or negligent homicide, and intentionally or recklessly causing the death of another person. A.R.S. § 13, Chapter 11.</p>	5 Mandatory report to law enforcement
<p>Kidnapping</p> <p>Knowingly restraining another person with the intent to hold the victim for ransom, as a shield or hostage; or hold the victim for involuntary servitude; or inflict death, physical injury or a sexual offense on the victim, or to otherwise aid in the commission of a felony; or place the victim or a third person in reasonable apprehension of imminent physical injury to the victim or such third person A.R.S. § 13-1304.</p>	5 Mandatory report to law enforcement

DISHONESTY	
<i>Violation</i>	<i>Action Level</i>
<p>Cheating</p> <p>To intentionally share with another, or take from another, intellectual property for the purpose of deceit or fraud, or to take or steal intellectual property from another with or without their knowledge and present it as the student's own.</p>	2
<p>Forgery</p> <p>Falsely and fraudulently making or altering a document, including hall passes and parent signatures.</p>	2
<p>Lying</p> <p>To make an untrue statement with intent to deceive or to create a false or misleading impression.</p>	2
<p>Plagiarism</p> <p>To steal and pass off the ideas or words of another as one's own, including material obtained online.</p>	2

OTHER VIOLATIONS OF SCHOOL POLICIES	
<i>Violation</i>	<i>Action Level</i>
<p>Dress Code Violation</p> <p>Student wears clothing that does not fit within the dress code guidelines stated by school or district policy.</p>	1
<p>Parking Lot Violation</p> <p>Examples: unsafe driving in the parking lot, parking in unauthorized areas, parking in fire lanes or disabled persons space/area, parking in two or more parking spaces with one vehicle, excessive audio or radio sound, blocking driveway or access, or littering.</p>	1
<p>Public Display of Affection</p> <p>Inappropriate displays of affection (i.e. kissing)</p>	1
<p>Other Violation of School Policies and Regulations</p> <p>Other violations of written school, or district-wide, policy or regulation. Example: soliciting (drugs, tobacco, alcohol, stolen items, etc.)</p>	2
<p>Contraband</p> <p>Items stated in school policy as prohibited because they may disrupt the learning environment.</p>	2
<p>Combustible</p> <p>Student is in possession of substance or object that is readily capable of causing bodily harm or property damage. (e.g. matches, lighters)</p>	2
<p>Disruption</p> <p>Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; or sustained out-of-seat behavior.</p>	2
<p>Gambling</p> <p>To play games of chance for money or to bet a sum of money.</p>	2
<p>Language, Inappropriate</p> <p>Delivering verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	2
<p>Defiance or Disrespect Towards Authority and Non Compliance</p> <p>Student engages in refusal to follow directions, talks back, or delivers socially rude interactions.</p>	2
<p>Negative Group Affiliation / Illegal Organization</p> <p>Clubs, fraternities, sororities, anti-social organizations, secret societies, criminal street gangs, and other sets of individuals that are not sanctioned by the Governing Board and which are determined to be disruptive to teaching and learning. This includes wearing of symbolic apparel, making gestures, writing on and marking of property, or altering of personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.</p>	3

SCHOOL THREAT OR INTERFERENCE	
<i>Definitions</i>	
Threatening an educational institution (School Threat) means to interfere with or disrupt an educational institution by doing any of the following:	
1) For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause physical injury to any employee of an educational institution or any person attending an educational institution.	
2) For the purpose of causing, or in reckless disregard of causing, interference with or disruption of an educational institution, threatening to cause damage to any educational institution, the property of any educational institution, the property of any employee of an educational institution or the property of any person attending an educational institution.	
3) Going on or remaining on the property of any educational institution for the purpose of interfering with or disrupting the lawful use of the property or in any manner as to deny or interfere with the lawful use of the property by others.	
4) Refusing to obey a lawful order to leave the property of an educational institution.	
NOTE: "interference with or disruption of" includes only those acts that might reasonably lead to the evacuation or closure of a school property or to the postponement, cancellation, or suspension of any class or other school activity (though actual evacuation, closure, postponement, cancellation or suspension is not required).	
<i>Violation</i>	<i>Action Level</i>
Fire Alarm Misuse Intentionally ringing fire alarm when there is no fire.	4
Other School Threat An incident, not coded in the School Threat category, which involves threatening an educational institution.	5 Expulsion required by law
Bomb Threat Threatening an educational institution by using or threatening to use a bomb, or arson-causing device.	5 Expulsion required by law
Chemical or Biological Threat Threatening an educational institution by using or threatening to use dangerous chemicals or biological agents.	5 Expulsion required by law

SEXUAL OFFENSES	
<i>Violation</i>	<i>Action Level</i>
Harassment, Sexual Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, graphic, written, or physical conduct of a sexual nature where such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment. Sexual harassment can include nonverbal forms (e.g., "sexting," tweeting, or otherwise sending messages through networking sites and/or telecommunication devices), or physical conduct of a sexual nature.	3
Pornography Pornography is the sexually explicit and obscene depiction of persons, in words or images. Examples: viewing and/or sharing nude or sexually-charged images (non-art, non-educational) of people in books, magazines, electronic devices, or on the internet; using an electronic device to send or receive nude images, partially-nude images, or images that are sexual in nature ("i.e. sexting"), or drawing nude images, partially-nude images, or images that are sexual in nature that have no redeeming educational value.	3
Harassment, Sexual with contact Sexual harassment that includes physical contact.	4
Indecent Exposure or Public Sexual Indecency A violation of A.R.S. § 13-1402 Indecent exposure, § 13-1403 Public sexual indecency, or engaging in other sexual acts. Examples: public urination, streaking, masturbation, "peeping tom" (including taking photos or videotaping), exposing another student's private parts, or engaging in intercourse, or oral sex.	4
Sexual Assault or Rape A violation of A.R.S. § 13-1406 Sexual assault	5 Mandatory report to law enforcement
Sexual Abuse or Sexual Conduct with minor, or Child Molestation A violation of A.R.S. § 13-1404 Sexual abuse, § 13-1405 Sexual conduct with a minor, or § 13-1410 Child Molestation.	5 Mandatory report to law enforcement

TECHNOLOGY, IMPROPER USE OF	
<i>Violation</i>	<i>Action Level</i>
Telecommunication Device Examples: use of telecommunication devices (cell phones, pagers, etc.) for non-instructional purpose	1
Other Technology Examples: Nintendo DS, iPods, MP3 players, etc.	1
Computer Examples: use of school computers for non-instructional purpose, copyright or trademark infringement, knowingly uploading or downloading destructive or malicious programs or software, loading personal software or disks onto school computers without permission of an administrator, vandalism of computers or computer equipment.	2
Network Violation Examples: use of computer network for non-instructional purpose, knowingly uploading or downloading destructive or malicious programs or software, sharing passwords, attempting to read, delete, copy or modify the email of other users, accessing secure areas other than for educational purposes, transmitting material information or software in violation of any district policy or regulation, local, state or federal law or regulation, or tampering with or misuse of the computer networking system or taking any other action inconsistent with this regulation will be viewed as a network violation.	3

THEFT	
<i>Violation</i>	<i>Action Level</i>
<p>Petty Theft</p> <p>Thefts for cash, or property, valued under \$100.</p>	2
<p>Theft – School Property or Non-School Property</p> <p>A person commits theft if, without lawful authority, the person knowingly:</p> <ol style="list-style-type: none"> 1) Controls property of another with the intent to deprive the other person of such property; or 2) Converts for an unauthorized term or use services or property of another entrusted to the defendant or placed in the defendant's possession for a limited, authorized term or use; or 3) Obtains services or property of another by means of any material misrepresentation with intent to deprive the other person of such property or services; or 4) Comes into control of lost, mislaid or misdelivered property of another under circumstances providing means of inquiry as to the true owner and appropriates such property to the person's own or another's use without reasonable efforts to notify the true owner; or 5) Controls property of another knowing or having reason to know that the property was stolen; or 6) Obtains services known to the defendant to be available only for compensation without paying or an agreement to pay the compensation or diverts another's services to the person's own or another's benefit without authority to do so. A.R.S. § 13-1802. 	3
<p>Burglary or Breaking and Entering</p> <p>Entering or remaining unlawfully in or on the personal property of another, a classroom, a residential structure or yard or a nonresidential structure or in a fenced commercial property with the intent to commit any theft or any felony therein. (see A.R.S. § 13-1506 - § 13-1507).</p>	4
<p>Extortion</p> <p>A person commits theft by extortion by knowingly obtaining or seeking to obtain property or services by means of a threat to do in the future any of the following:</p> <ol style="list-style-type: none"> 1) Cause physical injury to anyone by means of a deadly weapon or dangerous instrument. 2) Cause physical injury to anyone except as provided in paragraph 1 of this subsection. 3) Cause damage to property. 4) Engage in other conduct constituting an offense. 5) Accuse anyone of a crime or bring criminal charges against anyone. 6) Expose a secret or an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule or to impair the person's credit or business. 7) Take or withhold action as a public servant or cause a public servant to take or withhold action. 8) Cause anyone to part with any property. A.R.S. § 13-1804. 	4
<p>Robbery</p> <p>A person commits robbery if in the course of taking any property of another from his person or immediate presence and against his will, such person threatens or uses force against any person with intent either to coerce surrender of property or to prevent resistance to such person taking or retaining property. A.R.S. § 13-1902.</p>	4
<p>Armed Robbery</p> <p>A person commits armed robbery if, in the course of committing robbery (see definition above) such person or an accomplice, 1) is armed with a deadly weapon or a simulated deadly weapon; or 2) Uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon. A.R.S. § 13-1904.</p>	5 Mandatory report to law enforcement
<p>Burglary (First Degree)</p> <p>A person commits burglary in the first degree if such person or an accomplice enters or remains unlawfully in or on a residential structure or yard or a nonresidential structure or in a fenced commercial with the intent to commit any theft or any felony therein (A.R.S. §13-1506-07) and knowingly possesses explosives, a deadly weapon or a dangerous instrument in the course of committing any theft or any felony. A.R.S. § 13-1508.</p>	5 Mandatory report to law enforcement

TRESPASSING; VANDALISM OR CRIMINAL DAMAGE	
<i>Definitions</i>	
<p>Criminal damage: willful destruction or defacement of school property, commercial property located on school property, or personal property of another person, so as to substantially impair its function or value in an amount of five thousand dollars or more. Administrators may consider acts of vandalism that result in damages exceeding \$5,000 in value at a Level 4.</p> <p>Examples: substantial destruction of copy machines, school vehicles, student vehicles, or certain technology, science, or computer equipment.</p>	
<i>Violation</i>	<i>Action Level</i>
<p>Trespassing</p> <p>To enter or remain on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion and unauthorized persons who enter or remain on a campus or school board facility after being directed to leave by the chief administrator or designee of the facility, campus or function.</p>	2
<p>Graffiti or Tagging</p> <p>Writing on walls; drawings or words that are painted or sprayed on walls and/ or other surfaces that can be easily removed with soap or cleaner.</p>	2
<p>Vandalism of Personal property</p> <p>Willful destruction or defacement of personal property.</p>	3
<p>Vandalism of School Property</p> <p>Willful destruction or defacement of school property.</p> <p>Examples: destroying school computer records, carving initials or words in desk top, spray painting on walls, or damaging vehicles.</p>	3

WEAPONS AND DANGEROUS ITEMS	
<i>Violation</i>	<i>Action Level</i>
<p>Dangerous Items</p> <p>Knife with a blade length of less than 2.5 inches, Air Soft Gun, B.B.Gun, Laser Pointer, Letter Opener, Mace/Pepper Spray, Paintball Gun, Pellet Gun, Razor Blade/Box Cutter, Simulated Knife, TASER or Stun Gun, Tear Gas, firecrackers, smoke and stink bombs, gas, lighter fluid, and other dangerous items (Anything that under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury)</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.</p>	3
<p>Other Weapons</p> <p>Examples: Billy Club, Brass Knuckles, Knife with a blade length of at least 2.5 inches, Nunchakus</p> <p>Mandatory report to law enforcement if under the circumstances in which it is used, attempted to be used or threatened to be used the item is readily capable of causing death or serious physical injury.</p>	4
<p>Simulated Firearm</p> <p>Possession of a simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm (or any object such as a stick or finger concealed under clothing).</p>	4
<p>Firearms</p> <p>Firearm means any loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may readily be converted to expel a projectile by the action of an explosive. Firearm does not include a firearm in permanently inoperable condition. A.R.S. § 13-3101</p> <p>Other Firearms – As defined for the Gun-Free Schools Act (GFSA) – includes - the frame or receiver of any weapon described above; Any firearm muffler or firearm silencer; Any destructive device, which includes: Any explosive, incendiary, or poison gas: Bomb; Grenade; Rocket having a propellant charge of more than four ounces; Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine or similar device. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. Any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. 18 U.S.C. 921</p> <p>(This definition does not apply to items such as toy guns, colorful plastic water guns, cap guns, bb guns, and pellet guns)</p>	<p>5</p> <p>Expulsion required by law</p> <p>Mandatory report to law enforcement</p>

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TUSD ANNUAL NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and “eligible students” (students over 18 years of age, or who attend an institution of postsecondary education) certain rights regarding the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days from the day TUSD receives a request.

The parent(s) and/or eligible student may inspect and review student’s education records, and TUSD policies and regulations governing use of those records, by making an appointment with the student’s school principal. A copy of state and federal statutes and regulations concerning student records is available for reasonable inspection in the Office of the Superintendent or designee, 1010 E. 10th Street, Tucson, Arizona. A list of the types of records maintained, and an explanation of any record, will be provided by appropriate TUSD personnel upon request.

Federal law assumes that both parents are equally entitled to review their child’s records. If there is a custody order in place that prohibits the provision of this information to one parent, please provide TUSD with a copy of the custody order, signed by a judge.

(2) The right to request the amendment of the student’s education records that the parent(s) and/or eligible students believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Such a request must be in writing to the student’s school principal, must clearly identify the part of the record they want changed, and must specify why it should be changed. If TUSD, decides not to amend the record as requested by the parent(s) and/or eligible student, TUSD will notify the parent(s) and/or eligible student of the decision, and the parent(s) and/or eligible student may further request a hearing regarding the request for amendment, as provided by federal and state statutes, rules and regulations.

(3) The right to privacy of personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

TUSD must obtain the written consent of the parent or eligible student prior to releasing personally identifiable information from the education records of a student, except in circumstances where federal and state law authorize disclosure without consent, such as disclosure to school officials with legitimate educational interests. A school official is a person employed by TUSD as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a Governing Board member; a person or company with whom TUSD has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, schools will disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by TUSD to comply with the requirements of FERPA.

Any complaints arising from an alleged violation of these rights may be submitted to the Superior Court of Pima County, Arizona, or to:

The Family Policy Compliance Office
U.S. Dep’t of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 260-3887

Directory Information

FERPA requires that TUSD, with certain exceptions, obtain a parent’s/guardian’s written consent prior to the disclosure of personally identifiable information from your child’s education records. However, TUSD may disclose appropriately designated “directory information” without written consent, unless you have advised TUSD to the contrary in accordance with TUSD procedures (see Administrative Regulation 5130). The primary purpose of directory information is to allow TUSD to include this type of information from your child’s education records in certain school publications, such as:

- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets showing weight/height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want TUSD to disclose directory information from your child’s education records without your prior written consent, you must notify TUSD on TUSD Form 274, prior to October 1st. TUSD has designated the following information as directory information:

Name, address, parent or guardian telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees (diplomas) and awards received, the most recent previous educational agency or institution attended by the student, personally identifiable photographs, videotapes, films and other visual media, personally identifiable interviews, either audio only or audio and visual, and other similar information.

Under federal law, this information is considered directory information and does not require the written consent of a parent/eligible student to release. If you object to the release of directory information you must notify the principal or designee of the school, in writing, on TUSD Form 274, prior to October 1st. If Form 274 is not received by October 1st, it will be assumed that there is no objection to releasing such information. This procedure shall be done annually. Pursuant to federal law, upon request, TUSD may disclose education records without prior parental/eligible student consent, to officials of another school district in which a student seeks or intends to enroll. For further information, contact the Principal’s Office at the school where the student(s) attend in TUSD.

TUSD ANNUAL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

(1) Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Dep’t of Education (ED) –

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

(2) Receive notice and an opportunity to opt a student out of –

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

(3) Inspect, upon request and before administration or use –

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

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

TUSD will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

TUSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. TUSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

TUSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 2020

*YOUR SCHOOL IS A
SAFE-T-ZONE*

IF YOU SEE IT

- | | |
|-------------------|-----------------------|
| ↪ <i>DRUGS</i> | ↪ <i>VIOLENCE</i> |
| ↪ <i>FIGHTS</i> | ↪ <i>WEAPONS</i> |
| ↪ <i>GANGS</i> | ↪ <i>NON-STUDENTS</i> |
| ↪ <i>ASSAULTS</i> | ↪ <i>GRAFFITI</i> |
| ↪ <i>TRUANCY</i> | ↪ <i>THREATS</i> |

REPORT IT!

CONFIDENTIALITY GUARANTEED

TELL A SCHOOL OFFICIAL OR CALL

***TUSD SAFETY MESSAGE LINE
584-7680***

- MESSAGES CHECKED HOURLY DURING SCHOOL -
- DAILY ON NON-SCHOOL DAYS -

DISCRIMINATION STATEMENT: Tucson Unified School District does not discriminate on the basis of race, color, religion/religious beliefs, sex, gender, gender identity, age, national origin, sexual orientation, , creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, or family, social or cultural background in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans with Disabilities Act may be referred to TUSD's EEO Compliance Officer, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444, or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. See Board Policies AC "Non-Discrimination," and ACA "Sexual Harassment" for more information.



PAUTAS PARA LOS DERECHOS Y RESPONSABILIDADES DE LOS ESTUDIANTES

El propósito de estas pautas es asistir a los estudiantes, padres, maestros, personal y directores a crear y mantener un ambiente que realzará el logro de un proceso de aprendizaje positivo. Para ser totalmente efectivas, las Pautas para los Derechos y Responsabilidades de los Estudiantes tratan:

- Los derechos y responsabilidades de los estudiantes y padres;
- La conducta que puede requerir disciplina;
- Las responsabilidades administrativas para implementar la disciplina;
- Las responsabilidades administrativas para el debido proceso.

Les sugerimos que lean y desarrollen una comprensión exhaustiva de los detalles de estas pautas.

La disciplina estudiantil está sujeta a las medidas de las políticas de la Mesa Directiva y las leyes estatales y federales. Los estudiantes serán disciplinados de conformidad con la Política JK de la Mesa Directiva y los reglamentos que la acompañan. Debido a que la Ley de la Educación de Individuos con Discapacidades (IDEA) requiere salvaguardias procesales adicionales, los estudiantes con discapacidades serán disciplinados bajo las políticas aplicables de la Mesa Directiva – JKA, Disciplina de, y Colocaciones Alternativas para los Estudiantes de la Educación Especial y JKAA, Disciplina, Suspensión, Expulsión para Estudiantes Discapacitados de la Sección 504 – como se aplica en estas Pautas para los Derechos y Responsabilidades de los Estudiantes.

Los estudiantes podrían estar también sujetos a las penas civiles y/o delictivas aplicables.

Estas Políticas de la Mesa Directiva y los Reglamentos Administrativos están disponibles para su evaluación en la oficina del director y en línea en www.tusd1.org. Copias de este folleto están también disponibles en español y se pueden obtener a través de la oficina del director y en línea en www.tusd1.org.

Estos Planes de Acción del Consejo Gobernante, y Reglamentos Administrativos se hacen disponibles para revisión en la oficina del director escolar y en www.tusd1.org. Las copias de este folleto también están disponibles en español y se pueden obtener mediante la oficina del director escolar y en www.tusd1.org.

Mesa Directiva de TUSD:

Dr. Mark Stegeman, Presidente; Michael Hicks, Secretario; Miguel Cuevas, Adelita S. Grijalva, Alexandre Borges Sugiyama, Ph.D.

Superintendente:

John J. Pedicone, Ph.D.

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SECCIÓN A: PROPÓSITO

1. ¿QUÉ SON LAS “PAUTAS PARA LOS DERECHOS Y RESPONSABILIDADES DE LOS ESTUDIANTES” Y POR QUÉ SE REQUIEREN?

Los estudiantes necesitan un ambiente que sea seguro y positivo para el aprendizaje. Para ayudarle a suministrar y mantener ese ambiente, las Pautas para los Derechos y Responsabilidades de los Estudiantes:

- Especifican los derechos y responsabilidades de los estudiantes;
- Describen la conducta que viola esos derechos y responsabilidades;
- Se esfuerzan por estandarizar esos procedimientos que la escuela usará al responder a problemas de conducta;
- Aseguran los derechos de los estudiantes cuando se toma acción disciplinaria.

A como los estudiantes progresan a través de nuestras escuelas públicas, es razonable suponer que un aumento en la edad y la madurez trae una mayor responsabilidad de sus actos. Las diferencias en la edad y madurez son reconocidas al decidir el tipo de acción disciplinaria que se tomará. Sin embargo, los procedimientos que se definen en las Pautas para los Derechos y Responsabilidades de los Estudiantes aplican a todos los estudiantes desde el kínder hasta el 12avo. grado.

Todo el personal del distrito que administra disciplina a estudiantes debe siempre seguir procedimientos de disciplina para estudiantes minusválidos cuando se trate de un estudiante en los programas de la educación especial, con estudiantes discapacitados de la Sección 504, y para estudiantes que tienen pendiente una recomendación para una evaluación.

2. ¿CUÁNDO ESTÁN EN VIGOR ESTAS PAUTAS?

Las pautas están en vigor:

- Durante las horas escolares regulares;
- Mientras se les transporta en el autobús escolar u otro medio de transporte autorizado por el distrito escolar;
- En horas y lugares donde el director/a u otro funcionario o empleado escolar tiene jurisdicción sobre los estudiantes;
- Durante eventos auspiciados por la escuela;
- Durante excursiones;
- Durante eventos atléticos;
- Cuando los estudiantes van y regresan de la escuela (puerta a puerta);
- Durante otras actividades asociadas en cualquier forma con la escuela.

Además, el director está autorizado a iniciar una acción disciplinaria cuando la mala conducta de un estudiante fuera de la escuela tiene un efecto perjudicial sobre los otros estudiantes o sobre el proceso educativo ordenado, porque la infracción está directamente relacionada con otras infracciones previas en la escuela, o amenaza con causar infracciones adicionales en la escuela.

SECCIÓN B: DERECHOS Y RESPONSABILIDADES DE LOS ESTUDIANTES Y PADRES

El Distrito Escolar Unificado de Tucson cree que la educación de un estudiante es un esfuerzo de colaboración con el estudiante y el padre. Para apoyar esta colaboración reconocemos que cada persona tiene derechos y responsabilidades. **La siguiente identificación de estos derechos y responsabilidades es una lista general para proveer las pautas, con la intención de no ser exhaustiva o completa.** Vea también la Política JI de la Mesa Directiva – Derechos y Responsabilidades.

1. LOS ESTUDIANTES TIENEN DERECHO A:

- Aprender en un ambiente limpio, seguro, ordenado y positivo – un ambiente que sea imparcial, no crítico, y libre de prejuicios, discriminación, amenazas verbales o físicas, y abuso.
- Participar en las actividades estudiantiles.
- Expresar sus ideas y perspectivas con respecto a los problemas y varios temas.
- Ser tratados con respeto y como una persona individual única con necesidades, estilos de aprendizaje y habilidades diferentes en una manera que apoya y aumenta la autoestima individual.
- Estar libre de las represalias o del temor de las represalias, y de la discriminación sexual y el acoso sexual en la escuela incluyendo el abuso en las citas de parejas. Una víctima del abuso durante una cita tiene el derecho de transferir a otra escuela (Vea la Política JICL “Abuso en las citas de parejas”)
- Acceso completo a las oportunidades del ambiente educativo sin sufrir la discriminación a base de raza, color, religión/creencias religiosas, sexo, identidad sexual, edad, origen nacional, orientación sexual, credo, estatus de ciudadanía, estado marital, creencias políticas/afiliaciones, discapacidad, el idioma del hogar, o antecedentes de familia, sociales o culturales. Esto incluye la disponibilidad de todos los servicios de apoyo que promueven el desarrollo del potencial del estudiante. (Vea la política AC “No Discriminación”, ACA “Acoso Sexual”, y JB “Oportunidades Equitativas y Contra-Acoso”).
- Recibir una copia de las Pautas para los Derechos y Responsabilidades de los Estudiantes.
- Privacidad. (Vea la “Notificación Anual de los Derechos de Privacidad de los Padres y Estudiantes” en la página 26).
- Tener acceso a sus registros estudiantiles formales.
- Tener acceso a las asignaciones/tarea de la escuela mientras que cumplen con una suspensión disciplinaria para la duración del período de clase (trimestre o semestre) y tener opciones para oportunidades de instrucción alternativas para cualquier suspensión restante.
- Debido proceso legal.
- Esperar que las reglas escolares sean cumplidas en forma consistente, justa y razonable.
- Recibir disciplina justa sin discriminación.
- Solicitar un intérprete o un traductor a cualquier paso del proceso.
- Adquirir el inglés y cualesquiera otros idiomas que puedan estar disponibles para el estudio de los estudiantes en la escuela.
- Recibir instrucción de alta calidad que sea comprensible y apropiada para su nivel de desarrollo académico y lingüístico.
- Tener acceso a un ambiente de salón de clase que fomente el uso del inglés, promueva la apreciación de otros idiomas, y respete los derechos de los estudiantes de usar su idioma nativo para facilitar la comunicación y realzar los logros académicos.
- Tener acceso a libros y otros materiales de lectura para uso suplementario y recreativo, incluyendo materiales que puedan estar disponibles en otros idiomas.

- Los servicios de interpretación no educativos cuando se comuniquen con la escuela, y en algunos casos, a copias traducidas de ciertas formas y documentos de la escuela.

Los estudiantes que creen que han experimentado discriminación o acoso como se define en las políticas/reglamentos antedichos pueden presentar una queja con su director, asesor, o directamente con el Oficial de Acatamiento de EEO al 225-6444.

Los estudiantes que creen que han experimentado acciones disciplinarias injustas pueden presentar una queja con su director, asesor, o directamente con el Departamento de Equidad Estudiantil de TUSD al 225-6237.

2. LOS ESTUDIANTES TIENEN LA RESPONSABILIDAD DE:

- Asistir a la escuela a diario de acuerdo con el calendario asumido por el distrito escolar, llegar a tiempo, traer materiales apropiados y estar preparados para participar en clase y completar las tareas.
- Luchar por conseguir el crecimiento académico y luchar por conseguir lo mejor de sí.
- Participar completamente en el aula, el plan de estudios y el proceso de aprendizaje.
- Permitir que los compañeros tengan una oportunidad educativa igual.
- Permitir que los compañeros estén libres de discriminación y acoso.
- Reponer el trabajo que resulta de una ausencia.
- Respetar los derechos, sentimientos, y propiedad de compañeros, padres, personal escolar, visitantes, invitados, y vecinos de la escuela.
- Conducirse apropiadamente en terrenos escolares, autobuses escolares, en paradas del autobús, en cualquier actividad relacionada con la escuela, y en el aula, para no entrometerse en los derechos de aprendizaje de otro estudiante.
- Seguir las pautas de la disciplina adoptadas por la escuela y el distrito.
- Proteger y cuidar la propiedad escolar.
- Cumplir con las políticas y reglas de la Mesa Directiva.
- Ayudar al personal escolar a dirigir una escuela segura, y ayudar a mantener la seguridad y la limpieza del ambiente escolar.
- Leer y hacer preguntas para comprender la información en el manual de las Pautas para los Derechos y Responsabilidades de los Estudiantes.

3. LOS PADRES Y TUTORES TIENEN DERECHO A:

- Recibir informes oficiales, (trimestralmente o más frecuente) del progreso académico del estudiante, la asistencia y el comportamiento.
- Pedir y que se les concedan conferencias con profesores, asesores y/o el director.
- Recibir explicaciones de profesores sobre las calificaciones del estudiante y los procedimientos disciplinarios.
- Leer todos los registros escolares en relación con su estudiante.
- Recibir una copia del manual de las Pautas para los Derechos y Responsabilidades de los Estudiantes.
- Inmediatamente recibir una notificación oral y escrita a cualquier hora que un estudiante sea enviado a casa por cualquier razón de seguridad y/o disciplina. Esto incluye las suspensiones de corto y largo plazo.
- Solicitar un intérprete o traductor en cualquier paso del proceso.
- Solicitar una revisión de todas las acciones disciplinarias relacionadas a su estudiante.

- Los servicios de interpretación no educativos cuando se comuniquen con la escuela, y en algunos casos, a copias traducidas de ciertas formas y documentos de la escuela.
- Dirigir la educación, crianza y entrenamiento moral o religioso de su estudiante.
- Tener acceso y poder revisar todos los expedientes relacionados a su estudiante.
- Hacer decisiones con respecto al cuidado médico para el hijo menor de edad.
- Tener acceso y revisar todos los expedientes médicos del hijo menor de edad a menos que sea prohibido por ley o el padre/la madre es un individuo bajo investigación de un crimen en contra del hijo menor de edad y un agente del orden público pide que la información no sea divulgada.
- Consentimiento por escrito antes de que:
 - se haga una ecografía biométrica del hijo menor de edad.
 - se cree, guarde o comparta un expediente de la sangre o ADN del menor.
 - se lleve a cabo una evaluación genética del menor, a menos que sea requerido/autorizado por ley o una orden del tribunal.
 - el estado o cualesquiera de sus subdivisiones políticas haga un vídeo o una grabación de voz del menor, a menos que la grabación se haga como parte de: un procedimiento del tribunal; una entrevista forense en una investigación penal o del Departamento de Servicios de Protección al Menor; o para el uso sólo en lo siguiente:
 - demostraciones de la seguridad, incluyendo el mantenimiento del orden y la disciplina.
 - un propósito relacionado a una actividad académica o extraescolar legítima.
 - un propósito relacionado a la instrucción regular en el aula.
 - la seguridad o vigilancia de los edificios o el terreno, o
 - una tarjeta de identificación con foto.
- Obtener información con respecto a una investigación del Departamento de Servicios de Protección al Menor que involucre al padre/la madre.
- Ser notificado de manera oportuna si un empleado de este estado, cualesquier subdivisión política de este estado, cualquier otra entidad gubernamental o cualquier otra institución sospeche que se ha cometido una ofensa criminal en contra del menor por alguien que no sea el padre/la madre, a menos que el incidente primero haya sido reportado a los agentes del orden público y la notificación a los padres impediría una investigación de los agentes del orden público o del Departamento de Servicios de Protección al Menor. Este párrafo no crea ninguna obligación nueva para que TUSD reporte la mala conducta entre los estudiantes en la escuela tal como los pleitos o los juegos agresivos, los cuales la escuela trata rutinariamente como asuntos de la disciplina estudiantil.

4. LOS PADRES Y TUTORES TIENEN LA RESPONSABILIDAD DE:

- Ser socios con el personal escolar al compartir ideas apropiadas para mejorar el aprendizaje del estudiante y ayudar a evitar y/o resolver problemas de disciplina del estudiante.
- Proporcionar la supervisión de la salud y el bienestar físico y emocional del estudiante, y tomar responsabilidad de la asistencia regular y oportuna del estudiante.
- Proporcionarle explicaciones de manera oportuna a la escuela de las ausencias o tardanzas del estudiante.
- Asegurar el acatamiento del estudiante con las políticas y reglamentos de la escuela y del distrito.
- Leer y hacer preguntas para entender la información en el manual de Pautas para los Derechos y Responsabilidades de los Estudiantes.

SECCIÓN C: INFORMACIÓN GENERAL

1. OPORTUNIDADES EDUCATIVAS EQUITATIVAS Y POLÍTICA EN CONTRA DEL ACOSO (POLÍTICA JB)

Es la política del Distrito Escolar Unificado de Tucson de prohibir el acoso discriminatorio basado en la raza verdadera o percibida, color, religión/creencias religiosas, sexo, identidad sexual, edad, origen nacional, orientación sexual, credo, estatus de ciudadanía, estado civil, creencias políticas/afiliación, discapacidad, el idioma del hogar, estado parental, estado en cuanto a la asistencia pública, competencia limitada en inglés, o antecedentes de familia, sociales o culturales, o cualquier otra razón no relacionada a las capacidades individuales del estudiante, o a base de ser asociado con otras personas identificadas por estas categorías. TUSD investigará todas las quejas de discriminación u otro acoso, formal o informal, verbal o escritas, y disciplinará o tomará alguna otra acción apropiada en contra de cualquier persona que se determine que haya violado esta política.

2. POSICIÓN DE LA MESA DIRECTIVA EN CUANTO AL COMPORTAMIENTO Y LAS ACTIVIDADES DE LAS PANDILLAS

Los comportamientos que han sido asociados con la actividad o afiliación a las pandillas, especialmente la violencia, intimidación, y falta de respeto, no se tolerarán cerca de o en propiedad escolar, o en actividades asociadas con la escuela. De acuerdo con esta posición, cualquier estudiante que participe en actividades de pandillas será disciplinado hasta las últimas instancias previstas por las políticas de TUSD, y enjuiciados, si aplica, según las ordenanzas locales y las leyes estatales y federales.

Pandilla: Una organización o grupo de personas formal o informal en curso, cuyos miembros actúan de acuerdo para propósitos antisociales o criminales, y quienes son identificados con un nombre común, o señas, colores, o símbolos comunes.

Incidente relacionado con una pandilla: Un incidente es considerado relacionado con pandilla cuando los participantes, ya sean perpetradores o víctimas, son identificados como miembros o afiliados a una pandilla, y donde una persona razonable concluyera que el incidente fue motivado, en su totalidad o en parte, por el deseo de promover o de otra manera impactar los intereses de una pandilla.

Incidentes relacionados al prejuicio y relacionados al odio: Un incidente es considerado relacionado al prejuicio o relacionado al odio cuando una persona razonable concluyera que fue motivado, en su totalidad o en parte, por el prejuicio o actitud del perpetrador en contra de una víctima individual o grupo basado en características personales percibidas o reales. Tales características incluyen: ascendencia o etnicidad, discapacidad, sexo, estatus de inmigración o ciudadanía, raza, religión o prácticas religiosas u orientación sexual.

3. CÓDIGO DE VESTIMENTA (SE REQUIERE EN TODAS LAS ESCUELAS) (POLÍTICA JICA)

La guía general para el vestir aceptable de la escuela es la pulcritud, la limpieza y la propiedad. Mientras que la escuela no puede determinar los estilos, se espera que los estudiantes cumplan con las siguientes reglas demostrando lo apropiado al vestir como si este fuera su puesto diario de trabajo.

- Se requiere el uso de zapatos en la escuela.
- Los sombreros y los lentes de sol se pueden usar afuera en el sol por un período ampliado de tiempo para la protección solar. Un director en colaboración con el Departamento de Seguridad Escolar puede establecer requisitos más estrictos en una escuela secundaria que tenga problemas relacionados a la seguridad.
- No se pueden usar pañuelos para la cabeza.

- No se pueden usar los lentes oscuros dentro de los edificios a menos que exista un problema de salud documentado.
- No se admite ninguna indumentaria o artículo relacionado con pandillas.
- Los estudiantes no pueden usar ropa y/o accesorios en edificios o terrenos escolares que sean: peligrosos, perjudiciales, o presenten peligro a la propiedad escolar o a personas incluyendo pero no limitados a: cinturones prolongados (los cinturones deben ser del largo apropiado), cadenas del cuello, collares de perro, cadenas de billetera o cualquier tipo de indumentaria o joyas con púas;
- Mostrando y/o promoviendo y/o aprobando actividades ilegales o violentas, drogas ilegales, tabaco o alcohol;
- Vulgares, obscenos, indecentes, difamatorios o degradantes de los demás en base a raza, color, religión, ascendencia, origen nacional, sexo, orientación sexual, o discapacidad y/o
- Distraen e interfieren con el proceso de la enseñanza como prendas de vestir muy reveladoras incluyendo pero no limitadas a pantalones sumamente pequeños, faldas pequeñas, vestidos cortos (deben cubrir el trasero mientras estén paradas y sentadas), blusas de tubo, blusas de red, trajes de baño, blusas sin tirantes, blusas de tirantes tipo espagueti, blusas con la espalda descubierta, camisetas desmangadas, camisas de básquetbol sin una camiseta que las acompañe, ni mallas o polainas usadas como pantalones, prendas de vestir con escotes exagerados, transparentes y que se vea a través de las prendas, (las partes centrales del cuerpo deben estar cubiertas y las prendas interiores deben estar completamente cubiertas por la ropa exterior).

A los estudiantes que infrinjan los estándares de vestir de TUSD se les puede pedir que hagan cualquiera de lo siguiente dependiendo de las circunstancias específicas:

- Voltar al revés la ropa inapropiada.
- Cambiarse a ropa que pueda proporcionar la escuela.
- Cambiarse a otra ropa que ha sido traída a la escuela.
- Quitarse las joyas u otros accesorios.

*Estas pautas de vestimenta representan los estándares mínimos. Los sitios escolares individuales pueden asumir pautas adicionales. A los estudiantes que lleven ropa impropia a la escuela se les da una oportunidad de cambiarse de ropa o serán relevados de la escuela en compañía del padre/tutor.

4. REGLAS DEL AUTOBÚS

Precauciones de Seguridad:

Los padres y estudiantes deben hablar de, y asegurar que saben, lo siguiente:

- La ruta que el estudiante tomará yendo y viniendo de la parada del autobús, las precauciones de seguridad y las cortesías comunes que se deben mantener en camino y en la parada del autobús;
- El número correcto de la ruta del autobús;
- Que hacer si el autobús llega tarde por la mañana o no hay nadie en casa por la tarde;
- SIEMPRE subir y bajar del autobús en la parada correcta conocida y aprobada por el padre.

Reglas para los Pasajeros en el Autobús:

Los padres y estudiantes deben hablar de, y asegurar que saben, lo siguiente:

- Siempre acatar con las instrucciones del chofer del autobús/del monitor;
- Usar solamente la voz del aula (ninguna obscenidad/ruidos fuertes/amenazas/intimidación);
- Permanecer sentados;
- Mantener las manos, los pies, y la cabeza dentro del autobús. Todas las pertenencias personales deben estar bajo control a toda hora;

- Mantener materiales y sustancias no autorizados fuera del autobús (refrigerios, bebidas, animales, objetos de vidrio, armas, patinetas, radios grandes, otros dispositivos electrónicos grandes, u objetos grandes que ocupan el espacio de un asiento).

Violaciones de estas reglas del autobús pueden resultar en la pérdida de los privilegios del autobús.

5. ASISTENCIA DE LOS ESTUDIANTES (POLÍTICA JE)

La asistencia regular es esencial para el éxito en la escuela; por lo consiguiente, las ausencias serán justificadas solo por razones necesarias e importantes. Tales razones incluyen enfermedad, pérdida de un ser querido, otras emergencias de la familia, y observación de los días religiosos principales de la fe de la familia. El padre o tutor debe notificar a la escuela antes de la ausencia/tardanza por medio de una llamada, nota o mensaje electrónico que su hijo no podrá asistir o llegará tarde a la escuela. La llamada, nota o mensaje electrónico debe incluir la fecha/hora y razón de la ausencia.

6. ABUSO EN LAS CITAS DE LAS PAREJAS (POLÍTICA JICL)

El abuso en las citas es un patrón del comportamiento en el cual una persona usa o amenaza el uso del abuso físico, sexual, verbal o emocional para controlar a la pareja anterior o actual. Los comportamientos usados pueden incluir, pero no se limitan a, el abuso físico, el abuso emocional y/o las amenazas. TUSD se compromete a mantener un ambiente escolar de seguridad en el campus para todos los estudiantes, y el abuso en las citas no se tolerará. Los empleados de TUSD que estén conscientes del abuso en las citas deberán responder en una manera que es consistente con el entrenamiento del Distrito. Se anima a los estudiantes a que reporten todos los casos verdaderos o sospechados del abuso en las citas que afecten a ellos mismos o a otros estudiantes.

7. INTIMIDACIÓN Y ACOSO (POLÍTICA JICFB)

La intimidación es una forma de acoso. Es la intimidación repetida de los estudiantes por medio de la imposición del abuso físico, verbal, escrito, transmitido electrónicamente o el abuso emocional, o por medio de ataques a la propiedad de otros (incluyendo pullas verbales, insultos y desprecios y la extorsión de dinero o pertenencias). Los estudiantes que participen en cualquier acto de intimidación en la escuela, en cualquier función escolar, en conexión a o con cualquier actividad o evento patrocinado por el Distrito, o mientras que vayan o regresen de la escuela, están sujetos a la acción disciplinaria.

8. PRÁCTICAS RESTAURATIVAS

Las prácticas restaurativas son un enfoque que trata de desarrollar las buenas relaciones y restaurar un sentido comunitario. Las prácticas restaurativas: se enfocan en reparar el daño causado por un comportamiento ofensivo y al mismo tiempo hacer responsable al malhechor por sus acciones; proporcionan una oportunidad para que las partes afectadas (víctima, malhechor y comunidad) identifiquen y traten sus necesidades como resultado del comportamiento ofensivo, y hagan enmiendas o hallen una resolución; y rodean a las partes afectadas con una comunidad de atención, en la cual todas las partes participan en la resolución del problema. En las escuelas, las prácticas restaurativas proporcionan un enfoque proactivo para desarrollar una comunidad de cuidado basada en la colaboración, la comprensión mutua y el respeto recíproco. Este proceso hace responsables a los estudiantes por sus acciones mientras que a la misma vez desarrolla un ambiente escolar solícito. Se les da atención a la víctima y al malhechor, ya sean estudiantes o parte del personal. Las prácticas restaurativas les permiten a los malhechores la oportunidad de volver a integrarse a la comunidad escolar después de que hayan rectificado sus errores.

SECCIÓN D: CONOZCA LAS ACCIONES

ADMINISTRANDO LAS PAUTAS PARA LOS DERECHOS Y RESPONSABILIDADES DE LOS ESTUDIANTES - El Departamento de Educación del Estado de Arizona ha desarrollado una lista de infracciones, al igual que una lista de las posibles acciones que un distrito escolar puede tomar en respuesta a una infracción. TUSD ha clasificado estas posibles acciones en cinco niveles, y luego le ha asignado a cada infracción un nivel dependiendo de la severidad de la infracción. De esta manera, los estudiantes de cualquier escuela recibirán consecuencias similares por infracciones similares. El identificar la acción disciplinaria necesaria más apropiada para dar lugar al comportamiento estudiantil positivo es una consideración mayor en imponer la Pautas para los Derechos y Responsabilidades de los Estudiantes. Al nivel de la escuela primaria, se pueden tomar en cuenta la edad y el nivel de desarrollo del niño al interpretar la severidad de la disciplina impuesta. El personal de los servicios para los estudiantes, tales como los asesores, trabajadores sociales, coordinadores del apoyo del aprendizaje o psicólogos, desempeña un papel esencial en ayudarle al estudiante a resolver cualesquiera problemas que estén teniendo influencia en el comportamiento del estudiante.

1. CONDUCTA QUE DEBE SER REPORTADA A LOS EJECUTORES DE LA LEY - Es importante que todo el personal, estudiantes, y *padres* comprendan que además de tomar la acción disciplinaria al nivel de la escuela, ciertos comportamientos delictivos deben ser reportados a los organismos apropiados de ejecución de la ley. **La ley requiere que los funcionarios escolares reporten los siguientes incidentes:**

Incendio premeditado de una estructura ocupada	Uso o amenaza de usar un arma mortífera o un instrumento peligroso		
Agresión con agravante que resulta en una lesión física	Agresión sexual	Robo del primer grado	
Conducta sexual con un menor de menos de 15 años de edad	Robo a mano armada	Plagio	Homicidio
Posesión, uso, venta o intento de venta de drogas ilegales	Cualquier delito peligroso en contra de menores		

Además, de acuerdo con ARS § 13-3620, se requiere que todo el personal escolar inmediatamente reporten cualquier creencia razonable de cualquier lesión física no accidental, descuido, u ofensa de tipo sexual contra un menor. “Lesión física” significa el impedimento de la condición física y puede incluir magulladuras de la piel, llagas por presión, sangrados, deficiencia de desarrollo, malnutrición, deshidratación, quemaduras, fracturas de cualquier hueso, hematoma subdural, hinchazón de los tejidos blandos, lesión a cualquier órgano interno o cualquier condición física que ponga la salud o el bienestar en peligro. (Vea A.R.S. § 13-3623(F)(4))

2. CONDUCTA QUE PUEDE SER REPORTADA A LOS EJECUTORES DE LA LEY

Además, el administrador **PUEDE** reportar a los organismos de la ejecución de la ley cualquier otro incidente potencialmente perjudicial. Tales incidentes incluyen, pero no se limitan, a lo siguiente:

Posesión, venta o distribución de sustancias peligrosas incluyendo alcohol, tabaco o drogas ilegales				
Demostración por los estudiantes que puede crear condiciones inseguras				
Activación falsa de una alarma de incendio	Amenazas	Agresión	Amenaza de bomba	Vandalismo

3. DEBIDO PROCESO PARA UN ESTUDIANTE - A cualquier estudiante cuya conducta puede hacer necesario una suspensión o expulsión se le proporcionará el debido proceso. Este es un salvaguardia legal que protege los derechos de los estudiantes y sus padres, y lo garantiza la constitución. Los pasos del debido proceso incluyen:

- a. Aviso oral o escrito de los cargos presentados al estudiante;
- b. La oportunidad de que el estudiante presente su caso en una audiencia o reunión informal;
- c. El permitir, debido a consideraciones de la seguridad, que un estudiante sea sacado de la escuela antes de la audiencia informal con dicha audiencia siendo llevada a cabo tan pronto como sea práctico;

- d. Notificación y oportunidad adecuadas para una audiencia justa;
- e. Notificación por escrito a los padres de la suspensión del estudiante;
- f. Que los padres serán informados por escrito de todas las suspensiones y de que tienen derecho a una conferencia con el director;
- g. Que si los padres no están satisfechos con la decisión de cualquier funcionario escolar tienen el derecho de solicitar una revisión por el supervisor inmediato del funcionario escolar;
- h. Debido proceso formal en los procedimientos de suspensión a largo plazo y expulsión.
- i. Debido proceso para los estudiantes de la educación excepcional y de la Sección 504: Los estudiantes con discapacidades pueden ser disciplinados en la misma manera que cualquier otro estudiante hasta diez días de suspensión. Sin embargo, si un estudiante será suspendido de la escuela por más de diez días (acumulativos) esto se puede considerar un “cambio de colocación” bajo IDEA/Sección 504. De acuerdo, además del debido proceso descrito anteriormente, se debe llevar a cabo una manifestación de determinación para determinar si la conducta por la cual el estudiante será disciplinado es una manifestación de la discapacidad. (Vea los reglamentos JKA y JKAA para estos procedimientos específicos).

4. SUSPENSIONES FUERA DE LA ESCUELA

Suspensión a corto plazo – Un director o la persona que designe pueden suspender a un estudiante de la escuela por hasta diez (10) días escolares debido a la mala conducta. Los directores toman esta acción cuando han agotado las estrategias disciplinarias informales, o cuando por lo menos han considerado esas alternativas y las han rechazado como siendo inapropiadas en una situación dada. Se programan conferencias con el padre, estudiante y miembros del personal escolar apropiados para resolver el problema. La Política JK-R1 y Reglamento de la Mesa Directiva, Suspensión a Corto Plazo declara: “Al estudiante se le permite acceso a las asignaciones de clase y para reponer pruebas al regresar a la escuela. La tarea se debe hacer disponible para que el padre la recoja en la oficina escolar.” Será la responsabilidad del padre y el estudiante de hacer arreglos para obtener dichas asignaciones y tareas, y de devolver las asignaciones completadas a la escuela para las calificaciones y el crédito. Una serie de asignaciones se debe completar y devolver antes de que se pueda recoger otra serie de asignaciones. A los estudiantes que completen dichas asignaciones con éxito se les permitirá un período de tiempo razonable para tomar las pruebas de reposición al regresar a la escuela. Durante el período de la suspensión, el estudiante debe permanecer alejado de todas las escuelas y actividades del Distrito Escolar Unificado de Tucón. Si le es necesario venir a una de las escuelas, el estudiante debe hacer arreglos previos con el director o su persona designada.

Suspensión a largo plazo – Un Oficial de la Audiencia puede suspender a un estudiante de la escuela por hasta 180 días por una mala conducta que esté sujeta a la suspensión a largo plazo. Las suspensiones de más de 45 días no se deben imponer excepto para las violaciones del nivel 5. Los directores toman esta acción cuando han agotado otras estrategias disciplinarias, o cuando por lo menos han considerado esas alternativas y las han rechazado como siendo inapropiadas en una situación dada. Se programan conferencias con el padre, estudiante, y otros miembros del personal escolar apropiados. Será la responsabilidad del padre y del estudiante de hacer los arreglos para obtener dichas asignaciones y tarea de clase y de devolver dichas asignaciones completadas a la escuela para la calificación y el crédito. Una serie de asignaciones se debe completar y devolver antes de que se pueda recoger la siguiente serie de asignaciones. A los estudiantes que completen dichas asignaciones con éxito se les permitirá un período de tiempo razonable para tomar las pruebas de reposición al regresar a la escuela. Los maestros del estudiante harán disponible la tarea para el resto del período de calificaciones. Sin embargo, debido a la dificultad del estudiante de mantenerse al corriente con el trabajo del aula por medio de solamente la tarea sin un componente de instrucción, después del fin del período de calificaciones, los estudiantes recibirán el apoyo académico por medio de un programa alternativo de TUSD tal como el aprendizaje a distancia. Durante el período de la suspensión, el estudiante debe permanecer alejado de todas las escuelas y actividades del Distrito Escolar Unificado de Tucón. Si le es necesario venir a una de las escuelas, el estudiante debe hacer arreglos previos con el director o su persona designada.

5. CONTRATOS DE APLAZAMIENTO - Un administrador puede ofrecer aplazar las suspensiones fuera de la escuela, es decir, no imponer inmediatamente una suspensión fuera de la escuela por ciertas ofensas, si (1) el administrador lo cree ser en el mejor interés del estudiante y de la comunidad escolar, (2) el estudiante y su padre/tutor legal están de acuerdo con ciertas condiciones, y (3) el estudiante y los padres firman un contrato de aplazamiento. Los contratos de aplazamiento no deben exceder 90 días escolares. Si un estudiante viola el contrato de aplazamiento, se volverá a imponer la suspensión y el estudiante *debe* cumplir con la suspensión. Si el estudiante recibe una suspensión fuera de la escuela debido a un incidente nuevo, se cumplirá al mismo tiempo con los días restantes de la suspensión del contrato de aplazamiento.

6. CÍRCULOS RESTAURATIVOS; CONFERENCIAS RESTAURATIVAS

Las prácticas restaurativas varían de informal a formal. En las escuelas, estas acciones incluyen:

Círculos pequeños e improvisados: se reúnen unas cuantas personas para brevemente tratar y resolver un problema; facilitado por los maestros, administradores y/o coordinadores de apoyo del aprendizaje.

Grupos o círculos en el salón: un grupo más grande se puede reunir en un círculo grande o un círculo en el aula para discutir problemas, responder a preguntas, resolver problemas, u ofrecer la retroalimentación; facilitados por los maestros, administradores y/o coordinadores del apoyo del aprendizaje.

Conferencias restaurativas formales: tratan los problemas serios del comportamiento. Estas conferencias incluyen a los malhechores, las víctimas, los padres y los administradores escolares. Solamente aquellas personas que han sido entrenados en las conferencias formales pueden facilitar una conferencia formal.

7. APELACIONES - Los estudiantes y sus padres/tutores tienen el derecho de apelar las decisiones de la suspensión a corto y a largo plazo; sin embargo, no existe una apelación de las decisiones terminantes de la Mesa Directiva acerca de las apelaciones de suspensiones a largo plazo o de las expulsiones. Para los detalles, vea la Política JK de la Mesa Directiva y los reglamentos que la acompañan.

8. EXPULSIÓN- La expulsión se define como el retiro del privilegio de asistir a una escuela, solamente que la Mesa Directiva restablezca el privilegio. Un director puede, o en algunos casos, debe pedirle al Superintendente que recomiende la expulsión del estudiante ante la Mesa Directiva. Este es el paso disciplinario más serio. Como parte de su decisión de expulsar, la Mesa Directiva puede permitirle al estudiante que solicite la readmisión por medio de la Oficina de Equidad Estudiantil después de cualquier período de tiempo que fije. La Mesa Directiva, o su persona designada, pueden establecer condiciones adicionales dentro del proceso de la readmisión con las cuales el estudiante debe cumplir antes de su admisión al proceso de instrucción. Durante el período de la expulsión el estudiante no puede visitar ninguna escuela o actividad del Distrito Escolar Unificado de Tucson. Si es necesario que el estudiante venga a la escuela, debe hacer arreglos previos con el director o su persona designada.

9. SOLICITUD DE UN DIRECTOR PARA EL DESISTIMIENTO DE LA DISCIPLINA OBLIGATORIA - Para las violaciones que requieren consecuencias del nivel de acción 4 o 5, el director tiene la prerrogativa de solicitar un desistimiento de cualquier porción o de toda la acción disciplinaria prescrita o cualquier limitación de la acción disciplinaria por medio del Superintendente Asistente apropiado. El director puede solicitar el desistimiento y, si se concede, informar a las partes que están directamente implicadas en el incidente de la/s razón/es por las cuales se concedió la solicitud del desistimiento. No se puede solicitar un desistimiento cuando la acción disciplinaria prescrita implica la posesión de un arma de fuego o una amenaza a una institución educativa. En tal caso, por ley estatal sólo la Mesa Directiva puede decidir en base de caso por caso si debe imponer menos que el castigo obligatorio.

NIVELES DE ACCIÓN

El siguiente gráfico enumera las acciones que la administración escolar puede tomar como resultado de una infracción. El nivel de acción identifica la acción máxima para las infracciones asignadas a ese nivel. **Las acciones enumeradas en negrilla son las acciones mínimas u obligatorias para ese nivel de infracción.** Se pueden aplicar múltiples acciones a una sola violación. Los siguientes niveles de acciones han sido desarrollados con las aportaciones de los estudiantes, padres, maestros y miembros de la comunidad. **La notificación de los padres y la conferencia con el estudiante son acciones obligatorias para todas las infracciones. Será la política de TUSD el implementar las prácticas restaurativas donde sea factible.**

NIVEL 1	<ul style="list-style-type: none"> ○ Notificación de los padres ○ Conferencia con el estudiante ○ Círculo restaurativo ○ Conferencia restaurativa ○ Confiscación del contrabando ○ Conferencia paterna ○ Disculpa verbal del estudiante ○ Disculpa escrita del estudiante ○ Advertencia ○ Referido a una agencia de fuera ○ Servicio comunitario ○ Detención ○ Otra acción ○ Mediación con semejantes 	<ul style="list-style-type: none"> ○ Suspensión de privilegios ○ Restitución ○ Escuela de los sábados ○ Tribunal juvenil ○ Evaluación funcional del comportamiento ○ Reunión con el asesor escolar ○ Asignación a una clase diferente ○ Contrato del comportamiento ○ Asignación de trabajo ○ Grupo de intervención del comportamiento ○ Evaluación de amenaza ○ Plan de intervención del comportamiento ○ Detención durante el almuerzo
NIVEL 2	<p>También se debe imponer cualquier acción obligatoria del /de los nivel/es anterior/es.</p> <ul style="list-style-type: none"> ○ Contrato del comportamiento ○ Conferencia restaurativa y/o círculo restaurativo ○ Suspensión en la escuela– a corto plazo ○ Suspensión fuera de la escuela y/o aplazamiento al contrato del comportamiento – a corto plazo (1-3 días) ○ Contactar a los agentes locales del orden público en las circunstancias apropiadas 	
NIVEL 3	<p>También se puede imponer cualquier acción del/de los nivel/es anterior/es.</p> <ul style="list-style-type: none"> ○ Acción de corto plazo en la escuela y/o aplazamiento ○ Conferencia restaurativa o círculo restaurativo ○ Suspensión en la escuela ○ Suspensión fuera de la escuela y/o aplazamiento – a corto plazo (1-10 días) 	
NIVEL 4	<p>También se puede imponer cualquier acción del/de los nivel/es anterior/es.</p> <ul style="list-style-type: none"> ○ Suspensión fuera de la escuela y/o aplazamiento – a largo plazo (11-45 días) ○ Conferencia restaurativa o círculo restaurativo ○ Retiro por el Oficial de la Audiencia debido a una posible lesión a sí mismo o a otros ○ Retiro por el equipo del IEP del estudiante a un ambiente educativo alternativo interino 	
NIVEL 5	<p>También se puede imponer cualquier acción del/de los nivel/es anterior/es.</p> <ul style="list-style-type: none"> ○ Suspensión fuera de la escuela y/o aplazamiento – a largo plazo (11-180 días) ○ Conferencia restaurativa y/o círculo restaurativo ○ Expulsión 	
<i>Notas:</i>		
Todas las conferencias con los padres se harán en la manera más oportuna.		
Un estudiante que ayude voluntariamente o fuerce a otro estudiante a que viole estas pautas, será considerado igualmente responsable por la violación.		
Las infracciones intentadas pueden requerir consecuencias también. Los administradores determinarán el nivel de consecuencia apropiado para una infracción intentada. Generalmente será a un nivel menos del de la infracción actual.		
Para ofensas repetidas y/o múltiples, los administradores podrán usar un nivel más elevado que el de la infracción enumerada, pero sólo después de una consulta con el Departamento de Equidad Estudiantil.		
Cuando se determine el nivel de acción apropiado a tomar, los administradores podrán considerar la aseveración del estudiante de defensa propia, defensa de otros o defensa de propiedad.		
Cuando se determine la acción apropiada a tomar, los administradores a nivel de primaria (Pre-kínder-5to. grado) podrán considerar todas las infracciones, <i>con excepción de la posesión de armas de fuego o cualquier incidente de amenaza a una institución educativa</i> , en un nivel más bajo que el de la infracción actual.		

Los administradores no pueden retirar el estatus de inscripción abierta o magnet de un estudiante durante el ciclo escolar como consecuencia de una violación disciplinaria.

No se contactará a los ejecutores de la ley a menos que la violación autorice el contacto por mandato.

Los estudiantes no recibirán una suspensión fuera de la escuela debido a violaciones de la asistencia

El Departamento de Educación de Arizona ha identificado las siguientes infracciones:

AGRESIÓN	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
<p>Provocación verbal</p> <p>Uso de lenguaje o gestos que pueden incitar a otra persona u otras personas a pelearse.</p>	1
<p>Imprudencia</p> <p>Un comportamiento no intencional e imprudente que puede crear un riesgo de seguridad o salud para sí mismo y para otros</p>	1
<p>Acto agresivo menor</p> <p>El estudiante participa en un contacto físico inapropiado que no es serio. Ejemplos: pegar, picar, jalar, tropezar o empujar.</p>	2
<p>Otras agresiones</p> <p>Incluye otros actos de agresión no enumerados específicamente dentro de esta sección incluyendo, pero no limitado al contacto físico serio e inapropiado. Ejemplos: jalarle la silla a otra persona u otros comportamientos que demuestran comportamientos hostiles de nivel bajo.</p>	3
<p>Desorden público</p> <p>Una persona comete el desorden público si, con la intención de alterar el orden público de una vecindad, familia o persona, o con el conocimiento de hacerlo, dicha persona: 1) Participa en comportamiento violento o seriamente perjudicial. 2) Usa lenguaje abusivo u ofensivo o gestos hacia una persona que está presente de manera que es probable provocar una represalia física por dicha persona. 3) Hace un alboroto, declaración o exhibición prolongados para impedir la transacción de los negocios de una sesión, reunión o procesión lícitos y 4) rehúsa obedecer una orden legal de dispersar para mantener la seguridad pública. (Vea A.R.S. § 13-2904)</p>	3
<p>Imprudencia temeraria</p> <p>Una persona comete imprudencia temeraria al ponerse a sí mismo o a otros en peligro de muerte inminente o lesión física. (Vea A.R.S. § 13/1201)</p>	3
<p>Pleitos</p> <p>Participación mutua en un incidente que implica la violencia física. No incluye la confrontación verbal solamente.</p>	3
<p>Agresión</p> <p>Una persona comete agresión al intencionalmente, a sabiendas o imprudentemente causar una lesión física a otra persona, o al tocar a sabiendas a otra persona con la intención de lesionar, insultar, o provocar a dicha persona, o al amenazar el uso de un arma mortífera o un instrumento peligros o un arma mortífera simulada. (Vea A.R.S. § 13/1203)</p> <p>Ejemplos: refrenando, atrincherando</p> <p>Es obligatoria una notificación a los agentes de la ley sólo si el administrador forma la creencia razonable que el estudiante ha sufrido una "lesión física" no accidental.</p>	4
<p>Agresión con agravante</p> <p>Una persona comete una agresión con agravante si la persona: 1) le causa una lesión física seria a otro; 2) usa un arma mortal o un instrumento peligroso. 3) comete la agresión por cualquier medio de fuerza que cause deformación temporal pero considerable, pérdida temporal pero considerable o daño a cualquier órgano o parte del cuerpo o una fractura de cualquier parte del cuerpo, 4) comete la agresión mientras que la víctima este atada o de otra manera sujeta físicamente o mientras la capacidad de la víctima para resistir este sustancialmente dañada, 5) comete la agresión y la persona esté en violación de una orden de protección, 6) comete la agresión sabiendo o teniendo razón de saber que la víctima es alguno de los siguientes: oficial del orden público, fiscal, bombero, EMT/paramédico atendiendo responsabilidades oficiales, maestro o cualquier empleado escolar en los terrenos de una escuela, en los terrenos adyacentes a la escuela o cualquier parte de un edificio o vehículo utilizado para propósitos escolares, maestro o enfermera de la escuela de visita en un</p>	5 Notificación obligatoria a los ejecutores de la ley

hogar privado durante el curso de las actividades profesionales de maestro o enfermera o cualquier maestro participando en cualquier actividad del salón de clase autorizada y organizada realizada en otra ubicación que no sea los terrenos escolares. (Vea A.R.S. § 13/1204)	
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ALCOHOL, TABACO Y OTRAS INFRACCIONES DE DROGAS		
<i>Definiciones</i>		
<p>Violación de drogas: El uso ilegal, cultivo, manufactura, distribución, venta, compra, posesión, transportación o importación de cualquier droga regulada o sustancia narcótica o equipo y artefactos usados para preparar o tomar drogas o narcóticos. Incluye estar bajo la influencia de drogas en la escuela, eventos patrocinados por la escuela y en la transportación proporcionada por la escuela. La categoría incluye medicamentos sin receta si son abusados por los estudiantes.</p> <p>Posesión: ejercicio a sabiendas de dominio o control sobre un artículo. Uso: la acción de usar</p> <p>Venta: transferir o intercambiar un artículo a otra persona por cualquier cosa de valor o ventaja, presente o a futuro.</p> <p>Compartir: permitir a otra persona usar o disfrutar algo que uno posee.</p>		
<i>Infracciones</i>		<i>Acción/Nivel de Consecuencia</i>
Drogas sin receta, uso inapropiado de		
Medicinas que se pueden comprar directamente sin una prescripción de un profesional del cuidado de la salud. El uso inapropiado incluye cualquier uso que no sea el descrito en el envase o recomendado por un profesional del cuidado de la salud.		
	Posesión	2
	Uso	2
	Venta	3
	Compartir	3
Inhalantes		
Inhalantes incluyen medicinas, anestésicos, u otros compuestos en forma de vapor o aerosol, tomados por inhalación.		
	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Droga desconocida		
	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Sustancia representada como una droga ilícita		
Cualquier sustancia que no sea realmente una droga ilícita pero que sea representada como tal y pueda ser percibida como una droga ilícita.		
	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Drogas por receta, uso inapropiado de		Notificación obligatoria a los ejecutores de la ley
Medicinas obtenidas con la prescripción legal de un profesional del cuidado de la salud. El uso inapropiado incluye cualquier uso que no sea el descrito por la prescripción.		
	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Drogas ilícitas		Notificación obligatoria a los ejecutores de la ley
Drogas ilícitas incluyen drogas peligrosas, drogas narcóticas, marihuana, y peyote como se define en A.R.S. 13-3401, y que se presentan en cualquier forma, incluyendo semillas, plantas, producto cultivado, polvo, líquido, píldoras, pastillas, etc.		
	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Violación del alcohol		
La violación de leyes u ordenanzas que prohíben la manufactura, venta, compra, transporte, posesión o uso de bebidas embriagantes alcohólicas o sustancias representadas como alcohol. Esto incluye el estar ebrio en la escuela, eventos escolares patrocinados por la escuela y el transporte patrocinado por la escuela.		

	Posesión	4
	Uso	4
	Venta	5
	Compartir	5
Violación del tabaco		
La posesión, uso, distribución o venta de productos de tabaco en terreno escolar (incluyendo cualquier dispositivo o sustancia que proporcione nicotina) en eventos patrocinados por la escuela y en el transporte patrocinado por la escuela. (Vea A.R.S. §36-798.03).		
	Posesión	2
	Uso	2
	Venta	3
	Compartir	3
Posesión de la parafernalia de las drogas		
La parafernalia de las drogas significa todo el equipo, productos y materiales de cualquier tipo que son usados, o destinados para el uso o designados para el uso en sembrar, propagar, cultivar, cosechar, manufacturar, mezclar, convertir, producir, procesar, preparar, analizar, empaquetar, guardar, contener, ocultar, inyectar, ingerir, inhalar o introducir al cuerpo humano de otra manera una droga en violación de este capítulo. (A.R.S. §13-3415)		
	Posesión	2
	Uso	2
	Venta	3
	Compartir	3

INCENDIO PREMEDITADO	
<i>Definiciones</i>	
Estructura: un edificio o lugar con paredes y un piso utilizado para alojamiento, negocio, transportación, recreación o almacenamiento.	
Estructura ocupada: cualquier estructura en la que una o más personas estén, o posiblemente estén presentes, o estén tan cerca como para estar en peligro equivalente al comenzar un incendio o explosión. Esto incluye cualquier casa residencial, ya sea que esté ocupada o no.	
Propiedad: cualquier cosa que no sea una estructura que tenga dueño o que tenga valor de cualquier clase (ej., una mochila, libro de escuela, ropa, etc.)	
Daño: como es usado aquí, significa un daño tangible o visible a una superficie.	
Incendio imprudente: imprudentemente causar un incendio o una explosión resultando en daño a una estructura, terreno silvestre o propiedad. (Vea A.R.S. § 13-1702).	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Incendio premeditado de una estructura o propiedad	4
Una persona comete incendio premeditado de una estructura o propiedad al dañar a sabiendas e ilícitamente una estructura o propiedad, al causar a sabiendas un incendio o explosión. A.R.S. §13-1703. (El incendiar la propiedad de la que es dueño no es incendio premeditado, con la excepción de incendiar su propiedad con el conocimiento de que encenderá la propiedad o estructura de otro. Incendiar su propiedad puede, donde sea apropiado, ser considerado un incendio imprudente.)	
Incendio premeditado de una estructura ocupada	5 Notificación obligatoria a los ejecutores de la ley
Una persona comete un incendio premeditado de una estructura ocupada al dañar a sabiendas e ilícitamente una estructura ocupada, al causar a sabiendas un incendio o una explosión. A.R.S. §13-1704	
NOTA: Los administradores pueden considerar actos de incendio premeditado que sean solamente imprudentes (contrario a intencional o a sabiendas), o a aquella propiedad que tenga un valor inferior a \$100, en el Nivel 3. Por favor, vea la definición antedicha de incendio imprudente.	

VIOLACIÓN DE LA POLÍTICA DE ASISTENCIA (No se permite la suspensión fuera de la escuela)	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Otras violaciones de la asistencia	1
Ejemplos: salir de la escuela, sin firmar en la oficina principal, salir de la escuela a la hora del almuerzo, sin un pase, la obtención de un pase para ir a cierto lugar y no reportarse ahí, enfermarse e irse a casa o quedarse en el baño, en lugar de reportarse a la oficina de la enfermera, o venir a la escuela, pero no asistir a clases.	
Tardanzas	1
Llegar a la escuela o a la clase después del tiempo programado para comenzar.	
Ausencia no justificada	1
Cuando un estudiante no asiste un día entero y no tiene una excusa aceptable.	
Salir del terreno escolar sin permiso	1

Salir del terreno escolar o estar en un área "fuera de los límites" durante las horas escolares regulares sin el permiso del director o su persona designada.	
Deserción Cuando un niño entre las edades de seis y dieciséis años tiene una ausencia no justificada por lo menos un período de clase durante el día.	1
ACOSO Y AMENAZAS, INTIMIDACIÓN	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Amenaza o intimidación Cuando una persona indica por palabra o conducta la intención de causarle una lesión física o un daño serio a una persona o a su propiedad, o intencionalmente pone a otra persona en aprensión razonable de lesión física inminente. Esto puede incluir amenazas o intimidación que ocurre en línea o por medio de un dispositivo de la telecomunicación. (Vea A.R.S. §13-1202).	3
Intimidación La intimidación es actos repetidos en contra de estudiantes por medio de infligir el abuso físico, verbal, escrito, transmitido electrónicamente o el abuso emocional por medio de ataques a la propiedad de otros. Puede incluir, pero no se limita a, acciones tales como pullas verbales, insultos y desprecios, incluyendo desprecios basados en la etnicidad, o el sexo, y la extorsión de dinero o pertenencias. La intimidación puede ser en forma física (es decir, empujando, pegando, pateando, escupiendo, robando); verbal (es decir, amenazando, burlando, mofando, insultando); no verbal (es decir, mensajes de texto, correo electrónico, socialización cibernética) o psicológica (es decir, exclusión social, chismear, manipular las relaciones sociales).	3
Acoso, no sexual Una persona comete el acoso si, con la intención de acosar o con el conocimiento de que la persona está acosando a otra, la persona: 1) De forma anónima o en otra forma comunica o causa una comunicación con otra persona de manera verbal, electrónica, mecánica, por telégrafo, por teléfono u otra manera escrita que acosa. 2) Continúa siguiendo a otra persona en un lugar público sin ninguna razón legítima después de que le han pedido que desista. 3) Repetidamente comete una acción o acciones que acosan a otra persona. 4) Vigila o causa que otra persona vigile a una persona sin ningún propósito legítimo. 5) Hace un reporte falso a las autoridades, o a una agencia de crédito o de servicios sociales en más de una ocasión. * La intimidación y el acoso sexual son formas del acoso. Indique acoso si la violación no es específicamente intimidación o acoso sexual, o si no se conoce el tipo de acoso.	3
Novatadas "Novatada" significa cualquier acción intencional, a sabiendas o imprudente cometida por un estudiante, ya sea solo o con otras personas, en contra de otro estudiante, en la cual las siguientes <u>dos</u> aplican: 1) La acción fue cometida en conexión con una iniciación de ingreso a una afiliación o el mantenimiento de cualquier membresía en cualquier organización que está afiliada con una institución educativa. ("Organización" significa un equipo atlético, asociación, orden, sociedad, cuerpo, cooperativa, club u otro grupo similar que está afiliado con la escuela y cuya membresía consiste principalmente de estudiantes inscritos en la escuela); y 2) La acción contribuye a un riesgo sustancial de una lesión física potencial, daño mental o degradación, o causa una lesión física, daño mental o degradación personal. A.R.S. §15-2301.	3

HOMICIDIO; SECUESTRO	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Homicidio Incluye el asesinato en primer grado, asesinato en segundo grado, homicidio sin premeditación u homicidio por negligencia. Causar la muerte de otra persona intencionalmente o por imprudencia. A.R.S. §13, Capítulo 11.	5 Notificación obligatoria a los ejecutores de la ley
Secuestro Una persona comete el secuestro cuando a sabiendas controla a otra persona con la intención de pedir rescate por la víctima, como protección o rehén; o de mantenerla para la servidumbre involuntaria; o para infligir la muerte, una lesión	5 Notificación obligatoria a los ejecutores de la ley

DESHONESTIDAD	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Hacer trampas Intencionalmente compartir con otro, o privar a otro, de propiedad intelectual para el propósito de engaño o fraude, o para tomar o robar la propiedad intelectual de otro con o sin su conocimiento y presentarlo como siendo suyo.	2
Falsificación Haciendo o alterando un documento de manera falsa o fraudulenta, incluyendo los permisos para salir del aula y las firmas de los padres.	2
Mentir Hacer una declaración que no es verdadera con la intención de engañar o crear una impresión falsa o engañosa.	2
Plagio Robar o indicar que las ideas o palabras de otra persona, incluyendo el material obtenido en línea, son propias.	2

OTRAS VIOLACIONES DE LAS POLÍTICAS ESCOLARES	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Violación del Código de Vestimenta El estudiante usa ropa que no va de acuerdo con las pautas de vestimenta declaradas por la política de la escuela o del distrito.	1
Violación en el lote de estacionamiento Ejemplos: manejar inseguro en el lote de estacionamiento, estacionar en áreas no autorizadas, estacionar en las zonas de acceso para bomberos o espacios/áreas designadas para personas discapacitadas, estacionar en dos o más espacios de estacionamiento con un vehículo, volumen excesivo de audio o radio, obstruir el camino de entrada o acceso, o tirar basura.	1
Demostración pública de cariño Demostraciones inapropiadas de cariño (ejemplo, besarse).	1
Otra violación de las políticas escolares y reglamentos Otras violaciones de las políticas o reglamentos escritos de la escuela, o de todo el distrito. Ejemplo: solicitar (drogas, tabaco, alcohol, artículos robados, etc.).	2
Contrabando Ítems enumerados en la política escolar como prohibidos porque pueden interrumpir el ambiente de aprendizaje.	2
Combustible El estudiante tiene en su posesión una sustancia u objeto que fácilmente es capaz de causar daño corporal o daño a propiedad (es decir, cerillos, encendedores).	2
Interrupción El estudiante participa en comportamientos que causan una interrupción de una clase o actividad. La interrupción incluye una plática ruidosa sostenida, gritos; ruido con los materiales; tonterías o alborotos; o un comportamiento sostenido de estar fuera de su silla.	2
Juegos por dinero Participar en juegos por dinero o para apostar una suma de dinero.	2
Lenguaje, inapropiado El estudiante da mensajes verbales que incluyen blasfemar, insultos, o el uso de palabras de manera inapropiada.	2
Desafío o falta de respeto hacia la autoridad y falta de acatamiento El estudiante rehúsa seguir instrucciones, contesta, o participa en interacciones socialmente groseras.	2
Afiliación a un grupo negativo / una organización ilegal Clubes, asociaciones de estudiantes universitarios, clubes de estudiantes universitarias, organizaciones antisociales, sociedades secretas, pandillas de criminales, y otros grupos de individuos que no son sancionados por la Mesa Directiva y los cuales han sido determinados como perjudiciales a la enseñanza y al aprendizaje. Esto incluye llevar ropa simbólica, hacer gestos, escribir en la propiedad y marcarla, o la alteración de la apariencia personal para simbolizar la afiliación a una organización con un historial de interrupción a la enseñanza y el aprendizaje, o determinada como siendo tal.	3

AMENAZA A LA ESCUELA O INTERFERENCIA	
<i>Definiciones</i>	
<p>Amenazar a una institución educativa (amenaza a la escuela) significa interferir con o interrumpir las actividades de una institución educativa haciendo lo siguiente:</p> <p>1) Con el propósito de causar, o ignorar imprudentemente el causar, interferencia o interrupción de una institución educativa, amenazando causar una lesión física a cualquier empleado de una institución educativa o a cualquier persona que asiste a una institución educativa.</p> <p>2) Con el propósito de causar, o ignorar imprudentemente el causar, interferencia o interrupción de una institución educativa, amenazando causar daño a cualquier institución educativa, la propiedad de una institución educativa, la propiedad de cualquier empleado de una institución educativa o la propiedad de cualquier persona que asiste a una institución educativa.</p> <p>3) Entrar o permanecer en la propiedad de una institución educativa con el propósito de interferir o interrumpir el uso legal de la propiedad o de cualquier otra manera negar o interferir con el uso legal de la propiedad por otros.</p> <p>4) Rehusarse a obedecer una orden legal de abandonar la propiedad de una institución educativa</p> <p>Nota: "Interferencia o interrupción de" incluye solamente los actos que razonablemente pueden resultar en la evacuación o clausura de cualquier propiedad de la escuela o el aplazamiento, cancelación o suspensión de cualquier clase u otra actividad escolar (aunque no se requiera una evacuación actual, clausura, aplazamiento, cancelación o suspensión).</p>	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
<p>Mal uso de la alarma de incendio Intencionalmente activar la alarma de incendio cuando no hay incendio.</p>	4
<p>Otra amenaza a la escuela Un incidente que no está catalogado en una de las otras categorías de amenaza a la escuela pero que sí implica una amenaza a una institución educativa.</p>	5 Expulsión requerida por ley
<p>Amenaza de bomba Amenaza a una institución educativa usando o amenazando usar una bomba o un dispositivo que cause un incendio.</p>	5 Expulsión requerida por ley
<p>Amenaza química o biológica Amenaza a una institución educativa usando o amenazando usar sustancias químicas peligrosas o agentes biológicos.</p>	5 Expulsión requerida por ley

OFENSAS SEXUALES	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
<p>Acoso, sexual El acoso sexual incluye insinuaciones sexuales no deseadas, pedidos de favores sexuales, y otra conducta verbal, gráfica, escrita o física de naturaleza sexual donde tal conducta tiene el propósito o el efecto de crear un ambiente educativo de intimidación, hostil u ofensivo. El acoso sexual puede incluir formas no verbales (es decir, "sexting" [enviar mensajes de texto sexualmente explícitos], tuitear o mandar mensajes por medio de sitios cibernéticos para establecer contactos y/o dispositivos de la telecomunicación) o conducta física de naturaleza sexual.</p>	3
<p>Pornografía La pornografía es la representación sexualmente explícita y obscena de personas en palabras o imágenes.</p> <p>Ejemplos: viendo y/o compartiendo imágenes de personas desnudas o cargadas de implicaciones sexuales (no artísticas, no educacionales) en libros, revistas, aparatos electrónicos, o en el "internet", usando un aparato electrónico para enviar o recibir imágenes desnudas, imágenes parcialmente desnudas, o imágenes de naturaleza sexual (ej., "sexting" [envío de imágenes sexualmente explícitas]) o dibujar imágenes desnudas, imágenes parcialmente desnudas, o imágenes de naturaleza sexual que no tienen valor educativo.</p>	3
<p>Acoso, sexual incluyendo contacto Acoso sexual que incluye el contacto físico.</p>	4
<p>Exhibición impúdica o indecencia sexual pública Una infracción de A.R.S. §13-1402. Exhibición impúdica o §13-1403. Indecencia sexual pública o la participación en otros actos sexuales.</p> <p>Ejemplos: orinar en público, correr desnudo en público, masturbación, voyerismo (incluyendo tomar fotos o grabar en vídeo), exponer las partes íntimas de otros estudiantes, o participar en relaciones sexuales o sexo oral.</p>	4
<p>Agresión sexual o violación Una infracción de A.R.S. §13-1406. Agresión sexual.</p>	5

*Notificación obligatoria a los ejecutores de la ley	
Abuso sexual o agresión sexual de un menor o abuso deshonesto de un menor impúber Una infracción de A.R.S. §13-1404. Abuso sexual, A.R.S. §13-1405. Agresión sexual de un menor o A.R.S. §13-1410. Abuso deshonesto de un menor impúber.	5
*Notificación obligatoria a los ejecutores de la ley	
TECNOLOGÍA, USO IMPROPIO DE	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
Dispositivos de telecomunicación Ejemplos: uso de dispositivos de telecomunicación (teléfonos celulares, localizadores, etc.) para propósitos que no son de instrucción.	1
Otra tecnología Ejemplos: Nintendo DS, Ipods, MP3, etc.	1
Computadora Ejemplos: el uso de las computadoras de la escuela para propósitos que no son de instrucción, violación de los derechos de autor o marcas registradas, a sabiendas subir y bajar programas o software destructivos o maliciosos, cargar software o discos personales a las computadoras de la escuela sin permiso de un administrador, vandalismo de computadoras o de equipo de computadoras.	2
Infracción en la red Ejemplos: uso de la red de computadoras para propósitos que no son de instrucción, a sabiendas subir y bajar programas o software destructivos o maliciosos, compartir contraseñas, intentar leer, suprimir, copiar o modificar el correo electrónico de otros usuarios, entrar a las áreas seguras para propósitos que no sean educativos, transmitir material, información o software en infracción a cualquiera política o reglamento del distrito, ley o reglamento local, estatal o federal, o adulterar o hacer mal uso del sistema de red de computadoras o tomar cualquiera otra acción inconsistente con este reglamento, será visto como infracción en la red.	3

HURTO	
<i>Infracciones</i>	<i>Acción/Nivel de Consecuencia</i>
<p>Hurto menor</p> <p>Hurtos de dinero o propiedad valuados a menos de \$100.</p>	2
<p>Robo – propiedad escolar o no escolar</p> <p>Una persona comete un robo si, sin autoridad lícita y a sabiendas, la persona:</p> <ol style="list-style-type: none"> 1) Controla la propiedad de otro con la intención de privar a la otra persona de dicha propiedad; o 2) Convierte por un período o uso no autorizado los servicios o propiedad de otro confiados al acusado o puestos en posesión del acusado por un período o uso autorizado limitado; o 3) Obtiene los servicios o propiedad de otro por medio de una mala interpretación substancial con la intención de privar a la otra persona de dicha propiedad o servicios, o 4) Llega a controlar la propiedad perdida, extraviada, o entregada en forma impropia de otro bajo circunstancias que proveen una manera de investigar al propietario verdadero, y se apropia de dicha propiedad para su uso o el de otro sin ningún esfuerzo razonable de notificar al propietario verdadero; o 5) Controla la propiedad de otro sabiendo, o teniendo razón para saber, que la propiedad fue robada; o 6) Obtiene los servicios que el acusado sabe que son disponibles solo por compensación sin pagar o sin un acuerdo de pagar la compensación, o desvía los servicios de otro para su propio beneficio o el de otro sin la autoridad para hacerlo. A.R.S. §13-1802. 	3
<p>Robo o allanamiento de morada</p> <p>El entrar y permanecer ilícitamente dentro de o en la propiedad personal de otro, un aula, una estructura no residencial o un patio, o una estructura no residencial o una propiedad comercial cercada con la intención de cometer cualquier robo o delito grave allí. (Vea A.R.S. §13-1506 - §13-1507)</p>	4
<p>Extorsión</p> <p>Una persona comete un robo por extorsión si a sabiendas obtiene o procura obtener propiedad o servicios por medio de una amenaza de hacer en el futuro cualquiera de los siguientes:</p> <ol style="list-style-type: none"> 1) Causar una lesión física a cualquier persona por medio de un arma mortal o un instrumento peligroso. 2) Causar una lesión física a cualquier persona con excepción de lo descrito en el primer párrafo de este apartado. 3) Causar daños a propiedad. 4) Participar en otra conducta que constituya una ofensa. 5) Acusar a cualquier persona de un crimen o hacer cargos en contra de cualquier persona. 6) Exponer un secreto o un hecho afirmado, sea verdadero o falso, que resultará en someter a cualquier persona al odio, desprecio o a las burlas, o que impida el crédito o el negocio de la persona. 7) Tomar acción o negar la acción como empleado público o causar que un empleado público tome acción o la niegue. 8) Causar que cualquier persona se separe de cualquier propiedad. A.R.S. §13-1804. 	4
<p>Robo</p> <p>Una persona comete un robo si durante el curso de tomar la propiedad de otro de su persona o presencia inmediata y contra su voluntad, dicha persona amenaza o usa la fuerza en contra de cualquier persona con la intención ya sea de coaccionar la rendición de propiedad o de impedir la resistencia de tal persona de tomar o retener la propiedad. A.R.S. §13-1902.</p>	4
<p>Robo a mano armada</p> <p>Una persona comete un robo a mano armada si, durante el curso de cometer el robo (vea abajo) tal persona o su cómplice, 1) está armado con un arma mortal o un arma mortal simulada; ó 2) Usa o amenaza usar un arma mortal o un instrumento peligroso o un arma mortal simulada. A.R.S. §13-1904</p>	5 Notificación obligatoria a los ejecutores de la ley
<p>Robo (primer grado)</p>	

<p>Una persona comete un robo en primer grado si dicha persona o un cómplice entra o permanece ilícitamente dentro o en una estructura residencial o patio o una estructura no residencial o en un patio comercial cercado con la intención de cometer cualquier robo o delito grave allí (A.R.S. §13-1506) y a sabiendas posee explosivos, un arma mortífera o un instrumento peligroso en el curso de cometer cualquier robo o delito grave. A.R.S. §13-1508</p>	<p>5 Notificación obligatoria a los ejecutores de la ley</p>
<p>ENTRAR SIN AUTORIZACIÓN; VANDALISMO O DAÑOS EN PROPIEDAD AJENA</p>	
<p><i>Definiciones</i></p>	
<p>Daño en propiedad ajena: destrucción intencionada o desfiguración de propiedad escolar, propiedad comercial localizada en propiedad escolar, o propiedad personal de otra persona, para perjudicar considerablemente su función o valor por una cantidad de cinco mil dólares o más. Los administradores pueden considerar actos de vandalismo que resulten en daños que excedan \$5,000 en valor a nivel 4.</p> <p>Ejemplos: Destrucción considerable de máquinas copiatoras, vehículos escolares, vehículos de estudiantes, o cierto equipo de tecnología, ciencia, o computadoras.</p>	
<p><i>Infracciones</i></p>	<p><i>Acción/Nivel de Consecuencia</i></p>
<p>Entrar sin autorización Entrar o permanecer en un terreno escolar público o una instalación de la mesa directiva sin autorización o invitación, y sin ninguna razón lícita para entrar. Esto incluye a los estudiantes bajo suspensión o expulsión, y a personas no autorizadas que entran y permanecen en terreno escolar o una instalación de la mesa directiva después de que el administrador principal de la instalación, terreno escolar o actividad o su persona designada les ha ordenado que se vayan.</p>	<p>2</p>
<p>Grafiti o marcas de pandillas Escritos en las paredes, dibujos o palabras que son pintados, o aplicados con aerosol en las paredes y otras superficies que se pueden quitar fácilmente con jabón o limpiador.</p>	<p>2</p>
<p>Vandalismo de la propiedad personal La destrucción o desfiguración intencional de la propiedad personal.</p>	<p>3</p>
<p>Vandalismo de propiedad escolar La destrucción intencional o la desfiguración de propiedad escolar. Ejemplos: destruir archivos escolares de informática, tallar las iniciales o palabras en la superficie del escritorio, pintar con aerosol en las paredes, o dañar vehículos.</p>	<p>3</p>

<p>ARMAS Y ARTÍCULOS PELIGROSOS</p>	
<p><i>Infracciones</i></p>	<p><i>Acción/Nivel de Consecuencia</i></p>
<p>Artículos peligrosos Un cuchillo con una hoja de menos de 2.5 pulgadas de largo, pistola de aire comprimido, pistola de perdigones, punteros láser, abrecartas, gas o aerosol de defensa personal, pistola de paintball, pistola de perdigones, navaja de rasurar/cuchillo cortador de cajas, navaja simulada, pistola paralizante o pistola taser, gas lacrimógeno, petardos, bombas de olor o humo, gas, líquido para encendedores y otros artículos peligrosos. (Cualquier cosa que bajo las circunstancias en que se usa, se trata de usar, o se amenaza usar es fácilmente apta de causar la muerte o una lesión física seria) Notificación obligatoria a los ejecutores de la ley si las circunstancias en que se usan, se tratan de usar, o se amenazan usar son aptas de causar la muerte o una lesión física seria.</p>	<p>3</p>
<p>Otras armas Una cachiporra, nudilleras de metal, cuchillo con una hoja de por lo menos 2.5 pulgadas de largo, nunchaku Notificación obligatoria a los ejecutores de la ley si las circunstancias en que se usan, se tratan de usar, o se amenazan usar son aptas de causar la muerte o una lesión física seria.</p>	<p>4</p>
<p>Arma de fuego simulada Posesión de cualquier arma de fuego simulada hecha de plástico, madera, metal o cualquier otro material y que es una réplica, facsímile, o versión de juguete de un arma de fuego, (o cualquier objeto tal como un palo y un dedo oculto bajo la ropa).</p>	<p>4</p>
<p>Armas de fuego Un arma de fuego se define como cualquier pistola cargada o no cargada, revólver, rifle, escopeta u otra arma que descargue, esté diseñado para descargar o puede fácilmente ser convertido para descargar un proyectil por medio de la acción de un explosivo. Arma de fuego no incluye un arma de fuego que está en una condición inoperable permanente. (A.R.S. §13-3101) Otras Armas de Fuego – Según se define en la <i>Gun-Free Schools Act (GFSA)</i> [Ley de Escuelas Libres de Armas] – incluye – la armazón o la cámara de cualquier arma descrito arriba; cualquier silenciador de arma; cualquier dispositivo destructor, que incluya: cualquier gas explosivo, incendiario, o venenoso: bomba; granada; cohete teniendo una carga propulsora de más de cuatro onzas; cualquier misil teniendo una carga explosiva o incendiaria de más de un cuarto de onza, mina, o dispositivo similar. Cualquier arma que descargue, o que se puede fácilmente convertir para descargar un proyectil por medio de la acción de un explosivo u otro propulsor, y la cual tiene un cañón con un calibre de más de media pulgada de diámetro.</p>	<p>5 Expulsión requerida por ley Notificación obligatoria a los ejecutores de la ley</p>

<p>Cualquier combinación o partes ya sean diseñadas o con el propósito de usarse para convertir cualquier dispositivo a un dispositivo destructor descrito en los dos ejemplos antedichos, y de las cuales se puede fácilmente armar un dispositivo destructor. (18 USC 921)</p> <p>(Esta definición no aplica a artículos tales como pistolas de juguete, pistolas de agua de plástico de colores vivos, pistolas de cápsulas fulminantes, armas de balas de pequeño calibre y pistolas de perdigones)</p>	
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**NOTIFICACIÓN ANUAL DE LOS DERECHOS DE
PRIVACIDAD DE LOS PADRES Y ESTUDIANTES DE
TUSD**

La Ley de Derechos Educativos y de la Privacidad de la Familia (FERPA) confiere a los padres y "estudiantes elegibles" (estudiantes mayores de 18 años de edad, o quienes asisten a una institución de la educación postsecundaria) ciertos derechos con respecto a los expedientes educativos del estudiante. Estos derechos son:

(1) El derecho de inspeccionar y revisar los expedientes educativos del estudiante dentro de un plazo de 45 días de la fecha en que TUSD recibió la petición.

Los padres y/o el estudiante elegible pueden inspeccionar y revisar los expedientes educativos del estudiante y las políticas y los reglamentos de TUSD que gobiernan el uso de dichos expedientes, al hacer una cita con el director de la escuela del estudiante. Una copia de los estatutos y reglamentos estatales y federales concernientes a los expedientes estudiantiles está disponible para una inspección razonable en la oficina del Superintendente o su persona designada en 1010 E. 10th Street, Tucson, Arizona. Cuando se solicite, el personal apropiado de TUSD proporcionará una lista de los tipos de expedientes que se mantienen y una explicación de cualquier expediente.

La ley federal supone que ambos padres tiene un derecho equitativo de revisar los expedientes de su hijo. Si existe un orden de custodia que prohíbe proveer esta información a un padre/una madre, por favor proporcionele a TUSD una copia del orden de custodia firmada por un juez.

(2) El derecho de solicitar una enmienda de los registros educativos que los padres y/o estudiante elegible estimen ser inexactos, equívocos o en otro respecto en violación de los derechos de privacidad del estudiante bajo FERPA.

Dicha solicitud debe ser por escrito al director de la escuela del estudiante, debe identificar claramente la sección del registro que desean que se modifique, y debe especificar por qué se debe modificar. Si TUSD decide no enmendar el registro como fue solicitado por los padres y/o el estudiante elegible, TUSD notificará a los padres y/o estudiante elegible de la decisión, y los padres y/o el estudiante elegible pueden además solicitar una audiencia en relación con la petición de modificación como se estipula en los estatutos, reglas y reglamentos federales y estatales.

(3) El derecho de privacidad en cuanto a información susceptible a la identificación personal de los expedientes académicos del estudiante, salvo hasta el punto que FERPA autoriza la divulgación sin consentimiento.

TUSD debe obtener el consentimiento por escrito del padre o estudiante elegible antes de divulgar información susceptible a la identificación personal de los expedientes de un estudiante, salvo bajo circunstancias en las cuales la ley federal y estatal autoriza la divulgación sin consentimiento, tal como la divulgación a funcionarios escolares con intereses educativos legítimos. Un funcionario escolar es una persona empleada por TUSD como administrador, supervisor, instructor o miembro del personal de apoyo (incluyendo el personal médico y agentes del orden público); un miembro de la Mesa Directiva; una persona o compañía con la cual TUSD ha subcontratado para servicios o funciones que de otra manera serían realizados por sus propios empleados (tales como un abogado, auditor, asesor médico o terapeuta); un padre o estudiante prestando servicio en un comité oficial, tal como un comité disciplinario o para revisar quejas; o un padre, estudiante u otro voluntario asistiendo a otro funcionario escolar a realizar sus tareas. Un funcionario escolar tiene un interés educativo legítimo si el funcionario necesita revisar un expediente educativo para cumplir con su responsabilidad profesional.

Cuando se soliciten, las escuelas divulgarán los expedientes educativos, sin consentimiento, a los funcionarios de otro distrito escolar en el cual el estudiante desea o pretende inscribirse, o ya está inscrito, si la divulgación es para los propósitos de la inscripción o la transferencia del estudiante.

(4) El derecho de presentar una queja con el Departamento de Educación de los Estados Unidos respecto al presunto incumplimiento de TUSD con los requisitos de FERPA.

Cualesquiera quejas que sean resultado de una presunta violación de estos derechos puede presentarse a la Corte Superior del Condado Pima en Arizona o a:

The Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 260-3887

Información de Directorio

Salvo algunas excepciones, FERPA requiere que TUSD obtenga el consentimiento por escrito del padre/tutor antes de divulgar información susceptible a la identificación personal de los expedientes educativos de su hijo. Sin embargo, TUSD puede divulgar la "información de directorio" apropiadamente designada sin el consentimiento por escrito, a menos que usted le haya notificado a TUSD al contrario, de acuerdo con los procedimientos de TUSD (vea el Reglamento Administrativo 5130). El propósito principal de la información de directorio es permitirle a TUSD incluir este tipo de información de los expedientes educativos de su hijo en ciertas publicaciones escolares tales como:

- El anuario;
- El Cuadro de Honor u otras listas de reconocimiento;
- Los programas de graduación, y
- Las hojas de actividades deportivas que indican el peso/la estatura de los integrantes del equipo.

La información de directorio, que es información que generalmente no se considera nociva o una invasión de privacidad si se revela, también se puede divulgar a organizaciones de fuera sin el consentimiento previo por escrito del padre. Las organizaciones de fuera incluyen, pero no están limitadas a, compañías que fabrican los anillos de la clase o publican los anuarios. Además dos leyes federales requieren que las agencias educativas locales (LEAs) que reciben asistencia bajo la *Elementary and Secondary Education Act of 1965* (ESEA) les proporcionen a los reclutadores militares la siguiente información – los nombres, domicilios y listados telefónicos – cuando la soliciten a menos que los padres hayan notificado a la LEA que ellos no quieren que se divulgue la información de su estudiante sin su consentimiento previo por escrito.

Si usted no desea que TUSD revele la información de directorio de los expedientes educativos de su hijo sin su consentimiento previo por escrito, usted debe notificar a TUSD por medio del Formulario 274 de TUSD antes del 1^o de octubre. TUSD ha designado la siguiente información como información de directorio:

Nombre, domicilio, listado telefónico del padre o tutor, fecha y lugar de nacimiento, área principal de estudio, participación en actividades y deportes oficialmente reconocidos, peso y estatura de los integrantes de los equipos atléticos, fechas de asistencia, títulos (diplomas) y honores obtenidos, la agencia o institución educativa previa que el estudiante asistió más recientemente, fotografías susceptibles a la identificación personal, grabaciones de vídeo, películas y otros medios visuales, y entrevistas susceptibles a la identificación personal, ya sea sólo por audio o audiovisuales, y otra información similar.

De acuerdo con la ley federal, esta información se considera información de directorio y no requiere el consentimiento por escrito del padre/estudiante elegible para ser divulgada. Si usted no está de acuerdo con la divulgación de la información de directorio, usted debe notificar por escrito al director escolar o su persona designada en el Formulario 274 de TUSD antes del 1^o de octubre. Si no se recibe el Formulario 274 para dicha fecha, se supondrá que no existe objeción a que tal información se haga de conocimiento público. Este procedimiento se repetirá anualmente. De acuerdo con la ley federal, TUSD puede revelar los expedientes educativos sin el consentimiento previo del padre/estudiante elegible a los funcionarios de otro distrito escolar en el cual el estudiante desea o pretende inscribirse. Para mayor información, llame a la oficina del director de la escuela de TUSD a la que el estudiante asiste.

Revisado 7/5/11

NOTIFICACIÓN ANUAL DE DERECHOS BAJO LA PROTECCIÓN DE LA ENMIENDA A LOS DERECHOS DEL ALUMNO (PPRA) DE TUSD

PPRA proporciona ciertos derechos a los padres acerca de nuestra conducción de encuestas, recopilación y uso de la información para propósitos de mercadotecnia, y ciertos exámenes físicos. Estos incluyen el derecho a:

(1) Acceder antes que los estudiantes tengan que someterse a una encuesta que trata de una o más de las siguientes áreas protegidas (“encuesta de información protegida”) si la encuesta recibe fondos en su totalidad o en parte de un programa del Departamento de Educación de los E.U. (ED) –

1. Afiliaciones políticas o creencias del estudiante o del padre del estudiante;
2. Problemas mentales o psicológicos del estudiante o de la familia del estudiante;
3. Comportamiento sexual o actitudes;
4. Comportamiento ilegal, antisocial, auto-incriminatorio, o denigrante;
5. Evaluaciones críticas de otros individuos con los que los encuestados tienen relaciones íntimas de familia;
6. Relaciones privilegiadas reconocidas legalmente, tales como las sostenidas con abogados, médicos o ministros;
7. Prácticas religiosas, afiliaciones o creencias del estudiante o padres del estudiante; o
8. Ingresos, aparte de los exigidos por la ley para determinar la elegibilidad para participar en un programa.

(2) Recibir notificación y una oportunidad para optar a un estudiante fuera de –

1. Cualquier otra encuesta de información protegida, sin tomar en cuenta el financiamiento;
2. Cualquier examen físico agresivo que no sea de emergencia o revisión requerida como una condición de asistencia, administrado por la escuela o su agente, y no necesario para proteger la salud inmediata y seguridad de un estudiante, exceptuando los exámenes del oído, vista o escoliosis, o cualquier examen físico o revisión permitido o requerido por la ley estatal; y
3. Actividades que involucran la recopilación, revelación, o uso de información personal obtenida de los estudiantes para la mercadotecnia o para venderla o de otra manera distribuirla a otros.

(3) Inspeccionar, sobre solicitud y antes de administrar o usar –

1. Las encuestas de información protegida de los estudiantes;
2. Los instrumentos usados para recabar información personal de los estudiantes para cualquiera de los propósitos de arriba de mercadotecnia, ventas, u otros propósitos de distribución; y
3. El material instructivo usado como parte del plan de estudios.

Estos derechos se transfieren de los padres a un estudiante de 18 años de edad o a un menor emancipado bajo la ley estatal.

TUSD desarrollará y adoptará políticas, en consulta con los padres, respecto a estos derechos, y hará arreglos para proteger la privacidad de los estudiantes en la administración de las encuestas de información protegida y la recopilación, revelación, o uso de información personal para propósitos de mercadotecnia, ventas u otros propósitos de distribución.

TUSD notificará directamente a los padres estas políticas al principio de cada ciclo escolar y después de cualquier cambio importante. TUSD también notificará directamente a los padres, a través del correo de E.U. o vía correo electrónico sobre los estudiantes que han sido programados para participar en actividades específicas o encuestas anotadas abajo y proporcionará una oportunidad para que los padres opten a su niño(a) fuera de la participación en una actividad específica o encuesta.

TUSD proporcionará esta notificación a los padres al principio del ciclo escolar, si el Distrito ha identificado las fechas específicas o aproximadas de las actividades o encuestas para entonces. En el caso de encuestas y actividades programadas después de que haya comenzado el ciclo escolar, se proporcionará a los padres notificación razonable sobre las actividades planeadas y las encuestas anotadas abajo y se les proporcionará la oportunidad de optar a su niño(a) fuera de tales actividades y encuestas. También se les proporcionará a los padres una oportunidad de repasar cualquier encuesta pertinente. La siguiente es una lista de actividades específicas y encuestas cubiertas bajo este requisito:

- Recopilación, revelación, o uso de información personal para mercadotecnia, ventas, u otra distribución.
- Administración de cualquier encuesta de información protegida no financiada en su totalidad o en parte por el Departamento de Educación.
- Cualquier examen físico agresivo que no sea de emergencia o revisión como se describe arriba.

Los padres que crean que sus derechos han sido violados pueden presentar una queja a:

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

Revisado 7/5/11

***SU ESCUELA ES UNA
ZONA DE SEGURIDAD***

SI USTED VE

- | | |
|--|--|
| ↪ <i>DROGAS</i> | ↪ <i>VIOLENCIA</i> |
| ↪ <i>PELEAS</i> | ↪ <i>ARMAS</i> |
| ↪ <i>PANDILLAS</i> | ↪ <i>PERSONAS QUE NO
SON ESTUDIANTES</i> |
| ↪ <i>AGRESIONES</i> | ↪ <i>GRAFFITI</i> |
| ↪ <i>AUSENTISMO
NO
JUSTIFICADO</i> | ↪ <i>AMENAZAS</i> |

¡REPÓRTELO!


CONFIDENCIALIDAD GARANTIZADA

DÍGASELO A UN FUNCIONARIO ESCOLAR O LLAME

***LÍNEA DE MENSAJE DE SEGURIDAD DE
TUSD
584-7680***

- LOS MENSAJES SON VERIFICADOS CADA HORA DURANTE LA ESCUELA -
- DIARIAMENTE EN DÍAS NO ESCOLARES -

AVISO DE NO DISCRIMINACIÓN: El Distrito Escolar Unificado de Tucson no discrimina en base a raza, color, religión/creencias religiosos, sexo, identidad sexual, edad, origen nacional, orientación sexual, credo, estatus de ciudadanía, estado civil, creencias políticas/afiliación, discapacidad, idioma del hogar o antecedentes de familia, sociales o culturales en admisión o acceso a, o trato de personas o empleo, en sus programas educativos o actividades. Las preguntas concernientes al Título VI, Título VII, Título IX, Sección 504, y el Acta Para Americanos con Discapacidades, pueden ser dirigidas a: EEO Compliance Officer de TUSD, 1010 East Tenth Street, Tucson, Arizona 85719, (520) 225-6444, o a Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204. Vea las Políticas AC “No Discriminación” y ACA “Acoso Sexual” para mayor información.

 Tucson, Arizona GOVERNING BOARD POLICY	POLICY TITLE: Grading/Assessment Systems
	POLICY CODE: IKA

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for on-going assessment for instructional purposes with reporting student progress/achievement by giving a grade.

The authority for determining progress/achievement, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. In making such determinations, teachers will be guided by standards set forth by the District which include the following:

- Progress grades shall be based on the accomplishment of Arizona Standards appropriate to the grade level or subject area.
- At all levels within our school system teachers are expected to utilize the TUSD curriculum to identify what students are to learn and the criteria by which they will measure that learning.
- Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- Assessments and grading should provide information that students can use for self-evaluation in order to determine the next steps for their learning and which teachers can use for their support of learning.
- Additional standards in the areas of participation may be established and taken into consideration when determining grades.

District-developed grading systems which are appropriate for elementary, middle school and high school students will be established and utilized.

Teachers will keep a complete and accurate record of the grades assigned to students.

Written reports to the parents concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary.

Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, scholarship, attendance and tardiness.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: March 27, 2012

Reviewed:

Revised:

LEGAL REF: A.R.S. 15-203

15-516

15-521

15-767

CROSS REF:

Professional Boundaries Training

Bell Work:

- After signing in, please make sure you have a copy of TUSD Board Policy Code- *Staff Conduct with Students*: GBEBB-R
- Take several minutes to read through carefully and thoroughly.

PROFESSIONAL BOUNDARIES FOR STAFF CONDUCT WITH STUDENTS

ETHICS TRAINING
SPRING SEMESTER 2013

TUSD

*“Delivering Excellence in Education Everyday”
Grow....Reach....Succeed!*

Why is this training being presented?

We have the solemn responsibility to care for and protect each child in our school district at all times.

As adults that work with children, it is important that we know the professional boundary expectations.

There are two groups of people in our school district, the adults and the children. Both groups need to be safe.

Objectives

By the end of the presentation, the participants will have a thorough understanding of Staff Conduct with Students (GBEBB-R).


By the end of this presentation, participants will know the components of GBEBB-R and apply the regulation to varying scenarios and discussions using the PowerPoint and group dialogue so that there is consistency and clarity about the responsibilities each employee has when working with students.

The bottom line for today's presentation is that we all know

- **Conduct prohibited under any circumstances**
- **Inappropriate actions and behaviors**
- **Reporting of violations**

While relationships are important and necessary when working with students, our professional responsibilities require clear protocols and standards.

GBEBB-R: Staff Conduct with Students

 <p>TUSD From World School District Tucson, Arizona</p> <p>POLICY REGULATION</p>	REGULATION TITLE: Staff Conduct with Students
	CODE: GBEBB-R

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct in violation of Governing Board Policy GBEBB, and may result in disciplinary action.

Conduct Prohibited Under Any Circumstance:

- Engaging in sexual activity, a romantic relationship, or dating of a student.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing lewd, profane or pornographic materials (pictures or words) to a student.
- Engaging in talk containing sexual innuendo or sexual banter with students or telling sexual jokes.

Inappropriate actions and behaviors when there is no legitimate health or educational purpose:

- Engaging in peer-like behavior with students.
- Talking to the student about the student's personal problems and becoming the student's confidante instead of referring the student to the appropriate resource that may provide the appropriate support.
- Initiating or extending contact with students beyond the school day for personal purposes.
- Using email, text-messaging, My Space, Facebook, blogs, Twitter, or chat rooms or other websites to discuss personal topics or interests with students or posting provocative or inappropriate pictures or words on any website or other medium to which students may have access.
- Being overly affectionate or "touchy" with students.
- Favoring certain students by giving them gifts, money, special privileges, or not holding them to the same standards of behavior as other students.
- Discussing with a student the employee's personal problems that would normally be discussed with adults (e.g., marital problems).

- Allowing time alone with students at inappropriate places, such as at a teacher's or student's home, a personal vehicle, a bathroom, or behind closed doors.
- When alone in a room with a student, closing the door and not maintaining open and clear visibility through windows.
- Transporting a student in the employee's personal vehicle without prior express permission of the student's parent or school administrator in cases other than a health, safety, or emergency situation.
- Taking a student on a private outing, or meeting a student at a prearranged location.
- Inviting a student to the employee's home.
- Going to the student's home when the student's parent or a proper chaperone is not present.

The foregoing is a non-exclusive list of actions that, in the absence of a legitimate health or educational purpose, will be regarded as a violation of the professional boundaries.

Reporting of Violations of Professional Boundaries

In accordance with Regulation GBEB, an employee shall notify a supervisor or a District representative when an employee has knowledge of unprofessional, prohibited, or criminal conduct involving an employee and/or a student. Failure to do so may result in disciplinary action against the person for failure to report.

Adopted: November 9, 2012 [Friday Report]
 Revised: November 28, 2012 [scrivener error correction only]
 Reviewed:
 Reviewed:

Legal Ref: A.R.S. 13-3620

Cross Ref: GBEB-R *Staff Conduct*
 JLF *Reporting Child Abuse/Child Protection*

GBEBB-R Staff Conduct with Students

Conduct Prohibited Under Any
Circumstance

Any questions???

GBEBB-R Staff Conduct with Students

Inappropriate actions and behaviors when there is no legitimate health or educational purpose.

Lots of questions!!

Professional Boundaries Training

Recognize there are gray areas when we address professional boundaries. Various factors can influence our judgment. Active communication, context and a consistent approach to the application of the regulation is important.

Professional Boundaries Training

Let's practice.

Where is *YOUR* **Red** Flag?



Calibrating your “Red Flag” to GBEBB-R

Look at each slide and choose the response that you think

- Crosses a professional boundary
- Violate or MIGHT BE a violation of GBEBB-R
- Should be brought to the attention of your supervisor or TUSD representatives

PEER LIKE BEHAVIOR

- A. A male middle school teacher plays basket ball with students during lunch recess.
- B. A female elementary school teacher has lunch in her room with a group of 4th grade girls at least 3 times per week. They call this their “Gossip Group.”
- C. A high school monitor goes to a rock concert with a group of students.

Adults as “electronic” friends

- A. A coach emails a reminder to team members about practice times.
- B. A teacher creates a class Facebook page that is linked to his and other students’ personal Facebook pages.
- C. An office manager ‘tweets’ about her weekend activities to colleagues and students.



Let's talk about hugs.....

- A. A monitor hugs a first grade student who is crying after falling on the playground.
- B. A female nurse is hugging a male sixth grader in the health office with the door closed.
- C. A female high school teacher is seen in a close embrace with a male student in the parking lot after the football game.



Let's talk about touching...

- A. The yoga teacher is seen touching students while demonstrating yoga positions during class.
- B. The male art teacher is seen guiding the hand of a female student as she paints while at the same time it appears that he is pressing his body against her back.
- C. The counselor is observed with her arm around a student's shoulders while in her office with the door closed and locked. It is after school hours.



Let's talk about lap sitting...



- A. Kindergarten students take turns sitting in the teacher's lap during reading time.
- B. Third graders can earn "lap" time with the bus monitor for good behavior on the bus.
- C. A high school student is seen sitting on a teacher's lap at the school dance.

Want a lift?



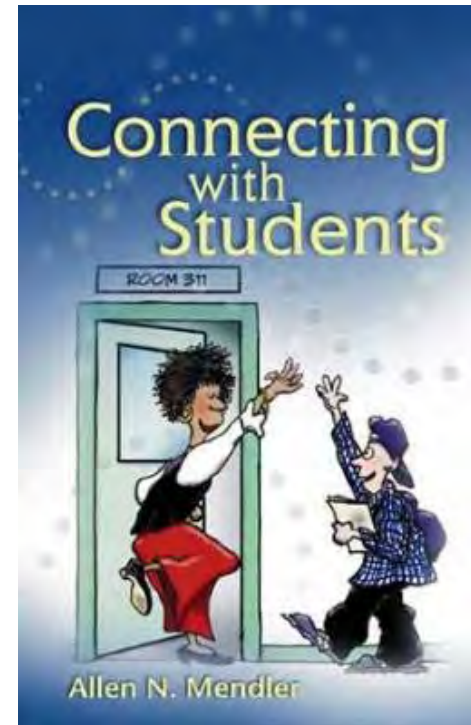
- A. An assistant principal gets parental permission to take a student who is sick home in his car because the parents do not have transportation that day. The health assistant accompanies them.
- B. A middle school teacher takes a group of students to get pizza after school.
- C. A teacher sees a student at the mall and offers him a ride.

Where is *YOUR* red flag?

- What did you notice?
- What did you think about?
- What did you learn that you didn't know before?
- What did you learn about your boundaries?
- How did your boundaries “calibrate” with your co-workers?

Appropriate Physical Expressions

What are examples of what this might look like?



Professional Boundaries Training

Reporting of Violations of Professional Boundaries

Why???



Professional Boundaries Training

WHEN UNSURE, SEEK DIRECTION

When in doubt, ASK!!!

**Supervisor must be informed about
professional boundary concerns.**

**If you wonder if you need to tell your principal
about an incident,**

YOU DO!

Checking for understanding

- Conduct prohibited under any circumstances
- Inappropriate actions and behaviors
- Reporting of violations
- The training on professional boundaries should be internalized by each of us, and it is a best practice to be self-introspective about how we work with students. Second, all of us have a responsibility to keep students safe and to report violations

TUSD Professional Boundaries Committee:

- Martha Durkin
- Stacie Emert
- Frances Banales
- Marcia McCaskill
- Abel Morado
- Holly Colonna
- Maggie Leonard
- Pam Palmo

Special thanks to:

- ❖ Maggie Leonard for her work organizing and researching this presentation.
- ❖ Alex Callahan, Tucson High Teacher, for his art work.

VALENCIA MIDDLE SCHOOL
CLOSING OF SCHOOL CHECK-OUT LIST
MAY 2014

Name: _____

Current Room#: _____

The following must be completed and the appropriate areas initialed by the responsible person before check-out at 4:00 on Friday, May 24th.

Teacher DATA/Hand-books-turn in to office _____

Keys: Faculty, not returning to Valencia next year, must return their key(s) to Key Control: 2025 E. Winsett. Check with Michelle. _____

Library: All library books are due in the library. If you have library materials, including Reading Class Sets, videos etc.... Please return them to librarian. _____

Students' textbooks checked out from the library need to be returned to the library. _____

Professional Books: Barrowed materials, SIOP, Skillful Teacher...: Return to SIC _____

Audio Visual Equipment: TV's may be left in room, others check with office. _____

Teachers NOT returning to Valencia; turn in Teacher's Edition/Resource Books to SIC . _____

Summer contact phone number and address to office manager _____

Teacher Work Station: Keep Desktop in your room. Sign home agreement if taking Laptops home for the summer, otherwise turn in to office. Cables and prometean pens/remotes go in a zip lock bag with your room number marked on it. Doc cameras turned in to front office _____

Telephones: Leave phones hooked up in the room _____

Grades: Community Rep. will run grades and proof them & give them to each teacher _____

Grade Verifications, 4th quarter Making the Grade and/or grade books to your administrator _____

Rooms must be cleaned and then inspected by any Administrator or Custodian _____

For all Pods, all Rooms: All ROOMS WILL BE SCRUBBED AND WAXED!
EVERYTHING MUST BE OFF THE FLOOR AND NEEDS TO BE PACKED & STACKED ON **CLEANED** COUNTER TOPS, WALLS CLEARED INCLUDING STAPLES, CUPBOARDS AND PERMANENT SHELVES EMPTIED/COVERED WITH BUTCHER PAPER AND DESKS EMPTIED OTHERWISE ITEMS MAY BE THROWN OUT. ROLLING BOOK CASES COVERED WITH BUTCHER PAPER, ETC. REFRIGERATORS, MICROWAVES NEED TO BE CLEANED OUT.
ALL ANIMALS MUST BE TAKEN HOME!

Final Destination of this completed document: Asst. Principal's office by 3:00pm on final contract day. PLEASE NOTE ANY WORKORDERS, REPAIRS ETC.ON THE BACK OF THIS SHEET.

VALENCIA MIDDLE SCHOOL

ADMINISTRATION

ACOSTA 84504
MORENO 84505

MAIN OFFICE

MICHELLE 84503
MALISA 84514
MARLENA 84502

COUNSELORS

Jeff Lent 84518
Mary Loy 84522

LEARNING SUPP COORD

Gabaldon 84544

HEALTH OFFICE

Denise-Nurse 84516
Ronda-Aide 84517

INSTRUCTIONAL COACH

EVANS H-12 84510

IN HOUSE

Mr. BOB 84550

Drop Out Prevention Specialist

George Joe 84544

LIBRARY

TBA 84524

KITCHEN

CINDY 84523

LOUNGE 84527

SPEECH ITO D-Pod

GOODWIN 84529

Social Worker ITO D-Pod

MONROE 84548

PSYCHOLOGIST ITO C-Pod

84545

C POD

C02-IN HOUSE (BOB) 84550
C03-LAGENOR 84551
C07-POLLARD 84552
C08- CILANO 84553
C11- CAMPBELL 84532
C12- McCLURE 84554
C13- ROMANO 84555
C17- CINTRON 84556
C18- CLAYBERG 84557

D POD

D02- MAHONEY 84558
D03- ROMERO 84559
D07-BALLESTEROS 84560
D08-ESCALANTE 84561
D11- OTERO 84587
D12- OLIVER 84562
D13- BOND 84563
D17- PUGH 84564
D18- BRUMAGIN 84565

E POD

E02-RAMOS 84566
E03- HUTCHINGS 84567
E07- PETERSON 84568
E08- BROWN 84569
E11-BRADY 84583
E12- MACIAS 84570
E13-RUIZ 84571
E17-IHRKI 84572
E18- FLORA 84573

F POD

F02- NAVARETTE 84574
F03-COMP REPAIR 84585
Eloina 84549
F08- COMP.LAB 84525
F09- INCLUSION 84508
F10- GARDE 84507
F11-ROGERS 84506
F12-COMP. LAB 84509

G POD

G02- WIEGHT RM 84575
G21- GIRLS PE 84536
G22- BOYS PE 84535

H POD

H05- McELHANEY 84538
H06-NOPERI 84539
H07- FALK 84537
H08- M.WEISBROD 84531
H09- TEEL 84542
H10- TBA 84512
H11- TORRES 84511
H12-EVANS 84510
H13- BRAVIN 84521
H14-AHLEMEYER 84520
H19- L. WEISBROD 84515

J POD

J01- LEBARDT/MONT, 84576
J07- HELLAND 84577

POD ITO'S

C POD 84545
D POD 84546
E POD 84547

Valencia Middle School Administrative Discipline Referral Form

Student Name: _____ **Grade:** _____ **Period:** _____ **Date:** _____

Referring Staff: _____ **Location of Incident:** _____

Description of Incident: _____

Teacher Interventions: _____ **Date of Intervention:** _____

Careless Behavior Truancy Dress Code Verbal Provocation Lack of Preparation for Class Recklessness

Comments: _____

Level 1 Refer to Guidance Counselor for Ongoing Behaviors Previously Addressed By Teacher:

Careless Behavior Truancy Dress Code Verbal Provocation Lack of Preparation for Class Recklessness

Comments: _____

Level 2 and 3 Refer to Dean of Students:

Inappropriate Physical Contact Tobacco/Drug Disruption Dishonesty Continued Cheating
 Minor Aggressive Act Stealing Bus Infraction Harassment Bullying Aggression Dangerous Items
 Theft Intimidation Inappropriate Language Defiance/Disrespect Toward Authority Disorderly Conduct
 Fighting Pornography Negative Group Affiliation/Illegal Organization Vandalism Public Display of Affection
 Endangerment of self or others Other _____

Level 4 and 5 Refer to Assistant Principal or Principal:

Arson False Alarms/Pulling Fire Drill School Threats Assault Breaking and Entering Extortion
 Indecent Exposure/Public Sexual Indecency Weapons/Firearms Other _____

Parent/Guardian Contact/Conference:

Phone Call to _____ Date: _____ Time: _____ Left Message Spoke with Parent/Guardian

Notes: _____

A conference with parent/guardian is scheduled: Date: _____ Time: _____ Room: _____

Actions:

Restorative Practices _____ Reprimand _____ Counseling _____ Other _____

Detention # Days _____ Start Date _____ End Date _____ Return Date _____

In School Suspension # Days _____ Start Date _____ End Date _____ Period _____ Return Date _____

Out of School Suspension # Days _____ Begin _____ End _____ Return Date _____

Circle: Abeyance Contract Long Term Hearing

Comments: _____

Administrator Signature _____ Date _____

Incident Report No: _____

Valencia Matrix for School-wide behavior

	Be Safe	Be Respectful	Be Responsible	Be a Learner
Valencia (at all times)	Always have ID	Wear uniform appropriately Always use Ms. & Mr. when speaking to adults Be kind with words and actions	Be accountable for your actions	Be prepared with materials
Classroom/ Computer Lab	Keep hands, feet and others items to yourself Follow safety procedures Keep walking area clear Always walk Use equipment and materials properly Enter and exit in an orderly manner	Pay attention to person addressing class Follow all directions and complete classroom assignments Use appropriate language and voice level 1-2. Treat substitutes and guest speakers with respect	Be on time and prepared to learn Stay on task Request make-up work when returning from absence Clean up after yourself Follow dress code	Stay actively engaged in activity of the class Sit in assigned seats Embrace new ideas
Bathroom	Wash hands with soap and water Keep hands and feet to yourself Use equipment appropriately Keep floors dry Report problems and graffiti	Close door to stall Use voice level 1-2 Give privacy Keep bathroom clean Be kind with words and actions Conserve paper and water	Flush toilet Wear designated pass to bathroom Clean up after yourself Use paper goods correctly	Return to class as soon as possible with minimal class disruption
Cafeteria	Enter and exit in an orderly manner Keep your hands, feet and food to yourself Keep walkways clear Walk safely and quietly at all times Food must remain in cafeteria Report all spills	Treat others and all property with respect Share tables with others Use appropriate language and voice level 1-2 Stand in single file line Use good manners	Clean up after yourself Sit down while in Cafeteria Have ID ready to use to facilitate lunch line Keep food in designated eating areas Stay in monitored area	After lunch be on time to class "Mix it Up" Use time wisely
Hallways / Stairwell	Keep hands, feet and other items to yourself Walk on the right side of the hall and stairway Keep moving to keep walkways clear	Keep hands, feet and other items to yourself Use appropriate language and voice level 1-2	Move towards next class Use trash cans Carry hall-pass at all times Stay outside building before and afterschool and during lunch, unless you have a pass.	Be on time to class

<p>Assemblies</p>	<p>Keep hands and feet to yourself Enter and exit in orderly fashion Keep walkways clear Walk safely and quietly at all times</p>	<p>Voice level 0 during performance Voice level 1 during performance breaks Use appropriate response to speaker or performance Pay attention to performance/speaker</p>	<p>Leave personal belongings in classroom Remain seated quietly at all times Be aware of your own actions Sit in assigned area</p>	<p>Embrace new ideas Be able to follow directions</p>
<p>Recreation/ Amphitheater Area</p>	<p>Keep hands, feet and other items to yourself Choose safe, non-contact games</p>	<p>Voice level 1-4 Use kind words with everyone Follow directions given by adults/monitors</p>	<p>Stay in monitored areas Solve problems using kind words Pick up trash Follow Dress Code</p>	<p>Return to class on time "Mix it Up"</p>
<p>Fire-Drills Lockdown Evacuation</p>	<p>Stay calm and silent at all times Enter and exit in an orderly manner Walk safely and quietly at all times Follow directions and safety procedures Stay in designated area with designated adult and assigned group</p>	<p>Pay attention to designated speaker</p>	<p>Follow all directions</p>	<p>Know the procedures and rules to be safe.</p>

VALENCIA MIDDLE SCHOOL

4400 W. Irvington Rd
Tucson, Arizona 85757
520-908-4500/FAX 520-908-4501
Ms. Acosta, Principal
Mr. Moreno, Assistant Principal

Computer Guidelines

The purpose of this form is to inform the student and parents/guardians of the expectations of the computer lab and school computer use. Valencia Middle School expects the students to conduct themselves in an appropriate manner while utilizing any computer.

NO- Food and drinks in the lab.

NO- Accessing inappropriate websites (pornographic, hate sites and sites that are not instrumental to class curriculum)

NO- Defacing Valencia Middle School property

NO- Behavior detrimental/damage to class operation

NO- Removal or rearranging of computer equipment or external computer devices

Teachers must supervise students in the computer lab at all times. Workstations should be checked prior to and after student use of computers to check for missing or malfunctioning equipment.

Students are required to follow all directions and rules of the individual instructor assigned to the Classroom or Computer Lab. Any behavior that violates the above regulations will warrant loss of their computer privilege.

VALENCIA STUDENT UNIFORM and INFORMATION

All students are to be in uniform upon entering school and remaining in uniform the entire time while on campus. If you are on the Valencia campus, you must be in uniform.

CHOICES FOR TOP GARMENT:

BOYS AND GIRLS

All white, navy blue or khaki shirt with collar, short or long-sleeved. No logos or trim. A plain white t-shirt may be worn under uniform shirt. Uniform shirts are to be modest and non-revealing.

CHOICES FOR BOTTOM GARMENT:

GIRLS

Navy blue or khaki skirt/culottes, bib-type overalls, pants, or hemmed/cuffed walking shorts. No denim or spandex/athletic material. No logos or trim. Shorts and skirts must be longer than fingertips at side. Bottom garment may not be the same color as top garment.

BOYS

Navy blue or khaki hemmed/cuffed walking shorts or pants. No denim or spandex/ athletic material. No logos or trim. No more than 2 inches larger than measured waist size. Bottom garment may not be the same color as the top garment.

GIRLS AND BOYS

Navy blue or khaki long pants, hemmed/cuffed, no more than 2 inches longer than inseam length and no more than 2 inches larger than measured waist size. No excessively tight pants. ***Bottom garment may not be the same color as the top garment.***

OUTER GARMENT FOR GIRLS & BOYS – Plain white, plain navy blue, or plain khaki sweatshirts, sweaters, or jackets.

**SAGGING WILL NOT BE ALLOWED!
SWEATPANTS OR WINDBREAKERS ARE NOT ALLOWED.**

STUDENT ID's – You must have your ID with you at all times while on campus. ID cards may be used for lunch, library checkout and other school sponsored events. If you lose your ID one may be purchased from the office.

BELTS – Belt, blue, khaki, black, brown or white only, with permanently attached belt buckle to be worn. Belt may not hang below beltline. Buckles must not violate the TUSD dress code or Student Rights and Responsibilities or be gang-related.

JEWELRY - Students are asked not to bring expensive jewelry to school. Heavy neck chains and medallions are discouraged. Jewelry that could cause injury to others will not be allowed.

PIERCINGS-other than earrings are not allowed.

SHOES –Any style closed leather shoe or athletic shoe is acceptable. No more than one-inch sole or heel. Shoes must not be modified with different colors or different laces. No red colored shoes will be allowed. No sandals or flip-flops.

JAGUAR WEAR – All Jaguar wear sold at the school may be worn only on Friday.

ATHLETIC UNIFORMS— used only for games. Students are responsible for maintaining their uniforms in good condition.

FREE DRESS DAYS -Refer to TUSD Guidelines for Student Rights and Responsibilities Handbook (pg. 8-9 section C #3.).

THE FOLLOWING ARE NOT ALLOWED:

1. *Hats or sunglasses (unless medically prescribed)*
 2. *Pants or shorts that sag below the waist*
 3. *Bandanas – Tattoos - Wristbands or other athletic bands.*
 4. *Any facial or body piercing other than earrings.*
 5. *Bare midriffs*
 6. *Eating outside of cafeteria*
 7. *Gum and Gum chewing*
 8. *Any type of seeds (Sunflower, Pumpkin...)*
 9. *Backpacks/athletic bags (except for Valencia athletes). Girls may carry a small purse for personal use.(SC 2009/10)*
 10. *Colored hair that is not a natural color. This includes red, yellow, blue, purple, green, etc. This includes hairstyles that distract from a learning environment.*
 11. *Any article of clothing in violation of TUSD Dress Guidelines**
- **refer to the Guidelines for Student Rights and Responsibilities*

Know and understand Rights and Responsibilities. You will receive a copy of the TUSD Students Rights and Responsibilities at the beginning of the school year. We will follow prescribed disciplinary actions as stated in these guidelines.

Site Council Regulation:

As of school year 2009-2010 students are not allowed to bring backpacks to school. Students may use a trapper keeper notebook and girls may carry a **small** purse for personal use. Use a small plastic bag for PE and other.

Students who are consistently referred to the office for uniform violations may receive disciplinary consequences. Please make sure that your student comes to school in the correct uniform.

ATTENDANCE

Attending school regularly will insure success for the student. This is our goal. Arizona law, ARS 15-802, mandates that all middle school aged children must attend school daily. Parents and guardians who fail to keep their children in school regularly may be charged with the class-three misdemeanors, which could result in up to 30 days in jail and/or in a fine of \$500.00. Upon returning to school after an absence, state laws requires that student either bring a written note stating the reason for the absence written and signed by a parent/guardian or that a parent/guardian notify the school by telephone on the day of the student's absence. Students arriving after 15 minutes late or leaving early must check in/out through the attendance office. **Students absent ten consecutive days will automatically be withdrawn from school and must be registered by the parent.**

TARDINESS

Students are expected to be on time. Passing periods are four (4) minutes long and provide time for students to gather material, use the restroom, or get a drink of water. Four tardies in one quarter will result in mandatory detention, and the student will receive a "T" for the citizenship grade. Students will receive a "U" if they are tardy an excessive amount of times. Students must have signed note from parent to excuse a 1st period tardy.

GENERAL STUDENT INFORMATION

Drop Off and Pick up of Students - Parents will drop off and pick up students on the WEST SIDE OF THE SCHOOL (near the flag pole). Parents should not pick up students in the circular driveway at the southeast corner of the campus. Students will need to wait for parents in the designated pick-up areas in front of the school. Entrance to the campus is on Irvington and the exit is on Camino de Oeste. School hours are 8:45am – 4:30pm. Students should not be dropped off prior to 8:45am and must be picked up by 4:30pm if not otherwise involved in a school activity. No supervision is available outside those times.

Bus Riders – Using school transportation is a privilege. You must kind, respectful and **safe**. Abuse of this riding privilege may result in the loss of this privilege.

School Activities – Only those students involved in after school activities (Sports, Clubs, Tutoring, After School Detention...) are allowed to remain on campus past 4:30pm. Activity bus is available for those students and departs at 5:45pm (M, T, Th, F) and 4:45pm (Wed.) Parents must be present with student whenever they wish to stay on campus to watch an athletic event after 4:30pm.

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ELECTRONIC DEVICES – School will NOT be responsible for lost, stolen or missing cell phones or music and media players.

PARENT INFORMATION

Tax Credit- If you file taxes on April 15, you should choose to give your \$\$\$\$\$ to your school instead of the government. You can help kids by taking advantage of the Arizona's Public School Tax Credit Program. You just choose to pay some of the state income tax you owe (up to \$200 filing single; up to \$400 married, filing jointly) directly to Valencia Middle School. Help kids succeed in school and donate to a club, program or activity. You choose where to spend your money!

Your tax credit contribution gives kids an extra chance to stay in school, learn more and do better in their classes. Kids who play sports in school are more likely to stay in school and succeed academically. Kids who participate in fine arts--in programs in art and music--actually do better in basic academic subjects, including math! It's also true that kids can learn a lot on extracurricular field trips.

Best of all, in Arizona, you get your tax credit contribution back--all of it--when you participate now and then file your tax return.

Choose the specific school--and extracurricular activity-- that's important to you to support. Then you get your money back when you file your tax return. It's that simple.

You can make contributions through December 31, but our kids need your help right now. **Today.** So please, make a contribution right now, by check or by credit card.

ADOPTED TUSD Extracurricular Activity Fee Schedule- effective 7-1-12

(Board Approved 6-12-12)

All activity participation fees cannot be combined to reach individual or family maximums

MIDDLE SCHOOL FEES (6-8) \$30 fee per sport*(\$90.00 individual maximum/\$120.00 family max)*

Middle School Athletics include but are not limited to the following athletic activities:*

- Boys Basketball
- Boys Track and Field
- Girls Basketball
- Girls Track and Field
- Boys Soccer
- Boys Volleyball
- Girls Soccer
- Girls Volleyball

FIELD TRIPS

The fee charged will be based on actual trip costs

One day field trip:

- \$2 to \$65
- Examples: Flandrau Science Center

Overnight/In-Out of State/International Trips:

- \$10 to \$400 (K-5th)
- \$10 to \$2,500 (6th-12th)

**To be tax credit eligible, any additional programs must be approved by the Assistant Superintendent*

The Governing Board shall authorize the Principal to waive all or part of an activity if it creates an economic hardship for a student. However, the Principal shall find another funding source to pay for the student's participation fee. ARS 15-342 (24) and Ariz Attny. Gen. Op. 199-021.

The activities shown on this fee schedule are tax credit eligible.

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Electronic Devices – School will NOT be responsible for lost, stolen or missing cell phones or music and media players.

Free Dress- All students who do not have any discipline issues will earn free dress days throughout the school year.

8th Grade End of Year Activities- Eighth grade students who do not have any discipline issues and are in good standing throughout the school year will be allowed to participate in special end of year activities.

Grade Recovery- Students who are earning “F’s” at any point during the school year will be required to attend the after school grade recovery program.

PARENT INFORMATION

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Choose the specific school--and extracurricular activity-- that's important to you to support. Then you get your money back when you file your tax return. It's that simple.

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FIELD TRIPS

The fee charged will be based on actual trip costs

One day field trip:

- \$2 to \$65
- Examples: Flandrau Science Center

Overnight/In-Out of State/International Trips:

- \$10 to \$400 (K-5th)
- \$10 to \$2,500 (6th-12th)

**To be tax credit eligible, any additional programs must be approved by the Assistant Superintendent. The Governing Board shall authorize the Principal to waive all or part of an activity if it creates an economic hardship for a student. However, the Principal shall find another funding source to pay for the student's participation fee. ARS 15-342 (24) and Ariz Attny. Gen. Op. I99-021.*

The activities shown on this fee schedule are tax credit eligible.

Valencia Middle School

Student Dress Code

Tops: Solid white, navy blue or khaki shirt with a collar. It can be short or long-sleeved. A plain white t-shirt may be worn under the uniform shirt.

Bottoms: Navy blue or khaki bottoms.

Girls: Skirts, pants or walking shorts are permitted. Shorts and skirts must be longer than fingertips at sides.

Boys: Walking shorts or pants. No more than 2 inches larger than measured waist size.

NO DENIM OR SPANDEX/ATHLETIC MATERIAL!

BOTTOMS MAY NOT BE THE SAME COLOR AS THE TOP!

Outer Garment (Jackets or Sweaters): Any color is allowed except for **RED**. Pull over sweaters, sweaters with zipper and sweaters with buttons are allowed so long as they are **SOLID** in color.

***No stripes *No patterns *No designs *No “letterman” jackets...**

Shoes: Any style leather or athletic shoe. No red shoes. No sandals or flip-flops. Shoes must not be modified with different colors or laces. All shoes must have hard soles.

TUSD Secondary Leadership

Student Statement

Student's Full Name: _____

Matriculation #: _____

Homeroom Teacher and Rm. #: _____

Parent/Guardian Name

& Contact Number: _____

Today's Date: _____

On (Date of incident): _____ **at** (Approx. time of incident): _____, **I witnessed or observed the**

following: _____

Names of other witnesses: _____

Student's Signature: _____

Valencia Staff Procedures

Useful information

Faculty Work Day: 8:45 – 4:15pm

- Ready to receive students at classroom door by 9:10am and escort students out of pods or hallway by 4:15pm.

IDs; Employee IDs must be worn and visible at all time while on campus. District ID or School ID is acceptable.

Safety and Security: Campus Safety/Security is the responsibility of everyone.

- Do question anyone on campus without an ID and direct them to office.
- Do close all perimeter gates when used or seen opened.
- Do always secure classroom doors when leaving for the day.
- Do follow “Visitor to Campus Protocol”.
- Do post evacuation map inside your room by door. Review with all classes.
- Be at your door during passing periods.

Bullying: Do report all forms of bullying immediately to the counselors or LSC.

Leaving Campus during the School Day; Sign-out sheet must be used whenever having to leave campus outside of your lunch time. Sign-out sheet is located at time clock counter (dry bar) by entrance to mailroom. Check with administration for unique situations.

Keys: Key slips are handed out by our office manager, Ms. Michelle. Keys are picked up at district key control. Keys are not to be shared with students at any time or for any reason.

Calling in an absence; Do all that is manageable to call in absent as early as possible. Last minute absences do result in fellow colleagues having to give up their planning period to cover the class. You are to make contact with your administrator via phone, email or txt. Contact is defined by receiving a response. When administration is not available, emergency # is 520-370-6967.

Loss of Planning; An alphabetical list will be created and teachers will be required to cover classes when needed. If ever not able to cover, your name will remain at the top of the list for the next coverage need.

Lesson Plans: This is important.

- Lesson plans must be accessible to school administration at all times.
- Emergency Lesson Plans must be on file and must be submitted to Assistant Principal by the end of the first week of school year.

Forms: All forms for all needs are found on time clock counter (dry bar). Work orders, custodial requests, copy requests, leave request... If you need it done, it must be requested in written form.

Sending students out of class;

- No more than one student out of class at any time.
- Student must have Out of Class pass... Always!
- Students without a pass will routinely be returned to class.
- In case of discipline reasons; the standard at Valencia is to never return a student back to the same class when sent out for ill-behavior. Student will automatically be assigned ISS for the rest of the period and a lunch detention. Written referral is a must. It is a teacher responsibility to send academic work for student whenever assigned to ISS. No further discipline will be assigned unless a written referral calls for further consequences.

Calling Parents: There are to be no parent calls during class time. For disciplinary procedures, do follow established discipline flow chart.

Your class location: Always inform the front office and post a sign at your classroom door during any period you will be at your assigned room. Do specify where you will meet with your class.

Master Calendar: School events must be placed on the master school calendar for them to take place. Do check with our Community Rep (Ms. Malisa) for available dates. Master calendar can be viewed on the whiteboard located on the wall to the right of the mailroom entrance.

Custodial Assignments: There are 3 custodians assigned to Valencia Middle School. This is a reduction. Classrooms will be trashed everyday and cleaned on a rotating schedule. To ensure optimum cleaning;

- Keep classroom floor clear of obstacles.
- Keep garbage cans in clear view.
- Keep all countertops clear.
- Do request whiteboards to be erased and cleaned when needed.

School Monitors: There are only 2 monitors assigned to Valencia Middle School. This is a reduction. Monitors can be called to assist with student ill-behavior of levels 4 and 5.

Parking; Use designated parking lot west of campus or parking area to the east of campus. Do not park anywhere else for any extended time of the school day. Do not park your vehicle anywhere near the loading dock.

Out of Pass Guidelines:

- Must carry this Out of Class pass at all times and for all needs.
- **First and Last name** must be written neatly in ink on the pass.
- Student is to fill out the first 4 columns and present to teacher/staff for permission & signature.
- Do not share share Out of Class pass with any other student.
- If this Out of Class pass is lost, a formal letter must be written and submit to Mr. Bob in C-02 during lunch period only for a replacement card. No exceptions!
- Out of Class pass is mandatory when reporting to the office. You will be asked to show it.

Out of Pass Guidelines:

- Must carry this Out of Class pass at all times and for all needs.
- **First and Last name** must be written neatly in ink on the pass.
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- Out of Class pass is mandatory when reporting to the office. You will be asked to show it.

Valencia Master Schedule									
2013-2014									
6TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	Lunch	3RD	4TH	5TH	6TH
BLK Team			9:15- 10:20	10:24-11:24	11:24-11:58	12:02-1:02	1:06-2:06	2:10-3:10	3:14-4:15
Math - Noperi	H-6	84539	Math 6	Math 6	Lunch	Math 6 (6/5th)	Math 6	Math 6	Math 6
LA - Teel	H-9	85542	LA 6	LA 6	Lunch	LA 6 (6/5th)	LA 6	LA 6	Honors LA 6
SCI - Rogers	F-11	84506	Sci 6	Sci 6	Lunch	PLAN	Sci 6	Sci 6	Sci 6
SS - Bravin	H-13	84521	SS 6	SS 6	Lunch	PLAN	SS 6	SS 6	SS 6
GLD Team									
Math - Falk	H-7	84537	Honors Math 6	PLAN	Lunch	Math 6	Math 6	Math 6	Math 6
LA - Cilano	H-11	84511	LA 6	PLAN	Lunch	LA 6	LA 6	LA 6	LA 6
SCI - Garde	F-10	84507	Sci 6	PLAN	Lunch	Sci 6	Sci 6	Sci 6	Sci 6
SS - Ahlemeyer	H-14	84520	SS 6	PLAN	Lunch	SS 6	SS 6	SS 6	SS 6
Math - M Weisbrod	H-8	84531	Math Int.6	Math Int.6	Lunch	Dean	Dean	Dean	Dean
Read Int. 6th - LWeisbrod	H-19	84515	Read 6	Read 6	Lunch	Read 6	PLAN	Read 6	Read 6
Math Int. 6th/Coach - Evans	H-12	84510	Data Coach	Math Int.6	Lunch	ALEKS	ALEKS	Data Coach	Data Coach
7TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	3RD	Lunch	4TH	5TH	6TH
BLK Team			9:15- 10:20	10:24-11:24	11:28-12:28	12:28-1:02	1:06-2:06	2:10-3:10	3:14-4:15
Math - Ramos	E-2	84566	Math 7	Math 7	PLAN	Lunch	Math 7	Math 7	Math 7
LA - Hutchings	E-3	84567	LA 7	LA 7	PLAN	Lunch	Honors LA 7	LA 7	LA 7
SCI - Brown	E-8	84569	Sci 7	Sci 7	PLAN	Lunch	Sci 7	Sci 7	Sci 7
SS - Peterson	E-7	84568	SS 7	SS 7	PLAN	Lunch	SS 7	SS 7	SS 7
GLD Team									
Math - Ruiz	E-13	84571	Math 7	PLAN	Honors Math 7	Lunch	Math 7	Math 7	Math 7
LA - Flora	E-18	84573	LA 7	PLAN	LA 7	Lunch	LA 7	LA 7	LA 7
SCI - Macias	E-12	84570	Sci 7	PLAN	Sci 7	Lunch	Sci 7	Sci 7	Sci 7
SS - Ihrke	E-17	84572	SS 7	PLAN	SS 7	Lunch	SS 7	SS 7	SS 7
Math Int. 7th - Brady	E-11	84583	Math Inter 7	ALEKS 7	PLAN	Lunch	Math Inter 7	ALEKS 7	Math Inter 7
8TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	3RD	4TH	Lunch	5TH	6TH
BLK Team			9:15- 10:20	10:24-11:24	11:28-12:28	12:32-1:32	1:32-2:06	2:10-3:10	3:14-4:15
Math - Bond	D-13	84573	PLAN	HS Algebra 8	Math 8	Math 8	Lunch	Math 8	HS Algebra 8
LA - Brumagin	D-18	84565	PLAN	LA 8	LA 8	Honor LA 8	Lunch	Honors LA 8	LA 8
SCI - Oliver	D-12	84562	PLAN	Sci 8	Sci 8	Sci 8	Lunch	Sci 8	Sci 8
SS - Pugh	D-17	84564	PLAN	SS 8	SS 8	SS 8	Lunch	SS 8	SS 8
GLD Team									
Math - Mahoney	D-2	84558	Math 8	Math 8	Math 8	Math 8	Lunch	Math 8	PLAN
LA - Romero	D-3	84559	LA 8	LA 8	LA 8	LA 8	Lunch	LA 8	PLAN
SCI - Escalante	D-8	84561	Sci 8	Sci 8	Sci 8	Sci 8	Lunch	Sci 8	PLAN
SS - Ballesteros	D-7	84560	SS 8	SS 8	SS 8	SS 8	Lunch	SS 8	PLAN
Math Int. 8th - Otero	D-11	84587	ALEKS 8	Math Inter 8	Math Inter 8	Math Inter 8	Lunch	PLAN	ALEKS 8
ELD	RM	EXT	9:15- 10:20	10:24-11:24	11:28-12:28	12:28-1:02	1:06-2:06	2:10-3:10	3:14-4:15
ELL II Cintron	C-17	84556	ELD II Wrtg	ELD II Rdg	Lang Art II	Lunch	Lang Art II	7th Lang Art	PLAN
ELD	RM	EXT	9:15- 10:20	10:24-11:24	11:28-12:28	12:32-1:32	1:32-2:06	2:10-3:10	3:14-4:15
ELL III/IV Romano	C-13	84555	ELD IV Wrtg	PLAN	ELD IV Rdg	Lang Art IV	Lunch	ELD IV LA	8th Lang Art
Exploratory Electives	RM	EXT	9:15- 10:20	10:24-11:24	11:24-11:58	12:02-1:02	1:06-2:06	2:10-3:10	3:14-4:15
AVID - TBA	C-8	84553	AVID Plan	AVID 7	Lunch	AVID 6	PLAN	AVID 6	AVID 8
PE Girls - Owen	G-22	84536	PLAN	PE 6/7	Lunch	PE 6	PE 6/7	PE 6	PE 7/8
PE Boys - Williams	G14	84535	PLAN	PE 6/7	Lunch	PE 6	PE 6/7	PE 6	PE 7/8
Music - Helland	J-7	84577	Adv. Band 7/8	Mariachi 7/8	Lunch	PLAN	Guitar 6/7	Percussion 6/7	Adv. Orch.7/8
Music - Lebardt	J-1	84576	Beg. Band 6/7	Beg. Orch. 6/7					
Exploratory Electives	RM	EXT	9:15- 10:20	10:24-11:24	11:28-12:28	12:28-1:02	1:06-2:06	2:10-3:10	3:14-4:15
Read Int. 7/8th - Clayberg	C-18	84557	Read 7	Read 7	Read 7	Lunch	PLAN	Read 8	Read 8
Careers - Navarrete	F-2	84574	Career 7/8	Career 6/7	Career 7/8	Lunch	Career 6/7	Career 6/7	Career
CIT - McElhanev	H-05	84538	Health 7/8	Health 7/8	Health 7/8	Lunch	PLAN	Health 6/7	Health 7/8
Exploratory Electives	RM	EXT	9:15- 10:20	10:24-11:24	11:28-12:28	12:32-1:32	1:32-2:06	2:10-3:10	3:14-4:15
PE Girls - Montano	G-22	84536	PE 7/8	PE 7/8	PE 7/8	PE 8	Lunch	PE 7/8	PE 7/8
PE Boys - Klassen	G-14	84535	PE 7/8	PE 7/8	PE 7/8	PE 8	Lunch	PE 7/8	PLAN
InHouse Aguilar	C-2	84550	Restorative	Restorative	Restorative	PLAN	Lunch	Restorative	Restorative
EX ED	RM	EXT	1ST/SSR	2ND	3RD	Lunch	4TH	5TH	6TH
			9:00-10:30	10:34-11:30	11:34-12:30	12:30-1:00	1:04-2:00	2:04-3:00	3:04-4:00
ID - Lagenor	C-3	84551	ID	ID	Lunch	PLAN	ID	ID	ID
ID - Pollard	C-7	84552	ID	ID	PLAN	Lunch	ID	ID	ID
IH - Campbell	C-11	84532	IH	IH	IH	PLAN	Lunch	IH	IH
ED - McClure	C-12	84554	ED	ED	ED	Lunch	ED	PLAN	ED
6TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	Lunch	3RD	4TH	5TH	6TH
			9:15- 10:20	10:24-11:24	11:24-11:58	12:02-1:02	1:06-2:06	2:10-3:10	3:14-4:15
AE Math6 - Valenzuela	F-9	84508	Inclusion	PLAN	Lunch	Inclusion	Inclusion	Inclusion	Inclusion
AE LA6 - Moreno	F-9	84508	Inclusion	Inclusion	Lunch	Inclusion	Inclusion	Inclusion	PLAN
7TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	3RD	Lunch	4TH	5TH	6TH
			9:15- 10:20	10:24-11:24	11:28-12:28	12:28-1:02	1:06-2:06	2:10-3:10	3:14-4:15
AE Math7 - Krueziger	F-9	84508	Inclusion	Inclusion	PLAN	Lunch	Inclusion	Inclusion	Inclusion
AE LA7 - Yarberry	F-9	84508	Inclusion	PLAN	Inclusion	Lunch	Inclusion	Inclusion	Inclusion
8TH GRADE	RM	EXT	1ST/Stu. Ann.	2ND	3RD	4TH	Lunch	5TH	6TH
			9:15- 10:20	10:24-11:24	11:28-12:28	12:32-1:32	1:32-2:06	2:10-3:10	3:14-4:15
AE LA8 - Smith	F-9	84508	PLAN	Inclusion	Inclusion	Inclusion	Lunch	Inclusion	Inclusion
AE Math8 - Lindsay	F-9	84508	Inclusion	Inclusion	Inclusion	Inclusion	Lunch	Inclusion	PLAN
Planning Periods=			7	10	7	6	5	3	8

TUSD - 2013-2014



Valencia Middle School

4400 W. Irvington

Tucson, Arizona 85746

Telephone: (520) 908-4500 Fax: (520) 908-4501

July 21, 2013

Greetings Valencia Family!

I hope this message finds you in the midst of some well deserved rest and time with family and friends. The school year is fast approaching and I thought it necessary to bring you up to date as we near the start of 2013-2014 SY.

YOU DID IT! Valencia was able to secure a letter grade of "C" from ADE for the 2012-2013 school year. Your commitment to our students and each other this past school year paid off. Administration cannot thank you enough and we will celebrate when you return. BTW – Our AIMS scores and letter grade are embargoed until August 1st (first day of school) so we will all have to contain ourselves and wait to place our great news on our website and marquis.

We would like to welcome over 15 new teachers to our faculty. They are coming from across the district and they bring with them experience and enthusiasm as they join our Valencia Jaguar team.

Along with new colleagues we have many new students joining us at Valencia. As of today, our enrollment stands at 1109 students (419 = 6th graders, 318 = 7th graders, 313 =, 8th graders). These numbers are very intimidating, so together we must learn to take deep breaths as we build student schedules and view our class rosters, growing and growing. Our new superintendent and deputy superintendent have stressed the importance of taking care of receiving schools and administration is working on and committed to being fully staffed plus having extra eyes during the school day to ensure a positive start to the school year. We have been feverishly making schedules to make sure all of our FTE is well utilized.

In regards to instruction and curriculum initiatives we have a good number of math, language arts, social studies, science teachers who attended common core training over the summer. The common core this year will be a challenge to us and our students so working as a team is essential to making this new content and way of thinking a part of our daily professional lives. As you finish your last week of a short summer vacation, please begin to think about our instructional "bread and butter"; common board configurations, data binders, instructional focus calendars, EEL as a classroom decision making model, higher order questioning, Fluency Fridays and Write Wednesdays. This past year we have proven through countless walkthroughs (they are not slowing down this coming year) that we are a dedicated and talented group of educators who can master the above endeavors with skill and fidelity. As we begin the school year we will continue to tackle these endeavors together, monitoring and adjusting along the way.

Your first official contract day starts next Monday, July 29th and your contract hours are from 8:45 – 4:15pm. The afternoon of the 29th is committed to you receiving your first glimpses of the newly adopted teacher evaluation. This meeting is mandatory and all teachers are required to attend. On Tuesday the 30th we will have our annual half day Welcome Back Faculty Meeting and a light breakfast will be provided. Please bring your data binders with you. Our main purpose upon your return is to give you time in your classroom to create a warm, welcoming learning environment for our students.

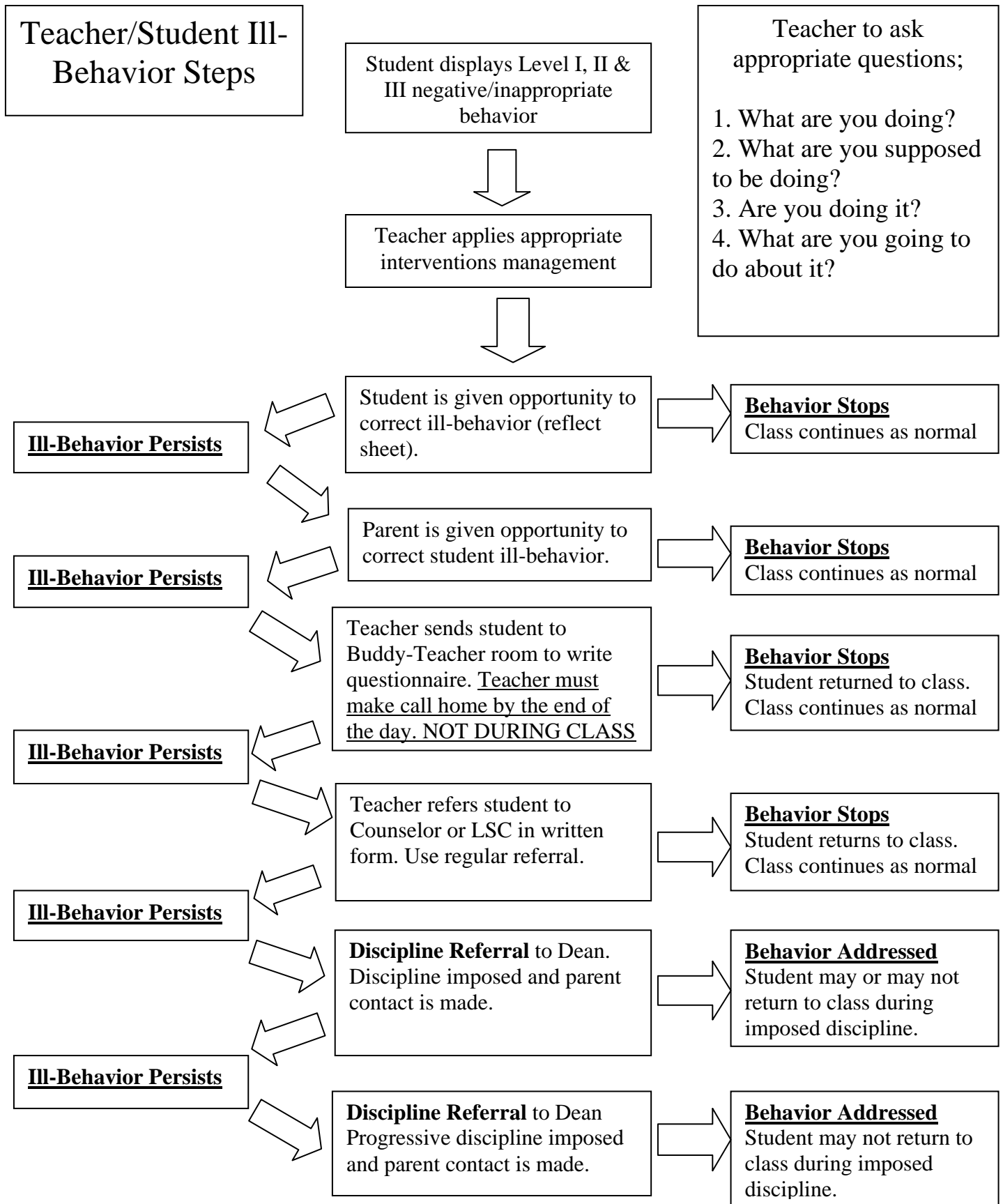
Again, many, many thanks for being committed to our students

Patricia Acosta

Principal

Valencia Middle School
 Teacher Preparation Schedule
 2013-2014 SY

Monday, July 29th	Tuesday, July 30th	Wednesday, July 31st	Thursday, August 1st
<p>Classroom set-up 8:45 – 11:45</p> <p>Lunch on your own 11:45-12:30</p> <p>Teacher Evaluation Training: 12:30-3:30</p>	<p>Valencia Welcome Back Breakfast – Faculty Meeting 8:45-12:00pm</p> <p>Lunch 12:00-12:45pm</p> <p>Classroom Set-up 12:45-4:15pm</p>	<p>Classroom Set-up : 8:45am-4:15pm</p> <p>Lunch: 12:00-1pm</p> <p>Classroom Set-up: 1-4:15pm</p>	<p>First Day of School!</p>



Teacher writes immediate referral to office for any level IV and V infractions. Student is immediately removed from class.
See TUSD Student Rights and Responsibility Handbook.

FIRE DRILL

Assigned exit procedures are to be posted on the wall near the door in each room. Teachers are to discuss alternate routes with their students in case their usual exit is blocked. Staff, visitors, or anyone else in the building will observe the same procedures as students during a fire drill.

1. Where appropriate, teachers are to discuss with their students how to use windows as exits if the doors are blocked.
2. The teacher should be the last one out of the room to check that no child is hiding or left in the room.
3. Classroom doors should be closed and locked.
4. Classes should proceed single file, silently to their designated area labeled on map. Students should stand or sit in rows. There is to be **NO WANDERING OR PLAYING AROUND.**
5. Teachers will take their class roster or some means of taking roll, and their signal cards. Roll should be taken as soon as possible when the assigned area is reached. Hold up the **"GREEN"** card if all students are accounted for. (Please write your last name across the bottom of this card).
6. Teachers will raise the **"YELLOW"** card to indicate they are missing a child or have an extra student belonging to another class. A runner will get the student's name and report this information to the area recorder.
7. Students not in class when the fire drill occurs should exit the building and go directly to their class' assigned place. If an extra student is present and unable to go to the assigned class area, the student should stay put.
8. Teachers will hold up the **"RED"** card if medical attention is needed.
9. During passing periods, students will report to their next period class after drill.
10. During lunch periods, students will report to the class the student had previous to lunch.
11. PLEASE include a copy of emergency procedures in your visiting teacher materials.



Valencia Middle School 2013-2014 Bell Schedule

Regular Mon. Tues. Thurs. Fri.

Periods	Time		
1 st Period	9:15 – 10:15		
Announcements	10:15 – 10:20		
2 nd Period	10:24 – 11:24		
Lunch 6th grd.	11:24 – 11:58 (34)		
3 rd Period 7 th & 8 th	11:28 – 12:28		
Lunch 7th grd.	12:28 – 1:02 (34)		
3 rd Period 6 th grd.	12:02 – 1:02		
4 th Period 8 th grd.	12:32 – 1:32		
Lunch 8th grd.	1:32 – 2:06 (34)		
4 th Period 6 th & 7 th	1:06 – 2:06		
5 th Period	2:10 – 3:10		
6 th Period	3:14 – 4:15		
DAILY ANNOUNCEMENTS ARE READ IN __1st__ PERIOD.			

Regular Wed.

Periods	Time		
1 st Period	9:15 – 10:05		
Announcements	10:05 – 10:10		
2 nd Period	10:14 – 11:04		
Lunch 6th grd.	11:04 – 11:38 (34)		
3 rd Period 7 th & 8 th	11:08 – 11:58		
Lunch 7th grd.	11:58 – 12:32 (34)		
3 rd Period 6 th grd.	11:42 – 12:32		
4 th Period 8 th grd.	12:02 – 12:52		
Lunch 8th grd.	12:52 – 1:26 (34)		
4 th Period 6 th & 7 th	12:36 – 1:26		
5 th Period	1:30 – 2:20		
6 th Period	2:24 – 3:15		
DAILY ANNOUNCEMENTS ARE READ IN __1st__ PERIOD.			

Testing Schedule

Testing Schedule 6th grd.			
Time	Min **		
Testing Period	9:15 – 12:15 (3:00)		
Lunch	12:15 – 12:49 (34)		
3 rd Period	12:53 – 1:23 (30)		
4 th Period	1:27 – 1:57 (30)		
5 th Period	2:01 – 2:31 (30)		
6 th Period	2:35 – 3:05 (30)		
1 st Period	3:09 – 3:39 (30)		
2 nd Period	3:43 – 4:15 (32)		
DAILY ANNOUNCEMENTS ARE READ IN _Start of Testing_ PERIOD.			

Testing Schedule 7th grd.			
Time	Min **		
Testing Period	9:15 – 12:15 (3:00)		
3 rd Period	12:19 – 12:49 (30)		
Lunch	12:49 – 1:23 (34)		
4 th Period	1:27 – 1:57 (30)		
5 th Period	2:01 – 2:31 (30)		
6 th Period	2:35 – 3:05 (30)		
1 st Period	3:09 – 3:39 (30)		
2 nd Period	3:43 – 4:15 (32)		
DAILY ANNOUNCEMENTS ARE READ IN _Start of Testing_ PERIOD.			

Testing Schedule 8th grd.			
Time	Min **		
Testing Period	9:15 – 12:15 (3:00)		
3 rd Period	12:19 – 12:49 (30)		
4 th Period	12:53 – 1:23 (30)		
Lunch	1:23 – 1:57 (34)		
5 th Period	2:01 – 2:31 (30)		
6 th Period	2:35 – 3:05 (30)		
1 st Period	3:09 – 3:39 (30)		
2 nd Period	3:43 – 4:15 (32)		
DAILY ANNOUNCEMENTS ARE READ IN _Start of Testing_ PERIOD.			

Early Dismissal 6th Grade			
	Time	Min **	
1 st Period	9:15 – 9:50 (35)		Y
2 nd Period	9:54 – 10:24 (30)		Y
Lunch 6th grd.	10:24 – 10:58 (34)		N
3 rd Period	11:02 – 11:32 (30)		Y
4 th Period	11:36 – 12:06 (30)		Y
5 th Period	12:10 – 12:40 (30)		Y
6 th Period	12:44 – 1:15 (31)		Y
<u>Fall Early Release Dates:</u> _September 23 ,24, 25_____			
<u>Spring Early Release Date:</u> _February 13,14_____			

Early Dismissal 7th Grade			
	Time	Min **	
1 st Period	9:15 – 9:50 (35)		Y
2 nd Period	9:54 – 10:24 (30)		Y
3 rd Period	10:28 – 10:58 (30)		Y
Lunch 7th grd.	10:58 – 11:32 (34)		N
4 th Period	11:36 – 12:06 (30)		Y
5 th Period	12:10 – 12:40 (30)		Y
6 th Period	12:44 – 1:15 (31)		Y
<u>Fall Early Release Dates:</u> _September 23 ,24, 25_____			
<u>Spring Early Release Date:</u> _February 13,14_____			

Early Dismissal 8th Grade			
	Time	Min **	
1 st Period	9:15 – 9:50 (35)		Y
2 nd Period	9:54 – 10:24 (30)		Y
3 rd Period	10:28 – 10:58 (30)		Y
4 th Period	11:02 – 11:32 (30)		Y
Lunch 8th grd.	11:32 – 12:06 (34)		N
5 th Period	12:10 – 12:40 (30)		Y
6 th Period	12:44 – 1:15 (31)		Y
<u>Fall Early Release Dates:</u> _September 23 ,24, 25_____			
<u>Spring Early Release Date:</u> _February 13,14_____			

Valencia Middle School Visitors to Campus Protocol

Upon the late bell beginning the instructional day (9am – 4pm, Wed; 9am - 3pm):

- All gates except the main entrance are shut closed.
- Main entrance is the only gate used during the hours school is in session.
- Main gate is monitored throughout the school day by school monitors.
- Monitors rotate coverage of main gate every 2 to 3 hours.
- All personnel arriving during the school day are directed or escorted to the school office.

In School Office:

- All visitors are to sign in and state reason for visit.
- All visitors are to be given a Name Sticker or Name Badge to wear visibly during the entire time they are on the Valencia campus.
- Name Sticker or Name Badge is to have the Date, Time of Arrival and Campus Destination.

School Personnel:

- All school personnel are another layer of safety/security.
- All School personnel are to wear a District/school ID and carry their school keys at all times.
- School personnel are to question any unknown visitor(s) without a clear and visible ID.
- All visitors without a Name Sticker or Name Badge are directed to the school office.
- Should any unidentified visitor ignore requests; 911 is to be called, School Safety is to be called... lock-down will be considered.

2013 A-F Letter Grades for Valencia Middle School (5731) : 10-02-01-557

School A-F Letter Grade = C

2013 Percent Passing of FAY Students AIMS and AIMS A (1 - Year)		View Passing Data
Grade	Reading	Mathematics
6	70 %	43 %
7	73 %	34 %
8	61 %	37 %
Percent Passing -- All Students ¹		53 %



Median Percentile Rank of FAY Students AIMS Only (1 - Year)		View Percentile Rank Data
Grade	Reading	Mathematics
6	49	42.5
7	44	37
8	53	29
All Students(Across grades)		47
Median Growth Percentile -- All Students ²		48.5
Median Growth Percentile -- Bottom 25% ³		54.75
Overall Growth ⁴		52

95% PERCENT TESTED		
Percent Tested	Eligible Grade	Max Eligible Points
>= 95%	A	200
85% - 94%	B	139
75% - 84%	C	119
<75%	D	99

Composite Score Components	Points
Percent Passing AIMS and AIMS A	53
ELL Reclassification Additional Points	0
Graduation Rate Additional Points	N/A
Drop Out Rate Additional points ⁵	N/A
FFB Rate Additional Points ⁶	3
Total Composite Points	56

Total Score	A	B	C	D
	140-200	120-139	100-119	0-99

All Points	
Composite Points	56
Growth Points (+ 1 point)	53
Total Points (Composite + Growth Scores)	109
Percent Tested (FAY + Non-FAY students)	98 %
Final A-F Letter Grade	C

¹ Percent Passing (Average across grades and content areas)
² Median Growth Percentile -- All Students (Average across content areas)
³ Median Growth Percentile -- Bottom 25% (Average across content areas)
⁴ Overall Growth (Average of median growth percentile - All students + Bottom 25%)
⁵ High school only
⁶ K-8 only

TUSD_002193

SCHOOL OBLIGATIONS

Provide a safe and orderly learning community focused on student academic achievement, acquisition of parenting skills, and mastering skills and requirements needed to graduate from high school.

Create and present lessons that are aligned with AZ and TUSD academic standards and that support students to earn a minimum of 1.25 credits per quarter.

Enforce the school’s Code of Conduct and Dress Code.

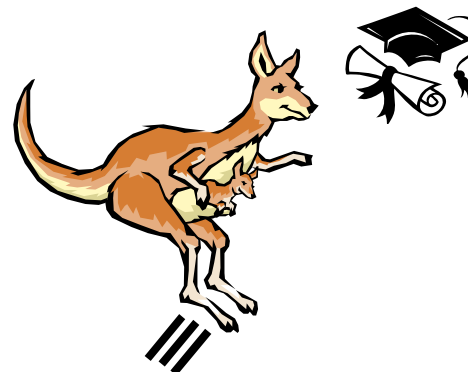
Provide opportunities for students to make up work missed during excused absences and tardies.

**COMMUNITY ORGANIZATION
PHONE NUMBERS**

TAP Admin Offices	225-3250
DES Childcare	791-2732
DES Eligibility	745-5802 or 628-6810
El Pueblo Clinic	573-0096
El Rio Health Clinic	792-9890
Family Planning	887-0715
Help on Call	323-9373
Kino Teen Center	740-4600
Pima County Attorney (child support)	622-7000
Planned Parenthood	884-5562
Sun Tran	792-9222
Tucson Rape Crisis Center	327-7273
Wingspan	624-1779
WIC	624-7498
Youth on Their Own	293-1136



**TAP
TEENAGE PARENT
High School
STUDENT HANDBOOK
2012-2013**



SCHOOL HOURS: 8:30 to 3:35 M, T, TH
8:30 to 2:20 W, F
102 NORTH PLUMER AVENUE
TUCSON ARIZONA 85719
520-225-3250

TUCSON UNIFIED SCHOOL DISTRICT
GROW ♥ REACH ♥ SUCCEED

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HEALTH OFFICE CONTINUED

The Health Office (HO) is available during school hours to help assess illness, provide referrals to community agencies for health care and personal concerns, provide referrals for immunizations, and hearing and vision screenings.

Infants and students who become sick on campus must be seen by the HO prior to leaving campus.

Infants who have signs of fever, diarrhea, vomiting, inflammation, lice or other signs of illness or infection should never be checked into the infant care centers/nurseries.

Parents who are unsure about whether or not to check an infant into the infant care center need to call or check with the HO.

All sick infants and/or students will be sent home.

Parents are strongly encouraged to make all WIC, doctor and other appointments for times other than school hours.

Pregnant students who are unable to attend school because of pregnancy complications must get written verification from their physicians in order to be excused from school, to have a teacher home visit, and to have their work assignments delivered to them.

Pregnant students are automatically excused for 2 weeks after they deliver. Students requiring longer than 2 weeks will need to provide a written note from their physician.

All medications must be brought to the Health Office.

No student may carry medication on campus unless written physician permission is filed with the Health Office.

All medications must be in the original pharmacy-labeled container with the student's or baby's name, direction for use, etc on the label.

- Sign in and sign out their infant(s) everyday using the daily attendance log.

IMMUNIZATIONS

Arizona state law requires that students be immunized and that those immunizations be up to date.

Students may enroll without up to date immunizations, but must bring them up to date within 2 weeks of enrolling. If immunizations are not up to date within 2 weeks of enrolling, students will be excluded from school until they are.

Pregnant students are exempt from receiving required shots.

Immunizations may be obtained from private physicians or from the Pima County Health Department.

Immunization Requirements:

Age/Grade	DPT/Td	Polio	MMR	HepB	Hib
Under 2 mo	0	0	0	1	0
2 – 3 mo	1	1	0	1	1
4 - 5 mo	2	2	0	2	2
6 – 11 mo	3	2	0	3	3
12 – 15 mo	4	3	1	3	3-4
7 th – 12 th Grades	4-5	3-4	2	3	0

HEALTH OFFICE

Pregnant students must supply the Health Office with proof of pregnancy, due date, the name and phone number of the student’s physician or clinic, emergency contacts and all up to date phone numbers.

IMPORTANT DATES 2012-2013

- Student Registration - July 26 and 27
- First Day for Students - Aug. 2
- Labor Day - Sept. 3
- Parent Teacher Conferences ES/MS - Sept. 19-21
- Parent Teacher Conferences HS - Sept. 19
- Grading Day (No School for Students)- Sept. 28
- Fall Break - Oct. 1-5
- AIMS Retakes for Juniors/Seniors - Oct. 23-25
- Veteran's Day - Nov. 12
- Thanksgiving Recess - Nov. 22-23
- Grading Day (No School for Students) - Dec. 21
- Winter Recess - Dec. 24-Jan.4
- MLK Day - Jan. 21
- Parent Teacher Conferences, K-12 - Feb. 7
- Parent Teacher Conferences, ES/MS - Feb. 8
- Rodeo Days - Feb. 21-22
- AIMS Testing Dates Writing/Reading - Feb. 25-26
- Grading Day (No School for Students)- March 15
- Spring Break - March 25 - April 1
- AIMS Testing Dates Math/Science - April 9-10
- Last Day for Students - May 23
- Graduation Day - May 23
- Last Day for Teachers - May 24

AIMS TESTING DATES

The fall administration of AIMS exams for current juniors and seniors who have not passed portions of the AIMS:

- WRITING - Tuesday, October 23, 2012
- READING - Wednesday, October 24, 2012
- MATH - Thursday, October 25, 2012

The spring administration of AIMS exams, for all sophomores, and for current juniors and seniors who have not passed portions of the AIMS:

- WRITING - Monday, February 25, 2013
- READING - Tuesday, February 26, 2013
- MATH - Tuesday, April 9, 2013
- SCIENCE - Wednesday, April 10, 2013

BELL SCHEDULES

Standard Schedule - M, T, Th,			
Period	Start	End	Minutes
1	8:30	9:30	60
2	9:35	10:35	60
3	10:40	11:40	60
Lunch	11:41	12:20	40
4	12:25	1:25	60
5	1:30	2:30	60
6	2:35	3:35	60
Wednesday, Friday Schedule			
Period	Start	End	Minutes
1	8:30	9:10	40
2	9:15	9:55	40
Advising	10:00	10:40	40
3	10:45	11:25	40
4	11:30	12:10	40
Lunch	12:11	12:50	40
5	12:55	1:35	40
6	1:40	2:20	40

CHILD DEVELOPMENT CLASSES (NURSERIES)

The child development centers or nurseries provide students the opportunity to learn about child growth and development. Students under the supervision of an Infant Care Specialist (ICS) will interact with and observe all infants in their assigned nursery. As a part of their nursery credit, all students will be required to participate in and complete daily activities.

Only full time students are eligible to use the child development center and participate in its activities. Visitors are not allowed in the nurseries unless they have been approved by school administration. Only a baby's parent can remove a baby from a nursery.

Infants and their parents will only be allowed in the child development program if there is space for the infant.

At the time of registration, parents must provide:

- Current immunization records as required by law (see IMMUNIZATIONS below)
- A completed blue Infant Enrollment form
- A completed physical evaluation form signed by the infant's pediatrician with 2 weeks of enrollment
- A notarized medical authorization form signed by the student(s) or by the guardian if the student is not the legal guardian.

To remain eligible for the child development center program all students in the program must:

- Be passing the nursery program (if both parents are participating, both must be passing); 80-85% quarterly attendance, participation in activities (holding, feeding, diapering, playing), and following the directions of the ICS.
- Never leave their infant in the nursery when leaving campus.

COMPUTER LAB

Students may use the computer lab if they have a Lab Pass or a Blue Pass signed by their teacher or are accompanied by their classroom teacher.

The computer lab is closed during the lunch break.

Computer Lab Policies:

- Students will sign and comply with the 2012-13 TAP Computer Use Policy.
- No food or drinks
- Do not install any programs onto the computers (this includes chat or messaging programs). No personal electronic equipment may be connected to TUSD student computers (e.g. cell phones, i-pods, etc.)
- Print only school related documents.
- Visit academically approved sites only.
- Do not change any computer settings.
- Save all documents to the My Documents folder.
- Use document titles that include your name.
- Remember on which computer you saved your documents.
- No babies are allowed in the lab.
- Cell phone and other electronic devices policies apply in the lab.

BELL SCHEDULES

Early Release Schedule			
Period	Start	End	Minutes
1	8:30	9:10	40
2	9:15	9:55	40
3	10:00	10:40	40
4	10:45	11:25	40
5	11:30	12:10	40
6	12:55	1:35	40
Final Exam Day 1			
Period	Start	End	Minutes
1	8:30	9:40	70
3	9:45	10:55	70
5	11:00	12:10	70
Final Exam Day 2			
Period	Start	End	Minutes
2	8:30	9:40	70
4	9:45	10:55	70
6	11:00	12:10	70



TAP HIGH SCHOOL STAFF

Principal	Dr. Anne Dudley
Office Manager	Carmelita Perales
Attendance Liaison	Valerie Molina-Howard
Counselor	Leigh Burkey
College/Career Counselor	Trish Mishler
Nurse	Jacalyn Sinn
Campus Monitor	Raul Corrals
Instructional Specialist	Yvonne Castro
Custodian	Joe Rivera
Custodian	Gabriel Leon
Teacher	Mike Chintis
Teacher	Kim Evenchik
Teacher	Tom Gillespie
Teacher	Peggy Ingram
Teacher	Dr. Jane Meyers
Teacher	Elvera Padilla
Teacher	Alex Pedersen
Teacher	Faith Schild
Infant Care Specialist	Carole Chavez
Infant Care Specialist	Nicole Cota-Robles
Infant Care Specialist	Stephanie Dubois
Infant Care Specialist	Rosie Madril
Infant Care Specialist	Elizabeth Mejias
Infant Care Specialist	Anna O'Hagin-Mendoza
Infant Care Specialist	Elvia Salcido
Infant Care Specialist	Christina Salazar

IMPORTANT NUMBERS

TAP OFFICE	520-225-3250
Principal	520-225-3250
Attendance	520-225-3250
Counseling	520-225-3251
Nurse's Office	520-225-325

Students who violate TUSD's dress standards may be asked to do any of the following depending upon the specific circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Wear a piece of clothing over clothing that violates policy.
- Change into other clothing which has been brought to school.
- Remove the jewelry or other accessory.

***NOTE:** These dress guidelines represent the minimum standards. Individual school sites may adopt additional guidelines. Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian. Their pursuant absence will be considered unexcused.

CAFETERIA

Breakfast is served everyday from 8:00 am to 8:25 am. Students must finish breakfast and drop off babies in the nurseries prior to class starting at 8:30. The same rule holds true for lunch. Being late from breakfast or lunch will be considered a non-excused tardy or absence. Please organize your time well.

Food and drinks are to remain in the cafeteria unless students are invited to lunch with a teacher or staff member.

CREDIT/NO CREDIT POLICY

If a TAP student has excessive unexcused absences (6 per quarter) and/or tardies in a class they may not receive credit for that class. TUSD policy JE-R allows students to appeal their "No Credit" within 10 days of the end of the quarter the NC was received. Appeals will be considered by a committee that will consider individual student circumstances. An appeal for credit does not guarantee the student will receive credit.

DRESS CODE (TUSD POLICY JICA)

The general guide to acceptable school dress is neatness, cleanliness and appropriateness. While the school cannot and does not dictate styles, it is expected that students will abide by the following rules demonstrating appropriateness in dress as though this were their daily place of business:

- Shoes are required to be worn in school at all times.
- Hats and sunglasses may be worn outside in the sun for an extended period of time for protection from the sun. However hats, bandanas and sunglasses are not to be worn inside school buildings.

Articles that may not be worn inside school buildings:

Bandannas, dark glasses, gang related apparel or items, clothing or accessories that are hazardous, damaging, or presenting danger to school property or persons including but not limited to: extended belts (belts should fit proper length), choke chains, dog collars, wallet chains or any type of spiked apparel or jewelry; Clothing or apparel depicting and/or promoting and/or endorsing illegal or violent activities illegal drugs, tobacco or alcohol; Clothing or apparel that is vulgar, obscene, indecent, libelous, or degrading of others on the basis of race, color, religion, ancestry, national origin, sex, gender, sexual orientation or disability.

Clothing that is distracting so as to interfere with the teaching or learning process is also **not allowed on school grounds** including the following:

Revealing garments including but not limited to short shorts, short skirts, short dresses (must cover buttocks while standing and sitting and must fall below middle finger when arms are relaxed and at sides), tube tops, net tops, swimsuits, strapless tops, spaghetti strap tops, halter tops, muscle shirts, basketball shirts without an accompanying T-shirt, no tights or leggings to be worn as pants, garments with plunging necklines, transparent and see through garments, (midsections must be covered and undergarments shall be completely covered with outer clothing).

GRADUATION REQUIREMENTS

English	4	
Math	4	Algebra I, Geometry, Intermediate Algebra, 4th year of math
Science	3	Biology completed by end of soph. year
Social Studies	3	World History/Geog. (10th), American History (11th), American Government (.5) AND Economics (.5)
World Language	0	2 years of World Language are required for most college or university entrance
Fine Arts &/or Career & Technical Ed.	1	
Health	0.5	
Physical Ed.	1	
Electives	6.5	
Total	23	

In addition to meeting credit requirements, each student must demonstrate proficiency in the state-mandated Arizona Instrument to Measure Standards (AIMS) exams. AIMS exams in Reading, Writing, and Mathematics are administered in the spring of students' sophomore year. Students receive one of the following four scores for each exam: Falling Far Below, Approaching, Meets, or Exceeds. **To meet state graduation requirements, students must achieve a score of Meets or Exceeds on each portion of the exam.** After sophomore year, the exams are re-administered each fall and spring for those who have not passed a portion.

World languages are not required for high school graduation, but any student considering enrollment at a four-year university must pass at least two years of the same foreign language; some select colleges and universities require three or more years of the same language.

All TAP HS students should develop a 4 year plan on the state E-CAP system to ensure they are on track to graduate.

PARTICIPATION IN GRADUATION EXERCISES

In order to participate in graduation exercises and receive a diploma, a student must have successfully completed Arizona State and TUSD graduation requirements, including passage of all sections of the AIMS. The student must also have been enrolled in and successfully completed the last semester at the Tucson Unified School District high school where they are officially registered.

WHAT MAKES TAP HS SPECIAL

MISSION To prepare students for future success by:

- ***Promoting academic achievement** through flexible schedules, small class sizes, tutoring, credit recovery and credit acceleration
- ***Providing a nurturing community** through support groups, local social services and agencies, school activities, family involvement and strong student-staff rapport
- ***Developing responsible parenting** through prenatal instruction, Early Childhood Education (ECE), parenting classes, hands-on guided nursery experience, nutrition and health support

MASCOT: Kangaroo and Joey

COLORS: Turquoise and Silver

Teenage Parent High School offers:

A small, supportive, safe and caring school environment for pregnant teens and teen parents; Four on-site nurseries for children whose parent is enrolled and meeting all attendance requirements; A fulltime registered nurse with extensive experience in prenatal, birthing, post-birth and infant care; Certified counselors for career, college, academic and personal concerns; Free bus passes, convenient bus stop; Parenting class; Hands-on guided nursery experience; Nutrition and health support; Small advising classes; Father and parent support groups; Youth On Their Own (YOTO) services; Support services for students considering adoption; Assistance with community services including daycare; Registration held quarterly: Aug, Oct, Jan, and March; And much, much more.

HALL PASSES

Students out of the classroom during class time will be required to have a hall pass and show it to any staff member on request. Students are expected to sign in and out of class if leaving the classroom during class time.

Students out of the classroom during class time not having a hall pass will be escorted by a staff member back to class or to the office.

STUDENT CONDUCT

Students must wear their Student IDs and all times while on campus.

Students must strive for academic growth and earn a minimum of 1.25 credits per quarter (pass 5 classes).

Students must participate in all class lessons, in all required AIMS testing, and in all required nursery and parenting activities.

Students must make up missed work resulting from absences and suspensions.

Students must respect the rights, feelings, and property of students, parents, staff, and visitors on and off campus and during all school related activities.

Students must respect the rights, feelings, and property of those in the neighboring communities.

Students must allow fellow students to have an equal opportunity to learn and to be free from discrimination and harassment.

Students must work to ensure the safety of others.

Students must attend school daily, arriving on time and make every effort to arrange medical, dental and court appointments during off school hours.

VALUABLES

The school as well as Tucson Unified School District is not responsible for damaged, lost or stolen personal items.

Students are strongly encouraged not to bring valuable items to school.

CELL PHONES AND OTHER ELECTRONIC DEVICES

Cell phones and other electronic devices must be turned off during class time.

On campus, cell phones and other electronic devices may only be used before school, during passing periods, during the lunch break, and after school.

Incoming and outgoing emergency communications will be conducted solely through the school office phones (225-3250).

Consequences for using cell phones and other electronic devices are as follows:

1st offense: item(s) surrendered and picked up from the principal at the end of the day:

2nd offense: item(s) surrendered and picked up by parents no sooner than the following day

3rd offense: item(s) surrendered and picked up by parents no sooner than the following day and disciplinary action by the principal

ADVISING

Advising is a required course. All students will participate.

Students will meet twice a week for advising which will center on life skills, healthy living skills, and childcare skills. This time will also be focus on individual goal setting, tracking progress toward graduation, academic intervention and connecting classroom lessons to students' daily lives.

SCHOOL-WIDE EXPECTATIONS

TAP STUDENTS HAVE A RESPONSIBILITY TO:

- ✓ Attend school daily according to school district adopted calendar,
- ✓ Arrive on time, bring appropriate materials, and be prepared to participate in class and complete assignments.
- ✓ Strive for academic growth and to strive for their personal best.
- ✓ Participate fully in the classroom, curriculum and learning process.
- ✓ Allow fellow students to have an equal educational opportunity.
- ✓ Allow fellow students to be free from discrimination and harassment.
- ✓ Make up work resulting from an absence.
- ✓ Respect the rights, feelings, and property of fellow students, parents, school staff, visitors, guests, and school neighbors.
- ✓ Conduct themselves properly on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom, so as not to interfere with the rights of another student to learn.
- ✓ Follow discipline guidelines and dress code adopted by the school and district.
- ✓ Protect and take care of the school's property.
- ✓ Abide by school technology policy and guidelines.
- ✓ Abide by the governing board policies and regulations.
- ✓ Assist the school staff in running a safe school, and to help maintain the safety and cleanliness of the school environment.
- ✓ Read and ask questions to understand the information in the Guidelines for Student Rights and Responsibilities Handbook.

POLICIES

ATTENDANCE (POLICY JE)

Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith. A parent/guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school. The call, note or email must address the date/time and reason for the absence.

The TUSD Governing Board Policy/Regulation states that TAP HS will notify the student/parent if a student accumulates 3, 6 & 10 excused & unexcused absences. Student absences are also posted to the online Parental Access Account daily. At the 10th absence, student may lose credit for a semester class and at the 6th absence for a quarter class. Students may appeal in writing this loss to the Attendance Appeals Committee at TAP within 10 business days prior to end of the grading period.

Specific TAP Attendance Policies:

Students must attend school daily and arrive on time.

Students must sign in if they are late to school.

Attendance must be 90% or better.

More than 6 absences will be referred to the drop-out prevention specialists and/or the counselor for follow-up which may include phone calls and home visits.

If a student is absent 6 days or more in any one quarter they may lose their nursery privileges.

Students who have excessive unexcused absences will be dropped from the program.

For an absence to be excused, a parent or legal guardian of the student must contact the office (225-3250).

Calls must state the reason for the absence (illness, doctor's appointment, personal business, etc.) and the duration of the absence, if known. If the duration is not known, then calls must be made as early as possible on each day of absence. Calls must be made prior to the absence or as early as possible on the first day of the absence.

Notes excusing absences must be dropped off at the office upon the students return to school.

Students leaving school during the school day must have a written permission from a parent or guardian or permission from the principal or phone permission from an adult who is listed on the student's green emergency card.

CLOSED CAMPUS

Students must stay on campus during the school day. Students are not allowed to have visitors during lunch and are not allowed to go off campus during lunch. Students must take their babies to lunch and must take their babies with them if they leave campus.

Students leaving campus without their babies may be dropped from the program.

VISITORS ON CAMPUS

All visitors must sign in and out at the main desk in the front office.

No visitors will be allowed in the classrooms, nurseries or the main part of the building unless they have signed in and are accompanied by a staff member. **No visitors will be allowed in the nurseries at any time.**

SMOKING ON CAMPUS

Smoking is not allowed on campus or within 100 yards of the campus. Parents and pregnant students are strongly encouraged not to smoke at any time.



Rincon High School

421 North Arcadia Avenue

Tucson, Arizona 85711

(520) 232-5600

www.rinconrangers.org

***RINCON HIGH SCHOOL STUDENTS WILL GRADUATE
WITH THE SKILLS AND KNOWLEDGE NECESSARY
FOR COLLEGE AND CAREER SUCCESS.***



Administration

Superintendent – Dr. John Pedicone

Assistant Superintendent for High Schools – Dr. Abel Morado

Principal – Cathy Comstock – Catherine.comstock@tUSD1.org

Assistant Principal – Steve Cota-Robles – steve.cotarobles@tUSD1.org

Assistant Principal – David Montano – Rafael.montano@tUSD1.org

Rincon Phone Numbers

Information – (520) 232-5600

Fax – (520) 232-5601

Attendance Office – (520) 232-5602

Nurse's Office – (520) 232-5617

Finance Office – (520) 232-5613

Registrar's Office – (520) 232-5615

Tucson Unified School District Governing Board

Website: <http://tUSD1.org>

Dr. Mark Stegeman – President

Michael Hicks – Clerk

Miguel Cuevas

Adelita Grijalva

Dr. Alexandre Sugiyama

This Handbook / Planner Belongs to:

Phone Number:

Schedule:

Period	Subject	Teacher	Room #
1			
2			
3			
4			
5			
6			



TUSD

SCHOOL CALENDAR 2012-2013

JULY 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

First Day for Teachers	July	30
First Day for Students	August	2
Labor Day	September	3
Parent/Teacher Conf. ES/MS/HS	September	19
Parent/Teacher Conf. ES/MS	September	20
Parent/Teacher Conf. ES/MS	September	21
Grading Day	September	28
Fall Break	October	1-5
Veteran's Day	November	12
Thanksgiving Recess	November	22-23
Grading Day	December	21
Winter Break	Dec/Jan	24-4
Martin Luther King, Jr. Day	January	21
Parent/Teacher Conf. ES/MS/HS	February	7
Parent/Teacher Conf. ES/MS	February	8
Rodeo Vacation	February	21-22
Grading Day	March	15
Spring Break	Mar/Apr	25-1
Last Day for Students	May	23
Graduation Day	May	23
Last Day for Teachers	May	24

OCTOBER 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Every Wednesday is an early release day.
Students get out 1 hour earlier.
NOTE: April 17 (Wed.) is a full day of school.

JANUARY 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AIMS Testing Windows

- HS Fall (W, R, M) October 23-25
- HS Spring (Writing) February 25
- HS Spring (Reading) February 26
- HS Spring (Math) April 9
- HS Spring (Science) April 10
- Grades 3-8 April 15-26

Symbol Key

- Planning/Grading Day
- First & Last Day for Students
- Vacation Days
- State Testing Windows
- Parent/Teacher Conferences

APRIL 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOTE: April 17 (Wed.) is a full day of school.

MAY 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

First Semester 91 days
Second Semester 89 days
Total 180 school days

Board Approved 01/24/12

03/28/12

Rincon High School – Dress Code

The Tucson Unified School District's philosophy is to provide an educational environment designed to motivate, teach, and encourage students to attain the highest levels of proficiency in all areas. Dress guidelines are intended to promote the awareness of social, cultural, and aesthetic forces that affect the school environment. Students are expected to dress appropriately and in a way that reflects personal and school pride. Clothing should be modest and in good taste. Shoes must be worn at all times.

Examples of clothing that are inappropriate in a teaching and learning environment:

- Swimsuits
- Halter tops and halter dresses; backless tops and backless dresses; strapless tops and strapless dresses; spaghetti straps- STRAPS MUST BE AT LEAST 1-1/2 INCHES WIDE -OR-ANOTHER SHIRT OR SWEATER MUST BE WORN THAT COVERS THE STRAPS.
- Exposed undergarments
- See-through clothing
- Shirts that bare the midriff
- Short-shorts, short skirts and dresses that do not cover the buttocks. Shorts, skirts and dresses must reach the tip of the middle finger when arms are extended at sides while standing. The waistbands of these garments must stay above the hips-NO SAGGING of pants is allowed.
- Garments with plunging necklines
- Muscle shirts and basketball shirts- a t- shirt must be worn underneath at all times
- Clothing or articles which identify with illegal or undesirable organizations
- Clothing with racial statements, obscene/abusive language, or sexual depiction/innuendos.
- Clothing that advertises the use of alcohol, drugs and tobacco
- Accessories that can be used as weapons, including: chains, spiked bracelets/collars, or rings that span more than one finger
- Gang-related clothing or headgear, including: bandannas of any colors, hairnets, do-rags, skullcaps, etc.; no dangling gang-affiliated paraphernalia.
- Shoelaces: any red, blue or brown laces; wide laces of any color
- No more than two articles of clothing or accessory (excluding backpacks) in a high-profile color, illegal as identified by law enforcement organizations used to denote illegal organizations. These colors include, but are not limited to: red, blue, brown.
- No long trench coats allowed
- No head coverings of any kind can be worn inside school buildings except for religious or cultural reasons
- No dangling belts or belt buckles that identify with illegal organizations

Bell Schedule for Rincon High School 2012—2013

Mon. /Tues. Modular 105 Minute classes		
Period 0		7:00—7:55
Conference		8:00 - 8:35
Monday Period 1	Tuesday Period 2	8:40—10:25
Monday Lunch A	Tuesday Lunch A	10:30—11:05
Period 3A	Period 4A	11:10—12:55
Period 3B	Period 4B	10:30—12:15
Lunch B	Lunch B	12:20—12:55
Monday Period 5	Tuesday Period 6	1:00—2:45

Wed. Sequential 45 minute classes	
Period 0	7:00—7:55
Period 1	8:00—8:45
Period 2	8:50—9:35
Period 3	9:40—10:25
Lunch A	10:30—11:05
Period 4A	11:10—11:55
Period 4B	10:30—11:15
Lunch B	11:20—11:55
Period 5	12:00—12:45
*Advisory (in 6th)	12:50 - 1:04
Period 6	1:05—1:50
Teacher In-service	2:00 - 4:00

You will be in **"A" Lunch** when your 4th period class (3rd period on Modular Mondays) is in the following location(s):

To Be Decided

You will be in **"B" Lunch** when your 4th period class (3rd period on Modular Mondays) is in the following location(s):

To Be Decided

Students will have Advisory activities **within** their Period 6 class so there is no passing period between Advisory and Period 6.

Thurs. /Fri. Sequential 57 minute classes	
Period 0	7:00—7:55
Period 1	8:00—8:57
Period 2	9:02—9:59
Period 3	10:04—11:01
Lunch A	11:06—11:41
Period 4A	11:46—12:43
Period 4B	11:06—12:03
Lunch B	12:08—12:43
Period 5	12:48—1:45
*Advisory (in 6th)	1:50 - 2:02
Period 6	2:03 - 3:00

(The weeks listed below will follow a sequential schedule Mon—Fri)

Fall	Spring
September 3	January 21
October 22	February 25
November 12	April 1
	April 8

Monday Feb 25—AIMS Writing (A)

55 minute classes

Period 0	7:00—7:55
Period 1	8:00—8:55
Period 2	9:00—9:55
Period 3	10:00—10:55
LUNCH	11:00—11:50
Period 4	11:55—12:50
Period 5	12:55—1:50
Period 6	1:55—2:50

Tuesday Feb 26—AIMS Reading (A)

55 minute classes

Period 0	7:00—7:55
Period 6	8:00—8:55
Period 5	9:00—9:55
Period 4	10:00—10:55
LUNCH	11:00—11:50
Period 3	11:55—12:50
Period 2	12:55—1:50
Period 1	1:55—2:50

Tuesday April 9—AIMS Math (A)

55 minute classes

Period 0	7:00—7:55
Period 1	8:00—8:55
Period 2	9:00—9:55
Period 3	10:00—10:55
LUNCH	11:00—11:50
Period 4	11:55—12:50
Period 5	12:55—1:50
Period 6	1:55—2:50

Wednesday April 10—AIMS Science (AW)

45 minute classes

Period 0	7:00—7:55
Period 6	8:00—8:45
Period 5	8:50 - 9:35
Period 4	9:40—10:25
LUNCH	10:30 - 11:20
Period 3	11:25 - 12:10
Period 2	12:15 - 1:00
Period 1	1:05 - 1:50

Pep Assembly Sequential (P)

45 minute classes

3 Pep Assemblies per Year

Period 0	7:00—7:55
Period 1	8:00—8:45
Assembly*	8:50—9:45
Period 2	9:55—10:40
Period 3	10:45—11:30
Lunch A	11:35—12:10
Period 4A	12:15—1:00
Period 4B	11:35—12:20
Lunch B	12:25—1:00
Period 5	1:05—1:50
Period 6	1:55—2:40

*Assembly: Students report to their 2nd period class for roll, drop off all backpacks, etc. Students will return to 2nd period after the assembly

Final Exams (F)

70 minute classes

Dates: Dec. 19 /20, 2012

May 22 /23, 2013

Period 1/2	8:00—9:10
Period 3/4	9:15—10:25
Period 5/6	10:30—11:40

Half-Day Conferences (H)

33 minute classes

Sept. 19 and Feb. 7

Period 0	Does not meet
Period 1	8:00—8:33
Period 2	8:38—9:11
Period 3	9:16—9:49
Period 4	9:54—10:27
Period 5	10:32—11:05
Period 6	11:10—11:43

General Information

ATTENDANCE: Maintaining good school attendance is essential for students to be successful. Rincon High School will follow the attendance guidelines set forth by our Tucson Unified School District (*Regulation Code: JE – R*). Our best students maintain a 95% attendance rate or better (no more than 9 absences in a year.) If students have 10 or more unexcused absences in a semester, they may not receive credit for a class. Students and parents will have to file an appeal for credit to be awarded in these extreme absence situations. If students are absent due to illness, medical appointment, court appearance, family bereavement, family emergency, or observance of major religious holidays, parents should call the school attendance office at **232-5602**.

CLOSED CAMPUS: Rincon High School is a closed campus. Students must remain on campus for lunch periods. No lunch passes will be issued. Students leaving campus without permission will face progressive disciplinary action. All campus visitors must sign in at the Main Gate and receive a Visitor's Pass which must be visible for any staff member to see during the visit. After the visit, please sign out at the Main Gate and return the Pass. Students who are not currently enrolled at Rincon are not allowed on campus during the school day unless accompanied by their parent, guardian, or chaperone from another school. We do not allow students to have food or flowers delivered to school and if they are ordered, deliveries will be turned away.

DRESS CODE: Rincon High School will follow the guidelines of our Tucson Unified School District (*Policy Code: JICA* enclosed in this packet) in order to assure that students maintain a positive learning environment. Parents and students are encouraged to review the district guidelines. Students who are out of compliance will be asked to change into appropriate apparel for school.

ELECTRONIC DEVICES: Students at Rincon High School will follow the guidelines of our Tucson Unified School District Cell Phone and Other Electronic Signaling Devices Policy (*Regulation Code: JICJ – R* enclosed in this packet). Cell phones and other electronic signaling devices should not be visible or in use from 8:00 a.m. to 2:40 p.m. with the exception of students' scheduled lunch periods. We will not be responsible for loss, damage, or theft of any electronic devices brought to school.

FACULTY AND STAFF EMAIL: Faculty and staff at Rincon High School can be accessed via email. Our TUSD Email addresses are in this format:
firstname.lastname@tusd1.org.

FOOD SERVICE: Rincon High School offers a wide variety of meal options for both Breakfast and Lunch. Menus are available online at: <http://www.tusd1.org/contents/depart/food/index.asp>. Breakfast costs \$1.50 (\$.25 reduced) and Lunch costs \$2.25 (\$.40 reduced). Breakfast is available from 7:30 a.m. to 8:00 a.m. each morning. We have two designated lunch periods. Students are assigned to “A” Lunch when their 4th period class is on the first or second floor of the U Building. Students are assigned to “B” Lunch when their 4th period class is in the basement of the U Building or in any of the other buildings on campus. Students may enjoy their meals in the cafeteria, cafeteria patio, and senior patio area.

GRADE REPORTS: Rincon High School will issue and mail home grade reports every 4 ½ weeks. The grade reports will include attendance, citizenship, and a grade for each class. Final grades will be credited at the end of each semester. Teachers will post student grades on a weekly basis at TUSDStats: tusdstats.tusd.k12.az.us and parents are encouraged to monitor their child’s progress online each week.

GRADUATION REQUIREMENTS: Students are required to take six classes each semester. Seniors may take 5 classes with prior approval from the principal. All students must pass the Arizona Instrument to Measure Standards (AIMS) in order to graduate. Graduation requirement established by the State of Arizona are as follows:

COURSES	REQUIREMENTS
English	4
Mathematics	4
Science	3
Social Studies	3
Fine Arts or Career & Tech Ed.	1
Physical Education	1
Health	.5
World Language	0
Electives	6.5
TOTAL CREDITS:	23

INTERSCHOLASTICS ACTIVITIES: Rincon / University High Schools offer a variety of athletic and extracurricular activities in which students may participate. We encourage all students to become actively involved in school activities to enhance their high school experience. Students who wish to try out for our athletic teams must submit the appropriate paperwork to our Activities Office. These documents include a current physical form, emergency card, parent permission slip, proof of participation fee, and a copy of the student's birth certificate. Rincon participates in the Victory With Honor program and all coaches, sponsors, staff, students, parents, and spectators are expected to uphold the philosophies of this program while attending interscholastics activities both on and off the RUHS campus.

Fall	Winter	Spring
Cross Country	Basketball	Baseball
Football	Soccer	Boys Volleyball
Girls Volleyball	Spirit line	Softball
Golf	Wrestling	Spirit line
Spirit line		Track
Swimming & Diving		Tennis

Rincon High School adheres to TUSD's "No Pass, No Play" academic eligibility requirements summarized as follows:

- Students must pass all courses in which they are enrolled at the end of each 9-week period.
- Students declared academically ineligible may regain eligibility at the end of the next 4 ½ week progress report.
- Students must be enrolled in at least 5 classes during each 9 weeks of participation.
- Approved summer school credits may be used to maintain eligibility.
- Transfer students must meet eligibility requirements in order to participate in interscholastic activities.

NON-RINCON STUDENTS ATTENDING RINCON FUNCTIONS: Rincon students who wish to bring non-Rincon students to our dances, Proms, or other school events must apply for a guest pass at the Activities Office. Non-Rincon students who have not been approved by school administration will not be allowed into these events. Student guests must be under 21 years of age.

PHYSICAL EDUCATION ATTIRE: Students participating in Physical Education classes are expected to dress in a white T-shirt (plain or with Rincon imprint), black shorts, athletic shoes, and socks.

RECREATIONAL ITEMS: Skateboards, skates, and bicycles are not to be ridden or used within the fenced areas of the campus at any time. Students should park bicycles in the designated bike racks located on the east side of the U building. Students are responsible for securing their own bicycles.

RIGHTS AND RESPONSIBILITIES: Each student will receive a copy of the Guidelines for Rights and Responsibilities at the beginning of the year. Students and parents should read and understand the contents of the pamphlet as the guidelines are intended to help create a positive and safe learning environment for all students at Rincon. Our school campus has been designated as a SAFE-T-ZONE. Any and all incidents will be responded to and when required, students will be referred to an administrator for appropriate discipline. Students, parents, and community members are encouraged to report drug usage, fights, gang activity, assaults, truancy, violence, weapons, graffiti, vandalism, trespassing, and threats. You can call the TUSD School Safety Line 24 hours a day at 584-7680 to report these concerns.

SCHOOL PICTURES: Freshmen, Sophomores, and Juniors will be photographed for our yearbook on Thursday, September 1st. Parents will have the opportunity to purchase picture packets. Sam Pappas is our Photographer for all yearbook photos. Seniors should make an appointment with his studio by calling 519-8081. Seniors are not required to purchase a photo taken by Sam Pappas Photography.

TUSD STATS: Parents and students can obtain detailed information about student grades, attendance, test scores, and credit awards by checking student accounts frequently on **TUSDStats** (<http://tusdstats.tusd.k12.az.us/>). Parents can obtain access information to TUSD Stats through our office.

VISITOR PASSES AND CHECK-IN: Rincon High School is a closed campus. Visitors can be on campus for conferences, presentations, and school sponsored events. All visitors must sign in at the Main Gate and receive a “Visitor’s Pass” which should be visible for all staff members to see during the visit. After the visit, please sign out at the Main Gate and return the pass. Student visitors are not permitted at Rincon High School during the school

WEBSITES: The Tucson Unified School District Website is: www.tusd1.org. The Rincon High School Website is: edweb.tusd1.org/Rincon. The TUSD High School Course Catalog is: <http://www.tusd1.org/resources/catalog/general.pdf>.



Rincon High School was opened in 1958.
Our School Colors are Purple and White.
Our Mascot is a Ranger.
We were named for the Rincon Mountains
east of Tucson.

Rincon High School Fight Song

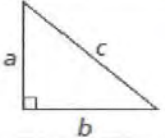
“Be a Ranger Pepper”

By Paul Grimes

Give me an **R R** for **Rincon**,
I I for **Interest**
N N for **Number one**.
Give me a **C C** for **Courage**,
O O for **Onward**,
N N for **Never shall we fail**.

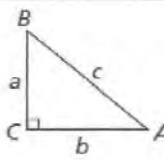
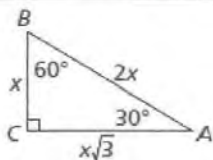
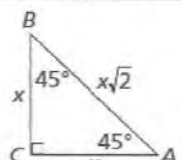
For the purple and the white are the greatest of all,
And will carry on our name, as the proudest of all.
So let's all stand up and give a big cheer for
Rincon High!

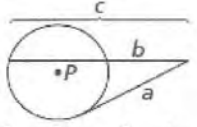
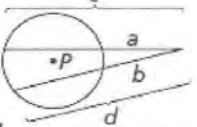
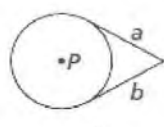
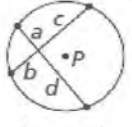
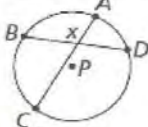
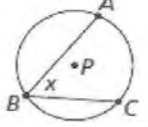
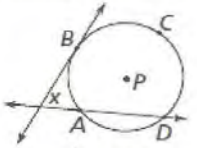
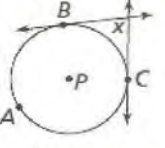
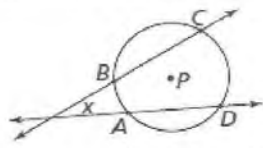
AIMS Mathematics Reference Sheet

Key		Formulas for Area	
b = base h = height l = length w = width	d = diameter r = radius ℓ = slant height B = area of base P = perimeter of base	Circle $A = \pi r^2$	Parallelogram $A = bh$
Use 3.14 or $\frac{22}{7}$ for π .		Rectangle $A = lw$	Trapezoid $A = \frac{1}{2}h(b_1 + b_2)$
		Triangle $A = \frac{1}{2}bh$	
Name	Volume (V)	Surface Area (SA)	
Pyramid	$V = \frac{1}{3}Bh$	$SA = B + \frac{1}{2}P\ell$	
Right Cone	$V = \frac{1}{3}\pi r^2h$	$SA = \frac{1}{2}(2\pi r)\ell + \pi r^2$ or $SA = \pi r\ell + \pi r^2$	
Right Cylinder	$V = \pi r^2h$	$SA = 2\pi r^2 + 2\pi rh$	
Right Prism	$V = Bh$	$SA = 2B + Ph$	
Sphere	$V = \frac{4}{3}\pi r^3$	$SA = 4\pi r^2$	
Quadratics		Coordinate Geometry and Linear Equation Forms	
For all quadratics $ax^2 + bx + c = 0$ Quadratic Formula: $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$ The x-coordinate for the vertex of a quadratic: $-\frac{b}{2a}$		Given: Points $S(x_1, y_1), T(x_2, y_2)$ Distance between two points: $ST = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$	
Pythagorean Theorem  $a^2 + b^2 = c^2$		Midpoint between two points: $\text{Midpoint} = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$	
Arithmetic Sequences Explicit formula for an arithmetic sequence: $a_n = a_1 + d(n - 1)$ d = common difference		Slope of line through two points: $m = \frac{y_2 - y_1}{x_2 - x_1}$	
Interest Formulas I = interest earned, P = principal, r = annual interest rate, t = time in years, n = number of times compounded per year, A = total amount after time t Simple Interest: $I = Prt$ $A = P(1 + rt)$ Compound Interest: $A = P\left(1 + \frac{r}{n}\right)^{nt}$		Point-Slope Form: $y - y_1 = m(x - x_1)$ Standard or General Form: $Ax + By = C$ Slope-Intercept Form: $y = mx + b$	

AIMS Mathematics Reference Sheet

Additional Formulas	
Distance, Rate, Time Formula: $d = \text{distance}, r = \text{rate}, t = \text{time}$ $d = rt$	Sum of the measures of the interior angles of a convex polygon with n sides: $S = (n - 2)(180^\circ)$
Permutations of n objects taken r at a time: ${}_n P_r = \frac{n!}{(n-r)!}$	Combinations of n objects taken r at a time: ${}_n C_r = \frac{n!}{(n-r)!r!}$
Length of a circular arc: Length of $\widehat{AB} = 2\pi r \left(\frac{m\widehat{AB}}{360^\circ} \right)$	Area of a sector: $A = \pi r^2 \left(\frac{\text{degrees in corresponding arc}}{360^\circ} \right)$
Circumference: $C = \pi d$ or $C = 2\pi r$	Area of a circle: $A = \pi r^2$

Trigonometric Ratios	30°-60°-90° Triangle Relationships	45°-45°-90° Triangle Relationships
 $\sin A = \frac{a}{c}$ $\cos A = \frac{b}{c}$ $\tan A = \frac{a}{b}$		

 $\frac{c}{a} = \frac{a}{b} \text{ or } a^2 = bc$	 $\frac{d}{a} = \frac{c}{b} \text{ or } ac = bd$	 $a = b$
 $\frac{a}{b} = \frac{c}{d} \text{ or } ad = bc$	 $m\angle x = \frac{1}{2}(m\widehat{AB} + m\widehat{CD})$	 $m\angle x = \frac{1}{2}m\widehat{AC}$
 $m\angle x = \frac{1}{2}(m\widehat{BCD} - m\widehat{AB})$	 $m\angle x = \frac{1}{2}(m\widehat{BAC} - m\widehat{BC})$	 $m\angle x = \frac{1}{2}(m\widehat{CD} - m\widehat{AB})$

PUEBLO MAGNET HIGH SCHOOL

COMMUNICATIONS ARTS & TECHNOLOGY • COLLEGE PREPARATORY



2012-2013 Parent & Student Handbook Guía Para Padres y Estudiantes EN ESPAÑOL PAGINA 13

Phone Directory, Bell Schedule, School Map & Calendar Included

www.pueblowarriors.org

3500 S. 12th Avenue • Tucson, AZ 85713-5913 • 520.225.4300

For The Latest News

Read our Blog
<http://blog.pueblowarriors.org>

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<http://facebook.pueblowarriors.org>

1002220

PHONE DIRECTORY

MAIN SCHOOL PHONE NUMBER 225-4302
MAIN SCHOOL FAX NUMBER 225-4301
ONLINE www.pueblowarriors.org

• ADMINISTRATION STAFF:

Principal *Vivi Watt* 225-4304
 Asst. Principal for Curriculum & Community *Ana Gallegos* 225-4307
 Asst. Principal for Athletics, Security & Environment *Frank Rosthenhausler* 225-4308
 Asst. Principal for Teaching & Learning *TBA* 225-4305

• STUDENT SERVICES:

ELD Coordinator *Debbie Thompson* 225-4424
 Exceptional Education Coordinator *Theresa Ellis* 225-4425
 Business Office *Rosa Pizano* 225-4402
 Drop Out Prevention *Burney Starks* 225-4571
 Social Worker *TBA* 225-4418
 Library *Obdulia Gonzalez* 225-4324
 Parent Mentor Specialist *Evelia Lopez* 225-4525
 Learning Support Coordinator *Veronica Vironet* 225-4345
 Literacy Coach *Kathryn Gunnels* 225-4306
 Math Coach *Rob Hilliker* 225-4306
 Title I Project Specialist *Jennifer Petroskus Haley* 225-4466
 Recruitment Coordinator *TBA* 225-4329
 Community Schools Coordinator *Lourdes Davison-Rios* 225-4510
 21st Century Grant Coordinator *Mary Wallace* 225-4450

• COUNSELING STAFF:

A - G: Teresa Toro
H - M: Crystal Reedy
N - Z: Jean Mulvaney

**GET TO
KNOW YOUR
COUNSELOR!**

Ruben Romero *Career Center Coordinator* 225-4542
 Saul Ostroff *JTED Counselor* 225-4542
 Lorenzo Chavez *Talent Search* 225-4341

• REGISTRAR'S OFFICE:

Registrar *Marina Ordoñez* 225-4315
 Attendance Clerk *Rosalie Sinteral* 225-4302
 Records Specialist *Deborah Felix* 225-4341

• HEALTH SERVICES:

Nurse *Kate Straub* 225-4317

• INTERSCHOLASTICS ACTIVITY OFFICE:

Athletic Director *Ray Unger* 225-4335
 Athletic Trainer *Leanne Boone* 225-4411

PUEBLO MAGNET HIGH SCHOOL

2012-2013 BELL SCHEDULE

A DAY – MONDAY & THURSDAY
Conference or Collaborative Plan: 7:30 – 9:00 Optional Zero Period
1st Period: 9:07 – 10:37
1st Lunch: 10:44 – 11:14 <i>CTE, Math, Social Studies & PE/Health</i>
3rd Period: 10:44 – 12:14 <small>[2nd Lunch]</small>
3rd Period: 11:21 – 12:51 <small>[1st Lunch]</small>
2nd Lunch: 12:21 – 12:51 <i>Exceptional Ed., Fine Arts, World Languages, Science & English/ELD</i>
5th Period: 12:58 – 2:41 <i>Warrior News or Radio: 12:58 – 1:10</i>
Optional 7th Period: 2:48 – 4:18
Conference or Collaborative Plan: 4:25 – 5:55

B DAY – TUESDAY & FRIDAY
Conference or Collaborative Plan : 7:30 – 9:00 Optional Zero Period
2nd Period: 9:07 – 10:37
1st Lunch: 10:44 – 11:14 <i>CTE, Math, Social Studies & PE/Health</i>
4th Period: 10:44 – 12:14 <small>[2nd Lunch]</small>
4th Period: 11:21 – 12:51 <small>[1st Lunch]</small>
2nd Lunch: 12:21 – 12:51 <i>Exceptional Ed., Fine Arts, World Languages, Science & English/ELD</i>
6th Period: 12:58 – 2:41 <i>Warrior News or Radio: 12:58 – 1:10</i>
Optional 8th Period: 2:48 – 4:18
Conference or Collaborative Plan : 4:25 – 5:55

WEDNESDAY
1st Period: 7:30 – 8:20
2nd Period: 8:27 – 9:17
3rd Period: 9:24 – 10:14
1st Lunch: 10:21 – 10:51 <i>CTE, Math, Social Studies & PE/Health</i>
4th Period: 10:21 – 11:11 <small>[2nd Lunch]</small>
4th Period: 10:58 – 11:48 <small>[1st Lunch]</small>
2nd Lunch: 11:18 – 11:48 <i>Exceptional Ed., Fine Arts, World Languages, Science & English/ELD</i>
5th Period: 11:55 – 12:45
6th Period: 12:52 – 1:42
Professional Development: 1:50 – 3:00

<http://bells.pueblowarriors.org>

Revised May 18, 2012

Schedule Information: Regular classes start at 9:07 a.m. on Monday, Tuesday, Thursday and Friday. Students who are receiving Ds and Fs in any class, and/or who need to make up assignments and tests are expected to attend conference from 7:30 a.m. to 9:00 a.m. (Optional Zero) on those days. A number of Intervention and credit recovery classes may be offered during Optional Zero as well. Students will not be allowed to congregate on the patio until 8:45 a.m. on those days. Classes start promptly at ~~USD 602222~~ **USD 602222** on Wednesday only. Please be sure your students arrive to school punctually each day.

► **MESSAGE FROM THE PRINCIPAL**

Dear Pueblo Parents/Guardians/Students:

Welcome back to the 2012-2013 school year. I am looking forward to my second year as Principal of Pueblo Magnet High School and hope to meet those of you I have not yet met and see again those of you I already know.

This letter is accompanied by the information you will need for Student Processing which will take place in the South Gym Monday, July 23rd through Thursday, July 26^h. Please be prepared with whatever you need to bring those days in order to make sure your child is fully registered and has a class schedule. If your child has not met with a counselor or made course selections, please come to Pueblo as soon as possible to do so prior to July 23rd. All students should be prepared to attend their first class at 7:30 a.m. on Thursday, August 2nd.

Our students will have many opportunities available to them this school year to prepare for college and careers. I expect all of them to work to the best of their abilities, study and complete homework, stay on track credit-wise, participate in school and community endeavors, and attend school each and every day. Attendance in school is crucial to their success and students should not miss more than 5 days each semester. Please partner with me in supporting your students in meeting these expectations.

I will be available to you whenever you have questions, need information, guidance, and support, and will welcome listening to your hopes, dreams and concerns about your student and his/her education at Pueblo. Please know I have the best interest of our students at heart. I look forward to a successful school year.

Sincerely,



Vivi Watt, Principal

► **BUSINESS OFFICE**

FEES will be assessed as follows:

Parking Permit (Seniors & Magnet students only)	\$6.00
Duplicate Schedules	\$1.00
Duplicate Student I.D. Card	\$3.00
Pueblo Yearbook During registration process	\$65.00
First day of school	\$70.00
First day of 2nd semester	\$75.00
When Yearbook arrives	\$80.00

*To secure this price you may deposit a non-refundable fee of \$30 or more.

Business Office Hours beginning: August 2nd, 2012
Monday to Friday: 7:00 a.m. to 3:00 p.m.

Fees for Advanced Fine Arts classes must be paid before schedules can be issued, but all students must process through the Business Office regardless of fees to be paid. The Business Office will accept personal checks for payment of fees or other expenses only with a driver's license.

There will be **NO REFUNDS** for fees paid for extracurricular activities. Participation fees paid by individuals for extracurricular activities are a tax credit. Parents will receive a tax credit receipt to claim on their state taxes. For more information, contact the Activities Office at 520-225-4308.

► **FRESHMEN WARRIOR EXPERIENCE**

Freshmen Warrior Experience is designed to help our new students feel comfortable and ready for their first year at Pueblo. This event will take place on Wednesday, August 1st, 2012 from 8:00 – 10:00 a.m.

► **BACK TO SCHOOL CELEBRATION & OPEN HOUSE**

Due to the great success of our Back-To-School Celebration the last two years, we will again host this important event.

Tuesday, August 21st, 2012 from 5:30 – 8:00 p.m.

Mark your calendars! All parents and students are invited to attend the 2012 Back to School Celebration to kick off the start of the new school year. Everyone attending will have an opportunity to meet with coaches, club sponsors, and our Athletic Director to learn more about our extracurricular activities.

Teachers will be available to discuss course requirements and classroom expectations.

EVENT SCHEDULE

5:30 p.m. – 8:00 p.m.

Reception, Entertainment, & Activities Information on the patio.

► **ACADEMIC HONOR CODE**

We continue to utilize and enforce the Academic Honor Code in all classes. Academic dishonesty is:



- Copying someone else’s homework, copying information from the Internet without citing it, cheating on tests, handing in someone else’s work as their own, or falsely claiming to have completed work when they have not.

• **CONSEQUENCES**—If a student is caught breaking the honor code, the following consequences may occur:

- The assignment will receive a zero if the teacher determines that any part of an assignment appears to have been falsified, plagiarized or copied.
- The student will be referred to the administration for disciplinary action if the student continues to break the honor code.

► **ACADEMIC SUCCESS**

Students are required to complete 23 credits and ‘meet the standard’ on all three portions of the AIMS test (Reading, Writing and Mathematics) in order to graduate from Pueblo. This means they will not receive a diploma and will not be allowed to walk in the graduation ceremony if they do not meet these requirements. No exceptions will be made.

If your student fails a class, he/she will be expected to immediately make it up during the Community Schools after school program, Optional Zero (if available) or summer school. Credit recovery classes will not be offered during the regular school day. Failing a class impacts your student’s ability to graduate from high school. Be sure to encourage your student to stay on track by earning at least 6 credits per school year.

► **ATTENDANCE AND ABSENCES**

The administration, teachers, attendance clerks and other school staff will work closely with parents and/or guardians to establish regular attendance for all students.



When Absent from School

The parent/guardian is expected to call, send a note or email to school on or before the day (s) of the absence.

To report absences or tardiness:

- **Please notify the Attendance Office at 225-4302 between 7:00 and 10:00 AM on the morning of the absence or upon student’s return, send a note that includes the student’s full name, date of birth, and reason for absence.**
- If it is impossible to notify the school prior to the absence, the school **must receive notice within 48 hours** after the student returns to school; otherwise, it will be considered unexcused.
- State law mandates that the school record reasons for all students absences; therefore, all messages must include parent name, student name, date, time and reason for absence.
- All absences not authorized and verified by the parents/guardian within 48 hrs. will be unexcused.
- Any absence due to illness, vacation, death in the family, religious observance, accident, or other unusual personal circumstances may be excused, provided a message is received from the parents/guardians stating the day, time and reason for the absence. **Please do not schedule doctor and/or dental appointments during school hours.**

Minimum Attendance Requirements for 9th – 12th Grade Students

The high school attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course. Attendance in the classroom will improve a student’s ability to earn his/her desired grade.

Notification Sequence

- The notification process pertains to the number of absences in a single course. A student may be notified several different times if excessive absences exist in more than one class.
- The school must notify the Dropout Prevention Specialist after the 3rd unexcused absence to begin the intervention process.
- After 3rd, 6th, and 10th absence (unexcused), the high school administration will send written notification to the student’s parents/guardians, Dropout Prevention Specialist and Guidance Counselor.
- The letters shall notify the parents/guardians as follows:

After the 3rd absence: The student needs to be aware that attendance may have an impact on his/her grade. TUSD Truancy Enforcement will be notified if the absences are unexcused.

After the 6th absence: The student has been absent nearly half the number of maximum absences and may lose credit if absences continue. The Parents/Guardians and Teacher/Counselor/Administrator may need to conduct a conference to develop an intervention plan.

After the 10th absence: The student may not receive credit due to excessive absenteeism, pending appeal. Administrator/Teacher/Counselor/Dropout Prevention Specialist will convene a conference.

Please be aware: Pursuant to A.R.S. 15802(E), parents who do not ensure their child(ren) between the ages of 6 – 16 regularly attend school may be held criminally liable.

Consequences of Excessive Absenteeism for 9th – 12th Grade Students

- Makeup work will be assigned as applicable.
- Additional time may be required (i.e. before or after school).
- Excessive absences may impact student grades.
- Unexcused absences may include referral to a truancy officer and criminal liability.
- Poor attendance will affect extracurricular eligibility.

All parent/guardian contacts and interventions are documented.

Appeals Process for Attendance Issues at the High School Level

Parents/Guardians or students have the right to file a written appeal for review by the Appeals Committee at the school. The written appeal, including all supporting documentation, must be received by the appropriate administrator within ten days of the end of the credit period. Any further absence during the appeals process may result in dismissal of appeal and loss of credit.

Appeals Committee will consider granting credit when:

- Absences are reduced and the student remains in class.
- Homework is being completed in a timely manner.
- Grades reflect that the student has met the standards for the course.
- Other areas may need to be considered.
- Documented emergencies existed causing an attendance hardship.

If the result of the class ends with failing final grade the student/parent may appeal the failing grade to the Governing Board. (Promotion, Retention, Acceleration Regulation IKE-R Appeal Process)

TARDY POLICY

Tardy	Consequence	Rational
1	<p>Documentation The teacher documents the tardy in Mojave. The teacher talks to that student about the impact on the class because of the tardy interruption.</p>	<p>Restorative Action Teacher and student talk about the impact that tardiness has on the class as a whole. The student will be given the opportunity take responsibility for his or her action and make it to class on time.</p>
2	<p>Documentation & Parental Contact The teacher will document student tardy in Mojave and give a Tardy Form letter to the student to deliver his or her parents. It is the responsibility of the student to ensure the Tardy Letter reaches parent and/or guardian.</p>	<p>Restorative Action Parent contact is made to ensure communication and to provide support for student success in attendance. Student will remain in class to ensure he/she receives instruction of academic content.</p>
3 & 4	<p>Phone Call from Liaison & 2nd Tardy Letter Sent Home A uniform tardy referral will be issued, via email, to the corresponding liaison from the teacher. The tardy will be recorded in Mojave, parents will be called and informed of that a 5th tardy will require Tardy Conference</p>	<p>Restorative Action Liaison will talk to student and discuss how the student's tardiness is affecting everyone in the classroom. The student will be given the opportunity take responsibility for his or her action and make it to class on time.</p>
5	<p>Tardy Conference Parents will be contacted by the appropriate administrator to schedule a conference. The conference will include a review of student academics and attendance performance as well as signed acknowledgment of future consequences for continued tardiness.</p>	<p>Restorative Action This hearing/conference will provide the opportunity for optimal support for the student by parents/guardians and school staff. This meeting will be student focused and solution based to provide success for all that have been disrupted as a result of student tardiness. Contract reviewed and signed by student and parent.</p>
6 & 7	<p>Lunch Beautification Student will have 10 minutes to eat lunch and spend the rest of lunch time beautifying the lunch room and outside eating areas by cleaning up areas.</p>	<p>Restorative Action This action provides students the opportunity to reflect on their behavior and give back to the school community.</p>
8	<p>Assigned ATS (1 Day)</p>	<p>Restorative Action</p>
9	<p>Document Tardy</p>	<p>Restorative Action</p>
10	<p>Tardy Conference & 3 Days in ATS Parents will be contacted by the appropriate administrator to schedule a conference. The conference will include a review of student academics and attendance performance as well as signed acknowledgment of future consequences for continued tardiness.</p>	<p>Restorative Action This hearing/conference will provide the opportunity for optimal support for the student by parents/guardians and school staff. This meeting will be student focused and solution based to provide success for all that have been disrupted as a result of student tardiness. Contract reviewed and signed by student and parent.</p>


Each person has a responsibility:

Students– will arrive to each and every class on time. They will attend detention if it is assigned.

Parents– will support their child in arriving to school on time. Parents will communicate with teachers, advisors and administrators and support the discipline process.

Remember: Students must change their attitudes regarding tardies. It does matter if they are present and on time. They should not be wandering the campus for any reason. Parents must support their students in arriving to school on time each day and insisting that they are in each and every class.

► **TRANSPORTATION**

Bus schedules and pick up points will be posted in the Activities and Business offices after August 8th, 2011 or can be accessed online:  <http://information.pueblowarriors.org>



► **STUDENT MESSAGES**

Only messages that constitute a family emergency will be delivered to students. Routine messages regarding medical appointments, court appearances, transportation problems, etc., will not be delivered because of the class interruption involved and the staff time needed to process these requests.

Flowers, Balloons, Birthday Cakes & other gifts sent to school will not be allowed on campus. Deliveries for students will be turned away. No exceptions.

► **GRADE REPORTING**

Information on student progress will be mailed home every 4 1/2 weeks for a total of eight grading reports. Grades are reported as earned credits for graduation at semesters only.

Semester reports will be mailed home along with attendance on the following approximate dates: **9/28/12 - 12/21/12 - 03/15/13 - 05/24/13**. In addition, you will receive four interim reports. Counselors and the registrar maintain copies of report cards and progress notices.

► **LUNCH POLICY**

Students can eat in designated areas only including within the white lines & inside the cafeteria.



For safety and security reasons, the TUSD Governing Board has established a closed campus policy. No student, regardless of reason, may eat off campus at lunch. Students are free to bring their own lunches from home or eat in our cafeteria.

Price for lunch is **\$2.25** and breakfast is **\$1.50**. Information and applications for students eligible for free/reduced lunch are available from the Student Services Office at **225-4311**.

**NO OUTSIDE FOOD DELIVERIES ARE ALLOWED.
FOOD BROUGHT TO SCHOOL FOR STUDENTS BY PARENTS,
RELATIVES OR FRIENDS WILL NOT BE ALLOWED ON CAMPUS.**

► **EMERGENCY CARDS**

Schedules will not be issued unless an emergency card is filled in and returned to us signed by a parent/guardian. If you have not received an emergency card, you may pick one up at preprocessing.

All students must be in compliance with Arizona Immunization Law. All students new to the district must also provide proof of immunization before starting classes.

► **SCHOOL PICTURES**

SCHOOL PICTURE DAYS WILL BE ANNOUNCED AT THE BEGINNING OF THE SCHOOL YEAR.

Attention Senior Parents- Please make sure your son/daughter take their senior portraits before the end of September or they will not be in the yearbook.

Studio 520 Photography: 520-407-6816.

► **MESSAGE FROM SCHOOL NURSE**

My name is Kate Straub, School Nurse at Pueblo High School. I would like to take this opportunity to inform you:

- 1) All chronic health certificates must be updated every year from the date they were issued by the doctor (unless initialed by the doctor as permanent conditions).
- 2) All absences must be called in to the attendance office (225-4309 or 225-4302). Be sure to tell attendance if the absence is due to the chronic health condition.
- 3) Any absence not called in will be unexcused.
- 4) It is the responsibility of the parent to phone an administrator and request homework packet(s) for your child. The parent must then collect the homework packet(s) from the administrator.



Please pay careful attention to this important matter lest your child lose course credits due to unexcused absences related to chronic illness/injury. We are looking forward to a good year!

► **ELECTRONIC DEVICES**

Governing Board policy prohibits possession of *radios, iPods, MP3 Players, mobile phones, ear-phones and other electronic communication devices* at school. **Such items may be confiscated by security staff and held until a parent can pick them up.**

High School students may use cell phones and/or electronic devices only during his/her assigned lunch and only in locations designated (Patio only) at the respective school. In particular, electronic devices should **NEVER** be used in class.

If a student is found using cell phones and/or electronic devices at inappropriate areas and times, equipment may be confiscated and given to Student Services Office where a parent will need to pick up such equipment. These actions will be documented and repeated violations will result in confiscation for remainder of school year.



► **EXTRACURRICULAR ACTIVITIES**

Our Governing Board has adopted the following participation fees for activities:

\$50.00 Per Activity* (Non Refundable – Tax Credit)		\$65.00 Per Activity* (Non Refundable – Tax Credit)	
Fine Arts <i>Beginning, Intermediate & Advanced</i>		Sports <i>All levels</i>	
Academic Decathlon	DECA	Basketball	Football
Band	Drama	Softball	Track
Chess	Mariachi	Baseball	Golf
Chorus	Orchestra	Cheerleading	Volleyball
Dance		Swimming	Pep Squad
		Diving	Wrestling
		Cross Country	Soccer
		Tennis	

*No student will be required to pay more than \$150.00 for participation in multiple fine arts activities or \$195.00 for multiple sports activities. Families with several students participating in extracurricular activities will pay no more than \$260.00 for sports. Students may not combine fine arts and sports participation in order to reduce the fee required.

ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

- 1) ***All Seniors must be enrolled in a minimum of five credit bearing courses. All others must be enrolled in six credit bearing classes. Students are strongly recommended to enroll for a full course load per Governing Board Policy.***
- 2) ***Students will be considered ineligible if they receive a grade of F (failure), I (incomplete), or NC (no credit). Students must have all encumbrances cleared in the business office.***
- 3) ***Students in the PAL Program are not eligible to participate in extra-curricular activities.***

► **STUDENT VEHICLE POLICY**

Students must recognize the fact that driving and parking on campus are privileges that may be revoked due to repeated or serious violations of school rules. All vehicles must park in designated parking areas only. The posted speed limit on campus is **5 MPH**.



Any driving that poses a threat to persons or property, or causes a disruption to the educational process, is strictly prohibited (including, but not limited to, the screeching of tires, the playing of loud music from car stereos, haphazard parking, leaving campus in a vehicle without permission, etc).

All vehicles entering or leaving campus must stop at the security booth.

► **CAMPUS VEHICLE PARKING**

Each vehicle driven onto campus must be registered with the office of the Assistant Principal for Security, and display the appropriate parking permit for the school year. A parking fee of \$10.00 will be charged for student parking privileges. Students must present a valid drivers' license, vehicle registration, and proof of insurance at the time of permit purchase and must not have any debts in the business office.



Students may park in all areas not reserved or specially designated for other purposes. Parking in non-authorized areas may result in the revocation of parking privileges on campus. Numbered parking permits will be issued and are to be displayed hanging from the rear view mirror of the vehicle at all times while on campus. Parking privileges will be extended to seniors and magnet students on a space available basis. Any remaining permits will be made available to juniors on a first come, first served basis. Vehicle registration will take place during summer registration.

NO PARKING PERMITS WILL BE ISSUED IF THE STUDENT OWES MONEY IN THE BUSINESS OFFICE.

► **VEHICLE ACCESS TO CAMPUS**

Parents may **NOT** enter campus for student drop-off. However, they may drop-off students at the east pedestrian gate located along 12th Avenue or the west pedestrian gate located along 16th Avenue.

► <http://traffic.pueblowarriors.org>

The South Gate on Calle Romeo will be open only for school busses entering campus. Other vehicular and pedestrian traffic will not be allowed entrance to campus from the south gate.

Vehicles not displaying the appropriate parking permit will not be allowed on campus at any time. Visitors with legitimate school business must obtain a temporary parking permit from the security staff member on duty at the southwest (16th Ave) gate before the start of the school day, or at the southeast (12th Ave) gate during the school day.

PLEASE NOTE: Making a left turn heading north on 12th Avenue into Pueblo is not allowed. Be aware that the Tucson Police Department has been ticketing drivers.

Also, the church parking lot south of Pueblo and the shopping center east of Pueblo have been posted against trespassing. Tucson Police has been issuing tickets to people parking illegally in those parking lots.



PLEASE KEEP PUEBLO BEAUTIFUL AND COOPERATE IN KEEPING OUR CAMPUS AREA CLEAN

SCHOOL ATTIRE

Tucson Unified School District’s philosophy is to provide an educational environment designed to motivate, teach, and encourage students to attain the highest levels of proficiency in all areas. Dress guidelines are intended to promote the awareness of social, cultural, and aesthetic forces that affect the school environment. Students are expected to dress appropriately and in a way that reflects personal and school pride.

Clothing should be neat, clean, modest and in good taste. Shoes must be worn at all times. Examples of clothing that are inappropriate in a teaching and learning environment:

- Swimsuits
- Halter tops and halter dresses
- Backless tops and backless dresses
- Strapless tops and strapless dresses
- Spaghetti strap tops and spaghetti strap dresses
- Exposed undergarments
- See-through clothing
- Shirts that bare the midriff
- Short-shorts, short skirts and dresses that do not cover the buttocks. **Shorts, skirts, and dresses must reach the tip of the middle finger when arms are extended at sides while standing. The waistbands of these garments must stay above the hips—NO SAGGING of trousers is allowed**
- Garments with plunging necklines
- Muscle shirts
- Clothing or articles which identify with illegal or undesirable organizations
- Clothing with racial statements, obscene/abusive language, or sexual depiction/innuendo, (Example: Playboy, Players 69, etc.)
- Clothing that advertises the use of alcohol, drugs, tobacco
- Accessories that can be used as weapons including: chains, spiked bracelets/collars, or rings that span more than one finger
- Gang related clothing or headgear including: bandanas of any color, hairnets, “do” rags, skullcaps, etc.
- Shoe laces: any red, blue, brown or gray laces, wide laces of any color.
- No more than one red, blue, gray, brown or khaki article of clothing
- No long trench coats allowed
- **No ‘IN MEMORY OF’ T-Shirts of any kind**
- **No head coverings of any kind including MASKS**
- **No dangling belts of belt buckles that identify with illegal organizations**



NO HATS

NOTE: Pueblo reserves the right to prohibit additional items not listed here in order to protect the educational environment.

CONSEQUENCES FOR VIOLATING THE DRESS GUIDELINES

1st Occurrence:	-Parent Contact -Administrator/Student contact -Student loaned shirt/call home for a change of clothing.
2nd Occurrence:	-Parent Contact -After School Detention or Short Term Suspension.

► **STUDENT ID POLICY**

PURPOSE – The purpose for a student ID card policy is to ensure each student is readily identified as a student of Pueblo Magnet High School, and to identify and exclude those individuals who have no legitimate business on campus during the school day, and/or school activities. The safety and security of students is of paramount concern. The wearing of the student ID card is **MANDATORY** during school hours.

ENFORCEMENT – In order to get service from any office on campus an ID card must be worn.

DISPLAY – The ID card shall be clipped or worn on an approved Pueblo lanyard. If clipped on clothing, the ID card shall be worn above the waist on the front half of the upper torso. The ID may not be worn on the sleeve nor obstructed by any garment, bag, etc.

LOST/STOLEN ID CARD – It is solely the responsibility of the student to account for the whereabouts of his/her ID card. Any lost or stolen card should be immediately reported to the Assistant Principal for Activities. A new ID card will be issued at a cost of \$3.00. Replacement lanyards will be issued at a cost of \$1.00.

DEFACING ID CARD – The ID card remains the property of Pueblo Magnet High School and shall not be defaced. No pictures, writings, stickers, markings, drawings, etc., are to be placed anywhere on the card. Additionally, any altering of the printed information on the ID card will be considered defacement of school property and the violator will be subject to appropriate school discipline, which may include suspension.

NONTRANSFERABLE– The ID card is nontransferable and cannot be shared. Disciplinary consequences shall apply if a student uses the ID card of another student.

REPLACEMENT ID CARDS – Any ID card that is accidentally damaged must be replaced at a cost of \$3.00. The Assistant Principal for Activities or his designee will make the determination and certify that the card is damaged beyond repair.

SURRENDER OF ID CARD – A student must surrender his/her ID at the time of withdrawal from school during the school year and when suspended from school.

FOR OUR SAFETY WEAR IT!

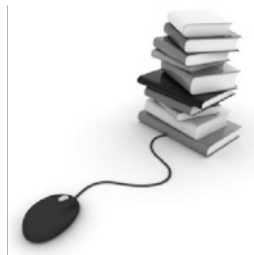
► **FROM THE COUNSELING DEPARTMENT**

On behalf of the Pueblo Warriors Counseling Department, welcome to a new and prosperous school year!

There are several things we would like for you to keep in mind:

- Make an appointment to meet with your child's school counselor at 225-4303 to discuss:
 - Graduation status
 - Grades
 - Attendance
 - AIMS scores
 - Credit Recovery
 - Does your child need this?
 - What options are there?
 - How much will it cost?

- Other concerns you may have
- Make an appointment to meet with Mr. Ostroff, our JTED Counselor, at 225-4542 to make the most of career-related program and internship opportunities, such as:
 - Certified Nursing Assistant
 - Cosmetology
 - Culinary Arts
 - Early Childhood Education
 - Fire Science
 - Graphic Communications
 - Law, Public Safety and Security
 - Pharmacy Technician
- Take advantage of your Parental Access Account to stay informed about your child's grades, attendance, and to contact teachers, counselors, and administrators. You may pick up your Parental Access Code:
 - Any time you visit the school
 - During Open House
 - During Parent/Teacher Conference Night
- Stay tuned for more information on parent workshops that will provide important information related to helping your child make the most out of high school and be prepared for post-secondary options.



CARTA DE LA DIRECTORA

Estimados Padres, Guardianes y Estudiantes de Pueblo:

Bienvenidos al ciclo escolar 2012-2013. Estoy muy emocionada por mi segundo año como directora de la Escuela Preparatoria de Atracción Pueblo, y espero conocer a todas aquellas personas que todavía no he conocido, y espero ver de nuevo a todas las personas que ya conozco

Esta carta esta acompañada con la información que ustedes necesitaran para la matriculación de sus estudiantes, proceso que se llevará a cabo del lunes 23 de julio, hasta el viernes 26 de julio, en el Gimnasio Sur. Favor de prepararse con todo lo que puedan necesitar traer esos días, para asegurarse de que sus hijos queden completamente registrados y obtengan un horario de clases. Si sus hijos no se han reunido con un consejero o no han seleccionado sus cursos, favor de venir a Pueblo lo antes posible, antes del 23 de Julio. Todos los estudiantes deberán prepararse para atender su primer día de clases a las 7:30 a.m. el jueves 2 de agosto.

Nuestros estudiantes tendrán muchas oportunidades disponibles para prepararse para el colegio y carreras profesionales este año escolar. Espero que todos ellos trabajen lo mejor que puedan, que estudien y terminen sus tareas, que obtengan los créditos requeridos, que participen en los esfuerzos escolares y de la comunidad, y que asistan a clases diariamente. La asistencia a clases es crucial para que sus estudiantes alcancen el éxito escolar, y no deberán de ausentarse por más de 5 días por semestre. Por favor únase a mi esfuerzo para ayudar a que sus estudiantes logren estas expectativas.

Yo estaré disponible para ayudarlos cuando tengan preguntas, cuando necesiten información, guía y apoyo, y recibiré con agrado sus esperanzas, sueños y preocupaciones acerca de sus estudiantes y su educación en Pueblo. Favor de darse por enterados de que tengo el mejor interés de sus estudiantes en mi corazón. Estoy emocionada por un año escolar exitoso.

Sinceramente,



Vivi Watt, Directora

■ OFICINA DE NEGOCIOS

Las CUOTAS son las siguientes:

Permiso de Estacionamiento (Estudiantes del grado 12 y de Escuela de Atracción solamente)	\$6.00
Duplicado de Tarjeta de identificación con foto	\$3.00
Duplicado de Horario	\$1.00
Libro Anual de Recuerdos	
Durante proceso de registración*	\$65.00
Primer día de escuela*	\$70.00
Primer día del segundo semestre*	\$75.00
Cuando llegue el libro en mayo	\$80.00

*Para asegurar este precio, se requiere depositar una cuota no reembolsable de \$ 30 o más.

Horario a partir del: 2 de agosto de 2012
Lunes a Viernes: 7:00 a.m. 3:00 p.m.

Las cuotas por clases avanzadas de Artes Finas tendrán que pagarse antes de que los horarios puedan ser emitidos, pero todos los estudiantes deberán reportarse a la Oficina de Negocios, tengan o no tengan cuotas que pagar. La Oficina de Negocios aceptará cheques personales para el pago de cuotas u otros gastos solamente cuando se presente una licencia de manejar.

No habrá reembolsos por cuotas pagadas por actividades extracurriculares. La cuota de participación pagada por individuos por actividades extracurriculares son créditos de impuestos. Los padres recibirán un recibo de crédito de impuesto para reportarlo en sus impuestos estatales. Para mayor información, favor de contactar la oficina de actividades al 225-4308

■ EXPERIENCIA ESCOLAR PARA LOS ESTUDIANTES DEL NOVENO GRADO

La Experiencia Escolar para los estudiantes del Noveno Grado es un programa designado a ayudar a que nuestros nuevos estudiantes se sientan cómodos y listos para su primer día escolar en Pueblo. Este evento se llevará a cabo el miércoles, 1ro. de agosto de 2012, de 8:00 – 10:00 a.m.

■ CELEBRACION DEL REGRESO A LA ESCUELA

Debido al éxito de los últimos dos años de Nuestra Celebración del Regreso a la Escuela, de nuevo llevaremos a cabo este importante evento.

martes, 21 de agosto de 2011 de 5:30 - 8:00 p.m.

¡Marquen sus calendarios! Todos los padres y estudiantes están invitados a asistir a la Celebración de Regreso a la Escuela 2012, que marca el inicio del nuevo año escolar. Todas las personas que asistan tendrán la oportunidad de conocer a los entrenadores deportivos, a los patrocinadores de los clubes y a nuestro director atlético para aprender más acerca de las actividades extra curriculares. Los maestros estarán disponibles para hablar acerca de los requisitos de los cursos y las expectativas dentro de sus salones de clases.

HORARIO

5:30 p.m. – 8:00 p.m.

Recepción, Entretenimiento, e Información sobre Actividades, en el Patio.

■ CODIGO DE HONOR ACADEMICO

Continuamos utilizando y haciendo cumplir el código de honor académico en todas las clases. La falta de honradez académica es:

- Copiar la tarea de alguien, copiar información del Internet sin mencionarlo, copiar exámenes, entregar trabajo de otra persona haciendo creer que le pertenece, o firmar falsamente que ha terminado su trabajo cuando no es así.



• **CONSECUENCIAS**— Si un estudiante es sorprendido infringiendo el Código de Honor Académico, sufrirá las siguientes consecuencias:

- Recibirá un grado de “cero” (0) en su trabajo si el maestro(a) determina que alguna parte del trabajo del estudiante ha sido falsificado, plagiado, o copiado.
- Si el estudiante continúa infringiendo el Código de Honor, será referido a un administrador quien tomará acción disciplinaria.

■ ASISTENCIA Y AUSENCIAS

Los administradores, empleados de la oficina de asistencia y demás personal escolar, trabajarán en conjunto con padres o guardianes para establecer asistencia regular en todos los estudiantes.



Cuando se ausenten de la escuela

Se espera que los padres o guardianes llamen, manden una nota o un correo electrónico el día antes de la ausencia o el día en que el estudiante se encuentre ausente.

Para reportar ausencias o tardanzas:

- **Favor llamar a la Oficina de Asistencia al teléfono (520) 225-4302 entre las 7:00 a.m. y las 10:00 a.m. el día de la ausencia, o al momento en que el estudiante regrese a la escuela, o favor de mandar una nota que incluya el nombre completo del estudiante, fecha de nacimiento y el motivo de la ausencia.**
- Es necesario notificar a la escuela de la ausencia por anticipado, si ésto es posible. El reporte **debe recibirse dentro de las siguientes 48 horas** después de que el estudiante haya regresado a clases, de otra forma la ausencia será considerada como injustificada.
- La Ley Estatal establece que las escuelas mantengan archivo de los motivos por los cuales los estudiantes faltan, por consiguiente, todos los mensajes deberán incluir el nombre de los padres o guardianes, el nombre del estudiante, la fecha y la hora y el motivo de la ausencia.
- Todas las ausencias no autorizadas y verificadas por los padres o guardianes dentro de **48 horas** serán consideradas injustificadas.
- Cualquier ausencia debido a enfermedad, vacaciones, muerte en la familia, observancia religiosa, accidente, u otras circunstancias personales inusuales pueden ser justificadas, si se recibe un mensaje de los padres o tutores indicando el día, hora y motivo de la ausencia. **Por favor, no programe citas con el médico o con el dentista durante el horario escolar.**

Requisitos Mínimos de Asistencia para los Alumnos del Noveno al Doceavo Grado

Los requisitos de Asistencia para estudiantes de preparatoria establecen en parte que para poder obtener crédito académico por cualquier curso, un estudiante debe obtener un grado aprobatorio en el curso. La asistencia en el salón de clases mejorara la habilidad de que los estudiantes adquieran la calificación deseada.

Orden de Notificación

- El inicio del proceso de notificación se basa en el número de ausencias en una misma clase. Un estudiante puede ser notificado de varias diferentes formas, si tiene faltas excesivas en una de sus clases.
- La escuela debe reportar las ausencias al especialista de prevención de deserción escolar (Dropout), después de la tercera falta, para empezar el proceso de intervención.
- Después de la 3era. 4ta, y 10ma. Ausencia (Justificada o injustificada), la administración Escolar enviará notificación escrita a los padres o guardianes de los estudiantes, al especialista en prevención de deserción escolar y al consejero académico
- Las cartas enviadas deberán notificar a los padres o guardianes lo siguiente:

Después de la Tercera Ausencia: El estudiante necesita saber que la asistencia puede impactar su calificación. El Departamento de ejecución para la Asistencia a Clases del Distrito Unificado de Tucson (Truancy), será notificado de las ausencias del estudiante si las faltas son justificadas.

Después de la Sexta Ausencia: El estudiante ha estado ausente cerca de la mitad del máximo número de ausencias y puede perder créditos si las ausencias continúan. Los padres o guardianes y los maestros, consejeros y administradores pueden conducir una junta para desarrollar un plan de intervención.

Después de la Décima Ausencia: El estudiante puede no recibir crédito debido a faltas excesivas, quedando pendiente una apelación. Un administrador, maestro, consejero y un especialista de prevención al abandono escolar convocaran a una junta.

Favor de Enterarse de que: De acuerdo con la Ley A.R.S. 15802 (E), aquellos padres que no se aseguren de que sus hijos entre las edades de seis a dieciséis años asistan regularmente a la escuela, pueden ser considerado criminalmente responsable.

Consecuencias de Excesivas Ausencias para Estudiantes del Noveno al Doceavo Grado

- Se repondrá el trabajo atrasado cuando sea pertinente
- Tiempo adicional puede ser requerido (Antes o después de las horas de escuela)
- Ausencias excesivas pueden impactar las calificaciones de los estudiantes
- Ausencias injustificadas pueden ser la causa de una referencia con un oficial del Departamento de ejecución para la asistencia a clases y responsabilidad criminal puede ser impuesta
- Pobre asistencia a clases afectará la elegibilidad para participar en actividades extra curriculares.
- Todos los contactos e intervenciones con padres o guardianes será debidamente documentada.

Proceso de Apelación por Asuntos Relacionados con Asistencia en un Nivel de Preparatoria

Los padres o guardianes o estudiantes tienen el derecho a solicitar una apelación por escrito para que se revise por el Comité Escolar de Apelaciones. La apelación escrita, incluyendo toda la documentación de apoyo, deberá ser recibida por el director escolar dentro de los diez días siguientes del término del periodo de crédito. La decisión final será tomada por el Comité. Cualquier futura ausencia obtenida durante el periodo de apelaciones resultará en la cancelación de la apelación y esto causará la pérdida del crédito educativo.

El Comité de Apelaciones considerará la otorgación del crédito cuando:

- Las ausencias sean reducidas y el estudiante se quede en clases.
- Las tareas sean terminadas y entregadas a tiempo.
- Las calificaciones reflejen que el estudiante cumple con los requisitos del curso.
- Otras áreas pueden ser consideradas.
- Documentación de que existieron situaciones de emergencia que resultaron en dificultad de asistencia.

Si la calificación final de la clase resulta ser reprobatoria, el estudiante, padre o guardián pueden apelar el grado reprobatorio a la Mesa Directiva (Governing Board). (Proceso de Apelaciones IKE-R concierne a Promociones y Retenciones).

■ POLIZA DE TARDANZAS

Tardanza	Consecuencia	Explicación
1	<p>Documentación El (la) maestro(a) documentará la tardanza en Mojave. El(la) Maestro(a) hablará con el estudiante acerca del impacto en la clase debido a la interrupción causada por la tardanza.</p>	<p>Acción Restaurativa El (la) maestro(a) y el estudiante hablarán acerca del impacto que la tardanzas causa, en la clase. Se le dará al estudiante la oportunidad de responsabilizarse por su acción y por llegar tiempo a clases.</p>
2	<p>Documentación y Contacto Con Padres El (la) maestro(a) documentará la tardanza del estudiante en mojave y dará una carta al estudiante para que se la entregue a sus padres. Es responsabilidad del estudiante asegurarse de que su(s) padre(s) o guardián (es) reciban la carta.</p>	<p>Acción Restaurativa Se contactara a los padres para asegurar comunicación de las partes y proporcionar apoyo al estudiante para que él/ella tenga éxito en asistencia a clases. El estudiante se quedará en la clase para asegurar que él/ella reciba la instrucción del contenido académico.</p>
3 & 4	<p>Llamada Telefónica Del Oficial Escolar y 2da. Carta De Tardanza Se Envía A Casa Una referencia consistente de tardanzas será expedida electrónicamente por el (la) maestro(a) al oficial escolar. La tardanza será registrada en Mojave, se llamara a los padres y se les informara de que una 5ta. Tardanza requerirá una conferencia sobre tardanzas.</p>	<p>Acción Restaurativa El oficial escolar hablará con el estudiante y explicará como las tardanzas afectan a todos en la clase. Se le dará al estudiante la oportunidad de responsabilizarse por sus acciones y por llegar a tiempo a sus clases.</p>
5	<p>Conferencia Sobre Tardanzas El administrador asignado llamará a los padres para programar una conferencia. La conferencia incluirá una revisión del desarrollo académico y la historia de asistencia del estudiante, así como también el reconocimiento de consecuencias futuras debido a continuas tardanzas.</p>	<p>Acción Restaurativa Esta audiencia/junta proveerá la oportunidad de apoyo óptimo para el estudiante, de parte de padres/guardianes y personal escolar. Esta junta será enfocada en el estudiante y en una solución, basada para proveer éxito para todos los que han sido interrumpidos como resultado de la tardanza del estudiante. Se revisará el contrato y se firmará por el estudiante y el (los) padre(s).</p>
6 & 7	<p>Almuerzo/Embelllecimiento El estudiante tendrá 10 minutos para comer y pasara el resto del tiempo limpiando la cafetería, el patio y los alrededores designados como áreas para almuerzo.</p>	<p>Acción Restaurativa Esta acción ofrecerá a los estudiantes la oportunidad de reflexionar en su comportamiento mientras ofrecen un servicio a la comunidad escolar.</p>
8	<p>Asignación al Programa Alternativo A Suspensión (1 día)</p>	<p>Acción Restaurativa</p>
9	<p>Documentación De Tardanza</p>	<p>Acción Restaurativa</p>
10	<p>Conferencia De Tardanza y Asignación A Tres Días En El Programa Alternativo A Suspensión El administrador asignado llamará la los padres para programar una conferencia. La conferencia incluirá una revisión del desarrollo académico y la historia de asistencia del estudiante, así como también el reconocimiento de consecuencias futuras debido a continuas tardanzas.</p>	<p>Acción Restaurativa Esta audiencia/junta proveerá la oportunidad de apoyo óptimo para el estudiante, de parte de padres/guardianes y personal escolar. Esta junta será enfocada en el estudiante y en una solución, basada para proveer éxito para todos los que han sido interrumpidos como un resultado de la tardanza del estudiante. Se revisará el contrato y se firmará por el estudiante y el (los) padre(s).</p>

Estudiantes– Llegarán a cada una de sus clases a tiempo. Atenderán detención cuando sea asignada.


Padres– Apoyarán que sus hijos lleguen a tiempo a la escuela. Se comunicarán con los maestros, asesores y administradores y los apoyarán con los procedimientos disciplinarios.

Recuerden: Los estudiantes deben cambiar su actitud con respecto a las tardanzas. Si importa si ellos están presentes en sus clases y que sean puntuales. Ellos no deben caminar por el campo escolar sin motivo alguno. Los padres deben apoyar a que sus estudiantes lleguen a tiempo a la escuela todos los días, y deben insistir en que asistan a todas y cada una de sus clases todos los días.

■ **TRANSPORTACION**

Horarios de camiones escolares y lugares donde se recoge a los alumnos se pueden conseguir en la Oficina de Actividades y en la de Negocios, después del 8 de agosto de 2011 o en internet:



 <http://information.pueblowarriors.org>

■ **MENSAJES PARA ESTUDIANTES**

Sólo mensajes que constituyen una emergencia familiar serán entregados a los estudiantes. Mensajes rutinarios relacionados a citas médicas, citas de cortes, problemas de transportación, etc. No serán entregados porque envuelve la interrupción de la clase y el tiempo del personal necesitado para procesar estas solicitudes.

La entrega de flores, globos y otros regalos enviados a la escuela NO SERAN aceptados en la entra principal o en nuestras oficinas.

■ **BOLETAS DE CALIFICACIONES**

La información del progreso académico de los alumnos se mandará por correo a casa cada 4 1/2 semanas por un total de ocho boletas de calificaciones en el año. Estas calificaciones se reportan como créditos ganados para graduación, al final de cada semestre únicamente.

En los reportes del semestre, se incluirá un reporte de asistencia que recibirán aproximadamente en las siguientes fechas: 9/28/12 - 12/21/12 - 03/15/13 - 05/24/13. En adición, ustedes recibirán cuatro reportes de progreso académico. Los consejeros y la Oficina de Registros Escolares mantienen copias de los reportes de progreso y las boletas de calificaciones.

Padres de familia pueden solicitar un duplicado si no reciben cualquiera de estos documentos.

■ **ALMUERZOS**

Los estudiantes pueden comer en áreas designadas, incluyendo dentro de las líneas blancas y el interior de la cafetería.



Por razones de seguridad, el Consejo Gobernante del Distrito Unificado de Tucson, ha establecido una póliza de Campo Escolar Cerrado. A ningún estudiante, por ninguna razón, se le va a permitir comer fuera del campo escolar. Los estudiantes podrán traer su bolsa de almuerzo de su casa o deberán comprarlo en la cafetería.

El precio del almuerzo en la cafetería es de \$2.25 y \$1.50 por el desayuno. Los estudiantes elegibles para almuerzo gratis o reducido pueden obtener la información y las solicitudes en la Oficina de Servicios Estudiantiles llamando al **225-4311**.

NO SE PERMITE LA ENTREGA DE ALIMENTOS TRAÍDOS A ESTUDIANTES POR PADRES, FAMILIARES O AMIGOS.

■ TARJETAS DE EMERGENCIA

Los horarios escolares no serán entregados a los estudiantes al menos de que ellos entreguen una tarjeta de emergencia completamente llenada con la información requerida y debidamente firmada por uno de sus padres o guardianes. Si ustedes no han recibido una tarjeta de emergencia, pueden solicitar una al momento de la inscripción.

Todos los estudiantes deberán obedecer las Leyes de Inmunizaciones del Estado de Arizona. Todos los estudiantes nuevos deberán proveer prueba de inmunizaciones antes del inicio de clases.

■ FOTOGRAFIAS ESCOLARES

FECHAS PARA FOTOGRAFIAS ESCOLARES SE ANUNCIARAN AL PRINCIPIO DEL AÑO ESCOLAR.

Atención Padres de estudiantes del grado 12- por favor asegúrense de que su hijo/a se tome sus fotos antes del fin de septiembre.

Estudio Fotográfico 520: 520-407-6816.

■ MENSAJE DE LA ENFERMERA

Mi nombre es Kate Straub y soy la enfermera escolar, aquí en la Escuela Preparatoria de Atracción Pueblo. Me gustara aprovechar esta oportunidad para informarles lo siguiente:

- 1) Todos los certificados de salud crónica deberán renovarse cada año a partir de la fecha de su expedición. (a menos de que el médico los haya evaluado como condición permanente).
- 2) Todas las ausencias deberán reportarse a la oficina de asistencia (225-4302 o al 225-4309). Favor de asegurarse de que la ausencia sea justificada debido a condición de salud crónica.
- 3) Cualquier ausencia que no sea reportada será marcada como injustificada.
- 4) Es la responsabilidad de los padres el llamar a un administrador para solicitar tarea para su(s) estudiante(s). El padre deberá después recoger la tarea del administrador.



Favor de poner cuidadosa atención a este asunto tan importante, para evitar que su estudiante pierda crédito(s) debido a ausencias injustificadas, debido a lastimaduras o enfermedad crónica. ¡Estamos ansiosos por empezar un buen año escolar!

■ APARATOS ELECTRONICOS

El Consejo Gobernante del Distrito Unificado de Tucson prohíbe radios, tocador de disco compacto, posesión de localizadores de personas, teléfonos celulares, o cualquier aparato electrónico de comunicación en las escuelas. **Estos aparatos pueden ser confiscados por personal de seguridad y sólo serán devueltos si los padres vienen a recogerlos.**

Los estudiantes pueden utilizar los teléfonos celulares y/o equipos electrónicos solamente durante la hora asignada para su almuerzo y exclusivamente en los lugares autorizados (patio solamente) en la escuela respectiva. En particular, **ningún aparato electrónico deberá ser usado en clases.**

Si encuentran al estudiante usando un teléfono celular y/o equipo electrónico en las áreas y las horas inadecuadas, el equipo puede ser confiscado y entregado a la oficina de servicios estudiantiles en donde un padre necesitará recoger tal equipo. Estas acciones serán documentadas y las violaciones repetidas darán lugar a la incautación para el resto del año escolar.



■ ACTIVIDADES EXTRACURRICULARES

Las siguientes cuotas de participación y actividades han sido adoptadas por nuestro Consejo Gobernante:

\$50.00 Por Actividad* <i>(No Reembolsos – Crédito de Impuestos)</i>		\$65.00 Por Actividad* <i>(No Reembolsos – Crédito de Impuestos)</i>	
Bellas Artes <i>Principiantes, Intermedio y Avanzado</i>		Deportes <i>Todos los niveles</i>	
Decatlón	DECA	Básquetbol	Fútbol Americano
Académico	Mariachi	Softbol	Track
Banda	Orquesta	Béisbol	Golf
Coro		Porristas	Voleibol
Baile		Natación	Fútbol
Drama		Cross Country	Lucha
		Tenis	

*Ningún estudiante tendrá que pagar más de \$150.00 por participar en actividades múltiples de las bellas artes o más de \$195.00 por participar en deportes múltiples. Las familias que tengan a varios estudiantes participando en actividades extra curriculares no pagarán más de \$260.00 por deportes. Los estudiantes no podrán combinar la participación de las bellas artes y deportes para reducir la cuota requerida.

ELEGIBILIDAD PARA PARTICIPAR EN ACTIVIDADES EXTRACURRICULARES

- 1) *Todos los estudiantes del grado 12 deben estar inscritos en un mínimo de 5 cursos donde reciban crédito.. Todo otro estudiante debe estar inscrito en 6 cursos donde reciban crédito. Se les recomienda firmemente a todos los estudiantes que se inscriban en 6 cursos según la póliza del Consejo Gobernante Actual.*
- 2) *Los estudiantes serán considerados inelegibles si reciben una calificación de F (reprobados), I (incompleto), o NC (ningún crédito).*
- 3) *Estudiantes inscritos en el Programa de PAL son inelegibles para participar en actividades extracurriculares.*

■ REGLAS DE ESTACIONAMIENTO

Es importante que los estudiantes reconozcan que manejar y estacionar sus vehículos en el campo escolar es un privilegio, el cuál puede ser revocado por violaciones múltiples a las reglas de manejo. Todos los vehículos deben estacionarse solamente en las áreas designadas para estacionamiento general. La velocidad máxima permitida es de **5 MPH**.



Está estrictamente prohibido conducir su auto de manera que sea un peligro para las personas o la propiedad, o que sea causa de interrupción al proceso educativo (incluyendo, pero no limitado a, “quemar” las llantas del auto, tocar música con el volumen alto, estacionar de manera descuidada, salir del campo escolar sin permiso administrativo, etc.

Todos los vehículos que entren o salgan del campo escolar deben detenerse en la cabina de seguridad.

■ **ESTACIONAMIENTO**

Cada vehículo que entra al campo escolar tiene que ser registrado en la oficina del Subdirector de Seguridad, y mostrar el permiso de estacionamiento del presente año escolar. Se cobrará una cuota de \$10.00 a los estudiantes por el privilegio de estacionamiento y deben presentar su licencia de manejar valida, el registro, prueba de seguro del vehículo al tiempo de comprar el permiso y no se deben tener cuentas pendientes en la oficina de negocios.

El estacionamiento en áreas no autorizadas puede resultar en la revocación del privilegio de estacionamiento en el campo escolar. El permiso de estacionamiento numerado y del año presente, deberá colocarse colgando del espejo retrovisor durante todo el tiempo que el vehículo esté en el campo escolar. El privilegio de estacionamiento será extendido solamente a estudiantes del grado doce y a estudiantes bajo el Programa de Atracción de la escuela, y mientras haya espacios disponibles. Todos los permisos restantes estarán disponibles para los estudiantes del grado once a como vayan llegando. La registración de vehículos se llevará a cabo durante el otoño.



NO SE EXTENDERAN PERMISOS DE ESTACIONAMIENTO SI EL ESTUDIANTE DEBE ALGO A LA OFICINA DE NEGOCIOS.

■ **ACCESO DE VEHICULOS**

Los padres no podran entrar al campo escolar para dejar o levantar a sus alumnos. Deberán dejar y levantar a sus alumnos en la entrada para peatones, localizada al este, en la Avenida 12, o en la entrada para peatones localizada al oeste, a lo largo de la Avenida 16.

 <http://traffic.pueblowarriors.org>

El portón al sur, en la Calle Romeo estará abierta solamente para los autobuses de la escuela. Sera prohibida la entrada a todo trafico de vehículos y peatonal.

A los vehículos que no muestren su permiso de estacionamiento no les será permitido el acceso al campo escolar. Los visitantes que necesiten entrar al plantel educativo con negocios legítimos, pueden obtener un permiso de estacionamiento temporal, antes de que empiece el día escolar, del agente de seguridad de servicio en el portón del lado suroeste (Avenida 16), o durante el día escolar puede pedir su permiso temporal en el portón del lado sureste (Avenida 12).

ATENCION: No está permitido dar vuelta a la izquierda viajando hacia el norte en la Avenida 12. Tengan presente que el Departamento de Policía de Tucson ha estado multando a conductores que dan tales vueltas.

También, el estacionamiento de la iglesia al sur de Pueblo y el de las tiendas al este de Pueblo han fijado carteles en contra de estacionamiento ilegal. El Departamento de Policía de Tucson ha estado emitiendo multas a gente estacionándose ilegalmente en esas area de estacionamiento.



**PLEASE KEEP PUEBLO BEAUTIFUL AND COOPERATE
IN KEEPING OUR CAMPUS AREA CLEAN**

VESTUARIO ESCOLAR

La filosofía del Distrito Escolar Unificado de Tucson es la de proveer un ambiente educacional, diseñado para motivar, enseñar, y animar a los estudiantes a obtener los más altos niveles de habilidad en todas las áreas. La intención de las pautas para el vestuario escolar, es la de fomentar el conocimiento de las fuerzas sociales, culturales y estéticas que afectan el ambiente escolar. Se espera que los estudiantes vestan apropiadamente en una manera que refleje el orgullo personal y escolar.

La ropa debe estar bien cuidada, limpia, debe lucir **modestamente** y ser de buen gusto. Se debe usar zapatos en todo momento. **Ejemplos de ropa y artículos que no son apropiados en un ambiente de enseñanza y aprendizaje y que no serán permitidos son:**

- Trajes de baño
- Corpiños, prendas de vestir sin correas para la parte superior del cuerpo, blusas o vestidos con correas angostas
- Prendas interiores que se muestren hacia fuera de las prendas exteriores de vestir
- Ropa transparente
- Blusas que no cubran el estómago
- Pantalones, faldas, y vestidos que estén exageradamente cortos y no cubran las asentaderas al sentarse o pararse la persona. **La persona debe de poder tocar la orilla de la prenda de vestir con el dedo de en medio estando la persona parada y con los brazos extendidos. La cintura de las prendas de vestir debe quedar sobre las caderas—No se permite usar pantalones flojos**
- Prendas de vestir con demasiado escote
- Camisas tipo "muscle shirts"
- Prendas de vestir o accesorios que se identifiquen con organizaciones ilegales/indeseables
- Prendas de vestir que muestren declaraciones raciales, lenguaje profano, o lenguaje abusivo, y/o descripción/insinuación sexual (Jugador #69, Playboy, etc.)
- No se permite usar ropa que publica o favorece el uso de alcohol, sustancias ilegales, sexo o tabaco
- Accesorios que se puedan usar como arma, tal como cadenas, argollas y/o collares clavetes
- Ropa/accesorios, y/o prendas para cubrir la cabeza, las cuales identifican o han sido alteradas para identificarlas con organizaciones ilegales
- Cordones para zapatos de colores rojos, azules, grises o cafés, y cintas anchas en cualesquier color
- Más de un (1) artículo de vestir de color rojo, azul, gris, café o caqui.
- No se permite el uso de impermeables largos (Trench Coats)
- **No se permiten el uso de camisetas de ningún tipo "EN MEMORIA DE"**
- **Ningún artículo que cubra la cabeza incluyendo MASCARAS**
- Cintos o cinturones colgando o hebillas que identifiquen a miembros de organizaciones ilegales



No Cachuchas

NOTA: Pueblo se reserva el derecho a prohibir artículos adicionales no mencionados aquí para proteger el medio ambiente educativo.

LAS CONSECUENCIAS POR VIOLAR LAS PAUTAS DEL VESTIR

1ra. Vez:	-Comunicación con los padres -Comunicación administrador/estudiante -Se presta camiseta a estudiante/llamada a casa por cambio de ropa
2da. Vez:	-Comunicación con los padres -Detención después de clases o Suspensión corta

■ POLIZA DE CREDENCIALES ESCOLARES

PROPOSITO: El propósito de la póliza de credenciales escolares es la de asegurar que cada estudiante pueda ser identificado como un estudiante de la Escuela Preparatoria de Atracción Pueblo, así como para identificar y excluir a aquellos individuos que no tengan ningún negocio legítimo en el campo escolar durante el día escolar y/o durante las actividades escolares. La seguridad y protección de los estudiantes es de suprema preocupación. Durante las horas escolares, los estudiantes deberán portar sus credenciales **OBLIGATORIAMENTE**.

CUMPLIMIENTO –Con el fin de obtener servicios en cualquier oficina una tarjeta de identificación debe ser usada.

EXPOSICION – La credencial escolar deberá abrocharse a la ropa o usarse en una correa al cuello aprobada por Pueblo. Si se abrocha a la ropa, debe exhibirse al frente del torso y arriba de la cintura. No deberá colgarse de las mangas ni obstruirse a la vista con otras prendas o bolsas, etc.

CREDENCIALES ESCOLARES ROBADAS O PERDIDAS – Es responsabilidad del estudiante el saber donde se encuentra su credencial escolar. Cualquier credencial perdida o robada deberá ser reportada al(a) subdirector(a) de Actividades. La cuota por reemplazo de credencial es de \$3.00 dólares. El costo de la correa es de \$1.00.

DESFIGURACION DE CREDENCIALES ESCOLARES – La credencial es propiedad de la Escuela Preparatoria de Atracción Pueblo y no se debe desfigurar. No deberá agregarse a la credencial ningún tipo de fotos, escritura, marcas, dibujos y/o etiquetas. Adicionalmente, cualquier tipo de alteración de la información impresa será considerada desfiguramiento de propiedad escolar y el responsable será sujeto a la disciplina escolar, la cual podría incluir suspensión.

NO ES TRANSFERIBLE – La credencial escolar no es transferible y no puede ser compartida. Se aplicarán consecuencias disciplinarias si algún estudiante usa la credencial de otra persona.

REEMPLAZO DE CREDENCIALES ESCOLARES – Cualquier credencial escolar que sea accidentalmente dañada, podrá ser reemplazada por una cuota de \$3.00 dólares. El subdirector de Actividades o a la persona autorizada determinará y certificará que la tarjeta ha sido dañada y que no se puede reparar.

ENTREGA DE CREDENCIALES ESCOLARES – El estudiante deberá regresar su credencial escolar al momento de darse de baja como estudiante durante el ciclo escolar, así como en caso de suspensiones disciplinarias.

PARA NUESTRA SEGURIDAD ¡PONTELA!

■ DEL DEPARTAMENTO DE LOS CONSEJEROS

¡De parte de los Guerreros del Departamento de Consejeros de Pueblo, bienvenidos a un nuevo y prospero año escolar!

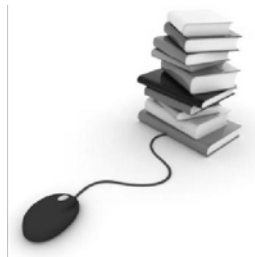
Hay varias cosas que nos gustaría que ustedes recordaran:

- Hacer una cita para reunirse con el consejero(a) escolar de su hijo(a) al 225-4303 para discutir:
 - Estado de graduación
 - Calificaciones
 - Asistencia
 - Puntuaciones AIMS
 - Recuperación de créditos
- ¿Necesita su hijo(a) esto?
- ¿Qué opciones existen?
- ¿Cuánto costará?

○ Otras preocupaciones usted(es) pueda(n) tener

- Hacer una cita para reunirse con el Sr. Ostroff, nuestro consejero JTED, al 225-4542, para enterarse de programas relacionados a carreras y de oportunidades de interinatos como:

- Asistente Certificada de Enfermería
- Cosmetología
- Artes Culinarias
- Educación en la Edad Temprana
- Ciencias de Fuego
- Comunicaciones Graficas
- Leyes, Seguridad Pública y General
- Técnico en Farmacia

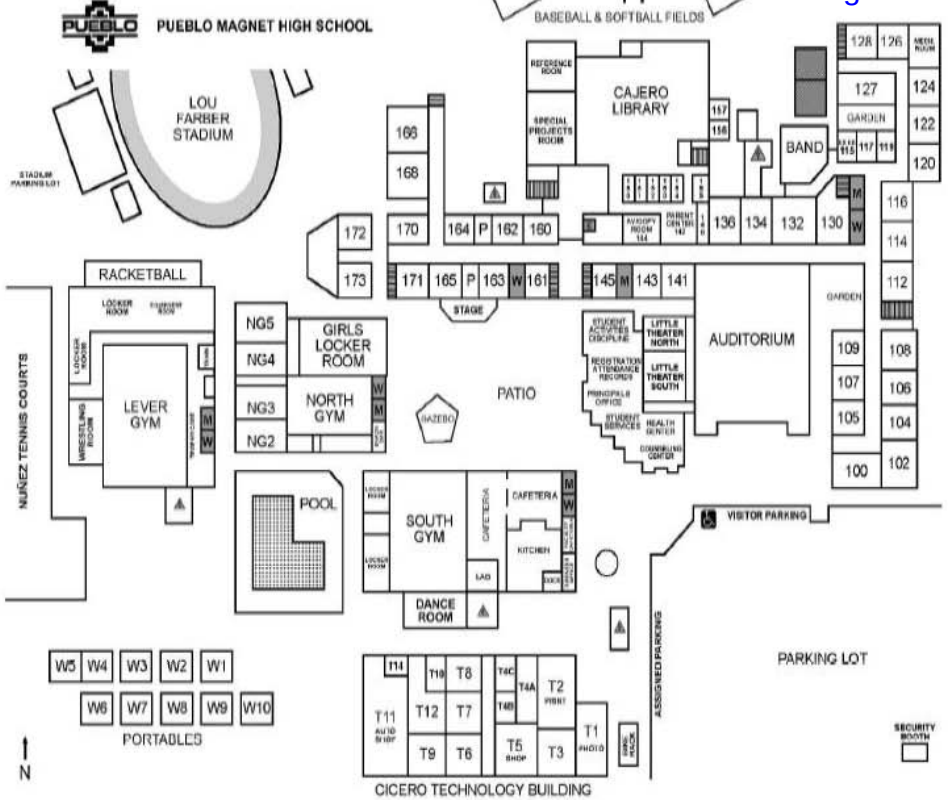


- Tomar ventaja de su Cuenta de Acceso para Padres, para mantenerse informados de las calificaciones, asistencia a clases, así como para comunicarse con maestros, consejeros y administradores. Usted(es) podrá(n) solicitar su Código de Acceso para Padres:

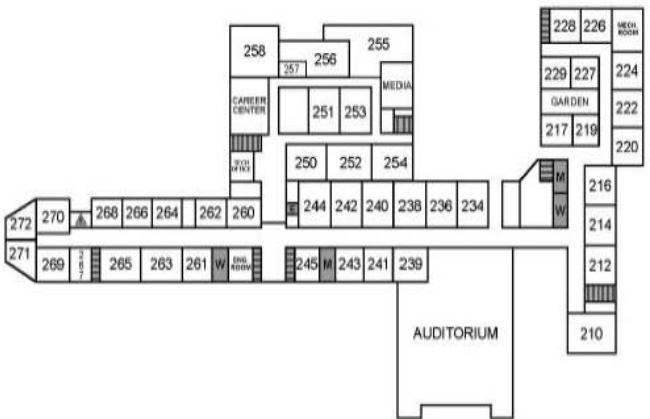
- Cualquier día que visiten la escuela
- Durante la visita escolar para familiarizarse con la escuela y conocer a los maestros
- Durante lo Noche de Conferencias de Padres y Maestros

- Manténganse atentos para mayor información sobre talleres de trabajo para padres, los cuales contarán con mucha información relacionada a cómo ayudar a su hijo(a) a aprovechar al máximo la preparatoria así como para prepararse para opciones después de graduación.





FIRST FLOOR



SECOND FLOOR

all productions

Visit our Virtual Map online

<http://virtualmap.pueblowarriors.org>



SCHOOL CALENDAR 2012-2013

<http://calendar.pueblowarriors.org>
 Visit our online Calendar of Events
 for more important dates at Pueblo

JULY 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2012						
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SEPTEMBER 2012						
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30						

OCTOBER 2012						
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NOVEMBER 2012						
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DECEMBER 2012						
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30	31					

JANUARY 2013						
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27	28	29	30	31		

FEBRUARY 2013						
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MARCH 2013						
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23	24	25	26	27	28	29
30	31					

APRIL 2013						
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28	29	30				

MAY 2013						
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JUNE 2013						
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23	24	25	26	27	28	29
30						

First Day for Teachers	July	30
First Day for Students	August	2
Labor Day	September	3
Parent/Teacher Conf. ES/MS/HS	September	19
Parent/Teacher Conf. ES/MS	September	20
Parent/Teacher Conf. ES/MS	September	21
Grading Day	September	28
Fall Break	October	1-5
Veteran's Day	November	12
Thanksgiving Recess	November	22-23
Grading Day	December	21
Winter Break	Dec/Jan	24-4
Martin Luther King, Jr. Day	January	21
Parent/Teacher Conf. K-12	February	7-8
Rodeo Vacation	February	21-22
Grading Day	March	15
Spring Break	Mar/Apr	25-1
Last Day for Students	May	23
Graduation Day	May	23
Last Day for Teachers	May	24

Every Wednesday is an early release day.
 Students get out 1 hour earlier.
 NOTE: April 17 (Wed) is a full day of school.

AIMS Testing Windows

- HS Fall (W, R, M) October 23-25
- HS Spring (Writing) February 25
- HS Spring (Reading) February 26
- HS Spring (Math) April 9
- HS Spring (Science) April 10
- Grades 3-8 April 15-26

Symbol Key

- Planning/Grading Day
- First & Last Day for Students
- Vacation Days
- AIMS Testing Windows
- Parent/Teacher Conferences

NOTE: April 17 (Wed) is a full day of school

Board Approved 01/24/12

02/13/12

First Semester 91 days
 Second Semester 89 days
 Total 180 school days

00200206

Words by Jeannie Miller
Class of 1958

Fight, Fight, Fight for Pueblo
Fight for Pueblo today.
Proudly we raise our colors blue
As we sing this Praise of you.

Fight, Fight, Fight, for Pueblo
Fight for Pueblo today,
Our team is our pride and glory,
Victory will tell the story,
Fight for Pueblo today.

At Pueblo High we're all together,
We are Warriors everyone
We are proud and true and loyal
We will fight till our battles won, Rah, Rah,

Our colors blue we'll all keep flying,
It will lead to victory
With Pueblo High the school behind us,
We'll go down in history!

ALMA MATER

Words and Music by Sharon Davis, Class of '62

Here is to our Pueblo,
The school for which we stand
For she, our Alma Mater,
down through the years has been

And now we raise our voices
as Pueblo High's proud sons,
Forever will we praise her
'till our life's battle's won.

VISION STATEMENT

Pueblo Magnet High School

*is committed to creating an excelling, diverse community of learners
with a culture of high expectations in a safe, supportive environment.*

MISSION STATEMENT

***To prepare all students
for college, work, and life through rigorous and
relevant curriculum combined with positive
interpersonal relationships.***

¡Sí Se Puede!

TUSD_002249

IMPORTANT SCHOOL CONTACT INFORMATION

NAME	PHONE
▶ Email:	Work: Mobile:
▶ Email:	Work: Mobile:
▶ Email:	Work: Mobile:
▶ Email:	Work: Mobile:
▶ Email:	Work: Mobile:
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TUCSON UNIFIED SCHOOL DISTRICT

Pueblo Magnet High School

3500 South 12th Avenue

Tucson, Arizona 85713

www.pueblowarriors.org

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Permit No. 790

(PLACE ADDRESS LABEL HERE)

A graphic with a jagged, sunburst-like border containing text for a back-to-school celebration.

**Back To School
Celebration
August 21st, 2012
5:30 - 8:00 p.m.**

TUSD_002251



Faculty Handbook

2012-2013

**Utterback Middle Magnet School
3233 S. Pinal Vista
Tucson, AZ. 85713**

(520)225-3500

Education is not the filling
of a bucket, but the lighting
of a fire.

W.B. Yeats



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MISSION

Habits of Mind
Learning Principles
Professional Norms



Mission

The mission of Utterback Magnet Middle School is to enable students to continually strive for artistic and academic excellence. We aim to ensure that each student develops the understandings, *habits of mind, and skills needed to be proactive contributors to his or her local and global communities. We facilitate learning so that all students become skilled thinkers, communicators, collaborators, and partners in their education. Therefore, they are prepared for their future as well as present-day successes.

Habits of Mind

- Persisting
- Managing Impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about your thinking
- Striving for accuracy
- Questioning and problem posing
- Applying past knowledge to new situations
- **Thinking and communicating with clarity and precision**
- Gathering data through all senses
- Creating, Imagining and Innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning.

From: *Habits of Mind* (edited by Costa and Kallick)

Learning Principles

1. A key goal of school learning is fluent and flexible transfer—successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understanding cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely, and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and capacity for transfer require a willingness to think, rethink, and push beyond one’s comfort level, learners need a safe and supportive environment for intellectual risk taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalized—when the learners’ interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

From: *Schooling by Design* (Wiggins and McTighe)

TUSD_002255

THEME

Arts & Academics in Action

PROFESSIONAL NORMS

1. **Community**—We demonstrate respect and support for all stakeholders.
2. **Commitment**—We commit to and apply our Principles of Learning.
3. **Responsibility**—We accept responsibility for students' learning.
4. **Efficacy**—We believe we can help all students learn.
5. **Humility**—We seek out and use feedback from external sources.
6. **Resourcefulness**—We seek out ideas for structures, resources, and methods to insure that all students will learn.
7. **Creativity**—We create new structures, resources, and methods to insure all students will learn.

School Wide III Goals

1. Utterback Magnet Middle School will increase student academic achievement in Reading by 10% in grades 6-8 as measured on the 2008 AIMS DPA. Grade 6, 59.7%-69.7%; Grade 7, 54.5%-64.5%; Grade 8, 55.2%-65.2%.
2. By May of 2009, all instructional staff will use research-based practices* daily, (discussed in Reading goal) which will be monitored by weekly classroom walk-through, formal evaluations and written documents.
3. By August 29, 2008, Utterback Magnet Middle School will create a plan to restructure our organizational culture based on communication, collaboration and teamwork, which will be ratified by 80% of all staff using electronic voting system. Initial implementation of the plan will begin September 1, 2008.
4. 100% of the teachers will be highly qualified by August 2009.

*Research-Based strategies:

Project-Based Learning (PBL)
Reading Apprenticeship (RA), selected strategies
Differentiated Instruction (DI), selected strategies
Sheltered Instruction Observation Protocol (SIOP)



MAP

+

CALENDAR

+

TIME SCHEDULES



CLASS TIME SCHEDULES

Green Academy **MON-TUES-THURS-FRI.**

8:50 **Call to Class**
8:54 - 10:20 **1st Class**
10:21 -11:01 **2nd Class**
11:02- 11:32 Lunch
11:33 - 12:33 **3rd Class**
12:34 - 1:34 **4th Class**
1:35 - 2:20 **2nd Class**
2:21 - 3:46 **5th Class**
3:46 - 3:50 **Wrap Up**

Blue Academy **MON-TUES-THURS-FRI**

8:50 **Call to Class**
8:54 - 10:20 **1st Class**
10:21 - 11:46 **2nd Class**
11:47- 12:17 Lunch
12:18 - 1:43 **3rd Class**
1:44 - 2:44 **4th Class**
2:45 - 3:45 **5th Class**
3:45 - 3:50 **Wrap Up**



Orange Academy **MON-TUES-THURS-FRI**

8:50 **Call to Class**
8:54- 9:55 **1st Class**
9:56-10:56 **2nd Class**
10:57 - 12:22 **3rd Class**
12:23- 12:53 Lunch
12:54 - 2:19 **4th Class**
2:20 - 3:45 **5th Class**
3:45 - 3:50 **Wrap Up**



CLASS TIME SCHEDULES

**Green Academy
WEDNESDAY**

8:50 **Call to Class**
8:54 -10:06 **1st Class**
10:07 -10:42 **2nd Class**
10:43- 11:13 Lunch
11:14 - 12:05 **3rd Class**
12:06 - 12:57 **4th Class**
12:58 - 1:34 **2nd Class**
1:35 - 2:47 **5th Class**
2:47 - 2:50 **Wrap up**

**Blue Academy
WEDNESDAY**

8:50 **Call to Class**
8:54 - 10:06 **1st Class**
10:07 - 11:18 **2nd Class**
11:19 - 11:49 Lunch
11:50 - 1:01 **3rd Class**
1:02 - 1:54 **4th Class**
1:55 - 2:47 **5th Class**
2:47 - 2:50 **Wrap up**



**Orange Academy
WEDNESDAY**

8:50 **Call to Class**
8:54 - 9:47 **1st Class**
9:48 -10:40 **2nd Class**
10:41 - 11:52 **3rd Class**
11:53 - 12:23 Lunch
12:24 -1:35 **4th Class**
1:36 - 2:47 **5th Class**
2:47 - 2:50 **Wrap up**



FACULTY + STAFF



		Academy A (Blue)	Room
Cindy Mady	Principal	Nora Brown	204—6th Math/Science
Brian Lambert	Assistant Principal	Nichola Harris	205—6th Humanities
Violet Ayers	Dean of Students		
Diana Johnston	6th/8th grade Counselor	Linda St. Louis	406—7th Math
Tina Wade	7/8th grade Counselor	Cheryl Caviglia	306—7th Science
Melissa Molina Garcia	Magnet Coordinator Curriculum Specialist	Casey Shove	404—7th Humanities
Marisela Dominguez	Office Manager	Liliana Munoz	408—8th Math
Nellie Lopez	Staff Assistant	Cheryl Perry	310—8th Science
Lisa Alexander	Attendance Accounting	Patrick Kelly	407—8th Humanities
Debbie Worthy	Instructional Tech.		
Kathy Long	Nurse		
		Academy B (Orange)	
Terri Hollingsworth	Instructional Coach	Armando Alvarez	210—6th Math/Science
Kathy Anderson	Math Inter/GATE	Elizabeth Cullop	209—6th Humanities
Dinah McGlory	Family Liaison/ Math		
Colleen Brooks	Math Interventionist	Chris Snodgrass	303—7th Math
Encore Teachers	Room	Gricelda Meraz	304—7th Science
David Bonsky	601-visual art	Lorin Labardee	301—7th Humanities
Nancy Anaya (Norman)	605-drama	Kathi Barber	212—8th Math
David Williams	316/locker room Physical Education	TBA	302—8th Science
Bethany Lynch	702- dance	Marcus Whitaker	214—8th Humanities
Laura Caucci	701-computer skills, graphic design		
		Academy C (Green)	
Patricia Moore	705-band	Bridgette Gallus	206—6th Math/Science
Elizabeth Breck	704-dance	Erin Collins	207—6th Humanities
Dean Moore	708-orchestra	Beth Puma	202—Math/Sci/ Hum
Heather Mayo	603-visual art	Teresa Munoz	305—7th Math
		Mark Eberlien	308—7th Science
		Peter Blankfield	309—7th Humanities

Academy C (Orange)	Room
TBA	402—8th Math
Angela Tenace	312—8th Science
Joe Sanchez	403—8th Humanities
<hr/>	
Exceptional Education	
Rachel Johnson	Room 409
C.C. Espinoza	Room 409
<hr/>	
Neil Dunbar	Room 409
Pam Johnson	104— Autism
Rebecca Mota	102—ELD
Lesley Cook	314-Self-Contained MIMR
Support Staff	
Nacho Cota	Day Custodian/Engineer
David Mitchell	Day Custodian
Randy Cota	Night Custodian
Dominic Rojas	Night Custodian
Estevan Yourgulez	Night Custodian
Alfonzo Mendez	Night Custodian
Iver Govan	Monitor
Terry Clayton	Monitor
Michelle Lopez	Monitor
Ms. Peaches Wilson	TA—room 314
Vanessa Padilla	TA room 314
	TA Room 314
Jimmie Nelson	TA-room 104
Lorena Romano	TA Room 104
Elizabeth Day	Social Worker
	Psychologist
Carly Hopkins	Speech
	Groundman
Nancy Cannito	Nurse's Assistant

BUILDING PROCEDURES



ACTIVITY BUSES

It is the responsibility of the adult sponsor of any after school activity, including tutoring, to accompany and wait with them until the students have been picked up. Approximate time of departure from Pinal Vista bus bay is 5:15 - 5:20 p.m. There is no activity bus on Wednesday or the day before a holiday.

AFTER SCHOOL FUNCTIONS

After school rehearsals and activities should be scheduled Monday, Tuesday, Thursday, & Friday. No such activities are to be held on Wednesdays or the day before a holiday. Teachers must accompany students to the activity buses and stay until all of their students are picked up. You are to check in the front of school to make sure all students have been picked up prior to your leaving. No students should be left without adult supervision.

ATTENDANCE PROCEDURES (STUDENTS)

Guidelines below:

Refer to Student Attendance Code: JE-R

- 1. Students are not to take attendance at any time.**
- Attendance must be taken during the first 10 minutes of each classroom period. If completed on time it reduces the interruption to the instructional time. If a student comes in tardy and a code is entered in the computer do NOT remove the tardy mark. If any students are thought to be ditching, e-mail the office staff for the appropriate action.
- Accurate attendance is critical. Telephone calls are made home based on teacher report of attendance.
- Attendance should be recorded in **grade book** as well as submitted on the computer. This is a **state law**. Teachers must have a record besides the one submitted to the attendance clerk.
- If a student has excessive absences and the teacher contacts a parent, enter this information in the "Local Notes History" Block. For access to this block and setting up a profile to include attendance and local notes history, see Marisela Dominguez. When anyone else contacts the parent or truancy department they will do the same.

If the student is referred to school safety for truancy the registrar/attendance will be able to give the truancy department an accurate documentation of the schools attempts to correct the situation. Teachers will also be able to see the actions taken by the attendance , thus keeping everyone informed.

AUDIO-VISUAL EQUIPMENT

All TV/VCR/DVD equipment is handled by Nacho Cota. Equipment will be delivered to your room between 8:00-8:30 a.m. and picked up from 3:45-4:00 p.m. Students are not to transport the equipment, as this practice is potentially hazardous to the students and the equipment. Video/film request forms need to be turned in to the administrator at least a week prior to the film/video being shown. If Admin approves, the form is given to Nacho and he will deliver the TV/VCR/DVD if you signed up for it.

BELLS

There are **no** bells except to start and end school.

BUDDY SYSTEM

Time-out is for the student who needs some time out of the room. No disciplinary action needs to be taken. Time-out needs to be in another room and or grade level via a **buddy system**. You buddy up with another teacher and they receive your time-out student and you take theirs. If students need to take a test, please send to another room or library. Always send the student with work to complete while they are in a buddy teacher's room.

The area in the office is for referrals (e.g. fighting) that need immediate attention due to the serious nature of the offense, and suspended students waiting to go home.

BULLETIN ANNOUNCEMENTS

Announcements for the daily bulletin should be turned in to the office by **2:00** p.m. (1:00 on Wednesdays) on the day prior to the day you want them read to the students. Announcements should be put in the Bulletin mailbox. Please write clearly, sign your note, and list the days you want the announcement in the bulletin (maximum three days).

CALENDAR

All rehearsals, performances, special events, field trips, assemblies, etc., need to be scheduled on the master calendar in the office (forms are to the left of teacher mailboxes). Completed forms should be put in Twila Busby's mail box. Forms (see Forms section of handbook) need to be submitted no later than three (3) weeks prior to the event. **The event is not a given, until you receive the form signed by Principal.** So do not announce the event until approval is given.

CELEBRATIONS W/FOOD & PARTIES

Celebrations w/food & parties are to be limited to last period on the last day of the quarter. Please be aware of the new policies regarding food in the classroom. If you wish to use the patio, you need to complete a Calendar Request form (see Calendar). **Food and drink are not allowed inside the classroom.**

CELLULAR PHONES

Cellular phones are not to be used by teachers during class time except in the case of an emergency or need for immediate parent contact. Please leave them turned off /or on silent while in class. Parents have signed a letter saying that Utterback is not responsible for loss or theft of electronic devices and that

CHILD STUDY

The purpose of this team is to review the academic and behavioral backgrounds of students who are experiencing difficulty in school, and attempt to devise and implement intervention strategies which will assist these students to become successful in the school setting. Referral of students to the Child Study Team may be made by individual classroom teachers or other staff. Referral forms may be obtained from the workroom or any counselor. The referring teacher needs to study the student's history in the cumulative folder and be able to share this information with the rest of the Child Study Team. Counselors who will coordinate child studies are:

6th Grade: Diana Johnston
7th Grade: Tina Wade
8th Grade: Diane Johnston/ Tina Wade

CLUB ACCOUNTS and TAX CREDITS

A TUSD STUDENT ACTIVITIES Cash Collection/Ticket Sale Report form from Student Finance will have to be submitted along with your fund raisers deposits to Nellie Lopez. This form needs to be completed by the Club Officer and Club Sponsor, and attached to deposits for **all** fundraisers. Both Club Officer and Club Sponsor Signatures are required. All funds need to be verified in person with Nellie Lopez when submitting forms and money.

Tax credits go to a separate account and are limited as to what the funds can be used for.

COMMUNICATIONS

It is important that the principal and your evaluator receive a copy of all forms, letters, special bulletins or information **before** it is distributed to students and/or parents. and a copy be given to the office staff for phone questions from parents. As a Title 1 School all forms that are sent home must be in English and Spanish. Please make sure you have someone proof read all forms before they are sent out.

COMMUNITY MEETINGS

Community meetings will be held on Tuesday mornings beginning at 8:25 a.m. Most meetings will be held in the theater.

CUSTODIAL INFORMATION

- **Do not use masking tape or any double sided hanging material in the hallways or on any windows.** You may use Tacky Tak/ Handi Tak
- **Do not hot glue items to the walls.**
- Maintenance is handled by Nacho Cota.
- Day custodial duties are handled by David Mitchell.
- Evening custodians have assigned areas, make sure you introduce yourself to your custodian. Our evening custodians are: Dominic Rojas, Estevan Yourgulez, Randy Cota, and Alfonzo Mendez.
- If a custodian is needed in your room, please explain what is needed to the staff member in the office.

EQUIPMENT CHECKOUT

Any TUSD/Utterback equipment must be approved by an administrator and the correct TUSD forms completed prior to the equipment leaving the building.

FINE ARTS REHEARSAL/PERFORMANCE GUIDELINES

The purpose of the Fine Arts Rehearsal/Performance Guidelines is to ensure a smooth and orderly educational process and performance.

Performing arts teachers are expected to present or take part in at least one performance per semester.

These guidelines will be used to justly and fairly resolve conflicts when they occur. In order to assure justice, however, individual cases might call for an exception to the guidelines.

1. All performances scheduled for inside/outside of the school must appear on the Master Calendar.
2. All rehearsals, special events, assemblies, and performances must have reservations submitted at least 3 weeks prior to the event. Event will not take place until approved by principal and placed on master calendar.
3. When submitting a request, include your name and date of entry. This will aid in resolving conflicts.
4. Rehearsals will not be scheduled during school vacations.
5. Reservations for performances or rehearsals are not final until adequate transportation has been arranged.
6. Props and scenery will be constructed outside of the auditorium unless permission has been given by the principal.
7. Transportation of students, props and scenery for a performance/rehearsal is ultimately the responsibility of the teacher.
8. Use of the auditorium for rehearsal is not to exceed 10 days before the performance.
9. The theater will be cleared of props and scenery within two days of the last performance.
10. All productions are restricted in the theater to the stage area unless permission has been given by the principal.
11. No more than two performances will be scheduled during a school week (school assemblies not included).
12. Students will not be taken out of their classes to rehearse during the regular school day.
13. Fine Arts teachers are expected to take part in District sponsored concerts, recitals, festivals and displays.
14. Students are permitted to receive **two excused absences to perform or to attend special events during an academic quarter.** Exemptions need approval of the principal.
15. Sponsoring teachers will notify the entire staff via school bulletin or email of students who are to be excused from class at least two (2) weeks ahead of time and on the day of the sponsored event

FINE ARTS REHEARSAL/PERFORMANCE GUIDELINES (cont)

16. Resolutions of conflicts in scheduling:

- only a written note signed by a teacher will signal a conflict in schedule- do not allow student hearsay and manipulation to place teachers in a conflict.
- at least once a semester, Fine Arts teachers will hold a calendar meeting to avoid major conflicts.

17. The following will be guidelines for resolving conflicts in schedules:

<u>Type</u>	<u>Resolution</u>
a. rehearsal vs. rehearsal	immediacy of performance
b. rehearsal vs. TUSD-sponsored activity	TUSD-sponsored activity
c. rehearsal vs. sports activity	sports activity
d. rehearsal vs. performance	performance
e. performance vs. TUSD program	date of notification student decides
f. performance vs. sports	with help of principal
g. performance vs. performance	student decides with help of principal

18. Beginning group performances should be in the black box or classroom for presentations unless all the groups are performing together.

FIRE DRILL PROCEDURES

- A fire exit plan must be readily visible in each classroom.
- Exit according to the plan. Take your safety bucket with you.
- Have knowledge of alternate escape routes.
- Walk your exit route and plan for your staging area.
- All students should be instructed as to the fire drill procedure at the **first** meeting of each class period and the information should be repeated frequently.
- Take your grade book with you and lock your door as you leave.
- Once you are at your staging area take roll.
- Take precaution if the need arises to cross the street.
- Be alert for further instructions.

GRADES

Teachers are required to give grades and keep a record of those grades. Lisa Alexander will only change grades when you have e-mailed her that request. You are expected to be using *Making the Grade* and uploading to the web for parental access every week. Any problems accessing Making the Grade e-mail or call TS (225- 6333/ helpdesk@tusd1.org) for assistance.

HEALTH OFFICE

Students who need to go the health office must have written permission from the classroom teacher. Please screen student request as to appropriateness.

ID BADGES

All staff members need to wear their ID badges at all times while on campus, on school related business, or on any TUSD site. This is Governing Board policy. If you don't have a badge, please go to Human Resources to get one.

INTERCOM

Do not allow students to stand by or press the intercom button in the room. To contact the office you can use the telephone by pushing "0". You can use the intercom button, but do so only for **emergencies**. Realize you can contact the office faster by using the telephone.

INTERPRETER/TRANSLATOR SERVICES

Anyone in need of an interpreter or translator are to let Debbie Worthy know. Debbie will contact the necessary office. There is a Interpreter/Translator Record of Event form located in the Forms section of this handbook.

KEYS

Keys are checked out to you and are your responsibility. Students should not be given access to your keys. **If a key is broken or lost you must report it immediately to the principal.** Replacement of lost keys is \$10.00.

Keys will be periodically inventoried enabling the District to review and evaluate building access requirements. This also will verify accuracy of records and account for all keys.

Key audits may be ordered by appropriate District officials at other times should the security of an area become compromised.

Possession and/or use of an unauthorized key is a class 3 misdemeanor (A.R.S. 13-3715) and will be dealt with as a criminal offense.

LOST & FOUND

Found items are to be turned in at the office. Any items unclaimed at the end of each quarter will be given to the Clothing Bank.

PARENT COMMUNICATION

Vital and necessary for the successful running of your classroom.

Positive communication is one of the best ways to build and maintain relationships along with gaining support. As a Title 1 school all written communication to parents needs to be in both English and Spanish.

It is expected that each team sends home a newsletter once a quarter letting parents know about projects, events, etc.

PARENT BOOSTER ACCOUNTS

Any booster club associated with Utterback will have to submit a monthly Form for Reporting of Balances and Expenditures to Nellie Lopez on the **1st of every month.**, or the 1st day back to school if the 1st is on a weekend or holiday. This helps us facilitate the expectations required of us from the State and District.

PASSING PERIODS

It is the responsibility of every teacher to be on duty in the halls during passing periods. All staff need to keep students moving toward their next class in a safe manner. All staff need to encourage students to be on time for all classes.

Passing periods are defined as periods when students move through the hallways before and after school, between classes, and at lunch. **Teachers planning period begins after passing period has ended.**

Students are encouraged to clear the building as soon as possible after the last bell.

PHYSICAL EDUCATION FACILITIES

The fields and courts are a classroom. If you need to use these areas for a class activity, clear it with the physical education teacher a week before the planned event. This includes the use of their classrooms (316) especially on Wednesdays and during inclement weather.

PLAN BOOKS

Lesson plan(s) should be detailed enough that a substitute could take your class and continue instruction. Include activities, page numbers or subject areas, references, groups (members listed), time, procedures and assessments. Teacher edition and resource books should be left at school unless you are prepared personally to ensure their return before the following school day in the event you are absent. Lesson plans should include alignment with state standards. Teacher must have detailed lesson plans for substitutes.

Plans are to be completed by Friday for the coming week and left on the teacher's desk, or handed in to the principal upon request.

Emergency plans must be submitted to Marisela Dominguez by 8:30 a.m. on the first day of the school year. The previous years lesson plans are trashed. Everyone must supply emergency lesson plans. A student distribution list needs to be submitted and updated quarterly. Teachers can only distribute students within their academy.

PETTY CASH

Petty cash comes out of our budget and can only be used at stores that do not except TUSD purchase orders. You must have **permission from the principal before** going out to buy anything. All petty cash must be under \$50.00. Receipts with your name on it are to be turned in to Marisela Dominguez. Include your Employee ID Number on the Petty Cash Form. Fill in the Description of Expense.

RELEASING STUDENTS FROM CLASS

Releasing students during class should be kept to a minimum. Students are missing instructional time when they are not in class. Excuse only one student at a time. **All pupils in the hall during class time must have a pass.** Please do not let your students leave class without their Pass. **Students are not to be dismissed early for lunch or at the end of the day. Student should not be waiting at the door prior to dismissal. The bell does not dismiss students, the teacher does. Please make sure to communicate this with your substitutes.**

RELEASING STUDENTS FROM SCHOOL

An occasion may arise in which it is necessary for a student to leave school. On such occasions a parent or authorized person must make arrangements with the office for the student's release. The authorized adult will sign for the released student in the office. **Students are never to be released to the parent/guardian directly by the classroom teacher.** A red call slip indicates a child should be released immediately. A white call slip indicates

REQUEST FOR HOMEWORK

When you receive a Request for Homework, send work, or notice of no work, to the office within 24 hours of receiving notice. Include books, worksheets, etc. necessary for completing the work. Failure to comply is a violation of Board Policy.

SCHOOL RELATED FIELD STUDIES

Students who are on school related field studies should be marked as absent but must not be penalized for missing your class. The student is responsible for making up any work missed. You are responsible for giving them the assignment missed. Two weeks prior to the schedule trip student names will appear in the bulletin and/or email.

SCHOOL DAY TEACHERS

- The school day for teachers is seven and one-half (7 1/2) hours, including a thirty minute lunch period.
- All teachers should be in the building from **8:20 a.m. to 3:50 p.m. Monday, Tuesday, Thursday, Friday, and 8:40 a.m. to 4:10 on Wednesday.**
- The planning period is part of the school day.
- If it is necessary to leave the building, please notify principal, assistant principal, or office manager.
- The building will be open to teachers at 7:00 a.m. and teachers will need to leave the building by 8:00 PM for safety and custodial cleaning. If you are staying past 5:00 PM please let the office know.

SCHOOL DAY ...STUDENTS

See Schedule under “Map, Calendar and Time Schedules” section.

SOCIAL COMMITTEE and DUES

The Social Committee meets at least once a month. If you are interested in joining the Social Committee please contact the Office Manager. Social dues are \$15.00 for Classified Employees and \$20.00 for Certified Employees. Social dues are to be given to the Office Manager as soon as the new school year starts.

SPECIAL EDUCATION

In the event a student appears to be in need of special education, the student must first be evaluated. If the student qualifies for a special program, arrangements are made to provide the student with the type of class that best meets his/her needs.

INDIVIDUAL EDUCATION PROGRAM (PLAN) - IEP

Responsibilities of the General Education Teacher:

- **Realize the IEP is a legal document and by law you must follow it.**
- **Participate in your students IEP team meetings.**
- **Collaborate on the accommodations and modifications necessary for student achievement**

Implement the specific accommodations and modifications in your classroom setting, which may include a section on grading accommodations

STUDENT FILES IN FILE ROOM

When you wish to borrow a file, please sign it out on the clipboard provided. Place the red marker where the files goes and when you return the file, log it in, and return the file in the proper place. Red marker are to remain on top of the file cabinets.

SUBSTITUTE POLICY

When unable to come to work, call Marisela Dominguez at, **907-7927**, in the evening or in the morning after 5:30 a.m., to request a substitute. Please do not call the substitute office directly. If you have been absent, be sure to phone the school (225-3500/225-3502) by 2:30 p.m. to let us know if you will return the next day. If you are not able to return, the same substitute usually can be retained. Half-day subs are impossible to get so if you have to be out for a half-day, try and arrange coverage with your colleagues. This also applies for single period coverage, exchange with a colleague. **Emergency plans need to be submitted to Marisela by 8:30 a.m. on the first day of school.**

TEXTBOOKS/MATERIALS

Teachers are responsible for all textbooks and materials checked out to them. Our ability to replace lost and/or damaged books/materials becomes limited every year. **Teachers are also responsible for lost library books checked out in their name.**

THEATER PROCEDURES

If your class is not performing but you are involved in the assembly, you need to get coverage for your class.

Student management is a teacher responsibility. Students are not to be sent to time-out instead of going to the assembly. A student's misbehavior waiting to enter the Theater will cause the entire class to return to the classroom. Misbehavior in the assembly will result in time-out or other discipline as required.

Please make sure students' personal belongings are left in the classroom. Make sure no one is chewing gum. Please lock your door and leave a note on the door stating where you are.

Take attendance before proceeding to the Theater. All classes must enter from the front in a single file line.

Individual passes are not permitted for an assembly.

Students are expected to do their Personal Best during the assembly. Please remind students that this includes no whistling or shouting, and feet are not to be on the chairs or railings.

Teachers are to remain with their class inside the Theater during the performance. Teachers need to **stand next** to their class so we can find you, if needed, and to observe your class. Please do not sit down.

VIDEOS/FILMS

Videos are to enhance the instructional program not to replace the direct instruction by the teacher. Be cognizant of the amount of learning time spent on watching videos.

No "R" rated movies are to be shown. PG-13 movies need parent permission forms signed. Teacher will need to notify evaluator a minimum of two weeks prior to showing a video/film that is PG-13.

All videos/films need to have a note-taking guide accompanying them. A sound educational practice is to interrupt videos being shown and discuss the content.

VISITORS

We encourage parents and members of the community to visit Utterback. **ALL** visitors are to stop by the office, this includes your family members. If they have not, remind the visitor that checking in the office is District policy. Visitors will be wearing an Utterback visitors' badge. Do not allow people to proceed through the building if they are not wearing the proper identification.

VENDOR ORDERS (OUTSIDE)

Vendor requisition forms are located in the Intranet [.http:// intranet/purchdpt/Forms/VendorReq.XLT](http://intranet/purchdpt/Forms/VendorReq.XLT) Please complete all the relevant information . Please e-mail order to Twila Busby. It takes a minimum of 2 weeks to get approval so plan accordingly.

Requisition - A requisition is our request for TUSD to issue a purchase order so the vendor will send us the requested materials. All orders should first go to Twila and she will give them to Gloria. If funds are not available or if further explanation is needed, Twila will get back to you. Orders are to be turned in with all Vendor information Items ordered should be delivered within two weeks of receipt in the Finance office. An e-mail will be sent to you after order goes in to Finance. When the actual Purchase Order comes in, a copy will be placed in your mailbox. Forms needed are on the Intranet <http://intranet/purchdpt/Forms/VendorReq.XLT>. List items numerically, giving the stock number, unit, quantity, a short description and cost per item. This also applies to all Student Requisitions Forms. Please fill in the Purpose of Purchase area. Reminder: Word student has to be included in this area. Check all appropriate boxes. Please fill in the Fund Name and Sponsor; Student Activities or Auxiliary Operations. If you run short on an item, please check with other teachers first for items and then with the office. We will work to have the standard supplies on hand (paper, pencils, etc) but may need to special order anything out of the ordinary.

Purchase Order - A purchase order is issued by the purchasing department after the Finance Department has determined that we have sufficient funds and the pertinent information is on the requisition form. It's like money in the hand if the company accepts a TUSD P.O.

Reminder: you must not pick up items without a purchase order in hand. A copy will be placed in your mailbox when it arrives, then you may pick up your items ordered.

VOLUNTEERS - Procedures

All volunteers must fill out the Certification Regarding Criminal Record prior to doing any volunteer service. Marisela Dominguez will have these forms and you can access it on line at the TUSD website under Governing Board policies. There are 4 policies/regulations that deal with volunteers. Please read all of them and know that parents do not have to be fingerprinted but anyone else must be fingerprinted before they may volunteer.

Any time you have volunteers in the classroom, on field trips, assisting with after-school sports or rehearsals, please make sure they are signed in with Marisela Dominguez in the Front Office. We must report all volunteers and the number of hours they are working with us. Having their time documented also covers them by Worker's Comp.

There are certain situations where a visitor is not counted as a Volunteer. When in doubt, send your volunteers to be signed in anyway.

Utterback Quarterly Plan for Chronic Deficiencies in Practicing the Habits of Mind

<u>Step</u>	<u>Intervention</u>
1. Classroom Interventions plans for	Options include: discussion of problem, modification of classroom, success, time out, teacher supervised lunch detentions, and identification of ways to help the student successfully meet expectations. Teacher documents.
2. Team Discussion/Interventions and Calls to Parents (at least two)	Includes input from team teachers, which assists the student in correcting the disruptive behaviors. (teacher initiated communication) Parental calls are informational in nature (description of behavior). Asking for help and suggestions. Teacher documents.
3. Discussion/Referral to Counselor	Discussion (s) with counselor who will determine what non-punitive interventions the support staff may be able to provide to help the student be successful. Teacher & counselor document.
4. Teacher Initiated Parent Meeting	Invite parents in to discuss observed behaviors and make a plan to correct the behavior. Meeting should include teachers, counselors, parents, and student. Parents should be informed that if the behavior does not improve, office referrals will begin. Teacher document.
5. Referral to Administrator	Referral with attached documentation of steps 1-4, 3 hour detentions (lunch & after school), possible short-term suspensions. Document.
6. Administrator Initiated Parent Meeting	Referral to admin. Inform parents of last options, clearly outlining disciplinary steps if the behavior continues. Document.
7. Administrative Action	Short-term suspensions. Potential long term suspension with hearing. Document.
8. Admin/teacher/counselor	Intake Meeting with student returning from suspension and parent. Document.
9. Last Straw	Recommendation for alternative education placement.
◇ This procedure applies specifically to chronically disruptive regular education students (including: talking out of turn, bothering others, constantly off task, excessive talking, tardies, etc.). Special education students can follow the same format with extra consideration for student disabilities and the parameters of Special Education law.	
◇ This procedure is not intended for more serious violations of the Student Rights & Responsibilities # 8-35. These types of violations are administrative referrals.	
◇ The purpose of this procedure is not to burden teachers. It is intended to produce school-wide consistency in handling discipline matters, to assist students in changing behavior, and to assist teachers in dealing with parents and students in a proactive and positive manner.	

UTTERBACK MIDDLE SCHOOL CRISIS PROCEDURE

CRISIS PROCEDURE: IN THE EVENT OF A CRISIS ON THE UTTERBACK MIDDLE SCHOOL CAMPUS OR IN THE SURROUNDING NEIGHBORHOOD WE WILL FOLLOW A SCHOOL-WIDE CRISIS PROCEDURE:

UTTERBACK CRISIS/LOCKDOWN PROCEDURE

In the event of a crisis on our campus or in the surrounding neighborhood, we will follow this school-wide crisis procedure:

Administrators, office staff, nurse and counselors:

The school administration will use the school intercom to notify staff that the school is in lock down and to keep students in classrooms until further notice.

School administrators will immediately report to the administrative offices to be briefed on the nature of the emergency. They will go over directions for serving students and staff and decide whether to lock exterior doors.

All media requests will be directed to the school's administration for an official response.

The school secretary will be responsible for turning off the bells and calling the portables to alert teachers that a lockdown is in progress. The secretary will also activate, per principal request, the telephone mate informing parents of the nature of the emergency.

The school receptionist will lock doors in the office area.

Counselors will sweep the 100 hall bathrooms and then remain in their offices or in classrooms they're visiting until further notice.

Office attendance clerk will get green cards from nurse's office and use daily attendance sheet to identify and call parents of absent students.

Teachers:

- Before an emergency arises, teachers should make sure that they have a pocket taped to the inside of their door windows, into which they can place the color coded strips that tell staff members whether students are missing. **Do not allow the printed directions on those strips to face outward where an intruder could read them.**
- When the lock down announcement is made, teachers will be responsible for sweeping students into the nearest classroom, locking classroom doors and keeping students in an area that cannot be seen by anyone from the hallway. Be sure to close blinds, curtains or other window coverings..

Keep students calm and away from the doors and windows.

If possible, teachers should email the names of missing and absent students to the office,
subject line: Lock Down

Students outside for P.E. should be returned to the locker room and supervised there.

Should an emergency occur during a lunch period, teachers and other staff members at lunch should escort students to the nearest classroom and remain there with students until further notice.

Monitors and custodians:

Monitors and custodians may be directed to use channel “2” for communication during a real emergency.

Monitors, unless on lunch duty, should go to the nearest classroom and wait there until further notice.

Should the threat occur during lunch, custodians should assist monitors and other staff in supervising students in the cafeteria.

Custodians should lock all exterior doors.

Should the emergency occur during a lunch period, custodians may close the blue dividers at the rear of the cafeteria and help move the students behind them, away from doors and windows. If necessary, tables may be used for “cover” as well.

SCHOOL EVACUATION

12. ALL STUDENTS AND STAFF WILL BE EVACUATED TO THE CAVETT ELEMENTARY PLAYGROUND IN THE EVENT THE SITE IS UNSAFE. TRANSPORTATION WILL PICK UP STUDENT ON PINAL VISTA.

13. ALL STUDENTS WHO HEAR THE CODE “GO TO CAVETT” WILL IMMEDIATELY LEAVE. REMEMBER , IN A HIGHLY EMOTIONALLY CHARGED SITUATION, THE CHILDREN WILL TAKE THEIR CUE FROM YOU, THEIR TEACHER AND ADULT LEADERS.

THE FIRE DRILL EVACUATION PLAN MAY BE AN EFFECTIVE METHOD IN SUCH AND EMERGENCY. YOUR BEST JUDGEMENT AND PRE-ARRANGED PLAN MAY BE THE BEST PLAN, KEEPING STUDENTS SAFETY FIRST IN MAKING YOUR DECISION.

A. CONSIDER A “BUDDY SYSTEM” WITH A TEACHER IN AN ADJACENT OR NEARBY ROOM.

B. TOGETHER, REVIEW EVACUATION ROUTES TO CAVETT.

14. THE SITE CRISIS TEAM WILL PERFORM THE FOLLOWING FUNCTION:

PRINCIPAL—SERVES AS CLEARING HOUSE FOR ALL INFORMATION NOTIFY DISTRICT ADMINISTRATION. ACTS AS PUBLIC INFORMATION OFFICER,

ASSISTANT PRINCIPAL—REMAIN IN DIRECT CONTACT WITH PRINCIPAL, STAFF AND STUDENTS.

OFFICE MANAGER—RESPONSIBLE FOR ALL COMMUNICATION, P.A., TELEPHONES.

COUNSELORS—REMAIN WITH STUDENTS BY GRADE LEVEL; STRESS DEBRIEFING AREA.

MAGNET COORDINATOR - PROVIDES INFORMATION TO PARENTS REGARDING PARENT REQUEST PICK UP OF STUDENTS, ARRIVAL OF PARENTS, STATUS OF STUDENTS WEREABOUTS, RELEASE GATE.

CUSTODIANS—SECURE BUILDING AND REPORT TO ASSISTANT PRINCIPALS.

MONITORS—REPORT TO ASSISTANT PRINCIPALS, FACILITATE MOVEMENT OF STUDENTS AND STAFF.

TEACHERS—REMAIN WITH ASSIGNED CLASS.

15. PRINCIPAL WILL SCHEDULE UTTERBACK COMMUNITY MEETING ASAP. A LETTER INFORMING PARENTS OF THE CRISIS WILL BE SENT HOME AS SOON AS PRACTICAL, PREFERABLE ON THE SAME DAY.

16. TEACHERS MUST ACCOUNT FOR STUDENTS; TAKE ROLL FROM CLASS LIST.

17. CLASSROOM—TAKE SAFETY BUCKET WITH YOU. MAKE SURE THERE IS A CURRENT CLASS LISTING IN YOUR BUCKET ALONG WITH OTHER ESSENTIAL ITEMS (BRAINSTORM WITH YOUR STUDENTS.)

POWER FAILURE

- A. If during passing period, teachers need to be in hallways directing students toward nearest classroom.
- B. If in the classroom, teachers should remain in the classroom with students.
- C. No passes should be given to students.
- D. Cafeteria will be utilized for students still in the hallways.
- E. Administration will direct students toward cafeteria or classroom.
- F. Counselor/Administration will supervise cafeteria.
- G. Monitors will sweep school grounds for unsupervised students.
- H. Classes without windows will be given flashlights and will be given directions where they will be located.
- I. Teachers/staff will wait for instructions via monitors and administration.

**UTTERBACK MIDDLE SCHOOL
CONFIDENTIALITY GUIDELINES**

Refer to School District Policy—Sections CCD, CCD-E, CCD-R.

Definition

Confidentiality is the keeping of trust, especially as related to sensitive (personal, secret) information. Anything of a private nature that another person reveals should be kept in confidence, unless as noted under exceptions below.

Rationale

Confidentiality is critical to personal and professional relationships. It is related to trust, integrity, and safety. Confidentiality protects the privacy of individuals and allows them to seek help, vent, or avoid crisis situation.

Guidelines

- When talking about students, do so in private, one-on-one with door closed; (the lounge, hallway, workroom, and front office are NOT private.)
- Keep confidential papers in secure place - NO STUDENT ACCESS!
- When you hear sensitive information from/regarding anyone, seek “expert” advice - go through channels - counselor, nurse, administrator, etc.
- If in doubt, apply the “need to know” rule, or ask advice without revealing the sensitive information.
- If you need to share sensitive information, tell or ask permission of the person to whom the information pertains.
- Grades are confidential information and are protected under FERPA, as are all confidential issue regarding a student.

Exceptions to Confidentiality Guidelines

- Some sensitive information (by law) must be reported.
 - abuse - sexual, physical
 - danger of harm to self or others
 - illegal activities

TEACHER RESPONSIBILITIES PURSUANT TO SECTION 504

1. A teacher must be alert and assist in the identification process for 504 students. If a student has a mental or physical impairment and appears to be having difficulty at the school, the teacher should make a referral for a 504 evaluation. (See Appendix D)
2. A teacher is responsible for attending Student Review Team meetings or submitting written information regarding the student for the SRT team to consider. (See Appendix E)
3. The teacher is responsible for implementing the 504 accommodation plan as it is written by the SRT. Failure to implement the plan may result in the teacher's personal liability in the event of a lawsuit. Teacher participation in the SRT meeting will help ensure that the accommodations are ones that will be appropriate in the teacher's classroom.
4. If a teacher believes an accommodation as written by the SRT is unreasonable or not appropriate for the teacher's classroom, the teacher should contact the Site 504 Coordinator who will work with the SRT to review the teacher's request for the amendment of the accommodation plan.
5. If an accommodation plan as written does not appear to be addressing the students needs, the teacher should notify the site 504 Coordinator. A plan re-evaluation may be necessary. (See Appendix D)
6. A teacher should be able to document his/her efforts to comply with a Section 504 accommodation plan.
7. A teacher should ensure that any directions left for a substitute teacher will include a list of those 504 students and the corresponding accommodations to be made for each 504 student in the classroom.
8. A teacher should keep in mind that some disabling conditions are invisible and when documentation exists that a student has a disabling condition, the teacher must accommodate that student as determined by the Student Review Team and written in the 504 accommodation plan. (Example: If documentation exists of a disabling condition, the teacher should not say to the parent "There is nothing wrong with Jessica. I know she is capable of doing the work.")
9. The teacher should remember to maintain the student's confidentiality regarding the disabling condition. (Example: A teacher should not say in front of the class "Paul, I know you have ADHD but you must sit in your chair, not stand on it." Leave out the, "I know you have ADHD but", and you're fine.)
10. The teacher should be alert to any significant changes in the student and notify the parent of such changes. (Example: A student who begins to fall asleep in class may be going through a change in medication and be overmedicated.



Students Released from Class for School Business



Lost Class Time, Travel and Field Studies.

SCHOOL RELATED FIELD STUDIES

Students who are on school related field studies will be marked as absent on the computer. The office will be notified of the students on the field study and will mark the absence with the necessary absence code. The students are responsible for making up any missed work and tests.

“Activity Specific” permission forms signed by the parent **MUST** be submitted to the office at least one week prior to the field study. All permission forms must be on the district permission form, no substitutions will be accepted (e.g.: handwritten or typed notes from parents). You can find it on-line under TUSD Forms/<http://intranet/financedept/stuforms.asp>. It is available in English and Spanish.

A request for transportation must be in the Utterback office **thirty (30)** days prior to the scheduled event. This amount of time is needed for the district approval and then for transportation to schedule vehicles.

The Field Study check list must be completed prior to each field study. This will make for a successful event for everyone involved.

EVALUATION & Board Policies



**Evaluation forms can be found at
http://intranet/hr/hr_forms.asp under employee evaluation
forms.**

Please see Board Policies GCO, GCOB E -1,2, and 3.

Dodge Traditional Magnet Middle School



STUDENT HANDBOOK 2013-2014

Daniel Schulter, Ed.D., Principal
5831 East Pima Street, Tucson, Arizona 85712
Telephone: (520) 731-4100, Fax: (520) 731-4101

Name _____

CLASS SCHEDULE

FIRST SEMESTER

PERIOD	CLASS	ROOM
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

SECOND SEMESTER

PERIOD	CLASS	ROOM
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

WELCOME

Welcome to Dodge Traditional Magnet Middle School! The rules and guidelines in this handbook will help each student to benefit as much as possible from our school. The staff members at Dodge Traditional Magnet Middle School are sincere, caring individuals who view each student as a special person. They also recognize that one aspect of caring is to expect the best from each student.

MISSION

Dodge Traditional Magnet Middle School was established for the purpose of providing Traditional 5R education focusing on Reading, Writing, Arithmetic, Respect and Responsibility. This includes rigorous academic performance, mandatory homework, active parental involvement, appropriate dress and behavior, and a high level of parent and student accountability.

VISION

Students promoting from Dodge Traditional Magnet Middle School will transition seamlessly into a rigorous high school program and future academic settings. Students will possess a strong foundation in the core curriculum areas, powers of reasoning and judgment, effective written and oral communication skills, and will demonstrate responsibility, integrity, industry, citizenship, patriotism, and respect.

PHILOSOPHY

Dodge Traditional Magnet Middle School offers a sequentially, structured academic program devoted to imparting general knowledge, developing the powers of reasoning and judgment, and generally preparing students intellectually for mature life. Emphasis is placed on competence in basic skills; appreciation of quality in classical literature, music, and art; clarity in communication skills; development of creative abilities; growth in citizenship; and building desirable attitudes such as responsibility, integrity, industry, patriotism and respect.

SCHOOL HOURS

School is in session from 8:50 a.m. until 3:50 p.m. Students are not to be dropped off before 8:00 a.m. and must be picked up before 4:00 p.m. Students are released at 2:50 p.m. on Wednesdays, and must be picked up by 3:00 p.m. Students are not allowed to stay after school unless they are involved in a school-sponsored organized activity.

STUDENT RECORDS

Student records are confidential and privacy will be respected. Only pertinent and factual information will be contained in permanent records of students.

PASSES

Students must have a pass any time they are out of their classroom during regular class time.

COMMUNICATION

The Dodge community provides communication in various ways. All incoming students attend an orientation to provide information that is of a general nature as to the expectations and philosophy of traditional education. On the first days of school students receive a planner to help them be organized. The first pages provide information about the rules and various aspects of the Dodge community.

COMMUNICATION METHODS

Orientation for incoming 6th graders
Open House (1st week of school)
Parent Advisory Committee (monthly)
Site Council (monthly)
Parent/Teacher Conferences (as needed)
Email Blasts
Facebook: <https://www.facebook.com/dodgems>
TUSDstats: www.tusdstats.tusd1.org
School: <http://edweb.tusd1.org/Dodge/index.htm>

VISITORS

Visitors and guests must check in at the office before visiting the campus or classroom(s). Parents are always welcome at Dodge Traditional Magnet Middle School.

ATTENDANCE

Punctual and regular attendance is extremely important to students' success in school. If it is necessary for a student to be absent, the parent or guardian is asked to call the school before 9:00 a.m. Students are responsible for completing all missed work. Students will have one day to make up assignments for every day they are absent. Students who are not absent more than one class period on any school day or who are not tardy more than five times in one quarter will receive a Perfect Attendance Award for that quarter.

MEDICATIONS

The nurse or health assistant will dispense medications to students only as prescribed by a physician. When medications are brought to school, they must be given to the nurse in the original labeled prescription containers. Students may not dispense their own medicine on campus.

EMERGENCY DRILLS

Fire drills will be held each month. When students hear the fire alarm, they should evacuate the building promptly and quietly. Maps, which indicate the appropriate exit route, are posted in each classroom. Lock-down drills will occur once each semester.

HOMEWORK

Homework at Dodge Middle School is assigned for two purposes:

1. To practice and reinforce skills learned during regular class time.
2. To apply skills learned in class and broaden the scope of understanding.

The first type of homework is assigned on a daily basis and is generally due the next day. The second type of homework may include the assignment of projects that may take up to several weeks to complete. At each teacher's discretion, late assignments may be downgraded.

HOMEWORK REQUESTS

Homework requests may be made through the office if a student will be absent for two or more days. Please call the office to request homework before 9:00 a.m. Homework may be picked up in the office the following day.

TEXTBOOKS

Textbooks are property of Dodge Traditional Magnet Middle School, and they are loaned to students subject to the following conditions:

1. Textbooks are to be used by the student to whom they are issued and may not be transferred to another student.
2. The books are to be returned when requested or at the time of withdrawal if the student leaves before the end of the school year.
3. If textbooks are lost or damaged in excess of reasonable wear, the student must pay for a replacement textbook.

DISCIPLINE PLAN

As your staff, our goal is to establish a comfortable, friendly climate where your educational success will continue to grow. We will respect each of you. We insist that you respect each other and each of us. In order to achieve this, certain basic policies must be followed. We believe ALL of you can behave appropriately in the classroom. Students must not interfere with the educational process.

GENERAL CLASS RULES

1. Expect the best of yourself.
2. Treat others with respect and dignity.
3. Be a positive person.
4. Come to class on time.
5. Come to class prepared to work.
6. Listen when another person is speaking.
7. Raise your hand and wait to be called on before speaking.
8. Follow the teacher's directions.
9. Do nothing that interrupts class.
10. Leave your desk clean.

WE USE THE RESPECT AND RESPONSIBILITY, R & R CARD, PLAN FOR DISCIPLINE, ATTEMPTING TO HELP YOU BECOME A FULLY FUNCTIONING STUDENT.

1. Cards are passed out in Home base and collected in 6th period every day. The cards are color coded for each Home base.
2. Students should always have their R & R cards. Failure to do so could result in a negative. The R & R card does not go home until the end of the quarter.
3. All of the students' hall passes are on their R & R card. They will receive 14 passes. When the student runs out of passes they can no longer go anywhere unless it is an emergency. Students with a special health concern which has been documented through the health office will be given special consideration.
4. If a student loses their card the result will be to receive one negative the first time. Negatives will double with each subsequent loss. Teachers will replace the card and record the known positives, negatives, and hall passes as accurately as possible from their records.
5. **Positives:** Anytime a teacher sees a student exhibiting positive behavior as noted on the card they may give the student a positive on their card. Students will receive regular recognition for the positives that they earn. Drawings are held at the end of each quarter for gift cards; winners will be announced at the awards assembly.
6. **Negatives:** Anytime a teacher sees a student exhibiting negative behavior they may give the student a negative. Consequences may be applied for excessive negatives and parents will be notified. If a student receives a referral, they will receive a consequence given by an administrator.
7. A student who receives 10 or more negatives may be ineligible for grade level rewards and activities.
8. If a student has excessive negatives a parent conference will be requested with the grade level

team. An individual teacher or the entire team may decide to ask for a conference prior to that event.

9. The Home base teachers will meet and evaluate their Home base's cards. For every 3 positives a student receives a congratulatory letter to take home. For every 3 negatives a student receives a letter to take home. If a student has excessive negatives the parent will be notified by letter that their child might not be able to participate in the quarter reward or incentive.

We expect your cooperation in complying with these rules. Dodge Traditional Magnet Middle School further utilizes the District's Guidelines for Student Rights and Responsibilities in regard to discipline issues. All students will receive a copy of this pamphlet to take home and share with their parents. There are copies of the District's Guidelines posted in the school office.

SPECIFIC RULES

1. When you enter the class, go to your seat and prepare for class.
2. HALL PASS: To be used for emergencies only. Use the passing period to get a drink, visit with friends, and go to the bathroom.
3. DISMISSAL: Your teacher will dismiss you. Please stay in your seat until you are dismissed.
4. WORK FROM OTHER CLASSES: You must work only on work for the class you are in, unless given a specific exception by your teacher.
5. DUE DATE: For full credit, work must be turned in at the beginning of the period on the date due. If work is late, the grade will be lowered.
6. ASSIGNMENTS:
 - A. Headings will be on the right margin and in the following form:
 Name -- Written out in full
 Date -- Written out (Month, Day, Year)
 Period Number
 - B. Assignments should be turned in only on white, standard size, non-spiral paper.
 - C. Assignments should be written in pencil or blue or black pen (no felt tip pens).
 - D. Assignments should be neat, not folded, mutilated, or drawn on.
 - E. A line will be skipped between answers and all answers will be in complete sentences, unless instructed otherwise.
7. Students **may not** wear hats or sunglasses in the **gated areas** of the school.
8. Students **may not** chew gum at school.
9. The school is not responsible for the loss, theft, or damage of any portable electronic devices.
10. Electronic devices (i.e. cell phones, iPods, iPads, Nooks, etc.) will be turned off and placed in the student's backpack during school hours. Items will be

confiscated if they are being used or disrupt the classroom; parents will be required to come retrieve them from the school office.

BUS CONDUCT

In order to safely transport students, it is necessary to maintain rules for student conduct on school buses. If students violate bus conduct rules, they may be suspended from riding the school bus.

1. Follow the directions of the bus driver at all times.
2. Remain seated and facing forward while the bus is in operation.
3. Keep hands, feet, and objects inside the bus and to yourself.
4. Keep aisle clear of legs, books, backpacks, etc.
5. No gum, food, or drinks are permitted on the bus at any time.
6. Profane, obscene, or threatening language and/or actions are not allowed.

SCHOOL DANCES

School dances are planned during the year.

Attendance at school dances is considered a privilege that will be denied for inappropriate school behavior or poor academic performance. Students are asked to obey the following rules when attending dances:

- Only Dodge students may attend Dodge dances.
- Students must obey all school rules at all times while at dances.
- Students who attend dances must remain at school until the dance ends or parents pick up the student.

HONOR ROLL

In order to qualify for the Honor Roll at the end of any grading period, students must have a 3.0 or higher grade point average without a "F, U or T" on their report card. Students are eligible for Honor Roll each quarter.

NATIONAL JUNIOR HONOR SOCIETY

The Dodge Chapter of the National Junior Honor Society inducts new members each year. In order to be considered for membership, students must have a cumulative grade point average of 3.2 or higher and perform community service. Students must not have any referrals in order to be eligible. First, second, and third quarter grades will be included in the cumulative GPA. An induction ceremony will be held in the Spring.

CLUBS

A range of before, during and after school activities will be offered at Dodge Traditional Magnet Middle School. The extent of programs will depend on student interests and staff sponsorship. Proposed activities include Chess Club, Geography Club, Builders Club, National Junior Honor Society Club, and Student Council.

PHYSICAL EDUCATION

Uniforms are required for participation in Physical Education consisting of black athletic shorts and a gray T-shirt with the Dodge emblem on the front. Shirts and shorts may be purchased in the main office. Showers after PE are encouraged, but are not required. All students enrolled in Physical Education are required to participate in the class unless a religious or medical exemption is on file in the office.

ATHLETICS

Opportunities are provided for students to participate in the following after-school team sports: basketball, volleyball, soccer, and track and field. All sports are available for both boys and girls. Dodge Traditional Magnet Middle School follows the district guidelines for academic eligibility of athletes.

PROGRESS REPORTS

Progress reports with grades for all classes are mailed home the fifth week of each quarter. In addition, individual teachers may send home progress reports for students on a more frequent basis. Student grades are posted each week on the TUSD Stats website. Parents are encouraged to call or email the teacher any time there are questions or concerns about student progress.

STUDENTS AT RISK

Middle school is a time of transition. Students are changing physically, emotionally, and socially. At times, they may play like young children, other times they fight for freedom and independence. Young people today are faced with many pressures. Gang activity, drug and alcohol experimentation are major concerns. Parents are in the best position to recognize signs of drug use or gang activity in their children. If parents suspect their children may be having a problem with drugs, alcohol, or gang activity, they should:

- ❖ Devise a plan of action. Consult with school officials and other parents.
- ❖ Impose disciplinary measures that help remove the child from circumstances where drug or gang activities might occur.
- ❖ Take a firm stand against any drug usage or gang involvement by the child.
- ❖ Seek advice and assistance from drug treatment professionals and law enforcement.

STUDY SKILLS

Studying is planned learning that can enrich your life and help you achieve your goals. The more you know, the more you can do. Good study habits can help you succeed in school and in the future. The first thing to do is to develop a positive attitude about learning, school, and studying. Here are some suggestions:

1. Plan your study time each day. Set aside specific time each day to study. Don't leave assignments until the last minute.
2. Design and set up your own study area. Make sure it is comfortable and that all of your materials (books, pencils, pens, paper, etc.) are available. Clear away any unnecessary items on your desk or table. Facing away from the window will help you keep focused on your studying.
3. When taking notes, listen for key words (important points). Listen for clues such as, "The three main points are." or "To sum up." Note all major conclusions during class discussions. Remember that if a teacher puts it on the board, you should put it in your notes.
4. When taking notes from a book, get the big picture first. Look at chapter headings, subheadings, picture captions, and charts or tables to get an idea of what you will be reading. Read summary paragraphs at the end of each section or chapter to get general ideas. Then read for the key points in chapters, paragraphs, and sentences.
5. When writing a report, do reading and research so that you will know your subject. Take notes on what you read. Think about the major points you want to make in your report. Make an outline first then arrange your notes by subject according to your outline. Write a first draft, including citations of your sources. Next, review and revise your first draft. Prepare your final draft. Make sure to check your spelling and punctuation.
6. If you feel bogged down when studying, take a break. Get up, stretch, move around, do something else for ten minutes in order to clear your mind. You will then be able to return to your studying and get a fresh start.

DRESS CODE

The purpose of the dress code is to help students maintain their personal appearance within the accepted standards of Dodge Traditional Magnet Middle School. Our school colors are black and teal.

CHOICES FOR BOTTOM GARMENTS:

Color/Style:

Solid colored black, khaki beige, or tan Dockers or jeans style pants, shorts, or skirts made of cotton blends, denim or corduroy fabrics. All garments must be hemmed. No overalls or ultra baggy pants/shorts are allowed. Belts, if worn must be secured in loops.

Gentlemen:

Pants and knee length shorts are acceptable. Wallet chains must be kept out of sight, i.e., in the pocket of pants or shorts.

Ladies:

Shorts, skorts, skirts will be no shorter than your fingertips with your hand naturally at your side. Dresses may also be worn if they are the correct length, have sleeves, and are of a modest fit and style. Leggings and fish-net stockings are not allowed. No undergarments should be visible. Accessorizing your outfit must not be a distraction to the learning environment.

CHOICES FOR TOP GARMENTS:

Color/Style:

Solid white, light blue, dark green and teal golf style or full button with collar in short or long sleeve. Shirts should be sized appropriate and long enough to remain tucked in while standing and sitting. Shirts should not be form fitting. Undershirts should be white or the color of the outer dress code shirt.

Outer Wear:

No professional team apparel or clothing that identifies an affiliation with illegal or racist organizations is allowed. Clothing that advertises sex, profanity, alcohol, tobacco, drugs is not allowed. Outer wear is not worn in the classroom during the day.

Shoes/Sandals:

The primary color of shoes should be black, brown, grey or white and should not be distracting. No flip-flops, slip-ons, platforms or cleats. Socks are recommended and should not be distracting in appearance.

Hair

Should not be of extreme contrast to natural hair color and should not be distracting in appearance. NO unnatural highlights of any color.

Jewelry

No jewelry in the eyebrow, nose, lip, or tongue is allowed on campus. No dog collars are allowed.

Consequences:

Any student found to be in violation of the dress code will be asked to change. Repeat violations will result in more severe consequences.

Distractions:

The following have been found to cause distractions at school and are excluded from the building:

Electronic devices (i.e. cell phones, iPods, iPads, Nook, etc.) will be turned off and placed in backpacks to prevent them from being a distraction.

TUSD policy states that students can not bring food to share with other students, specifically during lunch time.

*"We hold these truths
to be self evident, that all men
are created equal, that they are
endowed by their Creator with
certain unalienable rights, that
among these are life, liberty,
and the pursuit of happiness.
That to secure these rights,
governments are instituted
among men, deriving their just
powers from the consent of the
governed."*

MIDDLE SCHOOL CURRICULUM

Each Dodge student will take six classes each year. Required classes are **highlighted**:

6th GRADE:

Language Arts	1 year
Mathematics	1 year
Social Studies	1 year
Science	1 year
Reading	1 year
Elective (Band, Orchestra)	1 year
Rotation (one quarter each)	
P.E. /World Cultures/Computers/Art	

7th GRADE:

Language Arts	1 year
Math	1 year
Social Studies	1 year
Science	1 year
Elective	1 year
Elective	1 year

8th GRADE:

Language Arts	1 year
Math/Algebra	1 year
Social Studies	1 year
Science	1 year
Elective	1 year
Elective	1 year

ELECTIVES:

Art	1 year
Band	1 year
Choir	1 year
Drama	1 year
Orchestra	1 year
Computers	1 year
Desktop Publishing (yearbook)	1 year
Physical Education	1 year
Spanish (7 th & 8 th)	2 years
Reading may be required	1 year
Teacher Aide (8 th only)	1 year
Library Aide (8 th only)	1 year
Office Aide (8 th only)	1 year

DODGE E-MAIL ADDRESSES

Carrie.Barr@tusd1.org
Valerie.Barsevich@tusd1.org
Isabel.Camacho@tusd1.org
Richard.Crull@tusd1.org
Lori.Emrich@tusd1.org
Paula.Goldberg@tusd1.org
Karen.Harris@tusd1.org
Sherry.Hubbard@tusd1.org
Ken.Ifkovits@tusd1.org
Linda.Kadrich@tusd1.org
Dana.Karibian@tusd1.org
Andrea.Kent@tusd1.org
Daniel.Kruszewski@tusd1.org
Deborah.Lee@tusd1.org
Sei.Lee@tusd1.org
Suzanne.Livingston@tusd1.org
Shari.Malekzadeh@tusd1.org
Bill.Marshall@tusd1.org
Maura.McKechnie@tusd1.org
Jill.Misenhimer@tusd1.org
Susan.Ponticelli@tusd1.org
Donna.Sanders@tusd1.org
Daniel.Schulter@tusd1.org
Laura.Shafer@tusd1.org
Mark.Teixeira@tusd1.org
Julia.White@tusd1.org

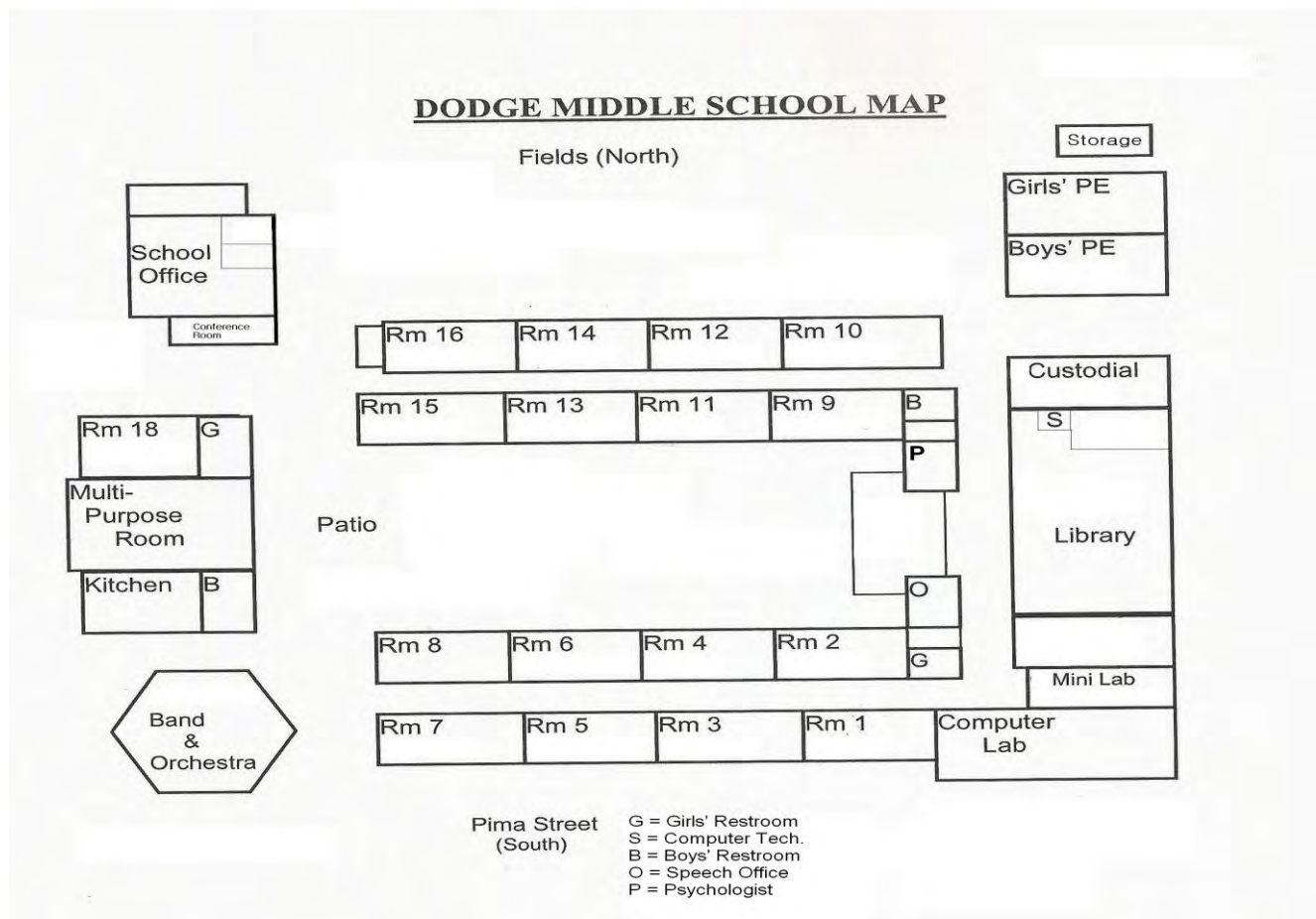
Addresses for new employees will be:
firstname.lastname@tusd1.org

WEBSITE

<http://edweb.tusd1.org/Dodge/index.htm>

LIBRARY

An outstanding collection of books and reference materials are provided in the library. Students are encouraged to use these materials as frequently as possible. Dodge parents have full library privileges. The Dodge Traditional Magnet Middle School Library is open each school day based on the schedule of the library assistant.



Important Dates 2013-2014

Back to school -----	August 1 st
Labor Day -----	September 2 nd
Parent Teacher Conferences ½ days for MS-----	September 23 rd , 24 th & 25 th
Grading Day -----	October 4 th
Fall Break -----	October 7 th to 11 th
Veteran's Day -----	November 11 th
Thanksgiving Recess -----	November 28 th – 29 th
Grading Day - -----	December 20 th
Winter Recess -----	December 23 rd – January 3 rd
Martin Luther King, Jr. Day -----	January 20 th
Parent Teacher Conferences ½ days for MS-----	February 13 th & 14 th
Rodeo Vacation -----	February 20 th – 21 st
Grading Day -----	March 14 th
Spring Break -----	March 17 th – March 21 st
Last day of school -----	May 22 nd

BELL SCHEDULES FOR 2013-2014

Regular Sch. #1	
6th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
HB/ Ann.	8:47 - 9:01
Period 1	9:02 - 10:02
Period 2	10:05 - 11:05
Period 3	11:08 - 12:08
Lunch	12:11 - 12:41
Period 4	12:44 - 1:44
Period 5	1:47 - 2:47
Period 6	2:50 - 3:50

Regular Sch. #1	
7th & 8th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
HB/ Ann.	8:47 - 9:01
Period 1	9:02 - 10:02
Period 2	10:05 - 11:05
Period 3	11:08 - 12:08
Period 4	12:11 - 1:11
Lunch	1:14 - 1:44
Period 5	1:47 - 2:47
Period 6	2:50 - 3:50

AIMS Test Sch. #5	
6th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
Announ.	8:47 - 8:50
TESTING	8:51 - 11:50
Lunch	11:53 - 12:23
Recess	12:26 - 12:56
Period 1/2	12:59 - 1:54
Period 3/4	1:57 - 2:52
Period 5/6	2:55 - 3:50

Wednesday Sch. #2	
6th Graders	
Wednesday	
First Bell	8:44
Announ.	8:47 - 8:49
Period 1	8:50 - 9:42
Period 2	9:45 - 10:37
Period 3	10:40 - 11:32
Lunch	11:35 - 12:05
Period 4	12:08 - 1:00
Period 5	1:03 - 1:55
Period 6	1:58 - 2:50

Wednesday Sch. #2	
7th & 8th Graders	
Wednesday	
First Bell	8:44
Announ.	8:47 - 8:49
Period 1	8:50 - 9:42
Period 2	9:45 - 10:37
Period 3	10:40 - 11:32
Period 4	11:35 - 12:27
Lunch	12:30 - 1:00
Period 5	1:03 - 1:55
Period 6	1:58 - 2:50

AIMS Test Sch. #5	
7th & 8th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
Announ.	8:47 - 8:50
TESTING	8:51 - 11:50
Recess	11:53 - 12:23
Lunch	12:26 - 12:56
Period 1/2	12:59 - 1:54
Period 3/4	1:57 - 2:52
Period 5/6	2:55 - 3:50

PEP Assembly Sch. #4	
6th Graders	
First Bell	8:44
Announ.	8:47 - 8:49
Period 1	8:50 - 9:42
Period 2	9:45 - 10:37
Period 3	10:40 - 11:32
Lunch	11:35 - 12:05
Period 4	12:08 - 1:00
Period 5	1:03 - 1:55
Period 6	1:58 - 2:50
Assembly	2:53-3:50

PEP Assembly Sch. #4	
7th & 8th Graders	
First Bell	8:44
Announ.	8:47 - 8:49
Period 1	8:50 - 9:42
Period 2	9:45 - 10:37
Period 3	10:40 - 11:32
Period 4	11:35 - 12:27
Lunch	12:30 - 1:00
Period 5	1:03 - 1:55
Period 6	1:58 - 2:50
Assembly	2:53-3:50

Rev. Assembly Sch. #6	
6th Graders	
First Bell	8:44
Assembly	8:47 - 9:44
Announ.	9:47 - 9:49
Period 1	9:50 - 10:42
Period 2	10:45 - 11:37
Period 3	11:40 - 12:32
Lunch	12:35 - 1:05
Period 4	1:08 - 2:00
Period 5	2:03 - 2:55
Period 6	2:58 - 3:50

BELL SCHEDULES FOR 2013-2014

ATI Test Sch. #7	
6th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
Announ.	8:47 - 8:50
TESTING	8:51 - 11:59
Period 1	12:02 - 12:32
Lunch	12:35 - 1:05
Period 2	1:08 - 1:38
Period 3	1:41 - 2:11
Period 4	2:14 - 2:44
Period 5	2:47 - 3:17
Period 6	3:20 - 3:50

ATI Test Sch. #7	
7th & 8th Graders	
Mon. Tues. Thurs. Fri.	
First Bell	8:44
Announ.	8:47 - 8:50
TESTING	8:51 - 11:59
Period 1	12:02 - 12:32
Period 2	12:35 - 1:05
Lunch	1:08 - 1:38
Period 3	1:41 - 2:11
Period 4	2:14 - 2:44
Period 5	2:47 - 3:17
Period 6	3:20 - 3:50

Rev. Assembly Sch. #6	
7th & 8th Graders	
First Bell	8:44
Assembly	8:47 - 9:44
Announ.	9:47 - 9:49
Period 1	9:50 - 10:42
Period 2	10:45 - 11:37
Period 3	11:40 - 12:32
Period 4	12:35 - 1:27
Lunch	1:30 - 2:00
Period 5	2:03 - 2:55
Period 6	2:58 - 3:50

Parent Conference #3	
6th, 7th, & 8th Graders	
First Bell	8:44
Announ.	8:47-8:55
Period 1	8:56 - 9:30
Period 2	9:33 - 10:07
Period 3	10:10 - 10:44
Period 4	10:47 - 11:21
Period 5	11:24 - 11:58
Period 6	12:01 - 12:35

Catalina Magnet High School



2011-2012 Student/Parent Handbook

Graduation Planning
Class Registration
Programs and Services
College Entrance Requirements

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Section One:

Planning for Graduation

FOUR YEAR PLANS:

All Catalina Magnet High School students and their parents should carefully consider the Tucson Unified School District's high school graduation requirements when considering the student's four-year plan and the classes he or she should take.

Students will work with their counselor to develop a "four year plan" of courses to take during their tenure at Catalina. Please carefully review the plan for your graduating class.

Graduation requirements that may be taken any year:

- 1 year of Fine Arts or Career and Technical Education
- 1 year of Physical Education
- 1 semester of Health (10th, 11th, 12th)
- Required number of elective classes

SCHEDULING INFORMATION

At CMHS, freshman, sophomores and juniors must be enrolled in six classes.

Per new state regulations, all students, including seniors, must be enrolled in at least five classes. Seniors who have earned 17 credits and passed all portions of the AIMS test may take five classes, but these seniors may not take fewer than five classes. All other seniors must take six classes. Exemptions to the AIMS requirement MAY be granted by an administrator in certain situations.

ALL reduced schedule requests must be approved by the student's counselor and by the principal. No schedules will be reduced to fewer than five classes. **If a student's fifth class is designated as his/her primary JTED class, he/she must enroll in a total of six classes during both the first and second semester.**

Senior students with less than a full schedule will not be allowed to remain on campus. CMHS will not provide a study hall for students who have before or after school commitments. A student who enrolls in fewer than six classes must have their own transportation to arrive and/or leave at the appropriate time. If transportation is not available or the student has before or after school commitments, the best option may be to enroll in six classes. Students who rely on TUSD school buses for transportation must have a full six-period schedule.

Students that enroll in less than six classes must compress their schedule so that all of their classes meet consecutively. **Students may not have an open period within their class schedule.**

Students who wish to enroll in more classes, whether the need is to make up credits necessary for graduation or the student wishes to broaden the educational experience, should consult with the CMHS counselors for opportunities offered by summer school, correspondence courses, and Pima College.

Credit Requirements for Class of 2012

A student shall successfully complete a minimum of 22 credits that include the following:

English	4	
Math	3	Algebra I (or equivalent), Geometry (or equivalent), and Intern. Algebra (or equivalent)
Science	3	Biology by end of sophomore year
Social Studies	3	World History/Geog. (10 th), American History (11 th), American Government (.5) AND Economics (.5)
World Language	0	
Fine Arts or Career and Technical Education	1	
Health	.5	
Physical Education	1	
Electives	6.5	
Total Credits	22	

AIMS Requirements

In addition to meeting credit requirements, each student must demonstrate proficiency in the state-mandated Arizona Instrument to Measure Standards (AIMS) exams. AIMS exams in Reading, Writing, and Mathematics are administered in the spring of students' sophomore year. Students receive one of the following four scores for each exam: Falling Far Below, Approaching, Meets, or Exceeds. To meet state graduation requirements, students must achieve a score of Meets or Exceeds on each portion of the exam. After sophomore year, the exams are re-administered each fall and spring for those who have not passed a portion.

World languages are not required for high school graduation, but any student considering enrollment at a four-year university must pass at least two years of the same foreign language; some select colleges and universities require three or more years of the same language.

Credit Requirements for Classes of 2013 and Beyond

A student shall successfully complete a minimum of 23 credits that include the following:

English	4	
Math	4	Algebra I (or equivalent), Geometry (or equivalent), Interm. Algebra (or equivalent), and a 4 th credit of math
Science	3	Biology by end of sophomore year
Social Studies	3	World History/Geog. (10 th), American History (11 th), American Government (.5) AND Economics (.5)
World Language	0	
Fine Arts or Career and Technical Education	1	
Health	.5	
Physical Education	1	
Electives	6.5	
Total Credits	23	

AIMS Requirements

In addition to meeting credit requirements, each student must demonstrate proficiency in the state-mandated Arizona Instrument to Measure Standards (AIMS) exams. AIMS exams in Reading, Writing, and Mathematics are administered in the spring of students' sophomore year. Students receive one of the following four scores for each exam: Falling Far Below, Approaching, Meets, or Exceeds. To meet state graduation requirements, students must achieve a score of Meets or Exceeds on each portion of the exam. After sophomore year, the exams are re-administered each fall and spring for those who have not passed a portion.

World languages are not required for high school graduation, but any student considering enrollment at a four-year university must pass at least two years of the same foreign language; some select colleges and universities require three or more years of the same language.

Graduation Additions and Exceptions

METHODS OF EARNING CREDITS OUTSIDE OF SCHOOL

Students must obtain permission prior to enrolling for courses that will be used toward graduation requirements. Transcripts, in this case, must be received by the CMHS registrar by May 1st of senior year. Students should first contact a CMHS counselor. The student may not be allowed to participate in commencement if this is not done.

Good reasons for taking coursework outside of CMHS:

- CMHS does not offer the course
- The student's schedule contains a conflict
- The course will further develop the student's career or college opportunities
- The student needs or wants to take more than six courses
- The student needs to recover credits

Students may earn graduation credits through selected, pre-approved correspondence or online courses that meet graduation requirements in accordance with TUSD board policy and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board.

Students who wish to take advantage of online or correspondence courses must have those pre-approved by a counselor before registering for them. **TUSD limits online and correspondence classes to a total of 2.0 credits toward graduation.** Students who do not have these classes pre-approved are in jeopardy of not having credits counted toward graduation and not having the credits appear on transcripts.

Students may not "walk" with their class if a final transcript from an online or correspondence class is not received in time. Counselors are bound by Board Policy when assisting students who wish to register for correspondence courses.

By the beginning of their senior year, all Catalina students are required to have successfully completed all credit recovery classes for credit deficiencies from previous years. Any fourth year student who does not have the minimum of 16 credits will be enrolled as a member of the junior class. Students are urged to see a counselor at any time they get behind in credits for credit recovery opportunities. Students should not wait until their fourth year before attending to this important academic matter.

SUMMER SCHOOL

Catalina, other district high schools, and several area districts offer classes during the summer through which students may recover failing grades or get ahead. TUSD's offerings are usually

published online in late spring. Fees vary, depending on district and state grants, but are generally \$100 per half credit. Students who need to recover failing grades are strongly encouraged to take advantage of the district's summer school programs.

The CMHS counselor must be consulted prior to summer school enrollment in order to ensure that the correct classes are chosen. If classes are taken out of district, it is the student's responsibility to have an official transcript sent to the CMHS registrar as soon as course work is completed.

TRANSFER STUDENTS, INCLUDING REFUGEE AND IMMIGRANT STUDENTS

High school credits earned in other schools and presented by transfer students toward graduation at TUSD shall be evaluated for approval by the registrar. Transfer credits from foreign countries are evaluated by the TUSD Welcome Center and students are awarded credits for classes that meet the district's and state's graduation requirements.

EXCEPTIONAL EDUCATION STUDENTS

Graduation requirements for students receiving special education and who have IEPs will be the same as that for students receiving regular education with the following exceptions:

- One-course substitution from any required academic area may be considered. The maximum number of course substitutions allowed is four.
- The alternative course that will serve as a substitution must contain comparable content material.
- Consideration for course waiver will be limited to the following:
 - Physical Education is required with adaptations to the extent possible, but may be waived for students receiving special education who are physically, mentally, or emotionally unable to complete the requirements.
- The IEP will guide the AIMS test for graduation requirements. All exceptional education students must take the AIMS test or the alternative assessment to the AIMS.

Students who are physically, mentally, or emotionally incapable of completing or benefiting from the course of study prescribed by the Arizona Board of Education and Tucson Unified School District will be provided an alternative course of study developed by the multi-disciplinary conference/individual education plan committee and will satisfy an individualized graduation plan. Such students would receive a diploma upon completion of their individualized graduation plan.

EARLY GRADUATION

Students who choose to graduate from high school in less than four years need to plan with their parents and school counselor before beginning 9th grade. Since CMHS students can only complete 3 credits a semester, other sources for completing required high school classes need to

be considered, such as summer school starting after 8th grade, on-line classes from approved TUSD sources, and Pima Community College. If the student is considering attending a four-year college after high school, he/she needs to begin taking college tests at the end of the sophomore year, and begin submitting applications to colleges and for scholarships during the third year of high school.

In addition, the student will still be required to take and pass the AIMS tests according to his/her regular graduation year. According to TUSD School Board policy, the student must submit a letter to the high school principal the semester before the semester of intended graduation requesting that he/she be allowed to graduate early. This letter should indicate the student has permission from parents and counselor to graduate early, and has a plan to complete all required courses.

PARTICIPATION IN GRADUATION EXERCISES

In order to participate in graduation exercises and receive a diploma, a student must have successfully completed Arizona State and TUSD graduation requirements, including passage of all sections of the AIMS. The student must also have been enrolled in and successfully completed the last semester at the Tucson Unified School District high school where they are officially registered.

Section Two:

Registering for Classes

PRE-REGISTRATION:

During pre-registration, typically held in the early spring, students have considerable choices in selecting their courses for the following year. Parents and students need to understand, however, that there remain some limitations.

- Some classes may not be offered as a result of insufficient enrollment.
- Some classes may be cancelled due to programmatic needs.
- Class schedules are typically determined by seniority of grade -- senior schedules are determined first, then juniors, then sophomores, and finally freshmen. As a result, some freshmen may not receive their requested electives. Alternate electives will be used in the order listed by the student on the pre-registration sheet.
- Some classes offer limited enrollment because of the facility (for example, use of the weight room, computer room, or culinary arts kitchens).
- There will always be schedule conflicts where classes will be offered only once or twice in the six-period day. In order for CMHS to offer a wide variety of classes, many will be offered only once during the day. It is impossible to prevent course conflicts.

When students do not receive their requested courses, their alternate choices will be used as a guide. CMHS staff reserve the right to use the alternate choices when necessary. Counselors will make selections based on availability when students fail to note their alternative courses.

AFTER PRE-REGISTRATION:

After student schedules have been run in the summer, there are increasing limitations for schedule changes primarily because most classes will be full. Students will not be added to classes that are considered full. Students enrolling new to CMHS will be added to required classes, but elective classes will be limited.

REGISTRATION:

During registration in early August, the focus of the Counseling Office is to assist students new to CMHS. Times for returning CMHS students to change their schedules will be limited and students should check with the CMHS Counseling Department on the availability of classes.

SCHEDULE CHANGES

Parents and students should be aware that CMHS has policies and practices that limit opportunities for making changes to a student's schedule, and at times, eliminate opportunities for changes. Pre-registration enrollment numbers are used to create the master schedule. As a

result, students must carefully consider their choices when submitting pre-registration information or when enrolling.

The CMHS administration reserves the right to change student schedules without parent permission in order to better balance class size, create a safer environment, or any other reason to improve the education of the student and educational climate of the school.

CMHS **does not** make schedule changes for the following reasons:

- The student would prefer a different lunch
- The student would prefer a different teacher
- The student would prefer a class with a friend
- The student would prefer his classes in a different order

Good reasons for schedule changes include:

- The student needs additional support in a content area
- The student has already received credit for the same course
- The student has completed an independent study, correspondence course, or summer school course
- The student has failed a class required for graduation
- The student did not complete appropriate prerequisite class(es)

SCHEDULE CHANGE REQUESTS

Students who wish to change their schedule must do so during times determined by the CMHS Counseling Department. The times are as follows:

For the following school year -- changes can be made as late as May.

During the first five days of the semester -- students may submit a Schedule Change Request Form to the Counseling Department. Students must attend scheduled classes while the request is being considered. Students will be alerted as quickly as possible by their counselors when a request is approved or denied. **After the first five days of the semester, Schedule Change Request Forms will not be accepted or considered.**

All schedule changes require parent permission and teacher input. When registering for year-long classes, students are **STRONGLY** reminded to remember the year-long commitment they are making to those classes. A student must continue to attend their scheduled classes until their new schedule has been processed by the counselor.

DROPPING A CLASS:

Students may not drop a class after the designated drop/add periods noted previously. Students who decline to attend after the first full week of school will still have the course listed on their transcript and will receive the grade of F. Students will not receive the grade of No Credit (NC).

Students who drop a class during or after the first full week of school may affect their AIA eligibility. Students wishing to drop a class during this time should consult the CMHS Athletic/Activities Office prior to completing the process.

CMHS PROBLEM SOLVING PROCESS:

It is expected that students and parents will work with the teacher and CMHS counselors when encountering difficulties. It is not an acceptable practice for students and/or parents to request a schedule change first. It is a rare occasion when a schedule change is completed after the first full week of school and is only done when it is determined that:

- The student is making a sincere effort to do the work in the class.
- The student is regularly making contact with the teacher in the classroom.
- The student and parents have worked with the teacher to understand the scope and nature of the problems causing difficulties.
- The student and parents have consulted with the counselor, so that the counselor can offer general support and can talk to the teacher with the student.

If it is agreed that there has been consistent effort by and communication between the student, parents, teacher, and counselor, and there has not been improvement, then it may be necessary for the administrator to approve a schedule change.

LEVEL CHANGES:

Catalina considers courses in the Honors Program to differ significantly in their curriculum and topic sequencing. As a result, no schedule changes will be made after the first ten days of the school year to move a student to or from Honors Program classes and regular classes of the same subject. Therefore, it is imperative that students and parents choose courses carefully, using the Honors Program self-assessment as well as the student's past academic related-behaviors and work habits.

Student schedules will not be changed simply because the student's grade is lower than desired.

Students will not be granted a level change at semester. If students are experiencing problems, it is expected that students (and parents) will work with the teacher to monitor and adjust the work habits necessary for the desired improvements. Teacher-initiated level changes may be allowed, provided the "problem-solving process" (outlined previously) has been followed, but level changes not supported by the teacher will not be permitted.

Students in Catalina's ELD program may have schedules changed by a teacher, counselor, or administrator because of new AZELLA test results or because of state requirements for block periods. Schedules for Exceptional Education students may be changed to comply with students' Individual Education Plan (IEP).

PREREQUISITES:

Students who are sophomores, juniors, and seniors and are returning students must meet the prerequisites to enroll in a course.

Freshman students must meet minimum grade or skill requirements for advanced courses.

Students new to CMHS and TUSD should work with the counselors, the registrar, and pertinent TUSD officials, who will interpret the students' official transcripts and determine appropriate placement. Incoming parents are responsible for ensuring an official transcript is available in a timely manner so that counselors can provide the best advice possible. Counselors are not responsible for incorrect class placement if no official transcript is available at the time of registration.

Parents and students who wish to consider the possibility of enrolling in a class when the prerequisites have not been met will be required to get teacher and counselor input, and administrative approval, prior to enrollment.

Section Three:

Programs and Services

ADVANCED PLACEMENT (AP) COURSES:

Advanced Placement courses follow a nationally recognized curriculum. This curriculum is designed to be college level. The amount of material covered within a year typically forces much of the classroom instruction to be lecture style.

In May, a comprehensive test is offered in each subject where students, if they score well, may earn college credit. Students must pay for the test (around \$86 for each test) and provide their own transportation to the test site. College credit is determined by each college or university and varies in the type and amount of credit. Students should contact the colleges and universities of their choice for information as to whether credit is given and if so, on the amount of credit available.

Some recent research indicates that students with high PSAT, ACT and SAT scores will do well on the Advanced Placement exams. The research indicates that these higher scores are better predictors of AP exam success than a student's GPA.

AIDE POSITIONS:

Students may only earn 1.0 credit as a teacher, counseling or office aide during their tenure at CMHS. Only junior and senior students in good standing may serve as aides. **Any exceptions to this policy MUST be based on unique circumstances and approved by an administrator.** This includes any request to serve as an aide for NO CREDIT.

CHRONIC HEALTH:

This program is for those students with a chronic health condition, as certified by a physician, who are unable to attend regular classes for intermittent periods of time of one or more consecutive days because of illness or accident, but who are not able to qualify for homebound services. Forms to be filled out by the physician must be obtained through the CMHS Health Office.

Students who are excused from school because of chronic health issues are required to make up coursework missed in order to receive credit for classes.

ENGLISH LANGUAGE DEVELOPMENT (ELD):

The English Language Development Program at CMHS is a developmental program which assists students in the acquisition of the English language. In addition, its goals are to support English Language Learners as they become independent learners and to promote the awareness and acceptance of diversity. Students focus on oral, reading and writing skills in ELD classes as well as through accommodations made by classroom teachers for ELD students enrolled in regular classes. The ELD program is designed to meet students' academic, cognitive, and affective needs as they move toward full participation into mainstream classrooms with eventual exiting of the ELD program. Placement and exit are determined by student performance on the AZELLA language assessment. Students are monitored for progress and advancement throughout the year.

EXCEPTIONAL EDUCATION/SUPPORT PROGRAM:

Public Law 94-142 mandates school districts to provide programs for students with identified special needs. Students may become eligible for Special Education services in any of the following categories: *Learning Disability, Mentally Handicapped, Emotional Disability, Speech and Language Impairment, Orthopedic Impairment, Hearing or Visual Impairment, Autism and Other Health Impairments.*

A complete evaluation by the school psychologist and Support Staff team members determines eligibility for placement in the above-mentioned programs. An Individual Education Plan (I.E.P.) is developed by team members, which include parents, teachers, counselor and the student. A class schedule is determined at this meeting.

If you feel your child qualifies for special education services, please contact the Exceptional Education Department Chair at 232-8641 or the school psychologist at 232-8444.

GATE PROGRAM (FOR GIFTED STUDENTS):

The State of Arizona has mandated that individual schools and school districts must provide "special assistance to those students who score two standard deviations above the mean on an approved test." Services at Catalina are provided through select English classes and advanced level courses in math, science, and social studies.

Students who score in the 97th percentile or above on any state approved test of cognitive abilities qualify for services. See your counselor for more details or to get a referral form for testing.

GPA/WEIGHTED GRADES

A students' cumulative weighted grade point average (GPA) will be used to determine their official class ranking.

For the purpose of determining the grade point average of students attending Catalina Magnet High School, the following scale will be issued: A = 4, B = 3, C = 2, D = 1, and F = 0.

Catalina Magnet High School recognizes that some courses are designed to be more challenging. As a result, some Advanced Placement courses may receive weighted grades. The weighted grade scale is: A = 5, B = 4, C = 3, D = 2, and F = 0. Teachers will determine how these grades are assigned. The teacher's grading system will be given to students during the first week of class as a part of his/her course syllabus.

HOMEBOUND

Students with a serious health condition that prevents them from attending school on a regular basis may continue their education through homebound services. A doctor's statement that a student will not be able to attend school for at least 60 consecutive days is required. A Homebound instructor will see the student in his/her home to provide instruction. Not all courses offered at CMHS can be offered through homebound schooling. For more information contact the CMHS Exceptional Education chairperson for proper paperwork.

MAGNET CLASSES

While all Catalina graduates fulfill the minimum requirements for acceptance into the state university system, the school also offers focussed study in Aviation and Health Care for students interested in pre-college vocational training, advanced college-bound coursework through its Terra Firma Learning Community (as well as in other Honors and Advanced Placement classes) and studies in Culinary Arts, and Air Force Junior Reserve Officer Training Corps (AFJROTC). Most advanced study begins sophomore or junior year, after students have satisfied core academic class requirements. Freshmen interested in magnet classes are urged to see a counselor to develop a plan for the course of their Catalina careers.

TUSD ACTIVITIES ELIGIBILITY REQUIREMENTS:

The TUSD Governing Board has changed the eligibility requirements for students that participate in Arizona Interscholastic Activities (A.I.A.). The new requirements include:

1. Seniors must be enrolled in a minimum of five classes.
2. Freshmen, sophomores, and juniors must be enrolled in a minimum of five classes.
3. Students must not receive a failing grade at specified grade checks.
4. Students must have a C average at specified grade checks.

These A.I.A. and district requirements should be used to guide parents and students in selecting courses.

In addition, the Governing Board requires students to maintain good attendance and deportment. Students with excessive absences or disciplinary infractions, both defined by the school and/or district, will be ineligible.

See the Athletic Director if you have questions or concerns.

OVERVIEW OF THE CATALINA HONORS PROGRAM

The Honors Program at CMHS includes two types of courses: Advanced Placement (AP) and Terra Firma Learning Community (formerly Traditional) classes. All AP classes receive weighted grades.

Students and their parents who are considering entering the Honors Program at CMHS should consider their decision carefully. At each level, the honors option is a fundamentally different course from its general counterpart. From the textbook (college-level in some cases), to the experience, to the expectations of student capabilities, honors courses are considerably more demanding. In addition, students opting to register for two or more Honors Program classes in any given year should carefully consider the demands placed on their time and energy both in and out of school.

Honors Program courses in all disciplines have rigorous academic demands such as extensive reading, analytical writing, long-term projects, and/or challenging lab experiences as well as high expectations. These courses are designed for the self-motivated student who is an independent learner and requires little teacher direction or repetition to master difficult material. These students are often intuitive, curious, and eager to explore beyond the knowledge level, although they need not be in the GATE program. Likewise, previous success in a GATE program may not predict success in the Honors Program. Most honors classes have prerequisites or require teacher recommendation so please check each course description carefully before registration.

Entry into Honors Program classes are determined by pre-requisites listed in this Course Description Book. Those include but are not limited to:

- Placement test scores
- Teacher recommendations
- Success in previous courses

Before enrolling in AP or Honors courses, students should discuss the rigorous demands of these classes with a counselor and their parent/guardian.

Section Four:

College Entrance Requirements

Note that TUSD high school graduation requirements are not necessarily the same as college entrance requirements. Students who are interested in a particular institution of higher learning should check entrance requirements early in their high school career. Catalina counselors can be of tremendous help.

PIMA COMMUNITY COLLEGE CLASSES

CMHS students may take classes at Pima Community College for dual credit. Dual credit is receiving credit at PCC and CMHS. Students should consult with their counselor before choosing a class at PCC that will complete a required class for high school graduation. PCC will have students complete a dual enrollment form which their counselor and an CMHS administrator must sign. If this process is not followed, dual credit may not be awarded.

Seniors who enroll in a PCC class during the semester they plan to graduate and who need this class to complete CMHS graduation requirements **MUST** complete an **“Early Grade Report Form”** (available in the CMHS Counseling Department) which is submitted to their PCC instructor with an envelope during the last week of November for the fall semester, or the third week of April for the spring semester. The instructor will complete Part II of the form, returning the completed form to the student in the sealed envelope by the following class. The student delivers the unopened envelope to the CMHS Registrar.

So that correct schedules can be prepared, students interested in pursuing PCC credit in a dual-enrollment class at Catalina are responsible for registering at PCC before the beginning of the Catalina school year.

ARIZONA COLLEGE ENTRANCE REQUIREMENTS

Students who are planning to attend a college or university can consult with the counseling staff concerning entrance placement exams. The college preparatory requirements for Arizona universities include the following mandatory courses and credits for high school graduates:

- 4 credits English
- 4 credits Mathematics (Algebra, Geometry, Algebra II and advanced math for

- which Algebra II is a prerequisite)
- 3 credits Science (Biology, Earth Science, Physics, Chemistry)
 - 2 credits Social Studies
 - 2 credits of the same Foreign Language
 - 1 credit Fine Arts (art, music, drama)

NAU, ASU, and the U of A are strongly considering changes in their admissions. Please check with your university of choice for updated information. Students applying to in-state schools are strongly encouraged to apply by October 1st of their senior year.

OUT-OF-STATE AND PRIVATE COLLEGE/UNIVERSITY ADMISSIONS

Out-of-state and private colleges differ considerably in depth and breadth of requirements. Interested students should consult the college website for more information about application deadlines and admissions requirements because some colleges may require SAT II tests in addition to ACT or SAT. Many colleges have firm deadlines. The student should check with the college.

Palo Verde High Magnet School

Student Planner 2012-2013



Janna Acevedo - Principal
1302 S. Avenida Vega
Tucson, AZ
85710

This planner belongs to:

Name: _____ **Grade:** _____

Address: _____

City: _____ **State:** ____ **Zip:** _____

Phone: _____

<http://edweb.tusd1.org/paloverde/index.htm>

<http://www.twitter.com/pvtitans>

Palo Verde Titans:

To be a successful Palo Verde student, you will need to continuously work at the 212 degree level. To give it your best all the time, “**Think Two-Twelve**” and “**Act Two-Twelve.**”

Go Titans! – Mrs. Acevedo

PALO VERDE STUDENTS AIM TO BE 212 DEGREES!

**AT 211 DEGREES,
WATER IS HOT.**

AT 212 DEGREES, IT BOILS.

**AND WITH BOILING WATER,
COMES STEAM.**

AND STEAM CAN POWER A LOCOMOTIVE.

PALO VERDE TITANS:

It's your life.

YOU

are responsible for your results.

It's time to turn up the heat.

**From this day forward, commit to operating at 212²
in everything you do. Etch it into your thinking-
into your being. Apply it to your actions. It guarantees to
increase your results positively and, in so many cases,
increase your results exponentially.**

Sedas, Michelle: 212² the extra degree

Think Two-Twelve	Act Two-Twelve
Focus on Learning	<ul style="list-style-type: none"> *Come to school regularly *Arrive to class on time *Pay attention in class *Develop your skills with the help of your teachers
Look After Our School	<ul style="list-style-type: none"> *Pick up after yourself *Place all trash in trash containers *Take care of the buildings, furniture, grounds, and all our property *Keep our lunch tables, restrooms, walls, and desks clean
Earn Our School A Good Name	<ul style="list-style-type: none"> *Wear your club or athletic uniform with pride *Behave well at school and on excursions *Show respect to visitors *Do your best in all school activities *Play fairly
Be In The Right Place At the Right Time	<ul style="list-style-type: none"> *Never miss school or any lesson without proper permission *Know that Palo Verde is a Closed Campus *Be on time to class and all other school activities *Know and follow Student Rights and Responsibilities
Respect All Staff Members	<ul style="list-style-type: none"> *Listen attentively *Follow your teachers' instructions and simple requests *Speak to faculty and staff politely *Do as you are asked
Respect Your Fellow Students	<ul style="list-style-type: none"> *Be courteous and considerate to your fellow students *Avoid anything which might cause injury and embarrassment
Respect The Property Of Others	<ul style="list-style-type: none"> *Leave other people's property alone
Be Honest	<ul style="list-style-type: none"> *Always be honest and truthful *Be sure to hand in all lost property that you find
Cooperate With School Monitors and Security to Keep <u>OUR</u> School Secure	<ul style="list-style-type: none"> *Help them to help you *Follow all directions and simple requests *ID ABOVE your waist.

**TUSD AND PALO VERDE
HIGH MAGNET SCHOOL
PHONE NUMBERS**

ADMINISTRATION

Janna Acevedo.....Principal, 584-7403
Eric Brock.....Assistant Principal, 584-7403
Rob Thompson.....Assistant Principal, 584-7411

SUPPORT STAFF

Sonia Zarate.....Office Manager, 584-7403
Teresa Gushing.....Administrative Secretary, 584 -7411
Beverly Elliot.....Counseling Dept. Chair, 584-7631
Debra Miceli.....Exceptional Education Dept. Chair, 584-7410
Bart Peterson.....Athletic Director, 584-7435
Maria Abalos.....Magnet Coordinator, 584-7433
Kevin Amidan.....Learning Supports Coordinator, 584-7409
William Brock.....Grant Coordinator, 584-7637

SCHOOL OFFICES

Information.....584-7400
Athletics/Activities Office.....584-7411
Attendance Office.....584-7402
Business Office.....584-7525
Cafeteria.....584-7423
Career Center.....584-7522
Counseling/Guidance Office.....584-7411
Library.....584-7445
Nurse's Office.....584-7417
Registrar's Office.....584-7619
Registrar's Fax Number.....584-7401

TUSD INFORMATION

TUSD Food Service (Free/Reduced Lunch Application)..... 225-4700
TUSD Security..... 584-7676
TUSD Information.....225-6000
TUSD Transportation..... 225-4800

2012-2013

DATES TO REMEMBER

(subject to change due to print deadline)

OPEN HOUSE

Please join us on Wednesday, August 22, 2012, for our annual Open House from 6:00 – 8:00 p.m. More information will follow.

GRADING DAYS

First Quarter: Friday, September 28, 2012
Second Quarter: Friday, December 21, 2012
Third Quarter: Friday, March 15, 2013

PARENT/TEACHER CONFERENCE AND HALF DAYS

First Semester:

Parent teacher conference: Tuesday, September 18, 2012
Early Dismissal: Wednesday, September 19, 2012

Second Semester:

Parent Teacher Conference: Thursday, February 7, 2013
Early Dismissal: Friday, February 8, 2013

EXAM DAY (FOLLOWS EXAM SCHEDULE)

Wednesday, December 19, 2012
Thursday, December 20, 2012
Tuesday, May 22, 2013
Wednesday, May 23, 2013

***Graduation: Thursday, May 23, 2013, at 7:30 p.m.
Palo Verde Stadium***

**2 extra acts of kindness weekly
plants 104 more seeds of
generosity each year.**

SCHOOL COLORS: ROYAL BLUE AND OLD GOLD

SCHOOL MASCOT: TITAN

**SHOW YOUR
SCHOOL
SPIRIT
WEAR BLUE
AND GOLD ON
FRIDAYS!**



SCHOOL FIGHT SONG

Gold and Blue

We love our gold and blue, and we are
Loyal to our Palo Verde Titan team.
We Fight to hold our fame, and we will play
The game with spirits high for victory
And when we storm the field, we raise our
Titan shield for Palo Verde strong and true.
And so we'll fight! (clap)
With all our might! (clap)
For Palo Verde's gold and blue

TUSD GRADUATION REQUIREMENTS

Credit Requirements	2012	2013 and beyond
English	4	4
Science	3	3
Mathematics	3	4
Social Studies	3	3
Fine Arts or C.T.E	1	1
Physical Education	1	1
Health	.5	.5
Electives	6.5	6.5
Total:	22	23

AIMS TEST

All students are **REQUIRED** to demonstrate proficiency on the AIMS (Arizona Instrument to Measure Standards) test in order to receive a high school diploma from an Arizona public high school.

MINIMUM ARIZONA UNIVERSITY REQUIREMENTS:

Four (4) years	College-Preparatory Math
Four (4) years	Composition-Based English
Three (3) years	Laboratory Science
Two (2) years	Foreign Language
Two (2) years	Social Studies
One (1) year	Fine Arts

Note: Scores of 1040 SAT or 22 ACT needed with a 3.0 GPA for unconditional admission to Arizona State Universities. Admission will be based on the GPA of your **16 AZ Board of Regents credits requirements**.

HONOR ROLL

Students will be placed on the Honor Roll if they receive a grade point average of 3.70.

NATIONAL HONOR SOCIETY

Selection to National Honor Society is an honor accorded by the faculty to recognize students who demonstrate academic achievement, leadership,

service to the community and good character. Sophomores and juniors who have attended this school for a minimum of one full semester with a cumulative average of at least 3.40 are eligible to be considered.

CLASS STANDINGS

In order to determine the class standing of a student, the following scale is used:

9 th Grade Credits	Less than 5.25
10 th Grade Credits	5.25 to 10.25
11 th Grade Credits	10.50 to 15.50
12 th Grade Credits	15.75 credits +

COUNSELING and GUIDANCE

School Counseling/Guidance Department (584-7418)

Each student is assigned a counselor to assist in educational and career planning, and in the solution of personal and/or school-related problems. There are three counselors at PVHMS. Students are assigned according to the first letter of the last name. Students should come to the Counseling Office to make an appointment before/after school or during lunch. Counselors will not see you without an appointment during the regular school day. The Counseling Office is open daily from 7:45 a.m. until 3:15 p.m.

Name:	Alpha Sort:	Email:
Mrs. Elliott	A-J	beverely.elliott@tusd1.org
Ms. Larson	K-Z	robin.larson@tusd1.org
Ms. Reitz	Career & Tech	Rachel.reitz@tusd1.org
Ms. Rose	College & Career	stileda.rose@tusd1.org

SCHEDULE CHANGES

Changes in your class schedule will only be made to satisfy graduation requirements or to correct an error made by Palo Verde High Magnet School. In order to receive credit, you must be enrolled in a class by the tenth (10) day of a semester for a semester class. Students will not be allowed to receive quarter credits in semester classes for completion of graduation requirements.

Final disposition lies with the administrator in charge.

GRADUATION PLAN

Subject Areas	Minimum Graduation Plan	College Prep Program Arizona State Universities	Rigorous College Prep Program
	Credits	Credits	Credits
English	4	4	4
Mathematics	3	4	4 -5
Science	2	3	4 -5
Social Studies	3	2	3
Physical Education	1		
Health	.50		
Driver Education	Not required		
Technology	1+		1
Foreign Language		2	4 -5
Fine Arts or Vocational	1	1	1
Electives	6 ½	8 Magnet Classes & Other Electives	2 - 6 Magnet Classes & Electives
Total Credits	22	24 or more	26 or more

**15 extra minutes a day creates
over 90 hours each year for
what's most important to you.**

TITAN LIBRARY

The Titan Library is open Monday through Thursday from 7:00 a.m. to 3:00 p.m., and on Friday from 7:00 a.m. - 12:30 p.m.

Please note the following information regarding the Titan Library:

- Your student ID is your library card
- You can borrow two (2) books at a time, for two weeks, with two renewals
- Library books should be returned before or on the due date
- Please sign in as you enter the library
- You must have a pass to enter the library during class time
- You may make copies in the library for no charge
- Please treat equipment gently and refrain from attempting to repair or change any computer hardware.

HEALTH OFFICE

A certified school Nurse and Health Assistant are on campus from 7:30 a.m. to 3:30 p.m. daily. The Health Office is located at the front north-east entrance of the school. You must have the Nurse's Office folder from your classroom teacher as a pass in order to go to the nurse unless it is an emergency. The office is closed 6th period, except for emergencies. An emergency is defined as a student who is too ill to come to the Health Office, **unless escorted by his/her teacher or the Nurse needs to go directly to the student.**

IMMUNIZATIONS OF STUDENTS **BOARD POLICY JLCB**

On January 1, 1992, the new Arizona State law of School Immunizations went into effect (Arizona Revised statutes 15-871). The law states that the school administrator shall suspend a pupil if the administrator does not have documentary proof of immunizations or the student fails to receive immunizations as scheduled

ADMINISTERING MEDICINES AND TREATMENTS TO **STUDENTS – BOARD POLICY JLCD**

PALO VERDE HIGH MAGNET IS A DRUG FREE ZONE. All medication must be administered in the Health Office. Don't be caught with medication in your possession. The consequence is serious. You need to follow Board Policy JLCD and leave your medication in the Health Office when necessary to take medicine during school hours.

BELL SCHEDULE

Schedule #1 – Regular (Monday, Friday)		
0 hour	7:05 a.m. -7:55 a.m.	
Warning Bell: 7:55 a.m.		
1 st Period	8:00 a.m. – 8:55 a.m.	55
2 nd Period	9:00 a.m. – 9:55 a.m.	55
3 rd Period	10:00 a.m. – 10:55 a.m.	55
4th Period		
1st Lunch	11:00 a.m. – 11:30 a.m.	30
Class	11:35 a.m.- 12:30 p.m.	55
Class	11:00 a.m. – 11:55 a.m.	55
2nd Lunch	12:00 p.m. – 12:30 p.m.	30
5 th Period	12:35 p.m. – 1:30 p.m.	55
6 th Period	1:35 p.m. – 2:30 p.m.	55

Schedule #2 – Regular w/ Conference Periods (Tuesday, Thursday)		
0 hour	7:05 a.m. -7:55 a.m.	
Conference 7:40 a.m. to 8:25 a.m. 45 minutes		
Warning Bell: 8:25 a.m.		
1 st Period	8:30 a.m. – 9:20 a.m.	50
2 nd Period	9:25 a.m. – 10:15 a.m.	50
3 rd Period	10:20 a.m. – 11:10 a.m.	50
4th Period		
1st Lunch	11:15 a.m. – 11:45 a.m.	30
Class	11:50 a.m.- 12:40 p.m.	50
Class	11:15 a.m. – 12:05 p.m.	50
2nd Lunch	12:10 p.m. – 12:40 p.m.	30
5 th Period	12:45 p.m. – 1:35 p.m.	50
6 th Period	1:40 p.m. – 2:30 p.m.	50

Schedule #3 – Staff Development (Wed.)		
0 hour	7:05 a.m. -7:55 a.m.	
Warning Bell: 7:55 a.m.		
1 st Period	8:00 a.m. – 8:45 a.m.	45
2 nd Period	8:50 a.m. – 9:35 a.m.	45
3 rd Period	9:40 a.m. – 10:25 a.m.	45
4th Period		
1st Lunch	10:30 a.m. – 11:00 a.m.	30
Class	11:05 a.m. – 11:50 a.m.	45
Class	10:30 a.m. – 11:15 a.m.	45
2nd Lunch	11:20 a.m. – 11:50 a.m.	30
5 th Period	11:55 a.m. – 12:40 p.m.	45
6 th Period	12:45 p.m. – 1:30 p.m.	45
PD	1:40 p.m. – 3:00 p.m.	80

Schedule #4 – Early Dismissal		
0 hour 7:05 a.m. – 7:55 a.m.		
Warning Bell: 7:55 a.m.		
1 st Period	8:00 a.m. – 8:32 a.m.	32
2 nd Period	8:37 a.m. – 9:12 a.m.	35
3 rd Period	9:17 a.m. – 9:49 a.m.	32
4 th Period	9:54 a.m. – 10:26 a.m.	32
5 th Period	10:31 a.m. – 11:03 a.m.	32
6 th Period	11:08 a.m. – 11:40 a.m.	32
Fall Early Release Date: Wednesday, September 19, 2012		
Spring Early Release Date: Thursday, February 7, 2013		
No Announcements and No Lunch Buses Leave at 11:45 a.m.		

1st Lunch 4th Period First Floor Classes
2nd Lunch 4th Period “S” Building, PE, fine Arts,
Second Floor, and Basement Classes

Schedule #5 Friday Assembly		
0 hour 7:05 a.m. – 7:55 a.m.		
Warning Bell: 7:55 a.m.		
1 st Period	8:00 a.m. – 8:45 a.m.	45
Assembly	8:50 a.m. – 9:45 a.m.	55
2 nd Period	9:50 a.m. – 10:35 a.m.	45
3 rd Period	10:40 a.m. – 11:25 a.m.	45
4th Period		
1st Lunch	11:30 a.m. – 12:00 p.m.	30
Class	12:05 p.m. – 12:50 p.m.	45
Class	11:30 a.m. – 12:15 p.m.	45
2nd Lunch	12:20 p.m. – 12:50 p.m.	30
5 th Period	12:55 p.m. – 1:40 p.m.	45
6 th Period	1:45 p.m. – 2:30 p.m.	45
Assemblies: Homecoming Assembly: Friday, October 19, 2012 Winter Assembly: Friday, December 7, 2012 Spring Senior Assembly: Friday, March 1, 2013		

Schedule #6 Winter/Spring Final Exams		
70 minute Final Exams		
Wednesday, December 19, 2012		
Wednesday, May 22, 2013		
0 hour	7:05 a.m. – 7:55 a.m.	
Warning Bell: 7:55 a.m.		
1 st Period	8:00 a.m. – 9:10 a.m.	70
3 rd Period	9:15 a.m. – 10:25 a.m.	70
5 th Period	10:30 a.m. – 11:40 a.m.	70

Schedule #7 Winter/Spring Final Exams		
70 minute Final Exams		
Thursday, December 20, 2012		
Thursday, May 23, 2013		
0 hour	7:05 a.m. - 7:55 a.m.	
Warning Bell: 7:55 a.m.		
2 nd Period	8:00 a.m. – 9:10 a.m.	70
4 th Period	9:15 a.m. – 10:25 a.m.	70
6 th Period	10:30 a.m. – 11:40 a.m.	70

Bell Schedule for AIMS

Monday/Wednesday Test Schedule

Time	Period	Minutes
7:05 a.m. -7:55 a.m.	0 Hour	50
8:00 a.m. -11:30 a.m.	AIMS TEST	210
11:35 a.m. - 12:15 p.m.	Lunch	40
12:20 p.m. – 1:00 p.m.	1 st Period	40
1:05 p.m. – 1:45 p.m.	3 rd Period	40
1:50 p.m. – 2:30 p.m.	5 th Period	40

AIMS Spring Writing: Monday, February 25, 2013

Tuesday/ Thursday Test Schedule

Time	Period	Minutes
7:05 a.m. -7:55 a.m.	0 Hour	50
8:00 a.m. -11:30 a.m.	AIMS TEST	210
11:35 a.m. - 12:15 p.m.	Lunch	40
12:20 p.m. – 1:00 p.m.	2 nd Period	40
1:05 p.m. – 1:45 p.m.	4 th Period	40
1:50 p.m. – 2:30 p.m.	6 th Period	40

AIMS Spring Reading: Tuesday, February 26, 2013

Spring Math Test Schedule

Time	Period	Minutes
7:05 a.m. -7:55 a.m.	0 Hour	50
8:00 a.m. -11:35 a.m.	AIMS TEST	215
11:40 a.m. - 12:25 p.m.	Lunch	45
12:30 p.m. – 12:45 p.m.	1 st Period	15
12:50 p.m. – 1:10 p.m.	2 th Period	20
1:15 p.m. – 1:30 p.m.	3 th Period	15
1:35 p.m. – 1:50 p.m.	4 th Period	15
1:55 p.m. – 2:10 p.m.	5 th Period	15
2:15 p.m. – 2:30 p.m.	6 th Period	15

AIMS Spring Math: Tuesday, April 9, 2013

TUSD STUDENT RIGHTS AND RESPONSIBILITIES

Each student will receive a copy of the Guidelines for Student Rights and Responsibilities. The guidelines are intended to help create a positive and safe learning environment for everyone at Palo Verde.

ANTI-HARASSMENT POLICY
(GOVERNING BOARD POLICY JFCL)

It is the policy of the Tucson Unified School District to prohibit discriminatory harassment based on real or perceived race, color, religion (creed), national origin, marital status, gender, sexual orientation, gender identity, disability or on the basis of association with others identified by these categories. The School District shall act to investigate all complaints of discriminatory or other harassment, formal or informal, verbal or written, and to discipline or take other appropriate action against anyone who is found to have violated this policy.

GOVERNING BOARD POSITION ON
GANG BEHAVIOR AND ACTIVITY

The behaviors that have become associated with gang activity or membership, especially violence, intimidation, and disrespect will not be tolerated on or near school property or in activities associated with school. In accordance with this position, any students engaging in gang activities will be disciplined to the fullest extent of District policies, and prosecuted, if applicable, according to local ordinances, and state and federal laws.

Gang: An ongoing, formal or informal organization or group of persons whose members act in concert for antisocial or criminal purposes, and who are identified with a common name, or common signs, symbols, or colors.

Gang-Related Incident: An incident is considered gang-related when the participants, whether perpetrators or victims, are identified as gang members or affiliates, and where a reasonable person would conclude that the incident was motivated, in whole or in part, by a desire to promote or otherwise impact gang interests.

Bias-Related and Hate-Related Incidents: An incident is considered bias-related or hate-related when a reasonable person would conclude that it was motivated, in whole or in part, by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics. Such characteristics include: ancestry or ethnicity, disability, gender, immigration or citizenship status, race, religion or religious practices, or sexual orientation.

BULLYING, INTIMIDATION AND HARASSMENT
(TUSD BOARD POLICY JICFB)

Bullying is a form of *harassment*. For the purposes of this policy, *bullying* is defined as: The repeated *intimidation* of students by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically based or gender-based verbal put-downs, and *extortion* of money or possessions. Such conduct is disruptive of the educational process and therefore, *bullying* is unacceptable behavior in the Tucson Unified School District.

Students who engage in any act of *bullying* while at school, at any school function, in connection to or with any District sponsored activity or event, or while en route to or from school are subject to disciplinary action, up to and including suspension or *expulsion*. Law enforcement officials shall be notified of *bullying* incidents, as required by law.

This policy also applies to students who, by their indirect behavior, condone or support another student's act of *bullying*. Retaliation against a victim, good faith reporter, or a witness of *bullying* is prohibited.

WEAPON, DRUG AND ALCOLHOL FREE SCHOOL ZONE

Palo Verde High Magnet School is a weapon, drug and tobacco free campus. Students and or visitors are not permitted to possess any of these items on

campus or at any school sanctioned events. Any persons entering on to campus are subject to inspection.

**CELL PHONES AND OTHER ELECTRONIC SIGNALING
DEVICES (TUSD BOARD POLICY JICJ)**

TUSD will not be responsible for loss, damage, or theft of any electronic device brought to school. Cell phones and/or electronic signaling devices are to be kept out of view in a student's locker, pocket, or a carrying bag. Any use of cell phone or electronic signaling devices during the school day and/or instructional time is considered a major disruption and may have severe consequences. Exception: High School students may use cell phones during lunch.

**SCHOOL DRESS CODE (REQUIRED AT EVERY SCHOOL)
(GOVERNING BOARD POLICY JICA)**

The general guide to acceptable school dress is neatness, cleanliness and appropriateness. While the school cannot and does not dictate styles, it is expected that students will abide by the following rules demonstrating appropriateness in dress as though this were their daily place of business.

- Shoes are required to be worn in school.
- Hats and sunglasses may be worn outside in the sun for an extended period of time for protection from the sun. A principal in collaboration with School Safety may institute stricter requirements at a high school experiencing safety-related issues.
- No bandannas may be worn. **Palo Verde prohibits bandannas or do-rags worn or hanging from clothing.**
- Dark glasses may not be worn inside buildings unless a documented health problem exists.
- No gang-related apparel or items are allowed. **Palo Verde prohibits three or more items of the same color.**

Students may not wear clothing or accessories in school buildings or on school grounds that are:

- Hazardous, damaging, or presenting danger to school property or persons including but not limited to: extended belts (belts should fit proper length), choke chains, dog collars, wallet chains or any type of spiked apparel or jewelry;
- Depicting and/or promoting and/or endorsing illegal or violent activities, illegal drugs, tobacco or alcohol;

- Vulgar, obscene, indecent, libelous, or degrading of others on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation or disability; and/or
- Distracting so as to interfere with the teaching or learning process, such as extremely revealing garments including but not limited to short shorts, short skirts, short dresses (must cover buttocks while standing and sitting), tube tops, net tops, swimsuits, strapless tops, spaghetti strap tops, halter tops, muscle shirts, basketball shirts without an accompanying T-shirt, no tights or leggings to be worn as pants, garments with plunging necklines, transparent and see-through garments, (midsections must be covered and undergarments shall be completely covered with outer clothing).

Students who violate the District's dress standards may be asked to do any of the following depending upon the specific circumstances:

- Turn inappropriate clothing inside out.
- Change into clothing that may be provided by the school.
- Change into other clothing which has been brought to school.
- Remove the jewelry or other accessory.

***NOTE: These dress guidelines represent the minimum standards.**

Individual school sites may adopt additional guidelines. Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian.

Note: Hats are permitted on campus and in the school building. It will be up to each individual teacher if you are allowed to wear a hat in his or her classroom. You must comply with your teacher's request regarding the wearing of hats in the classroom.

STUDENT ATTENDANCE **(GOVERNING BOARD POLICY JE)**

- Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.
- A Parent/Guardian should notify the school prior to the absence/tardy with a call, note or email that his/her child is unable to attend or will be late to school.
- The call, note or email must address the date/time and reason for the absence.

TUSD Board Regulation: Student Attendance Code: JE-R states that a student will lose credit for semester classes in which he/she has 10 or more unexcused absences.

By state law, parents have the responsibility to send their students to school. Failure to do so may result in a report being filed with appropriate legal authorities. Also, by state law, if a student misses ten consecutive school days and the school has not been notified of the reason for the absence, the school is required to drop the student from school. Attendance in every class is important and vital to a student's education.

OFF CAMPUS POLICY

Palo Verde High Magnet School is a closed campus. Students are to remain on campus during their lunch period. Students are expected to leave when their schedule of classes ends for the day.

BUS RULES

Safety Precautions:

Parents and students should both discuss and make sure they know the following:

- The route the student will take to and from the bus stop, safety precautions and common courtesies to be maintained en route and at the bus stop;
- The correct bus route number;
- What to do if the bus is late in the morning or no one is home in the afternoon;
- To ALWAYS board and depart the bus at the correct stop as known and approved by the parent.

Bus Passenger Rules:

Parents and students should both discuss and make sure they know the following:

- Always comply with bus driver's/monitor's directions;
- Use classroom voice only (no profanity/loud noises/threats/intimidation);
- Remain seated; keep hands, feet, and head inside bus;
- All personal possessions must be under control at all times;
- Keep unauthorized materials and substances off bus (snacks, drinks, animals, glass objects, weapons, skateboards, large radios, other large electronic devices, or large objects that occupy seat space).

Violations of these bus rules may result in the loss of bus privileges.

Guidelines for Students Rights & Responsibilities 7-27-10 (Accompanies Policy JK)

STUDENTS LEAVING EARLY FROM SCHOOL

Students must have a signed parental statement authorizing the student to leave campus for an excused absence or the legal parent/guardian must personally sign student out in the Attendance Office. Phone calls are not permitted.

FRYS' SHOPPING CENTER

Students are not permitted in the Fry's Shopping Center during school hours. Students are not to park their cars in the shopping center parking lot. The Tucson Police Department and shopping center management ask for cooperation from the Palo Verde community to ensure order and appropriate behavior in public areas.

CALL SLIPS

Upon receipt of a call slip from the office, a student is to respond to the directions on the call slip, with the teacher's permission. A staff signature and time designation on the call slip will re-admit the student to class.

STUDENT ID

Students are to wear their ID at all times for security reasons. ID pictures will be taken during the registration process. They are to be visible and unaltered. They are bar coded to assist in: Finance Office transactions, purchasing lunch, checking out library books and dance admission. The first ID is given to each student at no cost. There is a replacement fee of \$5.00 for a lost, destroyed or misplaced ID.

Student ID's must be visible, unaltered, and worn above the waist.

VISITORS PASSESS

Palo Verde High Magnet School is a **CLOSED** campus. All visitors must sign in at the front desk. A VISITOR'S PASS GRANTS YOU THE RIGHT TO TAKE CARE OF EDUCATIONAL MATTERS ONLY. THIS DOES NOT GRANT YOU THE RIGHT TO ROAM CAMPUS FREELY. BE PREPARED AT ALL TIMES TO SHOW YOUR VISTOR'S PASS.

FEE INFORMATION

When applicable, charges for the following items need to be paid at the business office during the processing period. All business transactions involving payments must be done with personal check, cashier's check, money order or cash. This includes prom and yearbook purchases. **However, beginning April 1st of each year through June 30th, no personal checks will be accepted for payment(s).**

Item Cost

Hall Locker Rental Fee (non-refundable)	\$5.00
Physical Education /Master Lock	\$5.00
P.E T-Shirt (non-refundable)	\$6.00

Lost I.D. Card (each)	\$5.00
Lost or Damaged Textbooks/Supplies	Cost varies
Yearbook	TBA
Parking Permit (per vehicle)	\$6.00
Planner	Free
*all prices listed are subject to change	

P.E. AND HALL LOCKERS

Non-school locks are not permitted. Hall locker rental is \$5.00 and non-refundable. Students will be charged an additional \$5.00 for a missing and/or damaged hall lock. P.E. combination locks are \$5.00 each. Students are responsible for keeping hall lockers/P.E. lockers clean, free of graffiti, and in working order. Please do not remove the lock from your hall locker. The lock belongs to Palo Verde High Magnet School. **Warning: School lockers are subject to being searched, if school officials have grounds to believe that the locker contains contraband.** TUSD and Palo Verde are not responsible for items left in a locker after a student withdraws from Palo Verde or after the end of the school year. NOTE: Students are not allowed to share lockers. All lockers are reassigned every year. Lockers will be issued by numerical order on a first come first served basis. Hall lockers are optional. It is not mandatory that you have a hall locker.

P.E. T-SHIRTS

Gray colored T-Shirts are an acceptable top. As a courtesy to students and parents, T-Shirts are sold in the Finance Office for \$6.00 each.

SPIRIT STORE

Palo Verde merchandise is available for student purchase. Also available at [www.http://pvtitans.onlinesports.com/](http://pvtitans.onlinesports.com/)

VEHICLE REGISTRATION

Students **MUST** register motor vehicles to be allowed to park on Palo Verde property. Car registration should be completed during the August registration process. A fee of \$6.00 will be charged per sticker. Please bring your license plate number and make/model/year of your vehicle and proof of insurance, when you pay your fees. **Parking is prohibited west of the gymnasium. Students must park in the diagonally designated areas in the student parking lot.** Parking permits must be renewed each school year. Vehicles without official parking decals may not park in the student parking lot. Additional vehicles require additional permits.

DELIVERIES OF FLOWERS AND BALLONS

To support our academic learning environment, Palo Verde will no longer accept deliveries for flowers, balloons or any other type of items during the school day. Although we recognize that these are nice gestures, they clearly interrupt the learning process and the function of the school day.

COURT YARD YELLOW LINES

White lines are painted on the concrete in the court yard area to indicated boundaries for where food and drinks are allowed. Students are allowed to eat within the white line boundaries to support keeping our campus clean. Please remember food and / or drinks are allowed outside the boundaries of the white lines.

**PALO VERDE HIGH MAGNET SCHOOL
ATTENDANCE GUIDELINES**

Student absences must be reported to the Attendance Office before 10:00 a.m. on the same day of the absence by the parent/guardian. The attendance telephone number is 584-7402. If a telephone call is not possible, a note from the parent will be accepted. **IT IS EXTREMELY IMPORTANT THAT STUDENTS ARE CLEARED FROM UNEXCUSED ABSENCES THE DAY OF THE ABSENCE.**

Student Absences/Early Release Will Be Excused For the Following Reasons Only:

1. Personal Illness
2. Doctor or Dental Appointment. Students returning from a medical appointment must have a written verification from the medical office to guarantee an excused absence. Efforts should be made to schedule appointments outside of school hours.
3. Serious illness of a family member
4. Death of a family member
5. Required court appearance of the student
6. Parent authorized trip/activities. Parent shall submit a "Petition of Absence" requesting approval for the absence. These forms are obtained in the Attendance Office.
7. Religious holiday or religious purposes
8. School sponsored activity/field trip

At the end of each school day, the School Messenger, a computer program used in the Attendance Office, will call each student's home to report any absences that are not excused for the day. **Please follow the instructions indicated if the call is in error or if you were unaware that your student**

was absent. All absences should be excused, if valid, and should not be left unreported.

ALTERING OFFICIAL DOCUMENTS AND TELEPHONE CALLS

In accordance with the TUSD Student Rights and Responsibilities Handbook, any student found falsifying parent signature or telephone calls will be progressively disciplined which may consist of:

- ✓ A Behavioral Contract
- ✓ In-School Suspension
- ✓ Short-Term Out of School Suspension

TARDY POLICY (QUARTERLY)

Number of Tardies (Per Class Period)	Discipline
1 and 2	Teacher/Student conference and warnings issued.
3	Teacher/Student conference. Teacher contacts parent and documents.
5	Student and parental contact made. One (1) day after-school detention.
7	Student conference and parental contact made. Two (2) days after-school detention.
10	Three (3) days ISS. (Write a referral to LSC) Parent/Student conference with administrator and LSC.
Continued Excessive Tardies	Parent/Student conference with administrator and LSC. One (1) week ISS. (Write a referral to LSC)

***Consequences will compound for tardies to multiple classes throughout the student's schedule.

**1 extra risk each week
leads to
52 more opportunities
every year for
excitement and possibility.**

**ELIGIBILITY CLEARANCE PROCESS
FOR 2012-2013 SPORTS AND FINE ARTS**

Parent Checklist for FRESHMEN and FIRST TIME Participants

- *Activity Form/Emergency Information
- ***Physical dated after March 1, 2012** Signed by a doctor of medicine (M.D. ; osteopathic physician (D.O.); or a certified registered nurse practitioner (N.P.) licensed to practice; or a certified physician assistant (PA-C).
- *Most recent report card (for freshman, your 4th quarter grades from middle school)
- *TITAN PRIDE, water information sheet, and permission to post photographs
- ***Birth Certificate (Original) Photo copy will be made and original will be returned to you.**
- *Participation fee of \$50.00 to be paid in the Bookstore; receipt must be brought to the Titan Office

Parent Checklist for Previous School Year Participants at Palo Verde

- *Activity Form/Emergency Information
- ***Physical dated after March 1, 2012** Signed by a doctor of medicine (M.D.; osteopathic physician (D.O.); or a certified registered nurse practitioner (N.P.) licensed to practice; or a certified physician assistant (PA-C).
- *TITAN PRIDE, water information sheet, and permission to post photographs
- *Participation fee of \$50.00 to be paid in the Bookstore, receipt brought to the Titan Office

Special Notes:

*All paperwork must be turned in on or before the first day of practice.

(NOTE: Students will not be allowed on the fields, including Band participants, until they have been cleared!)

*There may be a 48 hour turn-around time once packets are dropped off before you are cleared.

***Parent signature is required on five (5) different places in the Activity packet.**

*Student and **Parent** signatures are required on the **TITAN PRIDE** form

*Please make every effort to use the school physical form when your student receives their physical.

***Make sure you fill out and sign (parent & student) the questions on the back of the physical.**

*If you have questions, please call the Titan Athletics Office at 584-7411.

ATHLETIC PASSES-FAMILY HOME

Palo Verde is offering the Family/Home Athletic Pass. The cost is \$100.00 for up to four (4) individuals and excludes any current Palo Verde students. The Palo Verde Family Pass is only good at Palo Verde HOME games. The pass cannot be used at AIA regional/state playoff games, at Invitationals or at other schools.

ATHLETIC PASS-STUDENT

Palo Verde is offering to Palo Verde students the Home Athletic Pass for \$30.00 each. **STUDENTS** must purchase the \$30.00 Student/Home Athletic Pass or pay general admission price. This pass admits one student to all home athletic events for the 2012-13 school year. There are no refunds or pro-rated prices for these passes. This pass cannot be used at AIA regional/state playoff games, at Invitationals or at other schools.

OPEN CONTAINERS

Open containers such as but not limited to: fountain drinks, frozen beverages, open bottles and cups are strictly prohibited on campus or at school sanctioned events. All containers are subject to inspection to make sure they are sealed. This is an attempt to prevent and limit illegal or dangerous substances on campus.

BUSINESS OFFICE – 584-7525

The Business Office takes payments for participation fees, yearbooks, t-shirts/shorts, rental and restitution monies (*if applicable*) for your locks/lockers and damaged or lost items that are school property. The

Finance Manager will accommodate your needs between classes, before school, during lunches and after school. The Business office hours are 7:30 a.m. to 3:00 p.m., Monday through Friday unless posted. CLOSED PERIOD 5 DAILY.

Notice of Nondiscrimination
TUSD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment, in its educational programs or activities.

PALO VERDE HIGH MAGNET HONORS
THE SIX PILLARS OF VICTORY WITH HONOR

TRUSTWORTHINESS

Be honest.
Don't deceive, cheat or steal
Be reliable –
do what you say you'll do
Have the courage to do the right thing
Listen to others
Build a good reputation
Be loyal - stand by your family,
friends and country

FAIRNESS

Play by the rules
Take turns and share
Be open-minded;
Don't take advantage of others
Don't blame others carelessly

RESPECT

Treat others with respect
Follow the Golden Rule
Be tolerant of differences
Use good manners, not bad language
Be considerate of others' feelings
Don't threaten, hit or hurt anyone
Deal peacefully with anger, insults
and disagreements

Responsibility

Do what you are supposed to do
Persevere: keep on trying!
Always do your best
Use self-control
Be self-disciplined
Think before you act –
consider the consequences
Be accountable for your choices

CARING

Be kind
Be compassionate
Show you care
Express gratitude
Forgive others
Help people in need

Citizenship

Do your share to make your
school and community better
Cooperate
Stay informed; vote
Be a good neighbor
Obey laws and rules
Respect authority
Protect the environment
Express gratitude

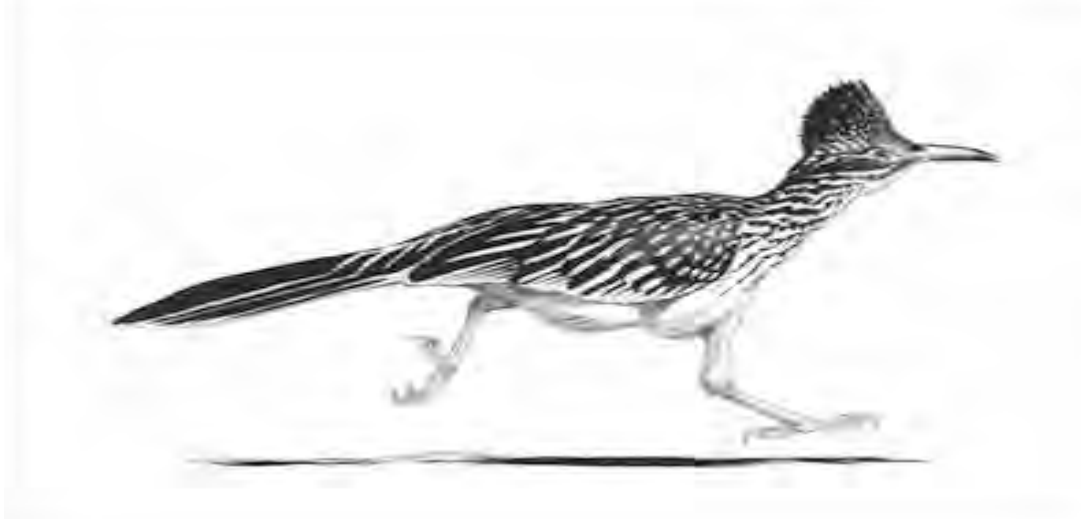


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TBA	ED/SC	
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Arwen Newman		arwen.newman@tusd1.org
TBA		

MAGEE MIDDLE SCHOOL ROADRUNNERS



STUDENT/PARENT HANDBOOK

2012 - 2013

**8300 E. Speedway Blvd.
Tucson, AZ 85710**

<http://edweb.tusd1.org/Magee>

Phone: (520) 731-5000

Fax: (520) 731-5001

WELCOME TO MAGEE MIDDLE SCHOOL,
where we look forward to another outstanding year of learning. Magee offers challenges and opportunities for every student through a variety of academic classes, electives, and extracurricular activities.

This planner is designed to inform students and parents of important school policies and procedures, dates and times. Please read through this handbook carefully and refer to it throughout the school year.

Students and parents may visit the Magee website at edweb.tusd1.org/Magee. Please bookmark this site. From our website, you will be able to check current assignments and send email to any teacher. Parents may also access their student's grade in any or all classes through the TUSD STATS page at tusdstats.tusd.k12.az.us. A parent access code (available through the main office) is required.

We look forward to an exciting and enriching school year!

Magee Faculty, Staff and Administration

ATTENDANCE

TUSD policy requires a parent/guardian call the school office on the day of or before a student absence (731-5002 or 731-5014). If a telephone call is not possible, a written note explaining the reason for the absence must be brought to the office upon the student's return to school. Each student is responsible for attending every class, every day. Because attendance has a direct effect on academic achievement, there will be disciplinary consequences for unexcused or excessive non-attendance. We will contact parents if any student has excessive absences.

TARDY POLICY

It is very important that your child be in their seat and ready to learn when the bell rings. Regular and timely attendance is essential for student success in school. Excessive tardiness will result in disciplinary action and may be recorded as a "T" on the Progress Report/Report Card.

BEFORE AND AFTER SCHOOL

The first bell rings at 8:05a.m.; **students should not be on campus any earlier than 7:15a.m.** Dismissal is at 3:10 or 2:10p.m.; **we expect the campus to be cleared by no later than 20 minutes after dismissal**, unless students are participating in a supervised after-school activity.

STUDENT VISITORS

To provide for a safe environment, **student visitors are not allowed** at any time. This also applies to after school activities.

CHECK-IN AND CHECK-OUT

If a student arrives late, **a parent/guardian must sign-in the student at the front office.** If a student must leave school during the school day, he/she should bring a note to the office, *prior to the beginning of the school day*, from a parent/guardian, stating the time and reason for leaving. All students must be signed out from the main office if leaving prior to the end of the school day. No student may leave school without being checked out by a parent or person designated on the emergency card. All students must remain on school grounds from the time they arrive until the end of the school day. **In the interest of student safety, please be ready to show photo ID when requesting to have contact with a student or to request student information.**

VISITORS AND VOLUNTEERS

We welcome guests and encourage volunteers. **All visitors and volunteers must come to the front office upon arrival.** Arizona law requires that guests not go beyond the front office until they are signed in. If parents or guardians wish to observe a class, arrangements should be made with the teacher or principal at least 24 hours in advance.

TEXTBOOKS

Textbooks are issued to each student at no cost. If a book is **lost or damaged** it is the responsibility of the student and parents/guardians to notify the appropriate teacher or administrator **and pay for the book.** The cost of some of our textbooks exceeds \$75.00.

SCHOOL INSURANCE

School insurance will be available, for a fee, for all students. Applications are available at the front office.

HEALTH SERVICES

A registered nurse or health assistant is available to aid students from 7:30 a.m. to 3 p.m. If you should become sick or injured during school hours or have any health concerns, it is important that you visit the health office. A student going home ill for the day should wait in the health office for a parent/guardian to arrive. We ask that students not call their parents from their classroom or cell phone to be picked up from school; please visit the health office for an assessment.

An emergency card must be on file in the office for each student indicating all individuals authorized by the parent/guardian for contact. It is the responsibility of the parent to keep this card up-to-date. As required by law, an updated and complete immunization record must be kept on file for each student.

HEALTH SERVICES (cont.)

To ensure safety and continued compliance with state regulations, **we are not able to administer prescription medications to students unless the proper forms are filled out completely and signed by the parent or guardian.** These forms may be obtained at the school nurse's office. Only medication prescribed by a doctor and in the original container may be brought to school. All prescription medications to be taken at school shall be kept and dispensed in the nurse's office. It is against school board policy for any student to possess drugs or medications of any kind at school. This includes cough drops, acetaminophen and ibuprofen.

PERSONAL PROPERTY

Anything brought to school is the responsibility of the student. A lost and found will be maintained. If you feel your property has been stolen, contact an administrator; however, there is no guarantee your property will be recovered. **The best rule to follow is: *If you don't want to lose it, don't bring it to school!***

The school does not carry insurance to cover lost, stolen or damaged property belonging to individual students. Students should bring only necessary school supplies. Any type of electronic equipment is not allowed on campus. **Students who are in violation of this rule will have the device confiscated by staff.**

CELL PHONES

TUSD Governing Board Policy JICJ and Magee Middle School allow students to carry cell phones while on school grounds. **However, those cell phones must be turned off and kept out of view. Cell phone use is restricted to after school, outside of the building and gated areas.** Any use of a cell phone during the school day is considered a disruption to the educational environment and will result in appropriate disciplinary action, including confiscation of the cell phone on the first offense. Subsequent offenses will result in the phone being taken and returned only to the student's parent. TUSD and Magee Middle School will not be responsible for loss, damage, or theft of any electronic device brought to school.

HALL LOCKERS

Due to the high numbers of broken and/or unsecure locker units, hallway lockers are no longer available for use at Magee. Students will be expected to carry their class work and required supplies in their binders, and will be allowed to carry backpacks for their lunches, personal items, etc. **Teachers may request that backpacks be stored separately in classrooms; therefore, students should not**

rely on backpacks to store their everyday class work and supplies. Backpacks and lunch bags must be kept with students during lunch break; teachers and staff are not responsible for securing backpacks, and will not be held responsible for lost or stolen items. ***Magee administration reserves the right to search a student's backpack, binder, etc. if there is a reasonable suspicion that the student is carrying prohibited item(s).***

PHYSICAL EDUCATION LOCKERS AND PROCEDURES

Physical Education lockers will be assigned in the appropriate locker room. Physical education students should purchase a **combination lock** for use on the P.E. locker. P.E. is designed to educate about fitness and athletic activities. You must participate to succeed. P.E. uniforms should be purchased through Magee Middle School.

PRIDE PROGRAM

Magee participates in a program called PRIDE (Personal Responsibility In Daily Expectations). **Students will be checked each day for five basic requirements: 1) wearing the Magee ID on a lanyard around the neck, 2) filling out the assignment planner for each period, 3) having the required supplies for each class, 4) turning in assigned homework/paperwork, and 5) being on time for class.** Students who achieve PRIDE in all areas will be given reward stamps and will be eligible for prize drawings and monthly parties.

HOMEWORK

At Magee, homework reinforces the skills and information presented in classes. All assignments should be completed in a timely fashion and turned in on the day that they are due. ***Parents: please encourage your student to use this agenda/planner on a daily basis as a communication tool between home and school.*** If a student is absent 1 or 2 days, it is the student's responsibility to request make-up assignments upon his/her return to class. During the absence we encourage parents/students to check the Magee website (edweb.tusd1.org/Magee) for any assignments. If a student is absent 3 or more consecutive days, a parent/guardian may call the school and request homework. Please allow 24 hours for homework requests to be processed.

LIBRARY

The library has a fully computerized catalog and checkout system. **Students must use their ID card to check out materials.** Students are responsible for materials they check out, and will be charged for lost or damaged materials.. Students with overdue items are not allowed to check out other materials.

HONOR ROLL / AWARDS

Special recognition is given to students who distinguish themselves academically. Certificates and other acknowledgements will be given to students who excel in academics or other areas.

SCHOOL SPIRIT

Magee students feel a sense of pride in their school. Each year, Student Council sponsors "Spirit Days." and other opportunities for students to show their school spirit. School colors are **light blue and red**. Our school mascot is the **roadrunner**.

DANCES

Student Council sponsors several after-school dances each year. Dances are for Magee students only. All dances run for 1½ hours after school. Students may be removed from any dance for misbehavior without refund.

REPORT CARDS, PROGRESS REPORTS CONFERENCES

Mid-quarter progress reports are mailed directly to a student's home and quarterly **report cards** are sent home with the student. These reports reflect the student's academic performance and citizenship. The grading scale is: A, B, C, D and F (academic) and E, S, T and U (citizenship.)

We encourage parents/guardians to contact their student's teachers anytime you may have a concern. ***The teacher or parent may request conference times for whatever reason throughout the year.***

Early dismissal days for parent/teacher conferences are:

SEP 19, 2012 (afternoon times available)
SEP 20, 2012 (afternoon/evening times available)
SEP 21, 2012 (early dismissal only-no conferences)
FEB 7, 2013 (afternoon/evening times available)
FEB 8, 2013 (early dismissal only-no conferences)

Parents/guardians wishing to set up a conference time need to call the office (731-5000) prior to the desired conference day to ensure an available time.

ROADRUNNER ACADEMY

Magee will be hosting several weekend sessions of AIMS practice prior to the test in Spring. Focus will be on increasing the students' academic skills, practicing test-taking strategies, and reducing testing anxiety. **Sessions will be held on Saturdays, from 9a.m.-12p.m., on March 2nd, March 16th, April 6th, and April 13th.** Please see a Magee administrator or counselor for details.

CAFETERIA/FOOD SERVICE

Breakfast is available to students starting at 7:35 a.m. for a cost of \$1.50. **All students in the cafeteria must be eating; the breakfast program is not before-school supervision.**

Hot lunch (\$2.25) and the snack bar (a la carte pricing) are available to all students. Students may bring their own lunch. **Students using TUSD food service will be required to use their ID cards to access their account.** Parents are able to maintain an account at school to allow students to access any food service line without having to send money daily with the student.

Free or reduced lunch is available for students who qualify. Those that qualify for a reduced rate will pay \$.25 for breakfast and \$.40 for lunch. Applications can be obtained in the office.

CAFETERIA BEHAVIOR GUIDELINES

- All students will report to the cafeteria at the beginning of the lunch period, and will be dismissed halfway through the period for outside break. **All students are expected to eat lunch.**
- Students must maintain an orderly line for both the cafeteria and snack bar. Students who push, take cuts, or are loud or disruptive will be removed from the line and must wait until all other students are served.
- Students may not hold places in line or purchase food for other students.
- No loitering in the cafeteria. Students must be in line, seated at a table eating, or outside on the field.
- Inappropriate behaviors in the cafeteria will result in disciplinary consequences.
- Students must sit down at a table to eat and drink. Because of safety/liability issues, students are not allowed to sit at the ends of the tables.
- Food is to be eaten in the cafeteria. No food or drink is to be taken out of the cafeteria
- Upon finishing lunch, each student will clean up his/her area, properly dispose of all refuse, exit the cafeteria doors, walk to the field, and remain there until the bell rings ***unless issued a pass from a monitor, nurse, or teacher.***
- Once outside, students are not allowed to return to the cafeteria. ***Students are not allowed in the school halls/courtyards during lunch.***

DRESS CODE

The philosophy of Magee Middle School, along with the Tucson Unified School District, is to provide an educational environment designed to motivate, teach and encourage students to attain the highest level of proficiency in all areas. Dress guidelines are intended to promote the awareness of social, cultural and aesthetic forces that affect the school environment. Students are expected to dress appropriately, and in a way that reflects personal and school pride.

Clothing should be neat, clean, modest and in good taste. Shoes must be worn at all times. The following will NOT be permitted:

- Clothing that is inappropriate in a teaching and learning environment: swimsuits, halters, strapless tops, spaghetti straps, exposed undergarments, spandex, sheer or see-through clothing, shirts that bare the midriff, short-shorts that do not cover the buttocks while sitting, bending or standing, garments with plunging necklines and “muscle shirts” or basketball shirts without an accompanying T-shirt. Shorts should be longer than your thumbs when arms are extended to your sides
- Clothing, accessories, and/or head coverings which identify or have been altered to identify with *illegal organizations*
- Clothing that portrays racial statements, profane language or inflammatory language, and/or sexual depiction/innuendo
- Accessories that can be used as a *weapon*, such as chains, spiked rings, bracelets, collars, etc.
- Clothing that advertises or advocates the use of *alcohol, illegal substances, sex or tobacco* may not be worn
- Clothing that is too tight, ripped or torn, thigh-high slits or lacing in long dresses, skirts and pants as well as underwear, slippers, or pajamas worn as outerwear
- Sagging pants
- Slippers, bandanas (of any type), shirts carried or draped over the shoulder
- Sunglasses and hats in the building; however, these items may be worn during P.E.

Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian. Repeat occurrences may result in a General Misconduct referral for a failure to adhere to school rules. Decisions will be left to the discretion of the administration.

DISCIPLINE

Individuals are responsible for the choices that they make. A student grows in a positive way by making appropriate choices and by accepting responsibility for inappropriate ones. Magee’s conduct guidelines and consequences are simple, specific, and aligned with TUSD’s Rights and Responsibilities. **NOTE: Serving after-school detentions or other consequences takes priority over participating in extra-curricular activities.**

GUIDELINES FOR CONDUCT

- Be in class on time
- Be prepared with all required supplies
- Respect the rights and property of others
- Take responsibility for what you say and do
- Avoid unsafe and irresponsible behavior
- There is no such thing as “play fighting”
- The only acceptable response to aggressive behavior is to leave and tell an adult

ANTI-BULLYING POLICY

It is a fundamental belief at Magee Middle School that everyone deserves to be treated equally and with respect. All students and staff need to feel safe and accepted regardless of race, gender, preferences, abilities, religion or nationality. **Magee Middle School practices a zero-tolerance policy on bullying.** There are many different types of bullying: Physical (hitting, pushing, kicking, tripping, etc.); Non-Physical (threatening, intimidating, harassing, name-calling, gossiping, making fun of or excluding someone); and Electronic or “Cyber” (spreading negative messages through technology such as texting or Facebook). Whatever the type, bullying causes pain and stress to victims. **Bullying is never justified or excusable as “just teasing” or “kids being kids”. The victim is never responsible for being a target of bullying.** Please do your part to make Magee Middle School a safe and welcoming place for all students.

VIOLENCE

Violence in any form is strictly prohibited at all times. Any violent acts committed by students are grounds for immediate disciplinary action and referral to the Tucson Police Department. **Infractions may result in immediate suspension.**

INTERNET GUIDELINES

Computers, Internet access, and other technology will be available for approved educational uses. Inappropriate use or abuse of equipment will result in suspension of privileges and/or disciplinary action.

RECOMMENDED SCHOOL SUPPLIES

In order to be successful, we recommend* that all Magee students have the following supplies **each day**:

- Student Planner / Magee Handbook
- Lanyard (for ID card)
- Sturdy 3-Ring Binder, 2” or larger
- Folders or Accordion-Style Dividers, for each class
- Multiple Pencils and Multiple Pens (blue/black)
- Highlighter(s)
- Supply of lined paper
- 2-3 Spiral or Composition-Style notebooks
- Ruler / Protractor

Teachers may also request that other supplies be available for **special projects**, such as:

- Small (3x5) and Large (4x6 or 5x8) Index Cards
- Graph Paper
- Construction Paper / Colored Paper
- Markers, Colored Pencils, Crayons
- Glue Sticks
- Other supplies, as requested

Please note – SHARPIES or other permanent markers are not allowed on campus and will be confiscated.

() If purchase of any of these items presents a financial hardship, please see a staff member for assistance.*

BUS TRANSPORTATION

Bus transportation will be provided to and from school for Magee students living within our attendance area, but 2.5 miles or more from the school. Students are expected to observe the safety procedures and rules on the buses. Because bus service is a privilege, it can be revoked for inappropriate behavior on the bus, at a bus stop, or anywhere that endangers the safe transportation of students between home and school. Any student wanting to go home with a friend on the bus must have a written request from their parent signed by an administrator. **Problems with bus pick up or drop off should be reported to TUSD Eastside Transportation at 731-6706.**

IMPORTANT PHONE NUMBERS

Main Office	731 - 5000
Attendance Office	731 - 5002
Health Office	731 - 5017
Principal	731 - 5004
Assistant Principal	731 - 5006
Kitchen	731 - 5023
Library	731 - 5024
Learning Supports Coordinator	731 - 5029
Counselors (<i>ask to be transferred</i>)	731 - 5000

SCHOOL CALENDAR

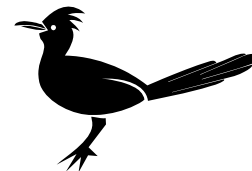
First Day of Classes	AUG 2, 2012
End of First Quarter	SEP 27, 2012
End of Second Quarter	DEC 20, 2012
End of Third Quarter	MAR 14, 2013
AIMS Testing	APR 15-19, 2013
Last Day of Classes / 8 th Grade Promotion	MAY 23, 2013

STUDENT SCHOOL HOLIDAYS

Labor Day	SEP 3, 2012
First Qtr. Grading Day	SEP 28, 2012
Fall Break	OCT 1-5, 2012
Veteran’s Day	NOV 12, 2012
Thanksgiving	NOV 22 - 23, 2012
Second Qtr. Grading Day	DEC 21, 2012
Winter Break	DEC 24 – JAN 4, 2013
Martin Luther King, Jr. Day	JAN 21, 2013
Rodeo Vacation	FEB 21 - 22, 2013
Third Qtr. Grading Day	MAR 15, 2013
Spring Break	MAR 25 - APR 1, 2013

EIGHTH GRADE PROMOTION CEREMONY AND ACTIVITIES

Eighth grade students can celebrate the end of their middle school career by participating in several fun events at the end of the year, including a field trip and an evening dance. However, these events should be viewed as privileges, not rights. **Participation in promotion activities, including the *Promotion Ceremony itself*, depends on maintaining passing grades and a positive behavior history throughout the year.** Eighth grade students will be given clear guidelines on how to remain eligible for end-of-the-year promotion events. (Students who do not participate in the Promotion Ceremony will still be given their Eighth Grade Certificate.)



MAGEE’S COMMITMENT

We are committed to providing a safe, secure, academically focused, challenging learning environment for all students. It is imperative that you contact an administrator with any concerns you may have about the safety and security of your student. If there is a concern about a specific assignment or the academic progress of your student, please contact the teacher(s) directly.

ACADEMIC DISHONESTY

At Magee Middle School, our goal is to help students attain academic excellence through personal responsibility. To achieve that end, dishonesty in student work will not be tolerated. Individual teachers will impose consequences to students found to be engaging in academic dishonesty.

Two examples of academic dishonesty are as follows:

1. **Plagiarizing** - "The use or close imitation of the language and thoughts of another...and the representation of them as one's own original work. (Harvey, 2002, pg.2)

This includes but is not limited to:

- a. Passing off another's work as your own, even if it has been reworded. This includes the work of a parent or sibling!
- b. Quoting material without giving credit to the author.
- c. "Concealing to what extent you have borrowed from the text or copied from a source." (Harvey, 2002, pg.2-3)

Direct quotes are words copied or taken word for word from a source. Direct quotes must have quotation marks and must be cited.

A general rule is: more than 5 words copied word for word from a source should be in quotation marks. The author, year of publication and page number should appear right after the quote. (author, year, page.)

Students must learn to do their own thinking and writing. While it is certainly appropriate for parents and siblings to assist our students, it is not acceptable for these family members to do the actual writing for the student or to edit so much that the student's voice is altered.

2. Cheating/Copying

- a. Copying the work of another student, with or without their consent, such as on in-class or homework assignments.
- b. Working with another student on an assignment that was intended to be an individual assignment.
- c. Copying from another student's test or using notes or other materials during a test without the teacher's consent and/or knowledge.

Harvey, Michael. *The Nuts and Bolts of College Writing*. Hackett Publishing, 2001. www.nutsandboltsguide.com.
March 1, 2002. 2-3

SOURCE / BIBLIOGRAPHY CARDS (SM)

Bibliographies are a list of resources that you used to write your paper. Include all your sources for information, photos, illustrations, etc. You will need SMALL (3"x5") index cards for this. *Write your full name and period on the back of each card!*

BOOK

Source #

Author or Editor - last name, first name
 Title of book
 City of Publication
 Name of Publishing Company
 Copyright Date
 Pages used

Goleman, Daniel	S#1
Emotional Intelligence	
New York	
Bantam	
1995	
15-32	

This is what this book's information would look like in bibliography form (not on a source card):

Goleman, Daniel. *Emotional Intelligence*. New York: Bantam, 1995.

ENCYCLOPEDIA ARTICLE

Source#

Editor OR Article Author (*World Book*) - last name, first name
 Title of encyclopedia
 Title of specific article (*in quotation marks*)
 Page numbers of the article
 City of publication
 Name of Publishing Company
 Copyright Date/Year of Publication
 Volume Number
 Pages Used

Considine, Glenn	S#2
<i>Von Nostrand's Scientific Encyclopedia</i>	
"Atmospheric Tides."	
315-316	
New York	
Wiley-Interscience Publishers	
2002	
9 th ed. Vol. 1	

This is what this encyclopedia's information would look like in bibliography form (not on a source card):

"Atmospheric Tides." *Von Nostrand's Scientific Encyclopedia*. Glenn Considine. 9th ed. Vol. 1, New York: Wiley-Interscience Publishers, 2002. 315-316.

WEB PAGE

Source#

Author (*usually found at bottom of page*) - last name, first name
 Title of Web Page
 Date you saw it (MM/DD/YY)
 Address (URL)

Abilock, Debbie	S#3
"Research Advice: Developing Depth of Research: the Invisible Web Databases."	
Sept. 9, 2002	
http://www.noodletools.com/debbie/literacies/information/5locate/advisedepth.html >.	

Note: "Google" is a search engine, NOT A SOURCE! You must list the actual website visited. Also, remember that most teachers will not accept Wikipedia as a legitimate source.

This is what this web page's information would look like in bibliography form (not on a source card):

Abilock, Debbie. "Research Advice: Developing Depth of Research: The Invisible Web Databases." Sept. 9, 2002 <http://www.noodletools.com/debbie/literacies/information/5locate/advisedepth.html>.

Use an online resource such as The Citation Machine or NoodleTools to find out how to format bibliographic information from other sources (such as newspapers, magazines, interviews, etc.)

BELL SCHEDULE

Sixth Grade		
Mon, Tue, Thu, Fri	Period	Wed
8:10 - 9:08	1	8:10 - 8:58
9:12 - 10:10	2	9:02 - 9:50
10:14 - 11:12	3	9:54 - 10:42
11:16 - 11:46	Lunch	10:46 - 11:16
11:50 - 12:48	4	11:20 - 12:08
12:52 - 1:50	5	12:12 - 1:00
1:54 - 2:08	6	1:04 - 1:18
2:12 - 3:10	7	1:22 - 2:10

Seventh Grade		
Mon, Tue, Thu, Fri	Period	Wed
8:10 - 9:08	1	8:10 - 8:58
9:12 - 10:10	2	9:02 - 9:50
10:14 - 11:12	3	9:54 - 10:42
11:16 - 12:14	4	10:46 - 11:34
12:18 - 12:48	Lunch	11:38 - 12:08
12:52 - 1:50	5	12:12 - 1:00
1:54 - 2:08	6	1:04 - 1:18
2:12 - 3:10	7	1:22 - 2:10

Eighth Grade		
Mon, Tue, Thu, Fri	Period	Wed
8:10 - 9:08	1	8:10 - 8:58
9:12 - 10:10	2	9:02 - 9:50
10:14 - 11:12	3	9:54 - 10:42
11:16 - 12:14	4	10:46 - 11:34
12:18 - 1:16	5	11:38 - 12:26
1:20 - 1:50	Lunch	12:30 - 1:00
1:54 - 2:08	6	1:04 - 1:18
2:12 - 3:10	7	1:22 - 2:10

Half-Day Schedule (All Grades)	
8:10 - 8:44	Period 1
8:48 - 9:22	Period 2
9:26 - 10:00	Period 3
10:04 - 10:38	Period 4
10:42 - 11:16	Period 5
11:20 - 11:31	Period 6
11:35 - 12:10	Period 7

Sixth Grade AIMS Schedule	
8:10 - 8:24	Announcements and Materials
8:25 - 11:07	Testing
11:11 - 11:41	Lunch
11:45 - 12:45	Period 1 / 4
12:49 - 1:49	Period 2 / 5
1:53 - 2:06	Period 6
2:10 - 3:10	Period 3 / 7

Seventh Grade AIMS Schedule	
8:10 - 8:24	Announcements and Materials
8:25 - 11:07	Testing
11:11 - 12:11	Period 1 / 4
12:15 - 12:45	Lunch
12:49 - 1:49	Period 2 / 5
1:53 - 2:06	Period 6
2:10 - 3:10	Period 3 / 7

Eighth Grade AIMS Schedule	
8:10 - 8:24	Announcements and Materials
8:25 - 11:07	Testing
11:11 - 12:11	Period 1 / 4
12:15 - 1:15	Period 2 / 5
1:19 - 1:49	Lunch
1:53 - 2:06	Period 6
2:10 - 3:10	Period 3 / 7

SABINO HIGH SCHOOL

Administrative Staff (584-7700)

Valerie Payne	Principal
Rusty Doty	Assistant Principal
Matt Munger	Assistant Principal

Counseling Staff (584-7743)

Karen Halvorson	TBA
Jacie Allen	– JTED Career Counselor
Bruce Williams	– Learning Support Coordinator

Sabino High School Mission Statement

Sabino High School graduates will possess skills and abilities that are necessary for global understanding and success in the interconnected environment of the twenty-first century. Our students will recognize and value the idea that a working knowledge of the world is critical for effective leadership and commercial, political and personal success. In pursuing a rigorous, creative and innovative interdisciplinary curriculum, Sabino graduates will be prepared for college study and a potential career in an increasingly global age.

Plan Wisely

Students will not be allowed to add a class after the first 10 days of a semester class or the second week of a semester class due to the amount of material missed during that time frame. No class may be dropped unless space is available in another class.

Because the school schedule of classes is based upon student choices made at the time of registration, it is very difficult to make schedule changes for students who change their mind after the schedule of classes is completed and the teaching staff has been assigned their responsibilities.

Graduation Requirements

In order to graduate from TUSD, students must earn at least **twenty-three (23)** credits to graduate from any TUSD high school. Please reference pg. 8 for a breakdown of the graduation requirements.

At Sabino, we recommend 24 credits to graduate.

Planning a High School Program of Study

What you need to know as you plan your four years of high school.

1. Graduation requirements.
2. Options for meeting requirements.
3. Courses which will assist you in meeting your educational and career goals.

Making a four-year plan requires gathering information as well as consulting with teachers, parents, and counselors. You need to have a good idea of what you want to do when you complete high school. Having a plan is very important. The forms on pages 2, 8, and 9 will assist you in completing your four-year plan.

AIMS Requirement

State law requires all students to pass the reading, writing and mathematics section of the AIMS (Arizona Instruments to Measure Standards) in order to graduate. The math section is comprised predominantly of algebra and geometry concepts. All students must have been enrolled in courses teaching algebra and geometry prior to the completion of the sophomore year.



CURRICULUM AND SCHEDULING HANDBOOK
SABINO HIGH SCHOOL FOUR-YEAR EDUCATIONAL PLAN

Name: _____ Matric: _____
 Date: _____ Counselor: _____ Grade: _____

<p style="text-align: center;">First Year</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Semester 1</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Semester 2</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p> </td> </tr> </table>	<p>Semester 1</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>	<p style="text-align: center;">Second Year</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Semester 1</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p><u>*Health</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Semester 2</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p> </td> </tr> </table>	<p>Semester 1</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p><u>*Health</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>
<p>Semester 1</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Freshmen English</u></p> <p><u>Math</u></p> <p><u>*Physical Education</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>				
<p>Semester 1</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p><u>*Health</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Sophomore English</u></p> <p><u>World History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>				
<p style="text-align: center;">Third Year</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Semester 1</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Semester 2</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p> </td> </tr> </table>	<p>Semester 1</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>	<p style="text-align: center;">Fourth Year</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Semester 1</p> <p><u>Senior English</u></p> <p><u>Am. Gov't.</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Summer School)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Semester 2</p> <p><u>Senior English</u></p> <p><u>Economics</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p> </td> </tr> </table> <p>Note: Students registering for AP American Government MUST register for AP Macro Economics. Please see your counselor for additional information.: _____</p>	<p>Semester 1</p> <p><u>Senior English</u></p> <p><u>Am. Gov't.</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Senior English</u></p> <p><u>Economics</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>
<p>Semester 1</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Junior English</u></p> <p><u>American History</u></p> <p><u>Math</u></p> <p><u>Science</u></p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>				
<p>Semester 1</p> <p><u>Senior English</u></p> <p><u>Am. Gov't.</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(Summer School)</p>	<p>Semester 2</p> <p><u>Senior English</u></p> <p><u>Economics</u></p> <p><u>Math</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: right;">Credits: _____</p>				

* Classes may be taken at a later date, but prior to graduation.

High School Graduation Requirements:

- 4 Years English
- 4 Years Math
- 3 Years Lab Science
(*Biology must be taken freshmen or sophomore year)
- 1 Year World History
- 1 Year American History
- .50 American Government / .50 Economics
- 1 Year of Fine Arts or Career & Technical Ed.
- .50 Health
- 1 Year of Physical Education
- 6.5 Additional Credits

23 Total Credits

Requirements for Admission to Arizona

State Universities:

(16 Units Minimum Required)

- 4 Years English
- 4 Years Math
- 3 Years Lab Science
- 2 Years of Social Science
- 1 Year of Fine Arts
- 2 Years of Foreign Language

SABINO HIGH SCHOOL

Post High School Planning

Counselors assist in providing up-to-date materials and information so that students are kept informed about dates, procedures, materials, and activities related to career and educational planning.

References, resource materials, and other services are available in the Sabino Career Center.

Parents are also welcome to use the resources in the Career Center to help their son/daughter plan his/her future. The Career Center is staffed by parent volunteers to assist parents and students.

General Admissions Requirements for Arizona Universities

The general requirements that Arizona high school students must meet in order to qualify for the Assured Admission or Delegated Admission for all three state universities:

Assured Admission: Students who rank in the top 25% of their class, have completed all 16 units of required coursework in English, Mathematics, Science, Social Studies, Foreign Language, Fine Arts, and have a 2.0 GPA or greater in each subject area.

Delegated Admission: Students with a class rank below the top 25% or if they have not fulfilled the 16 units of required coursework will be considered for admission on a case-by-case basis. Factors such as GPA, ACT and SAT test scores, advanced placement and honors courses will be considered. Other factors might include extracurricular activities, leadership, personal characteristics and extenuating circumstances.

SEE YOUR COUNSELOR FOR MORE SPECIFIC ADMISSION INFORMATION.

National Merit Scholarship

The National Merit Scholarship program, a prestigious award, is based on scores achieved on the tests. The PSAT (Preliminary SAT) is used as a pre-qualifier; selection is made based on SAT scores and a competitive application process. Sophomores are strongly encouraged to take the PSAT, offered in early fall, as a practice for the test in their junior year. Juniors are strongly encouraged to take the PSAT as a qualifier for the National Merit Scholarship.

College Readiness

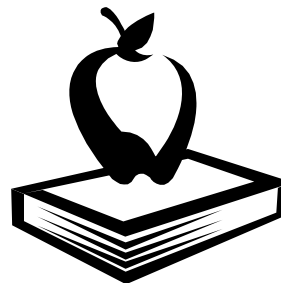
College-bound students will need to take either the ACT or the SAT. Students are advised to take these tests in the spring of their junior year and to meet with a counselor for a college planning appointment. During the senior year, students should apply for admission to colleges, college scholarships, and/or financial assistance. Students interested in the military academies and/or ROTC scholarships should begin applying during the second semester of their junior year. Students should see their counselor for specific information on testing dates, application forms, deadlines, and admission requirements.

Arizona Board of Regents High Honors Tuition Waiver Scholarship

Seniors who meet the following requirements may receive full tuition to any of the state universities: (Program and criteria may change year-to-year based on Arizona Board of Regents and Arizona Department of Education funding.)

For additional information please visit the Arizona Department of Education's website at:

<http://www.azed.gov/endorsement-tuition-scholarship/>



How to Complete Your Schedule

- A. Use the Course Offering List (or Sabino High School Curriculum and Scheduling Handbook located on Sabino's website) to select your courses. After selecting your courses, complete the *Sabino High School Four-Year Educational Plan* (p.2). For electives, choose a couple alternate courses you would be willing to take if your first choice is unavailable. Work in pencil so you can revise your plan as you gather information. **You must have the information with you when you go to register in the computer lab. Once done, print a copy of your course selections submitted online for use during Arena Registration.**
- B. Get suggestions from teachers about courses you should take.
- C. Have a parent review your educational plan.
- D. Choose wisely, as you may not be allowed to change your schedule after the semester begins.
- E. Transfer your course choices from your educational plan to the *Course Request Form*.
- F. Completed registration materials will be housed in the counseling office.
- G. Make an appointment to see your counselor sometime before walk-through registration if you have problems with your schedule.

Six Period Day

Students taking less than six classes must have a **NO CLASS REQUEST FORM** signed by a parent on file.



Board Policy IKF

Board Policy IKF **requires** students to take six academic classes each year. With administrative approval, a student may request fewer than six classes when:

- a. The student demonstrates an economic need.
- b. The student demonstrates a need to attend to personal or family health needs or provide care for another family member during part of the school day.
- c. The student demonstrates a need for an alternative program or a change in educational placement.
- d. The parent requests release of a student for other specific purposes approved by the Principal or Assistant Principal for Curriculum and Instruction.

To drop to fewer than six (6) classes, a student must bring a letter from his or her parent(s)/guardian(s) requesting the drop and **explaining in detail the reasons** for it. The student must submit a letter to his/her counselor to obtain a *Petition for Dropping a Class* form. On the petition, the following people must state their perception of the student's need to drop the class and sign their names:

1. Student
2. Counselor
3. Teacher
4. Parent

The petition, with all above signatures, and the letter initiating the drop will then be submitted to the Assistant Principal for Curriculum and Instruction. Petitions must show that all parties have attempted alternatives to dropping a class. **No petition is automatically approved.**

Course Selection

Sabino High School's master schedule is built from the student course selection process. The course schedule is designed from the choices students make during registration. Therefore, changes may not be possible after the semester has begun.

SABINO HIGH SCHOOL

Instructional Problem Solving Procedure

The counselors, department chairs, and administrators are available to facilitate the solving of problems between students and teachers. The process for problem-solving is as follows:

1. The parent and student **must** meet with the teacher, discuss the problem and design a plan to solve the problem.
2. If the plan is not successful, the department chair, counselor, the teacher, the parent and the student will meet to discuss why the plan did not work and to formulate an alternative approach.
3. If steps 1 and 2 are unsuccessful in resolving the problem, an administrator is contacted to review the progress of the student and to make a decision about future steps to be taken.

Sabino does not make teacher changes for students unless they have previously had the teacher and failed the class. These changes are made before school starts or during the first week of school.

Gifted And Talented (GATE)

The Gifted and Talented (GATE) Program is available to ninth grade students. It consists of two academically enriched classes: Western Civilization and Freshmen English. Students taking these classes should be highly motivated and possess strong writing skills. Students who seek admission into the GATE program must have a current stanine score of 8 or better on the verbal section of the GATE or University High School (UHS) test and a "B" or better in their current English/Language Arts class. It is recommended that students also have at least a 3.5 cumulative overall GPA.

Advanced Placement (AP) Classes

Advanced Placement (AP) classes are very rigorous and contain college level material. Students are expected to take the AP exam, and may receive college credit depending on their score and college choice. Students enroll in AP classes their sophomore, junior, and senior years after they have completed the prerequisite courses. **STUDENTS AND PARENTS ARE REQUIRED TO SIGN AN AP AGREEMENT.**

Interscholastic Activities

Students who are planning to participate in an Arizona Interscholastic Association (A.I.A.) activity must enroll in at least five (5) credit bearing classes during their freshman, sophomore, and junior years and four (4) classes during their senior year. Students must also pass all of their classes each nine (9) weeks to be eligible.

NCAA Eligibility Requirements

To be a qualifier at a Division I or II institution and be eligible for financial aid, practice, and competition during your first year, you must (1) graduate from high school; (2) meet minimum SAT or ACT test scores; and (3) present a minimum grade point average in at least 16 core courses. Be sure to ask your guidance counselor about these requirements.

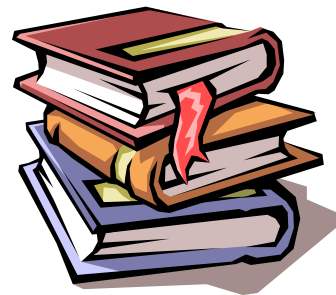
Taking Classes Off Campus

All course work taken through one or more of the following programs **MUST** have prior approval by a **Sabino Counselor and Administrator in order to be counted toward a Sabino diploma.**

- Correspondence programs
- Alternative education programs
- Pima Community College or the University of Arizona
- Classes taken in summer school at a site other than Sabino.

Summer School

TUSD's Summer School Program supports the mission to develop within students qualities necessary to fulfill their roles as life-long learners in a democratic society. The Summer School Program supplements the regular school program by offering classes for enrichment as well as remedial purposes. Summer School information is available in the Counseling Office. Students are discouraged from taking CORE courses in order to "get ahead."



Class Standing

A student's class standing is determined by the total number of credits earned by the beginning of the school year, as listed below:

Freshman	0 – 5.00 credits
Sophomore	5.25 – 10.00 credits
Junior	10 – 16.00 credits
Senior	16.00 – 23.00 credits

Credits are earned for successful completion of courses taken. The amount of credit earned is determined as follows:

Credit for a full year course

0.50	credit for a one semester course
0.25	credit for a one quarter course

Note: A credit is equal to a Carnegie Unit. A Carnegie Unit is defined by the student's actual time of instruction in the classroom; therefore, at the discretion of the teacher, a student may not earn credit if he/she has 10-14 excused and/or unexcused absences.

Grade Point Average and Rank-In-Class

A student's grade point average (GPA) and rank-in-class are based on all classes that the student carries for high school credit. If a student fails a course and subsequently completes the course satisfactorily, the passing grade is used to compute the GPA; the failing grade is not. High school credit earned in Algebra and Spanish in the eighth grade will be used toward graduation. Grades earned in these classes will be used in computing the cumulative GPA. Cumulative GPA is computed by giving equal value to grades earned in all full credit courses. A=4, B=3, C=2, D=1, F=0. Advanced Placement grades of A, B, C, and D are weighted one additional grade point. **Please refer to page 7 of this booklet for a discussion about weighted grades.** Sabino students are ranked at the end of each semester using weighted grades. Transcripts are updated each semester, and copies of the official transcript will be sent to colleges and employers upon student request. The final transcript becomes part of the student's permanent record and is the official certification of graduation.



Academic Letters

An Academic Letter is awarded to those students who, after completing five semesters and seven semesters, have met the following four criteria:

1. The candidate shall have attended Sabino High School the last three complete and consecutive semesters prior to the award.
2. The candidate shall have maintained a GPA of not less than 3.800 on a 4.000 weighted scale during each of the qualifying semesters.
3. The candidate shall have been enrolled in no fewer than six courses at Sabino for which a letter grade has been awarded during each of the qualifying semesters. Courses that award a Pass/Fail grade and summer school credits do not count toward the six class requirement of the academic letter. Substitutions such as concurrent university courses, correspondence courses, and work study programs deemed appropriate to an academic program may be approved by the Scholarship Committee. A *Prior Approval Form* must be completed and approved by the Honors Committee prior to enrolling in a course, if the course is to be used in determining an academic letter. *Prior Approval Forms* are available from Ms. Halvorson in the Counseling Office.
4. The candidate shall have maintained a record of sound citizenship during the qualifying period. A list of those candidates who are academically qualified will be available to administration and faculty. If a candidate's eligibility on the basis of citizenship should then be questioned, the Scholarship Committee shall examine the objection(s) and make a final determination as to the eligibility of the candidate.

Valedictorian

The Sabino High School Valedictorian and Salutatorian designations will be made based on the cumulative weighted GPA at the end of eight semesters and will include all classes taken for high school credit. The student with the highest weighted GPA to the 12th decimal place will be designated as valedictorian. The salutatorian will be the student ranked second.

Straight "A" Award

Straight "A" Awards are calculated after the first semester of the sophomore, junior, and senior year and include ALL courses for which high school credit is awarded. An AP class where a student earns a "B" is counted as a "B" for purposed of earning the Straight "A" Award.

Weighted Grade Perspective

Currently, AP Courses are weighted in the computation of a student's GPA. This means that an extra grade point is added to the student's grade. For example, earning an "A" in a regular class gives the student four grade points. A student in an AP class earning an "A" would receive five grade points. Earning a "B" in an AP class would be comparable to earning an "A" in a non-AP class. The cumulative GPA is calculated by taking the total number of grade points and dividing by the total number of classes. "Weighted Grades" were established to give an extra reward to the student who completed more rigorous courses. One problem that exists with the "Weighted Grade" System is that a student who takes more total regular courses can end up with a lower GPA.

For Example:

Student A

14 regular classes all A's = $(14 \times 4) = 56$ grade points
6 AP weighted classes all A's = $(6 \times 5) = 30$ grade points

Cumulative GPA = $\frac{86 \text{ grade points}}{20 \text{ classes}} = 4.3$ weighted GPA

Student B

16 regular classes all A's = $(16 \times 4) = 64$ grade points
6 AP weighted classes all A's = $(6 \times 5) = 30$ grade points

Cumulative GPA = $\frac{94 \text{ grade points}}{22 \text{ classes}} = 4.27$ weighted GPA

The importance of weighted grades is limited. When colleges receive transcripts containing weighted grades they usually unweight them so that all transcripts are on the same scale. They then look at the particular courses taken and give preference to students who have taken AP classes. The weighted class rank is used by Sabino and given to the state universities. The universities award scholarships to students from the list. Weighted grades are also used to determine the top 25 students in class ranking who receive honor cords at graduation, to determine a student's GPA for the Honor Roll, and to determine the valedictorian and salutatorian.

Take AP classes to improve your chance for success in college, become more competitive for college and scholarship selection, and obtain college credit to jump start your college career. The decision to take an AP class should not be made based on your desire to obtain a certain class ranking.

Carefully select the AP courses you take. Because course offerings and the number of classes offered is based upon student requests made at the time of registration, you may not be allowed to drop the class and enroll in another class at a later date.

CURRICULUM AND SCHEDULING HANDBOOK

PLANNING FOR COLLEGE ADMISSION

CURRICULUM SUBJECT AREAS GRADUATION	TUSD HIGH SCHOOL GRADUATION REQUIREMENTS	MINIMUM REQUIREMENTS FOR UNIVERSITIES IN ARIZONA
English	4	4 Credits
Mathematics	4	4 Credits
Science	3 Biology by 10 th Gr	3 Credits
Social Studies	3	2 Credits
Physical Education	1	
Health	.5	
Fine Arts / Career & Technical Ed.	1	1 Credit Fine Arts
World Languages	-	2 Credits
Electives	6.5	
TOTAL CREDITS	23	16 Core Courses

Elective classes are classes that are not specifically required for graduation. For example, if you take four years of science, one year is an elective since only three years of science are required for graduation. In addition, all foreign language classes are electives.

Students are required to take six classes each year. Middle school credits from Algebra I and World Languages will count towards high school graduation requirements.

Selections of a graduation plan and the monitoring of course choices are the responsibility of the student and parent. The more selective universities usually require additional high school course work beyond requirements of the state universities' requirements. Colleges consider many criteria when determining who is admitted or awarded scholarships. In general, they are more concerned with the rigor of the curriculum and the standardized test scores than they are with the total number of units or the GPA. Students who take Honors and AP classes are usually given extra consideration in the selection process. Even though the total number of classes is not as important as the classes taken, we encourage students to take as many classes as they can in high school to become better prepared for their future.

Students who rank in the top 25% of their class, have completed all 16 units of required coursework in English, Math, Science, Social Studies, Foreign Language, Fine Arts, and have a 2.0 GPA or greater in each subject area will qualify for "Assured Admission" to the three state universities.

SABINO HIGH SCHOOL

2012 – 2013 COURSE OFFERINGS

CAREER/TECHNOLOGICAL EDUCATION

Animal Systems

Intro to Applied Biological Systems 1, 2 (Year 1)
 Applied Biological Systems 3, 4 ** (Year 2)
 Agriscience1 - Animal Systems 1,2 ** (Year 3)
 Agriscience 2 - Animal Systems 3, 4 ** (Year 4)

Allied Health Services

Sports Medicine/Athletic Training 1, 2
 (Sports Medicine for Health Credit: 1st Sem. Only)

Sports Medicine Lab 1, 2 **
 Allied Health Internship 1, 2 **

Audiovisual Technology (AV. Tech.)

Digital Media 1, 2
 Digital Media 3, 4 **
 Digital Media 5, 6 **
 AV. Tech Internship **

Business Management & Administrative Services

Business Operations 1,2

Construction Technology

Construction Technology 1, 2
 Cabinetry 3, 4 **
 Cabinetry 5, 6 **
 Cabinetry 7, 8 **
 Construction Technology Internship **

Drafting & Design Technology

Draft/Design 1, 2
 Draft/Design 3, 4 **
 Draft/Design 5, 6 **
 Draft/Design Internship 1, 2 **

Engineering, Math, Technologies and Science

Exploring Engineering 1, 2 **
 Problem-Solving & Engineering Design 3, 4 **
 Project Engineering 1, 2 **

Graphic Communication

Graphic Design 1, 2
 (Fine Arts credit is an option for this course)

Photo Imaging 1, 2
 Photo Imaging 3, 4

Information Technology

Web Page Development 3, 4 **
 Information Technology Internship 1, 2 **

EXCEPTIONAL EDUCATION

Basic Skills (Computer)
 Essential Algebra
 Essential Contemporary Math
 Essential English 9, 10, 11, and 12
 Essential Geometry
 Essential Science
 On-the-Job Training

Students must have an IEP. These classes are for Ex. Ed. students only.

FINE ARTS (Art, Drama, Music)

Advanced Art **
 Advanced Ceramics (Sculpture) **
 Beginning Art/Ceramics
 Beginning Drama
 Color Guard **
 Directing **
 Intermediate Art **
 Intermediate Ceramics **
 Intermediate Drama **
 Jazz Ensemble **
 Marching Band (1st Semester) **
 Music Theater **
 Orchestra **
 Percussion Masters Class **
 Sabino Players / Advanced Drama **
 Symphonic Band (Concert Band – 2nd Semester) **

LANGUAGE ARTS

Freshman English
 Freshman Honors English **
 Freshman GATE English / GATE Western Civilization (2 period block) **
 Sophomore English
 Sophomore Honors English **
 Junior English
 Junior Honors English **
 Junior AP English Language & Composition * **
 Senior English
 Senior Honors English **
 Senior AP English Literature and Composition * **

MATHEMATICS

Algebra
 Financial Mathematics
 Geometry
 Honors Geometry **
 Intermediate Algebra **
 Honors Intermediate Algebra
 College Algebra **
 Pre-Calculus (1st Sem.)/Trigonometry (2nd Sem.)
 AP Calculus, AB * **

Incoming Freshmen must provide an official transcript reflecting an "A" or "B" in Algebra prior to enrolling in Geometry or Honors Geometry.

PHYSICAL EDUCATION

Dance – 1, 2 (Beginning), 3, 4 (Intermediate **), and 5, 6 or 7,8 (Advanced **)
 Health
 P.E.
 Weight Training

SCIENCE

Anatomy and Physiology **
 AP Chemistry * **
 Biology
 Chemistry **
 Earth Science
 Physics **

SOCIAL STUDIES

American Government / Economics
 American History
 AP U.S. Government & Politics * ** (Year-long course)
 AP Micro Economics
 AP Macro Economics * ** (Required for graduation)
 AP U.S. History * **
 AP World History * **
 Freshman GATE Western Civilization / English (Two period block)
 Student Council (Election to office or freshman application)
 World History

WORLD LANGUAGES

AP French Language * **
 AP Spanish Language * **
 French – 1st Year and 2nd Year **
 Honors French 3rd Yr. **
 Korean – 1st Year and 2nd Year **
 Russian – 1st Year, 2nd Year **, 3rd Year **, and 4th Year **
 Spanish – 1st and 2nd Year **
 Honors Spanish – 3rd Year ** and 4th Year **

ELECTIVE CREDIT

Office Aide
 Teacher Aide
 Yearbook (VISTA)

*** - Students and parents are required to sign an AP agreement.
 ** - Must meet prerequisite to enroll in class.
 Check Course Catalog online at <http://edweb.tusd.k12.az.us/sabino>**

CAREER & TECHNICAL EDUCATION CURRICULUM (JTED ENHANCED)

For additional course description information, please visit the CTE department page at: <http://edweb.tusd.k12.az.us/Sabino/CareerTechnicaleducation/CareerandTechnologyDept.html>

The Career and Technical Education (CTE) Department offers a variety of interesting courses designed to meet the needs of students planning to enter the workforce immediately after graduation as well as those planning to pursue a post-secondary education. To meet graduation requirements, students must take one credit of either Career and Technical Education or Fine Arts.

Pima Community College (PCC) Course articulation credit is available for many CTE courses.

**** - Students can earn **dual enrollment** credit for successfully completing this course. See instructor or Rebecca Lawson for more information.



is a credit-based college-transition program for high school students in Career and Technical Education Programs. Through Tech Prep it is possible for a student to earn up to 12 PCC transfer credits. Check with the instructor to see if your class qualifies for Tech Prep credit.

AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE**APPLIED BIO SYSTEMS INTRO 1, 2 (YEAR 1)**

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	None
Open to Grades:	9 – 10	Length of Course:	2 Semester
Course Codes:	09425 / 09426	Note:	

Description: This course is designed to begin to deliver the standards associated with the science of plant and animal life and health which are associated with Agriculture, Food, and Natural Resources.

Homework: As assigned.

APPLIED BIO SYSTEMS 3, 4 (YEAR 2)

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Applied Bio Systems 1, 2
Open to Grades:	10 – 12	Length of Course:	2 Semesters
Course Codes:	09427 / 09428	Note:	

Description: This course continues to deliver the science standards associated with the Agriculture, Food and Natural Resources.

Homework: As assigned.

AGRISCIENCE 1 – ANIMAL SYSTEMS 1, 2 (YEAR 3)

Graduation Requirements:	Science <u>or</u> Elective	Prerequisites:	Applied Bio Systems 3, 4
Open to Grades:	11 – 12	Length of Course:	2 Semesters
Course Codes:	03567 / 03568	Note:	To register for this course, students must go to the Science course offerings.

Description: Students will complete the standards in the Agricultural Business Management - Agriscience program. The Animal Systems option prepares students for careers in large animals, small animals, wildlife animals, and research animals. (This course is also cross-listed under Career and Technical Education.)

Homework: As assigned.

AGRISCIENCE – ANIMAL SYSTEMS 1, 2 (YEAR 4)

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Biology Applied Bio Systems 3, 4
Open to Grades:	10 – 12	Length of Course:	2 Semesters
Course Codes:	09451 / 09452	Note:	

Description: Students will complete the standards in the Agricultural Business Management - Agriscience program. The Animal Systems option prepares students for careers in large animals, small animals, wildlife animals, and research animals.

Homework: As assigned.

SABINO HIGH SCHOOL

AGRISCIENCE – ANIMAL SYSTEMS 3, 4

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Agriscience – Animal Systems 1, 2

Open to Grades: 11 – 12 **Length of Course:** 2 Semesters

Course Codes: 09453 / 09454 **Note:**

Description: Students will complete the standards in Animal Systems. The Animal Systems course will help prepare students to continue to develop an understanding of large animals, small animals, wildlife animals, and research animals.

Homework: As assigned.

APPLIED HEALTH SERVICES**SPORTS MEDICINE**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None

Open to Grades: 9 – 12 **Length of Course:** 2 Semesters

Course Codes: 08411 / 08412 **Note:**

Description: Sport Med/Athletic introduces students to the field of sports medicine as well as the different professionals working in the sports medicine field. Students will learn about athletic injuries as well as pertinent anatomy of the human body.

Homework: As assigned.

SPORTS MEDICINE LAB 1, 2

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Sports Med./Athletic Training

Open to Grades: 11 – 12 **Length of Course:** 2 Semesters

Course Codes: 09378 / 09379 **Note:**

Description: This course is a continuation of the Sport Medicine program providing a more in depth exposure to students to the field of sports medicine. Experience working in the athletic training room is a requirement as well as completion of the standards for this program.

Homework: As assigned.

ALLIED HEALTH INTERNSHIP 1, 2

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** See Career Counselor

Open to Grades: 12 **Length of Course:** 2 Semesters

Course Codes: 09507 / 09508 **Note:**

Description: This course provides students an opportunity to apply previously developed allied health services knowledge and skills while participating in a structured work experience. Students may be paid or unpaid.

Homework: As required.

AUDIOVISUAL TECHNOLOGY (AV TECH.)**DIGITAL MEDIA 1, 2**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None

Open to Grades: 9 – 12 **Length of Course:** 2 Semesters

Course Codes: 09211 / 09212 **Note:**

Description: Students begin completing standards in this option of the Audiovisual Technology program designed to prepare students to produce and edit digital images and video/animation, develop interactive media and manage digital media.

Homework: As assigned.

DIGITAL MEDIA 3, 4

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Digital Media 1, 2 Teacher Approval

Open to Grades: 10 – 12 **Length of Course:** 2 Semesters

Course Codes: 09215 / 09216 **Note:**

Description: Students complete and apply standards in this option of the Audio/Visual Technology program designed to prepare students to produce and edit digital images and video/animation, develop interactive media and manage digital media.

Homework: As assigned.

CURRICULUM AND SCHEDULING HANDBOOK

DIGITAL MEDIA 5, 6

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Digital Media 3, 4
Open to Grades: 11 – 12 **Length of Course:** 2 Semesters
Course Codes: 09217 / 09218 **Note:** Teacher Approval

Description: Students complete standards and advanced applications in this option of the Audio/Visual Technology program designed to prepare students to produce and edit digital images and video/animation, develop interactive media and manage digital media.

Homework: As assigned.

AV TECH. INTERNSHIP

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** See Career Counselor
Open to Grades: 12 **Length of Course:** 2 Semesters
Course Codes: 09499 / 09500 **Note:**

Description: This course provides students an opportunity to apply previously developed Audio/Visual technology knowledge and skills while participating in a structured work experience. Students may be paid or unpaid.

Homework: As required.

BUSINESS MANAGEMENT & ADMINISTRATIVE SERVICES (BMAS)**BUSINESS OPERATIONS 1, 2**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None
Open to Grades: 9 – 12 **Length of Course:** 2 Semesters
Course Codes: 02001 / 02002 **Note:**

Description: This program is for the student interested in performing the duties of a support professional in a business setting. Training is included in professional communications, business technology operations, forms design, records management, report preparation, intro to business law, decision making, and career preparation. This is a Pima JTED enhanced course. Community college credit may be available for this course.

Homework: As assigned.

CTE INTERNSHIP

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** See Career Counselor
Open to Grades: 12 **Length of Course:** 2 Semesters
Course Codes: 09243 / 09264 **Note:**

Description: This course provides students an opportunity to apply previously developed business management knowledge and skills while participating in a structured work experience. Students may be paid or unpaid.

Homework: As assigned.

CONSTRUCTION TECHNOLOGIES**CONSTRUCTION TECHNOLOGY 1, 2**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None
Open to Grades: 9 – 12 **Length of Course:** 2 Semesters
Course Codes: 09041 / 09042 **Note:**

Description: Students begin completing standards in the Construction Technologies program designed to prepare students for careers in the Construction Industries. Standards are aligned with the National Center for Construction Education & Research (NCCER).

Homework: As assigned.

CABINETRY 3, 4

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Construction Tech. 1, 2
Open to Grades: 10 – 12 **Length of Course:** 2 Semesters
Course Codes: 09651 / 09652 **Note:**

Description: This course prepares students to apply technical knowledge and skills to set up, operate and repair industrial cabinetmaking machinery and to use such machinery to design and fabricate wooden components and complete articles.

Homework: As assigned.

SABINO HIGH SCHOOL

CABINETRY 5, 6

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Construction Tech. 3, 4
Open to Grades:	11 – 12	Length of Course:	2 Semesters
Course Codes:	09653 / 09654	Note:	

Description: This course prepares students for advanced technical knowledge and skills using a variety of cabinetmaking techniques and equipment. Includes manufactured panel products, veneers and plastic overlays.

Homework: As assigned.

CABINETRY 7, 8

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Construction Tech. 5, 6
Open to Grades:	12	Length of Course:	2 Semesters
Course Codes:	09655 / 09656	Note:	

Description: This course continues to prepare students for advanced technical knowledge and skills using a variety of cabinetmaking techniques and equipment. Includes overlaying and inlaying veneers and applying finishing materials to projects.

Homework: As assigned.

CONSTRUCTION TECHNOLOGY INTERNSHIP 1, 2

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	See Career Counselor
Open to Grades:	12	Length of Course:	2 Semesters
Course Codes:	09517 / 09518	Note:	

Description: This course provides students an opportunity to apply previously developed construction technology knowledge and skills while participating in a structured work experience. Students may be paid or unpaid.

Homework: As assigned.

COSMETOLOGY**COSMETOLOGY 1, 2**

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	None
Open to Grades:	12	Length of Course:	2 Semesters
Course Codes:	08001 / 08002	Note:	Class is taught off campus at central site.

Description: Students begin completing standards in Cosmetology. This course introduces students to careers in Cosmetology by preparing them to apply academic, employability and technical knowledge and skills related to common industry standards and practices.

Homework: As assigned.

DRAFTING & DESIGN TECHNOLOGY**DRAFTING / DESIGN 1, 2**

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	None
Open to Grades:	9 – 12	Length of Course:	2 Semesters
Course Codes:	09075 / 09076	Note:	

Description: Students begin completing standards in the Drafting/Design Technology program designed to prepare students to apply technical skills to create working drawings and computer simulations for a variety of applications.

Homework: As assigned.

DRAFTING / DESIGN 3, 4 ***

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Drafting / Design 1, 2
Open to Grades:	10 – 12	Length of Course:	2 Semesters
Course Codes:	09077 / 09078	Note:	

Description: Students continue completion and application of standards in the Drafting/Design Technology program designed to prepare students to apply technical skills to create working drawings and computer simulations for a variety of applications.

Homework: As assigned.

CURRICULUM AND SCHEDULING HANDBOOK

DRAFTING / DESIGN 5, 6

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Drafting / Design 3, 4
Open to Grades:	11 – 12	Length of Course:	2 Semesters
Course Codes:	09079 / 09080	Note:	

Description: Students complete standards in the Drafting/Design Technology program designed to prepare students to apply technical skills to create working drawings and computer simulations for a variety of applications.

Homework: As assigned.

DRAFTING / DESIGN 7, 8

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Drafting / Design 5, 6
Open to Grades:	12	Length of Course:	2 Semesters
Course Codes:	09081 / 09082	Note:	

Description: Students complete standards and enhance their skills and knowledge in the Drafting/Design Technology program.

Homework: As assigned.

DRAFTING / DESIGN INTERNSHIP 1, 2

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	See Career Counselor
Open to Grades:	12	Length of Course:	2 Semesters
Course Codes:	09527 / 09528	Note:	

Description: This course provides students an opportunity to apply previously developed drafting and design technology knowledge and skills while participating in a structured work experience. Students may be paid or unpaid.

Homework: As assigned.

ENGINEERING , MATH, TECHNOLOGIES AND SCIENCE**EXPLORING ENGINEERING 1, 2**

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective.	Prerequisites:	Geometry or higher
Open to Grades:	9 – 12	Length of Course:	2 Semesters
Course Codes:	09329 / 09330	Note:	

Description: The students begin to learn the Engineering standards using a team format and begin to design, develop, and validate their projects.

Homework: As assigned.

PROBLEM-SOLVING & ENGINEER DESIGN 1, 2 ***

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Exploring Engineering 1, 2 Co-requisite: Intermediate Algebra
Open to Grades:	11 – 12	Length of Course:	2 Semesters
Course Codes:	09355 / 09356	Note:	

Description: The students continue their learning experience in Engineering standards both electrical and embedded software design by utilizing a robotics theme to manage schedules, design considerations and technical issues.

Homework: As assigned.

PROJECT ENGINEERING 1, 2

Graduation Requirements:	Career & Technical Ed. <u>or</u> Elective	Prerequisites:	Problem Solving & Engineering Design 1, 2 Co-requisite: PreCal/Trig.
Open to Grades:	11 – 12	Length of Course:	2 Semesters
Course Codes:	09376 / 09377	Note:	Students <u>may</u> earn Univ. of AZ credit

Description: The students continue their learning experience in Engineering standards both electrical and embedded software design by utilizing a robotics theme.

Homework: As assigned.

SABINO HIGH SCHOOL

GRAPHIC COMMUNICATION**GRAPHIC DESIGN 1, 2**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None
or Fine Arts
Open to Grades: 9 – 12 **Length of Course:** 2 Semesters
Course Codes: 09265 / 09266 **Note:**

Description: Students are introduced to the Graphic Communication program standards designed to prepare students in drawing, visualization skills for graphic communications and to create digital media products. This is a Pima JTED enhanced course. Community college credit may be available for this course.

Homework: As assigned.

PHOTO IMAGING 1, 2

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None
Open to Grades: 9 – 12 **Length of Course:** 2 Semesters
Course Codes: 09089 / 09090 **Note:**

Description: Students begin completing standards in this option of the Graphic Communications program designed to prepare the individual to apply technical knowledge and skills in commercial photography.

Homework: As assigned.

PHOTO IMAGING 3, 4

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** None
Open to Grades: 9 – 12 **Length of Course:** 2 Semesters
Course Codes: 09091 / 09092 **Note:**

Description: Students continue applying standards in the Graphic Communications program designed to prepare them to apply technical knowledge and skills in commercial photography. This is a Pima JTED enhanced course. Community college credit may be available for this course.

Homework: As assigned.

INFORMATION TECHNOLOGY**WEB DEVELOPMENT 3, 4**

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Web Development 1, 2
Open to Grades: 10 – 12 **Length of Course:** 2 Semesters
Course Codes: 04011 / 04012 **Note:**

Description: This course prepares students to apply technical knowledge and skills to design, implement and maintain web sites addressing the program standards.

Homework: As assigned.

INFORMATION TECHNOLOGY INTERNSHIP 1, 2

Graduation Requirements: Career & Technical Ed. or Elective **Prerequisites:** Web Development 1, 2 or above
Open to Grades: 12 **Length of Course:** 2 Semesters
Course Codes: 09569 / 09570

Description: This course provides students an opportunity to apply previously developed information technology knowledge and skills while participating in a structured work experience. Students may be paid or unpaid

Homework: As assigned.

NOTE: For additional information on CTE/JTED classes offered off-campus, please contact Jacqie Allen at 584-7719 or email her at Jacqline.Allen@tusd1.org

EXCEPTIONAL EDUCATION CURRICULUM

For additional course description information, please visit the Exceptional Education department page at: <http://edweb.tusd.k12.az.us/Sabino/exceptionaleducation.html>

Exceptional Education programs are available for students who are experiencing learning difficulties due to any of several handicapping conditions. To qualify for Exceptional Education services, students must be evaluated and recommended by a TUSD Multi-Disciplinary Diagnostics Team. Parent participation in placement and planning decisions is required. Course requirements vary according to each student's Individualized Educational Plan (IEP). Students must be staffed into Exceptional Education to enroll in these courses. In addition to the following courses, cooperative classes combine Exceptional Education students and teachers with regular education students and teachers in team situations. Students may receive content instruction from a teacher specializing in that content area as well as special support from Exceptional Education teachers.

ACADEMIC CORE

Graduation Requirements:	Elective	Prerequisites:	None
Open to Grades:	9 – 10	Length of Course:	2 Semester
Course Codes:	01123 / 01124	Note:	For Exceptional Ed. students only. Space is limited.

Description: Emphasis is on the development of efficient learning strategies including time management, organization of class materials, and textbook usage. This course is designed for students whose academic course work is primarily in mainstream classes.

Homework: As assigned.

LANGUAGE ARTS

ESSENTIAL ENGLISH 9

Graduation Requirements:	Language Arts (Fr. English)	Prerequisites:	None
Open to Grades:	9	Length of Course:	2 Semesters
Course Codes:	01331 / 01332	Note:	For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. The objectives of the course are to provide learning opportunities through demonstration and practice of listening behaviors, oral communication, written expression and reading. Grammar usage, spelling and vocabulary building are emphasized. College-bound students are recommended to take general education English class.

Homework: As assigned.

ESSENTIAL ENGLISH 10

Graduation Requirements:	Language Arts (Soph. English)	Prerequisites:	Essential English 9
Open to Grades:	10	Length of Course:	2 Semesters
Course Codes:	01028 / 01029	Note:	For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. The objectives of the course are to provide learning opportunities through demonstration and practice of listening behaviors, oral communication, written expression and reading. Grammar usage, spelling and vocabulary building are emphasized. College-bound students are recommended to take general education English class.

Homework: As assigned.

ESSENTIAL ENGLISH 11

Graduation Requirements:	Language Arts (Jr. English)	Prerequisites:	Essential English 10
Open to Grades:	11	Length of Course:	2 Semesters
Course Codes:	01030 / 01031	Note:	For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. The objectives of the course are to provide learning opportunities through demonstration and practice of listening behaviors, oral communication, written expression and reading. Grammar usage, spelling and vocabulary building are emphasized. College-bound students are recommended to take general education English class.

Homework: As assigned.

SABINO HIGH SCHOOL

ESSENTIAL ENGLISH 12

Graduation Requirements: Language Arts (Sr. English)
Open to Grades: 12
Course Codes: 01032 / 01033

Prerequisites: Essential English 11
Length of Course: 2 Semesters
Note: For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. The objectives of the course are to provide learning opportunities through demonstration and practice of listening behaviors, oral communication, written expression and reading. Grammar usage, spelling and vocabulary building are emphasized. College-bound students are recommended to take general education English class.

Homework: As assigned.

MATH**ESSENTIAL ALGEBRA**

Graduation Requirements: Math
Open to Grades: 9 – 12
Course Codes: 01062 / 01063

Prerequisites: None
Length of Course: 2 Semesters
Note: For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. This course covers previously acquired math skills emphasizing those aspects of arithmetic that support algebra as well as the essential skills necessary for problem solving. Fundamental algebraic concepts are introduced that include, but are not limited to fractions, decimals, percents and proportional reasoning. Throughout the course, there is a continuous review of these skills as well as skills and concepts assessed on the AIMS. College-bound students are recommended to take general education Algebra class.

Homework: As assigned.

ESSENTIAL CONTEMPORARY MATH

Graduation Requirements: Math or Elective
Open to Grades: 11 – 12
Course Codes: 13833 / 13834

Prerequisites: Geometry, Essential Geometry
Length of Course: 2 Semesters
Note: For Exceptional Ed. students only.

Description: This two-semester course addresses a variety of topics and areas in mathematics that are not normally studied in other courses. There is a consistent use of problem-solving strategies and analytic techniques in the course. Topics examined include collecting and describing data, probability and statistical inferences, game theory, logic, linear programming and task organization including critical path and scheduling. Mathematical analysis of social issues including voting systems and decision making as well as the examination of environmental issues.

Homework: As assigned.

ESSENTIAL GEOMETRY

Graduation Requirements: Math or Elective
Open to Grades: 9 – 12
Course Codes: 01098 / 01099

Prerequisites: Algebra, Essential Algebra
Length of Course: 2 Semesters
Note: For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. This course covers previously acquired math skills that emphasize aspects of arithmetic that support geometry. It also introduces students to basic geometric concepts. Students are instructed to recognize, draw, describe, connect and analyze shapes and representations in the physical world. Along with the aforementioned concepts, students will continue to review all basic mathematical skills. College-bound students are recommended to take general education Geometry class.

Homework: As assigned.

 CURRICULUM AND SCHEDULING HANDBOOK

SCIENCE**ESSENTIAL BIOLOGY****Graduation Requirements:** Science**Open to Grades:** 9 – 12**Course Codes:** 01044 / 01045**Prerequisites:** None**Length of Course:** 2 Semesters**Note:** For Exceptional Ed. students only.

Description: This course is designed to meet the needs of students with an IEP with special attention given to development of basic skills. This course will introduce students to all aspects of biotechnology. Students will learn, through hands-on applications, about plant growth and development; anatomy and physiology; zoology; ecology and entomology. Class may also involve and introduction to computer literacy. The importance of scientific investigation, critical thinking, and problem solving as each applies to all aspects of life are emphasized. There may be some dissection, microscopic observations, and computer labs in the course. Group and individualized activities will be required. College-bound students are recommended to take general education Biology class.

Homework: As assigned.**ON THE JOB TRAINING 1, 2****Graduation Requirements:** Elective**Open to Grades:** 11 – 12**Course Codes:** 01151 / 01152**Prerequisites:** None**Length of Course:** 2 Semesters**Note:** For Exceptional Ed. students only.
Authorization and signature required.

Description: Students, who qualify, work in the community at part-time paid or nonpaid work sites. The primary objective is to introduce students to the routines and responsibilities of competitive work. Students learn job and social skills associated with their assigned job tasks. Performance evaluations and specific training agreements between the student, teacher, and employer may be required. In some instances, the student is released from school to participate in this work experience and receives school credit for the hours worked. In other instances, the student works or volunteers with supervision of school personnel as part of their instructional day. Student must be at least 16 years old.

Homework: As assigned.**The following general education courses may be offered in a team-taught format:**

- Biology
- Construction Technology 1, 2

These classes are collaboratively taught by a general education teacher and an Exceptional Education teacher. Other courses may be available in this format if scheduling permits. See course descriptions in general education sections of this handbook for specific course information.

SABINO HIGH SCHOOL

FINE ARTS CURRICULUM

For additional course description information, please visit the Fine Arts department page at: <http://edweb.tusd.k12.az.us/Sabino/finearts.html>

Sabino's Fine Arts Department offers classes in drama, vocal and instrumental music, and art. A participation fee of \$50 is charged to Fine Arts students when they participate in competitive events. In order to graduate, students need one credit of either Fine Arts or Vocational Education. In some Fine Arts classes, it is common to assess a fee covering the cost of projects taken home.

Art

**BEGINNING ART**

Graduation Requirements: Fine Arts or Elective

Open to Grades: 9 – 12

Course Codes: 06101 / 06102

Description: The student will be introduced to the use of basic drawing and observation skill. Art styles in historical content are reviewed. The student will use the elements of design and the principals of composition in their artwork. The final projects will use a variety of materials to develop self- expression.

Homework: Occasionally

Prerequisites: None

Length of Course: 2 Semesters

Note:

INTERMEDIATE ART

Graduation Requirements: Fine Arts or Elective

Open to Grades: 10 – 12

Course Codes: 06091 / 06092

Description: The student in this class will continue to make improvements in their drawing, color, special, and composition skills using a variety of techniques and materials. A personal sketchbook as homework will be assigned. The students will prepare a portfolio and be able to prepare artwork of showing.

Homework: Occasionally

Prerequisites: Beginning Art

Length of Course: 2 Semesters

Note:

ADVANCED ART

Graduation Requirements: Fine Arts or Elective

Open to Grades: 11 – 12

Course Codes: 06007 / 06008

Description: Designed for the advanced art student. This class will build on prior artistic developed in drawing, color, special, and composition skills using a variety of techniques and materials. Student artwork completed in this class will be used to complete an Art Portfolio that the student can use for future enrolment in advance classes and/or University.

Homework: Occasionally

Prerequisites: Intermediate Art

Length of Course: 2 Semesters

Note:

INTERMEDIATE CRAFTS / CERAMICS

Graduation Requirements: Fine Arts or Elective

Open to Grades: 10 – 12

Course Codes: 06053 / 06054

Description: This course presents advanced ceramic design and techniques. Students have increased opportunities to explore various hand building and potter's wheel methods and a variety of glazing and firing techniques. Students learn to effectively manage the business part of production pottery. Topics include marketing and selling pieces, legal issues, special design problems and photo documentation.

Homework: Occasionally

Prerequisites: Beginning Art

Length of Course: 2 Semesters

Note:

CURRICULUM AND SCHEDULING HANDBOOK

ADVANCED CERAMICS (SCULPTURE)**Graduation Requirements:** Fine Arts or Elective**Prerequisites:** Intermediate
Crafts/Ceramics**Open to Grades:** 10 – 12**Length of Course:** 2 Semesters**Course Codes:** 06315**Note:****Description:** This is an advanced course in sculpture. Students are expected to be more independent about developing ideas and producing objects. Ecology, recycling, and social awareness remain class priorities. Greater emphasis is placed on the questions "what is sculpture?" and "where is art found?" A variety of materials are used to help students relate a variety thinking skills to the visual arts.**Homework:** Occasionally**Drama****BEGINNING DRAMA****Graduation Requirements:** Fine Arts or Elective**Prerequisites:** None**Open to Grades:** 9 – 12**Length of Course:** 2 Semesters**Course Codes:** 06067 / 06068**Note:****Description:** This course is designed to introduce students to all aspects of drama. This includes theatre history, acting, play production, lighting, sound properties, set design and individual and group performance.**Homework:** Writing and memorizing scripts, reading plays, and writing play reports and critiques. Students are expected to attend all Sabino Players productions during the course of the year (3 per year).**INTERMEDIATE DRAMA****Graduation Requirements:** Fine Arts or Elective**Prerequisites:** Beginning Drama; Audition**Open to Grades:** 10 – 12**Length of Course:** 2 Semesters**Course Codes:** 06069 / 06070**Note:****Description:** Students will master advanced skills in acting, lighting, sound and set building. They will also produce one full length play as well as shorter presentations. This class intends to foster a deeper appreciation of the dramatic arts and the universality of theatre.**Homework:** Memory work is required for plays, as well as rehearsal time on your own for some duo-scene or group projects. Written work, such as play reports, scripts and/or character analysis is required.**ADVANCED DRAMA (SABINO PLAYERS)****Graduation Requirements:** Fine Arts or Elective**Prerequisites:** Beg. or Int. Drama; Audition**Open to Grades:** 10 – 12**Length of Course:** 2 Semesters**Course Codes:** 06071 / 06072**Note:** \$50.00 AIA participation fee is required.**Description:** Members of this class will produce several full length productions while continuing to enhance their acting skills, set design abilities and production knowledge. They will analyze the educational and aesthetic values of drama and their own potential through the dramatic process.**Homework:** Homework is given and memory work is required for plays. Written work is required.**DIRECTING****Graduation Requirements:** Fine Arts or Elective**Prerequisites:** Int. or Adv. Drama**Open to Grades:** 11 – 12**Length of Course:** 2nd Semester Only**Course Codes:** 06065**Note:****Description:** This course is for the experienced drama student who is interested in directing plays and desires a career as a professional actor, director or theatre educator.**Homework:** Students will read several plays, block the play of their choice, and write a script analysis, as well as create, add to, and maintain their directing portfolio throughout the semester. Some rehearsal time outside of class may be required as well.

SABINO HIGH SCHOOL

Music

**BAND****COLOR GUARD****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06055 / 06056**Prerequisites:** Audition**Length of Course:** 1 or 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Color Guard provides students with instruction of basic marching fundamental and rhythmic accuracy with the use of auxiliary equipment such as flags, rifles, sabers, and auxiliary percussion. Dance skills are also part of the curriculum. The course is coordinated with Marching Band and all students involved with the course are required to participate in all Marching Band functions and performances. Throughout the course, students will learn basic rhythmic patterns and a general understanding of rhythmic construction. In the spring semester this groups becomes the Winter Guard and continues indoor performances. This class has required practices outside of the school day. **ALL PERFORMANCES AND REHEARSALS ARE MANDATORY.** Student will be responsible for purchase of performance attire and equipment as well as cleaning fees. The course may be repeated for credit.

Homework: 1 hour per day.**JAZZ ENSEMBLE****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06127 / 06128**Prerequisites:** Audition**Length of Course:** 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Jazz band is an advanced instrumental ensemble. Students will perform a variety of jazz music and learn to improvise. Concurrent enrollment in Symphonic Band, Wind Ensemble, or Percussion class is required. Enrollment is for the full year only and attendance at rehearsals and performances outside the school day is required.

Homework: 1 hour per day.**MARCHING BAND / ADVANCED BAND****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06023 / 06018**Prerequisites:** Audition**Length of Course:** 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Marching Band provides students with instruction in creative and analytical elements of music. These elements include the skills of listening, communication, performing, musical and mathematical theory, reading, writing, physical development, coordination, artistic movement and aesthetics allowing for individual differences among students. It provides the building of marching fundamentals, advanced techniques in instrumental music, public performances, and the study of advanced instrumental literature. The marching band performs at all Sabino football games, band days, and festivals throughout the school year. This class has required practices outside of the school day. **ALL PERFORMANCES AND REHEARSALS ARE MANDATORY.** Students will be required to purchase marching shoes and a flip folder as well as cover uniform cleaning. Participation in regional auditions is required for advanced band. Students are encouraged to take summer school in order to avoid schedule conflicts. There is a required uniform cleaning fee. The course may be repeated for credit.

Homework: 1 – 2 hours per day**ORCHESTRA****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06159 / 06167**Prerequisites:** Audition; Ability to read music**Length of Course:** 1 or 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Orchestra students will be instructed in the overall musical skills of listening, communicating, performing, reading, writing, analyzing, and the development of scales, positions, vibrato, fingering, and bow technique. This course includes the study of orchestra literature, technique, and public performance. The class may have required practices outside of the school day. Also, this class performs at festival and takes field trips during the school year. **ALL PERFORMANCES AND REHEARSALS ARE MANDATORY.** Students will be required to cover uniform cleaning. The course may be repeated for credit.

Homework: 1 hour per day.

CURRICULUM AND SCHEDULING HANDBOOK**PERCUSSION MASTER CLASS****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06188 / 06189**Prerequisites:** Audition**Length of Course:** 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Students intending to play percussion instruments and participate with the Marching Band must enroll in this class. Members of the class will learn various notations utilized in percussion music and will be expected to play more than one instrument. During the second semester, this class becomes a percussion studio and winter drumline. Students will also be assigned percussion parts to play in performances with the Symphonic Band and/or Wind Ensemble. This class has required practices outside of the school day. **ALL PERFORMANCES AND REHEARSALS ARE MANDATORY.** Students must purchase practice pads, sticks and mallets as needed. Students should be aware that all Marching Band calendar dates apply to Percussion unless otherwise instructed.

Homework: 1 hour per day.**MUSIC THEATER****MUSIC THEATER****Graduation Requirements:** Fine Arts or Elective**Open to Grades:** 9 – 12**Course Codes:** 06171 / 06172**Prerequisites:** None**Length of Course:** 2 Semesters**Note:** \$50.00 AIA participation fee is required.

Description: Theatre will be a three part class. One group will be responsible for the singing/acting, group two will be part of making the set and managing the show. and the third group will be in charge of actual direction and technical work. The class will be a year long curriculum based on picking out a production, fund raising for that production, setting up the production, acting/singing the production, and working the production. The students will be building a show from the ground up, focusing on all of the aspects of a musical theatre show.

Homework: Students are expected work on performances pieces at home and write concert critiques.

SABINO HIGH SCHOOL

LANGUAGE ARTS CURRICULUM

For additional course description information, please visit the Language Arts department page at: <http://edweb.tusd.k12.az.us/Sabino/english.html>

Our primary goal is to assist students to become life-long learners and knowledgeable citizens. Good communication skills – the ability to read, write, speak, and listen well – will help students succeed in their future education, in their chosen occupation, and in their relationships with others. For these reasons, English is required for four years, and all students will be required to pass the AIMS Reading and Writing tests in order to graduate.

ENGLISH 9 (FRESHMEN)**Graduation Requirements:** Language Arts**Open to Grades:** 9**Course Codes:** 05001 / 05002**Description:** Freshman English will emphasize critical reading, writing, speaking, listening, and thinking skills as outlined in the Arizona Standards in order to provide a solid foundation not only with English skills, but in preparation for the AIMS test.**Homework:** 3 – 5 hours per week; vocabulary study; outside reading and writing assignments.**Prerequisites:** None**Length of Course:** 2 Semesters**Note:****ENGLISH HONORS 9 (FRESHMEN)****Graduation Requirements:** Language Arts**Open to Grades:** 9**Course Codes:** 05007 / 05008**Description:** While mastery of basic skills as described in the Freshman English course is emphasized, the honors program requires additional in-class reading and writing as well as a heavier homework load. Students are subject to high expectations, particularly with regard to the development of critical thinking skills and the ability to successfully complete complex writing tasks.**Homework:** 5 – 8 hours per week; vocabulary study; intensive outside reading and writing assignments.**Prerequisites:** Teacher Recommendation; "B" or above in previous English class.**Length of Course:** 2 Semesters**Note:****ENGLISH GATE 9 (FRESHMEN GATE)****Graduation Requirements:** Language Arts**Open to Grades:** 9**Course Codes:** 05009 / 05010**Description:** The content and study required in this class is more concentrated and rigorous than that of Freshman English. The course emphasizes effective written communication. Writing skills are enhanced through a study of grammar and sentence patterns. Literary elements, vocabulary and conventions are emphasized.**Homework:** 5 – 8 hours per week; reading; writing; research; and project assignments.**Prerequisites:** Teacher Recommendation**Length of Course:** 2 Semesters**Note:** Two period block in conjunction with GATE Western Civilizations.**ENGLISH 10 (SOPHOMORE ENGLISH)****Graduation Requirements:** Language Arts**Open to Grades:** 10**Course Codes:** 05013 / 05014**Description:** Sophomore English continues to emphasize critical reading, writing, speaking, listening, and thinking skills as outlined in the Arizona Standards in order to provide a solid foundation not only with English skills, but also in preparation for the AIMS test. Students will focus on vocabulary development and reading comprehension strategies through understanding literary, functional and persuasive text and test-taking skills.**Homework:** 3 – 5 hours per week; reading; writing; research; and project assignments.**Prerequisites:** English 9**Length of Course:** 2 Semesters**Note:**

CURRICULUM AND SCHEDULING HANDBOOK

ENGLISH HONORS 10 (SOPHOMORE HONORS)**Graduation Requirements:** Language Arts**Prerequisites:**

English 9; "B" or above in English 9

Open to Grades: 10**Length of Course:**

2 Semesters

Course Codes: 05019 / 05020**Note:**

Description: This is an enriched course surveying short stories, essays, drama and novels. Selected works by world recognized authors are included. Students review basic sentence structure to understand and practice correct usage. They refine their writing skills and add variety exploring theme and character development. Research papers and persuasive essays are also required. Students study AIMS skills within the context of their reading and writing assignments. The course requires additional in-class reading and writing as well as a heavier homework load. Students are subject to high expectations, particularly with regard to the development of critical thinking skills and the ability to successfully complete complex writing tasks.

Homework: 5 – 8 hours per week; vocabulary study; intensive outside reading and writing assignments.

ENGLISH 11 (JUNIOR ENGLISH)**Graduation Requirements:** Language Arts**Prerequisites:**

English 10

Open to Grades: 11**Length of Course:**

2 Semesters

Course Codes: 05025 / 05026**Note:**

Description: Junior English emphasizes mastery in the areas of reading, writing, listening, speaking, and critical thinking. Junior English explores the genres and eras of American literature by reading and critically analyzing personal experience narratives, essays, historical accounts, speeches, and fiction, including short stories, novels, and dramas. Students see the juxtaposition of American literature with American history and their impact on the world and individual today. Students develop and refine writing skills writing persuasive essays and speeches, literary analyses, and narratives. Special projects, oral presentations, and collaborative group work are included to further develop speaking and listening skills. Composition lessons focus on organization, word choice, sentence fluency, and the research process including MLA format and documentation.

Homework: 3 – 5 hours per week; vocabulary study; outside reading and writing assignments.

ENGLISH HONORS 11 (JUNIOR HONORS)**Graduation Requirements:** Language Arts**Prerequisites:**

English 10; "B" or above in English 10

Open to Grades: 11**Length of Course:**

2 Semesters

Course Codes: 05031 / 05032**Note:**

Description: This class is an enriched American literature course. The literature written in America from 1607 to the present is surveyed with an emphasis on how historic voices are still evident in American culture. Students complete a research report and read at least four major American novels. Writing skill development includes literary analyses, essays, and in-class essay tests. Students continue to improve their vocabularies and their understanding of grammar, mechanics, and usage. Students are subject to high expectations, particularly with regard to the development of critical thinking skills and the ability to successfully complete complex writing tasks.

Homework: 5 – 8 hours per week; vocabulary study; extensive outside reading and writing assignments.

ENGLISH LANGUAGE (AP ENGLISH LANGUAGE & COMPOSITION)**Graduation Requirements:** Language Arts**Prerequisites:**English 10 or Honors English 10; Application**Open to Grades:** 11**Length of Course:**

2 Semesters

Course Codes: 05903 / 05906**Note:** A signed AP agreement is required.

Description: This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. **Summer preparation work is required. Students are expected to take the AP English Language & Composition Exam.**

Homework: 7 – 10 hours per week based on extensive reading, analysis, and writing.

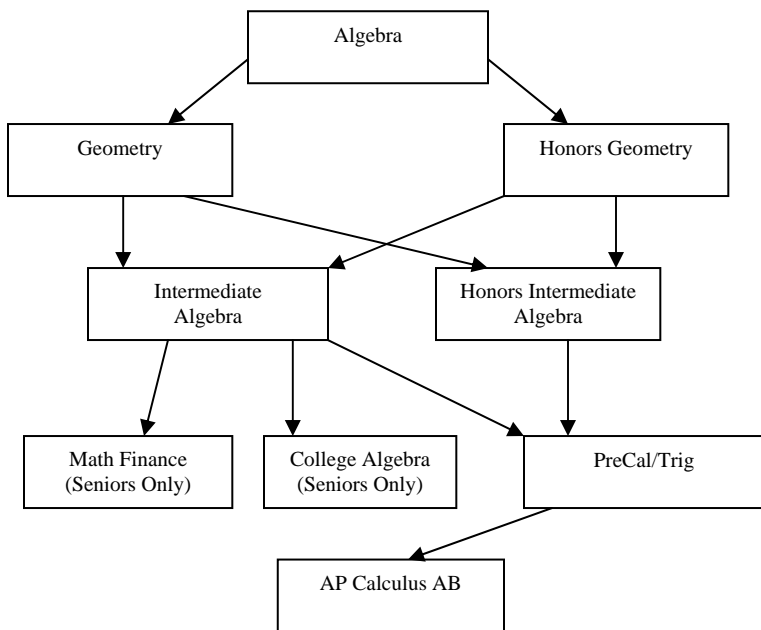
SABINO HIGH SCHOOL**ENGLISH 12 (SENIOR ENGLISH)****Graduation Requirements:** Language Arts**Open to Grades:** 12**Course Codes:** 05033 / 05034**Description:** This class continues development of all forms of writing, critical reading skills, and communication, particularly public speeches. This course will aid students in making practical applications of English skills while furthering coursework. Students will continue to improve their use of the writing process and evaluation of writing. This course continues to emphasize critical reading, writing, speaking, listening, and thinking skills as outlined in the Arizona Standards.**Homework:** 3 – 5 hours per week; vocabulary study; outside reading and writing assignments.**Prerequisites:** English 11**Length of Course:** 2 Semesters**Note:****ENGLISH HONORS 12 (SENIOR HONORS)****Graduation Requirements:** Language Arts**Open to Grades:** 12**Course Codes:** 05039 / 05040**Description:** Students continue their study of all forms of writing and further develop critical reading and thinking skills. Students learn to make practical and academic applications of language arts skills, further develop research capabilities, and study British and other world literature in depth. Writing assignments emphasize the writing process and the Six Traits Writing Rubric to prepare the students for college work. Students are subject to high expectations, particularly with regard to the development of critical thinking skills and the ability to successfully complete complex writing tasks.**Homework:** 5 – 8 hours per week; vocabulary study; intensive outside reading and writing assignments.**Prerequisites:** English 11; "B" or above in English 11**Length of Course:** 2 Semesters**Note:****ENGLISH LITERATURE (AP ENGLISH LITERATURE & COMPOSITION)****Graduation Requirements:** Language Arts**Open to Grades:** 12**Course Codes:** 05904 / 05905**Description:** This course emphasizes the critical reading of literature. Writing is a regular part of the program. The course is designed for students who are capable of doing college-level work in high school and who are willing to devote the time required for a rigorous course of study. **Summer preparation work is required. Students are expected to take the AP English Literature & Composition Exam.****Homework:** 7 – 10 hours per week based on extensive reading, analysis, and writing.**Prerequisites:** English 11, English Honors 11, or AP English Language; "B" or above in Honors or AP English 11**Length of Course:** 2 Semesters**Note:** A signed AP agreement is required.**JOURNALISM (YEARBOOK)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 15042 / 15043**Description:** Students develop the skills necessary to design and produce a high school yearbook. Students will be introduced to the standards and technical operations necessary for successful business operations. This class uses a computer lab to record and put together the yearlong events. Computer skills are helpful but not required. Students must be able to work well with others to meet ALL deadlines. Students will gain skills in communication, leadership, time management, project management, problem solving, writing, digital photography and desktop publishing to name a few. Students may take additional years with teacher permission.**Homework:** As assigned.**Prerequisites:** None**Length of Course:** 2 Semesters**Note:**

For additional course description information, please visit the Math department page at:
<http://edweb.tusd.k12.az.us/Sabino/mathematics.html>

Sabino's Mathematics Department offers programs to meet the educational and career needs of all students. Students may take Geometry as freshmen if they have completed Algebra in middle school. Students can then take four years high school credit math. The Arizona universities (U of A, ASU, and NAU) require four math courses including Algebra, Geometry, Intermediate Algebra and Pre-Calculus / Trigonometry for admission. In order to earn a high school diploma in Arizona, students must pass the math section of the AIMS. This test covers Algebra and Geometry. Summer school is strongly advised for any students who were not successful in these classes. In order to graduate from high school, TUSD students are required to take four years of math. **Calculator use:** Because the AIMS Test does not allow the use of calculators, usage in Algebra and Geometry classes will be restricted. Graphing calculators will be introduced for in-class activities as early as Algebra; however, a basic scientific calculator will be adequate through Intermediate Algebra. For students planning to continue on in higher levels of math, a graphing calculator is strongly recommended. The Math Department prefers the **TI-83** or **TI-84 Plus** by Texas Instruments, as these are the models used in our classrooms. This calculator will be used all the way through our Advanced Placement classes as well as college courses. The TI-89 is **not** recommended because of its advanced symbolic capabilities.

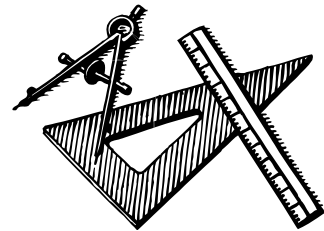
Students who do not pass a math class are **required** to make up the failed class (credit) outside of the regular school day. Summer school is **strongly** recommended to remain on track for graduation.

The following flowchart shows the sequence of math courses indicating which courses are prerequisites to future courses.



Students wishing to move from Geometry or Honors Geometry to Pre-Cal/Trig, **must** take an Int. Algebra exam and demonstrate proficiency to move directly to Pre-Cal/Trig. Please see your current math teacher for more details.

Please visit instructor's website through Sabino's Internet homepage,
<http://edweb.tusd.k12.az.us/Sabino>



ALGEBRA

Graduation Requirements: Math

Open to Grades: 9

Course Codes: 13001 / 13002

Description: This class is an introduction to basic algebra. It includes translating written statements into algebraic expressions, linear equations, linear inequalities, graphing, integer exponents, and polynomials. Also includes factoring, literal equations, square roots, quadratic equations, systems of equations, and optional topics.

Homework: Daily, up to 1 hour.

Prerequisites: None

Length of Course: 2 Semesters

Note:

SABINO HIGH SCHOOL**GEOMETRY****Graduation Requirements:** Math**Open to Grades:** 9 – 10**Course Codes:** 13321 / 13322**Description:** Geometry is designed for students who successfully completed a high school algebra course and are prepared to learn the concepts and content of what is taught in a "traditional" high school geometry course.**Homework:** Daily, up to 1 hour. Students will complete a project each semester in addition to regular class work.**Prerequisites:** Algebra**Length of Course:** 2 Semesters**Note:****HONORS GEOMETRY****Graduation Requirements:** Math**Open to Grades:** 9 – 10**Course Codes:** 13371 / 13372**Description:** Honors Geometry is taught at an accelerated pace with enrichment. The content and approach to learning are more abstract and formal than in the other geometry courses. This course is designed for students who will go on to learn precalculus in high school.**Homework:** Daily, up to 1 hour. Students will complete a project each semester in addition to regular class work.**Prerequisites:** Algebra & Teacher Rec.**Length of Course:** 2 Semesters**Note:****INTERMEDIATE ALGEBRA****Graduation Requirements:** Math**Open to Grades:** 10 – 12**Course Codes:** 13411 / 13412**Description:** This course extends and applies the concepts of algebra and geometry, and prepares students for enrollment in Precalculus. This serves as one of the math requirements for entrance at the college/university level. The curriculum includes lines in the plane, systems of linear equations, inequalities, polynomial, rational expressions and equations, and radical expressions and equations. Students will use analytical, numerical, graphical, and verbal approaches to solving problems. Also included are quadratic equations, literal equations, exponential, and logarithmic functions, sequences and series and optional topics. Students who earn a "D" in class are encouraged to repeat the course during summer school.**Homework:** Approximately 1 hour per day.**Prerequisites:** Algebra; Geometry**Length of Course:** 2 Semesters**Note:****HONORS INTERMEDIATE ALGEBRA****Graduation Requirements:** Math**Open to Grades:** 10 – 11**Course Codes:** 13421 / 13422**Description:** A fast paced third-year course that extends the concept of algebra and geometry, and prepares students for enrollment in Precalculus. This serves as one of the math requirements for entrance at the college/university level. The curriculum includes topics from Intermediate Algebra, but is at a higher level of rigor. Students will use analytical, numerical, graphical, and verbal approaches to solving problems. Topics include higher degree equations, functions, systems and graphs, and trigonometric functions.**Homework:** 1 – 1 ½ hours per day.**Prerequisites:** An "A" in Algebra and Geometry & Teacher Rec.**Length of Course:** 2 Semesters**Note:****MATHEMATICAL FINANCE****Graduation Requirements:** Math**Open to Grades:** 12**Course Codes:** 13108 / 13109**Description:** This course will enable students to implement the decision-making skills they must apply and use to become knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a 21st century global workforce and society. Students will incorporate concepts, skills, and critical thinking from mathematics, language arts, social studies, and applied technology. Using techniques such as problem solving, reasoning, simulation, and direct application of these concepts, students will be empowered to become informed citizens of the 21st century. Students will explore the real number system, linear equations and inequalities, quadratics, polynomials, exponential equations, logarithmic equations, data, spreadsheets, scatter plots, regressions, modeling, and much more and apply these to real-world financial situations.**Homework:** 1 ½ hours per day and semester projects.**Prerequisites:** Algebra, Geometry, and Intermediate Algebra**Length of Course:** 2 Semesters**Note:**

CURRICULUM AND SCHEDULING HANDBOOK

COLLEGE ALGEBRA**Graduation Requirements:** Math**Prerequisites:** Algebra, Geometry, and Intermediate Algebra**Open to Grades:** 12**Length of Course:** 2 Semesters**Course Codes:** 13012 / 13013**Note:**

Description: This course begins with a brief review of Intermediate Algebra concepts then progresses to a rigorous, in-depth study of college level algebra. Topics include solving linear, quadratic, rational, absolute value, polynomial, exponential and logarithmic equations. Also included, is the study of functions, their characteristics, and their graphs. Additional topics include systems of equations, systems of inequalities, matrices and determinants, sequences and series. Graphing calculators are used in this course.

Homework: 1 ½ hours per day and semester projects.**PRE-CALCULUS / TRIGONOMETRY****Graduation Requirements:** Math or Elective**Prerequisites:** Intermediate Algebra and Geometry**Open to Grades:** 10 – 12**Length of Course:** 2 Semesters**Course Codes:** 13731 / 13635**Note:**

Description: Pre-Calculus: This course is designed to rigorously strengthen and continue the study of algebra at an advanced level. It provides an in-depth study of advanced mathematics topics, which include trigonometry, equations and inequalities in one or more variable (both linear and quadratic), and an extended understanding of functions, with heavy emphasis in graphing. **Trigonometry:** This course provides an in-depth study of the basic trigonometric functions their interrelationships, and their applications, with emphasis on the productive use of the graphing calculator and other technology. Topics studies include the solving triangles, vectors, trigonometric identities, graphical methods, logarithms, inverse functions, and complex variables. This class is recommended for students with a strong understanding of Intermediate Algebra concepts.

Homework: Approximately 1 – 1 ½ hours per day.**AP CALCULUS A/B****Graduation Requirements:** Math or Elective**Prerequisites:** Pre-Calculus/Trigonometry**Open to Grades:** 11 – 12**Length of Course:** 2 Semesters**Course Codes:** 13905 / 13914**Note:** A signed AP agreement is required.

Description: This course uses the concepts of analytic geometry and provides a rigorous in-depth study of the first two semesters of differential and integral calculus. Topics included in the course are limits, continuity, differentiation, and the integration of algebraic and basic trigonometric functions. Throughout the course, understanding is stressed over memorization. Practical problems and applications are studies to help students appreciate the calculus as a problem-solving tool. **Students are expected to take the AP Calculus A/B Exam.**

Homework: 1 – 1 ½ hours per day.

SABINO HIGH SCHOOL

For additional course description information, please visit the PE department page at:
<http://edweb.tusd.k12.az.us/Sabino/pehealth.html>

The Physical Education Department at Sabino High School requires each student to be present, dressed out in the proper uniform, and participating to receive full daily credit. Uniforms are sold in the Sabino Bookstore. Care of equipment is expected and a charge for damaged equipment will be assessed at the discretion of the instructor.

DANCE

Students wanting to be in Dance 3, 4; 5, 6; or 7, 8 must attend an audition. Please note that these classes are performing classes and extra practices outside of the regular school are expected. **Please contact Patty Simons for additional questions at Patricia.Simons@tusd1.org**

DANCE 1, 2 (BEGINNING)

Graduation Requirements:	Physical Education <u>or</u> Elective	Prerequisites:	None
Open to Grades:	9 – 12	Length of Course:	2 Semesters
Course Codes:	16011 / 16012	Note:	

Description: This course emphasizes beginning fundamentals by developing strength, balance, coordination, and flexibility through dance technique. Dance uniforms and dance shoes are required and can be purchased through the Dance Club.

Homework: Required for missed activities.

DANCE 3, 4 OR 5, 6 (INTERMEDIATE I & II)

Graduation Requirements:	Physical Education <u>or</u> Elective	Prerequisites:	Audition
Open to Grades:	9 – 12	Length of Course:	2 Semesters
Course Codes:	16013 / 16014 Int. Dance I 16015 / 16016 Int. Dance II	Note:	

Description: This dance class is based on the building of technique and choreographic repertoire. Original choreography will be developed over the course session, with a focus on developing strong technique and innovation. Dance uniforms and dance shoes are required and can be purchased through the Dance Club.

Homework: Required for missed activities.

DANCE 7, 8 (ADVANCED)

Graduation Requirements:	Physical Education <u>or</u> Elective	Prerequisites:	Audition
Open to Grades:	9 – 12	Length of Course:	2 Semesters
Course Codes:	16017 / 16018	Note:	

Description: This class is based on advanced teaching of technique and choreographic repertoire. The course will focus on developing the student's strong skills in anatomical and rhythmical awareness and qualitative movement skills. Dance uniforms and dance shoes are required and can be purchased through the Dance Club.

Homework: Required for missed activities.

PHYSICAL EDUCATION

Graduation Requirements:	Physical Education <u>or</u> Elective	Prerequisites:	None
Open to Grades:	9 – 12	Length of Course:	1 Semester
Course Codes:	16109	Note:	

Description: Emphasis will be placed on learning skills through drill, practice and game experience as well as rules of competition and game strategies. General physical fitness will be enhanced through participating in exercise programs.

Homework: Required for missed activities.

WEIGHT TRAINING

CURRICULUM AND SCHEDULING HANDBOOK

Graduation Requirements:	Physical Education <u>or</u> Elective	Prerequisites:	None
Open to Grades:	9 – 12	Length of Course:	1 Semester
Course Codes:	16457	Note:	

Description: Students will be exposed to lifts and different workout routines. Cardiovascular work will also take place. Goals are improved strength, speed, agility, balance, flexibility, and cardiovascular strength.

Homework: Required for missed activities.

HEALTH

Graduation Requirements:	Health	Prerequisites:	None
Open to Grades:	10 – 12	Length of Course:	1 Semester
Course Codes:	16307	Note:	

Description: Students demonstrate the ability to advocate for personal, family and community health, to use goal setting and decision-making skills to enhance health, to use interpersonal skills to enhance health, to analyze the influence of culture, media, technology and other factors on health, to practice health-enhancing behaviors and reduce health risks, to access accurate health information and to comprehend concepts related to health promotion and disease prevention.

Homework: Daily homework requirements are designed to develop and improve research, writing, critical thinking, information processing, and reading skills. Homework is comprised of a series of comprehensive assignments that will be given throughout the course of the semester.

SABINO HIGH SCHOOL

For additional course description information, please visit the Science department page at:
<http://edweb.tusd.k12.az.us/Sabino/science.html>

Three years of science credits are required for graduation in TUSD. The Arizona universities (U of A, ASU, NAU) require three years of different lab science courses for admission.

EARTH SCIENCE**Graduation Requirements:** Science or Elective**Open to Grades:** 9 – 11**Course Codes:** 03141**Prerequisites:** None**Length of Course:** 2 Semesters**Note:**

Description: Earth Science affects every person in the world, every day. This diverse introductory course covers many aspects of science as they relate to our world and especially to our local environment. In addition to basic scientific skills, students will learn about the origin of our Earth, how it has changed through time, how it is today and what the future may hold for it. In addition, students will investigate the causes and effects of weather, plot California's movement along the San Andreas Fault, study where the dinosaurs roamed and find out what natural substances are used to make items we use daily. Students will learn how these Earth processes affect Arizona.

Homework: As needed.**BIOLOGY****Graduation Requirements:** Science or Elective**Open to Grades:** 9 – 12**Course Codes:** 03121 / 03122**Prerequisites:** None**Length of Course:** 2 Semesters**Note:** Must be taken before end of sophomore year.

Description: Students will study components of the living world. Emphasis is placed on the role of the cell and cellular processes, genetics, evolution and ecology. Labs work will include microscopy in cell biology, classification, modeling of hereditary principles and population dynamics. In addition to learning biological concepts, students will use study and use components of the Scientific Method to investigate life science topics. This class must be taken by the sophomore year and the AIMS Science test is administered to students enrolled during the spring semester.

Homework: As needed.**ANATOMY & PHYSIOLOGY****Graduation Requirements:** Science or Elective**Open to Grades:** 11 – 12**Course Codes:** 03181 / 03182**Prerequisites:** Biology**Length of Course:** 2 Semesters**Note:**

Description: Students will study human anatomy and physiology to develop a fascinating understanding into the complexity of one's body. This subject is a gateway to a rewarding career in medicine, science or a host of health-related fields.

Homework: As needed.**CHEMISTRY****Graduation Requirements:** Science or Elective**Open to Grades:** 10 – 12**Course Codes:** 03461 / 03462**Prerequisites:** Biology; Geometry**Length of Course:** 2 Semesters**Note:**

Description: This course introduces the student to the structure of matter, the changes that occur in this structure, and the energy involved in these changes. Chemical reactions are observed and examined in the laboratory.

Homework: Daily**AP CHEMISTRY**

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Graduation Requirements: Science or Elective**Prerequisites:** "A" in Chemistry; "A" or "B" in PreCal/Trig**Open to Grades:** 11 – 12**Length of Course:** 2 Semesters**Course Codes:** 03969 / 03970**Note:** A signed AP agreement is required.**Description:** Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. **Students are expected to take the AP Chemistry Exam.****Homework:** Daily**PHYSICS****Graduation Requirements:** Science or Elective**Prerequisites:** Concurrent enrollment in Intermediate Algebra**Open to Grades:** 10 – 12**Length of Course:** 2 Semesters**Course Codes:** 03681 / 03682**Note:****Description:** Physics is the study of the physical laws of the universe. It includes the study of motion, electricity, light, magnetism, sound and heat. This class teaches students the concepts of physics with algebra-based problem-solving and numerous hands-on experiments and projects.**Homework:** Daily

SABINO HIGH SCHOOL

For additional course description information, please visit the Social Studies department page at: <http://edweb.tusd.k12.az.us/Sabino/socialstudies.html>

The courses offered by the Sabino Social Studies Department are varied and challenging. Required classes are World History, which is taken as a sophomore for one year, American History, which is taken as a junior for one year, and American Government and Economics, which is taken as a senior for one year.

Sabino offers the challenge to college-bound sophomores, juniors, and seniors to earn college credit by taking Advanced Placement (AP) World History, American History, American Government, and Macro Economics. Freshman students can prepare by enrolling in the Gifted and Talented Education (GATE) program which offers Western Civilization to freshmen.

GATE WESTERN CIVILIZATIONS

Graduation Requirements: Social Studies or Elective

Open to Grades: 9

Course Codes: 19421 / 19422

Prerequisites: Teacher Recommendation

Length of Course: 2 Semesters

Note: Two period block in conjunction with GATE English 9.

Description: Students will survey the political, economic, religious, and social history of the West from antiquity to the Reformation. Emphasis is on the origin and evolution of national stability and the development of institutions and ideas which shape our society today. Special emphasis is also placed on a study of art and architecture of those emerging civilizations, nations, and institutions in the Western World.

Homework: 5 – 8 hours per week; reading, writing, research, and project-based assignments.

WORLD HISTORY

Graduation Requirements: Social Studies

Open to Grades: 10

Course Codes: 19211 / 19212

Prerequisites: None

Length of Course: 2 Semesters

Note:

Description: This course explores the geographical, technological, and historical factors influencing the development of the world's civilizations from the Neolithic Revolution to nation states of the modern era. The focus is on selected political, economic, social, geographical, and cultural factors impacting western society and other regions of the world.

Homework: Assigned reading, exam preparation, and other projects approved by the teacher.

AP WORLD HISTORY

Graduation Requirements: Social Studies

Open to Grades: 10

Course Codes: 19754 / 19765

Prerequisites: Application

Length of Course: 2 Semesters

Note: A signed AP agreement is required.

Description: The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. This course offers an integrated approach to global history with intellectual, cultural, political, diplomatic, economic, and social themes. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. This is a college-level, disciplined-based History course. Students may earn college credit with a successful performance on the Advanced Placement World History Exam. A summer assignment is required. **Students are expected to take the AP World History Exam.**

Homework: Extensive reading in college-level texts and primary source documents, essay writing, and exam preparation.

CURRICULUM AND SCHEDULING HANDBOOK

AMERICAN HISTORY

Graduation Requirements:	Required	Prerequisites:	None
Open to Grades:	11	Length of Course:	2 Semesters
Course Codes:	19511 / 19512	Note:	

Description: This course emphasizes cause and effect relationships, enhances the perspective of human events and of change to foster a rational understanding of the past, present, and future. In-depth studies of important social, economic, technical, and political developments in the nation and Arizona's history which emphasize the contributions of people from all racial, ethnic, and religious groups. Important concepts, skills and values, which are closely tied to American institutions and ideas, are studied.

Homework: Assigned reading, exam preparation, and other projects approved by the teacher.

AP UNITED STATES HISTORY

Graduation Requirements:	Social Studies	Prerequisites:	Application
Open to Grades:	11	Length of Course:	2 Semesters
Course Codes:	19756 / 19770	Note:	A signed AP agreement is required.

Description: This is an open enrollment college level course in United States history that is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials for their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. Course content includes a survey and historiography of the political, economic, and social history of the American people from the founding of colonial Jamestown in 1607 to world leadership in the 21st century. A summer assignment is required. **Students are expected to take the AP U.S. History Exam.**

Homework: Extensive reading in college-level texts and primary source documents, essay writing, and exam preparation.

AMERICAN GOVERNMENT

Graduation Requirements:	Required	Prerequisites:	None
Open to Grades:	12	Length of Course:	2 Semesters (1 Semester for Class or 2012 and after.)
Course Codes:	19711 / 19712	Note:	

Description: Local, state, and federal government functions of the American political system and the importance of a constitutional form of government, including the essentials, sources and history of the constitutions of the United States and Arizona are stressed.

Homework: Textbook assignments and other related materials as required by the teacher; also exam preparation.

ECONOMICS

Graduation Requirements:	Required for Class of 2012 and after.	Prerequisites:	None
Open to Grades:	12	Length of Course:	1 Semester
Course Codes:	19005	Note:	

Description: The course will highlight the foundation of economic understanding and vocabulary and prepare students for economic proficiency. The following concepts will be covered in this course: cost and benefit analysis, how the circular flow of goods and services in the economy works, how supply and demand in an economy work, how to control costs of starting and maintaining a business, how the government and the Federal Reserve try to keep employment, prices and economic growth stable, how international trade affects currency markets, how to buy a home, how to fill out tax forms, where to save for retirement, and how credit and credit calculation works.

Homework: Textbook assignments and other related materials as required by the teacher; also exam preparation.

SABINO HIGH SCHOOL**AP MICRO ECONOMICS**

Graduation Requirements: Elective
Open to Grades: 12
Course Codes: 19760

Prerequisites: None
Length of Course: 1 Semester
Note:

Description: AP[®] Microeconomics is a one-semester, college-level course. AP[®] Microeconomics emphasizes economic principles as applied to individual decision makers (both consumers and producers) within an economic system. The course will focus on basic economic principles, the nature and function of product markets, factor markets, and the role of government in promoting greater efficiency and equity in the economy. Each student is expected to take the AP[®] Microeconomics Exam that is administered in May. Successful achievement on this exam allows the student to earn three hours of college credit.

This course will be paired with a one-semester course in macroeconomics. Students will be expected to take both AP Microeconomics and AP Macroeconomics.

Homework: Textbook assignments and other related materials as required by the teacher; also exam preparation.

AP MACRO ECONOMICS

Graduation Requirements: Meets Economics Requirement
Open to Grades: 12
Course Codes: 19758

Prerequisites: None
Length of Course: 1 Semester
Note:

Description: AP[®] Macroeconomics is a one-semester, college-level course. AP[®] Macroeconomics emphasizes economic principles as applied to an economic system as a whole. The course will focus on basic economic principles, national income, price level determination, economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Each student is expected to take the AP[®] Macroeconomics Exam that is administered in May. Successful achievement on this exam allows the student to earn three hours of college credit.

This course will be paired with a one-semester course in microeconomics. Students will be expected to take both AP Macroeconomics and AP Microeconomics.

Homework: Textbook assignments and other related materials as required by the teacher; also exam preparation.

AP U.S. GOVERNMENT & POLITICS

Graduation Requirements: Social Studies
Open to Grades: 12
Course Codes: 19763 / 19769

Prerequisites: "B" or better in AP U.S. History; Application
Length of Course: Year-long Course
Note: A signed AP agreement is required.

Description: The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This one-year Advanced Placement course provides a college-level curriculum that satisfies the state United States Government requirement. Course content includes an analysis of constitutional development, federalism, political beliefs and behaviors, parties and interest groups, processes and powers of government, and civil rights and civil liberties. Students may earn college credit with a successful performance on the Advanced Placement United States Government and Politics Exam. A summer assignment is required. **Students are expected to take the AP U.S. Government & Politics Exam.**

Homework: Extensive reading, writing, and exam preparation.

STUDENT COUNCIL

Graduation Requirements: Elective
Open to Grades: 9 – 12
Course Codes: 15008

Prerequisites: Application or Elected to office
Length of Course: 2 Semesters
Note:

Description: The Student Council comprised of students elected as representatives of the student body, plans and implements programs and activities that contribute to school spirit and student involvement.

Homework: As required for completion of duties associated with elected positions.

For additional course description information, please visit the World Language department page at: <http://edweb.tusd.k12.az.us/Sabino/modernlanguages.html>

The World Languages Department offers French and Spanish. Many colleges and universities require at least two consecutive years of the same foreign language in order to gain admission, including Arizona universities (U of A, ASU, NAU). We offer you the opportunity to fulfill those requirements at Sabino and/or to have fun exploring a new language and culture. Languages are important for jobs in the sciences, arts, business and technology areas. Multilingual people are more marketable in most employment areas and frequently earn more money due to their language skills. In addition, we have many enjoyable activities such as foreign movies, food tasting and cultural experiences, community events and competitions, speakers, and a chance to travel abroad or to host a foreign exchange student. Students who take First Year Spanish during the 8th grade have the opportunity to complete five years of Spanish with Advanced Placement Spanish as the final class.

FRENCH 1, 2 (FIRST YEAR)

Graduation Requirements: Elective

Open to Grades: 9 – 12

Course Codes: 12131 / 12132

Prerequisites: None

Length of Course: 2 Semesters

Note:

Description: This course acquaints the student with speaking, listening, writing, and reading the French language. There is an emphasis on vocabulary and grammar, as well as the culture of the French-speaking world. Films, plays, stories, French cuisine, and French games augment and enhance this course.

Homework: Daily

FRENCH 3, 4 (SECOND YEAR)

Graduation Requirements: Elective

Open to Grades: 9 – 12

Course Codes: 12331 / 12332

Prerequisites: French 1, 2

Length of Course: 2 Semesters

Note:

Description: This course acquaints the student with speaking, listening, writing, and reading the French language. There is an emphasis on vocabulary and grammar, as well as the culture of the French-speaking world. Films, plays, stories, French cuisine, and French games augment and enhance this course.

Homework: Daily

HONORS FRENCH 5, 6 (THIRD YEAR)

Graduation Requirements: Elective

Open to Grades: 9 – 12

Course Codes: 12845 / 12846

Prerequisites: French 3, 4

Length of Course: 2 Semesters

Note:

Description: This course continues to focus on maintaining and improving the command of the French language through the study of culture, vocabulary, and grammar. This course will emphasize reading French literature, writing, and communication (conversational) skills. Culture will continue to be an important aspect of this course.

Homework: Daily

AP FRENCH LANGUAGE

Graduation Requirements: Elective

Open to Grades: 9 – 12

Course Codes: 12820 – 12826

Prerequisites: Honors French 5, 6

Length of Course: 2 Semesters

Note: A signed AP agreement is required.

Description: This course seeks to develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines. Extensive training in the organization and writing of compositions will be emphasized.

Students are expected to take the AP French Language Exam.

Homework: Daily

SABINO HIGH SCHOOL**KOREAN 1, 2 (First Year)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12143 / 12144**Prerequisites:** None**Length of Course:** 2 Semesters**Note:**

Description: Students are introduced to basic grammar and vocabulary of written and spoken Korean. The goals of the first year of Korean Language are 1) mastery of the alphabet 2) introduction to the basic rules of grammar governing spoken and written Korean 3) expansion of communication skills.

Homework: Daily**KOREAN 3, 4 (2nd Year)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:****Prerequisites:** Korean 1, 2**Length of Course:** 2 Semesters**Note:**

Description: Students are introduced to basic grammar and vocabulary of written and spoken Korean. The goals of the first year of Korean Language are 1) mastery of the alphabet 2) introduction to the basic rules of grammar governing spoken and written Korean 3) expansion of communication skills.

Homework: Daily**RUSSIAN 1, 2 (FIRST YEAR)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12171 / 12172**Prerequisites:** None**Length of Course:** 2 Semesters**Note:**

Description: This course is the study of the Russian language and culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context.

Homework: Daily**RUSSIAN 3, 4 (SECOND YEAR)****Graduation Requirements:** Elective**Open to Grades:** 10 – 12**Course Codes:** 12371 / 12372**Prerequisites:** Russian 1, 2**Length of Course:** 2 Semesters**Note:**

Description: This course is the study of the Russian language and culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context.

Homework: Daily**RUSSIAN 5, 6 (THIRD YEAR)****Graduation Requirements:** Elective**Open to Grades:** 10 – 12**Course Codes:** 12571 / 12572**Prerequisites:** Russian 3, 4**Length of Course:** 2 Semesters**Note:**

Description: The goals of this course include enabling students to further master their command of the four basic communication skills with a writing emphasis; introduction and exposing students to more complex vocabulary and additional grammatical structures assisting students in exploring Russian Literature, history, music and art; continuing to relate students' study of Russian with personal opportunities which may arise.

Homework: Daily**RUSSIAN 7, 8 (FOURTH YEAR)****Graduation Requirements:** Elective**Open to Grades:** 10 – 12**Course Codes:** 12373 / 12374**Prerequisites:** Russian 5, 6**Length of Course:** 2 Semesters**Note:**

Description: The goals of this course include the development of fluency in oral expression and composition, reading and discussing themes of a variety of abridged or unabridged literature as well as improving upon students' skills in translation.

Homework: Daily

CURRICULUM AND SCHEDULING HANDBOOK

SPANISH 1, 2 (FIRST YEAR)**Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12111 / 12112**Prerequisites:** None**Length of Course:** 2 Semesters**Note:**

Description: This course, designed for non-native Spanish speakers, will introduce basic pronunciation including the Spanish alphabet. Basic vocabulary such as numbers, color, days of week, etc. will be introduced. Grammar will be used as a basis for developing writing skills and an understanding of Spanish sentence structure and composition. Basic conversation skills will be developed as an extension of pronunciation and grammar knowledge. The cultural aspects of the language will also be explored through study of customs, traditions, and history of Spanish speaking regions around the world.

Homework: Daily**SPANISH 3, 4 (SECOND YEAR)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12311 / 12312**Prerequisites:** Spanish 1, 2**Length of Course:** 2 Semesters**Note:**

Description: The second year Spanish course continues to prepare students to communicate in Spanish, both in production and comprehension. Topics for listening, speaking, reading and writing include a review of first year topics and an emphasis on discussing events that happened in the past. Other topics include giving commands and making comparisons. Lessons have a greater focus on grammar. Cultural lessons expand upon students' knowledge of cultural topics presented in first year Spanish.

Homework: Daily**HONORS SPANISH 5, 6 (THIRD YEAR)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12835 / 12836**Prerequisites:** Spanish 3, 4**Length of Course:** 2 Semesters**Note:**

Description: The students will learn complex grammatical structures, read short stories, and improve their writing. This course emphasizes the use of language for active communication and the continued study of speaking, listening, and reading.

Homework: Daily**HONORS SPANISH 7, 8 (FOURTH YEAR)****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12837 / 12838**Prerequisites:** Honors Spanish 5, 6**Length of Course:** 2 Semesters**Note:**

Description: This fourth year course focuses on the development of fluency in expression and composition.

Homework: Daily**AP SPANISH LANGUAGE****Graduation Requirements:** Elective**Open to Grades:** 9 – 12**Course Codes:** 12817 / 12823**Prerequisites:** Honors Spanish 5, 6 ;
Teacher Recommendation**Length of Course:** 2 Semesters**Note:**

Description: This course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. **Students are expected to take the AP Spanish Language Exam.**

Homework: Daily

SABINO HIGH SCHOOL

LIBRARY PRACTICE

Graduation Requirements: Elective
Open to Grades: 9 – 12
Course Codes: 15403

Prerequisites: Teacher Recommendation
Length of Course: 1 or 2 Semesters
Note:

Description: This course is recommended for the student who wants both academic and work experience in library procedures and skills. Academic requirements will include a web site evaluation, book reviews, an I-Search, and an online pathfinder. In addition, students will have responsibility for a section of the library and will gain practical work experience. The student also provides library service to fellow students and faculty. Entrance into this course may be at the beginning of either semester. A letter grade will be awarded in this class.

Homework: None

OFFICE AIDE

Graduation Requirements: Elective
Open to Grades: 9 – 12
Course Codes: 15303 / 15304

Prerequisites: Teacher Recommendation
Length of Course: 1 or 2 Semesters
Note:

Description: Students may receive credit for working at selected office stations. Students must have clerical skills, be able to follow directions, work effectively with people, and have demonstrated accuracy and thoroughness in previous classes. Students do not receive a letter grade but shall be graded on a pass/fail basis. An application and contract, which is available in the Counseling Office, must be completed before you can be enrolled as an Office Aide. An Office Aide class does not qualify as a class for an academic letter. A student may not earn more than two credits as an Office Aide and/or a Teacher Aide combined during their four years at Sabino.

Homework: None

TEACHER AIDE

Graduation Requirements: Elective
Open to Grades: 10 – 12
Course Codes: 15320 / 15321

Prerequisites: Teacher Recommendation
Length of Course: 1 or 2 Semesters
Note:

Description: Students may receive credit for working as an aide for a teacher. Students must have clerical skills, be able to follow directions, work effectively with people, and have demonstrated accuracy and thoroughness in previous classes. Students do not receive a letter grade but shall be graded on a pass/fail basis. An application and contract, which is available in the Counseling Office, must be completed before you can be enrolled as a Teacher Aide. A Teacher Aide class does not qualify as a class for an academic letter. Each teacher cannot have more than one aide per day without special permission from the Assistant Principal for Instruction. A student may not earn more than two credits as a Teacher Aide and/or an Office Aide combined during their four years at Sabino. A student may not be enrolled in more than one aide course per semester.

Homework: Daily

SABINO

HIGH SCHOOL

5000 North Bowes Road

Tucson, Arizona 85749

Telephone (520) 584-7700

Fax (520) 584-7701

SABINO ADMINISTRATION

Principal Valerie Payne

Asst. Principal..... TBA

Asst. Principal Russell Doty

Interscholastics Mgr William Taylor

Welcome to Sabino High School!

You are receiving the *Student Planner* because we believe that it will help you make each day at Sabino count. How you choose to use your time each day will ultimately determine what you do, what you have and what you become. We know that students do better when they know what is expected of them, when they understand how to organize their studies and how to make good use of their time.

The Sabino High School professional learning community strives for excellence. Our students, parents, and staff work cooperatively to continually improve student success in our academic and activities programs.

We expect students to achieve success by planning for it and following their plan every day.

We sincerely hope that you will take advantage of the opportunities available to make your high school years at Sabino meaningful and enjoyable. You are invited to stop by my office and other administrative offices any time for a visit or to seek assistance.

Best wishes for a successful school year!

Valerie Payne
Principal

This Student Planner Belongs to:

NAME: _____

ADDRESS: _____

CITY /STATE /ZIP: _____

PHONE: _____

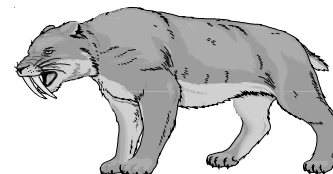


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SCHOOL COLORS / SCHOOL MASCOT

Purple and Gold / Sabercat

SCHOOL SONG

We are the Sabercats all right.
 Come on you Purple and Gold, let’s fight;
 And when we come from nowhere
 on the road to somewhere and we meet,
 you will know that you’ve been beat.

We are the Sabercats all right.
 Come on you Purple and Gold, let’s fight;
 And when we win this game,
 You’re sure to know our name,
 SA—BI—NO HIGH!!

SCHOOL PHONE NUMBERS

School Switchboard 584-7700
 Attendance 584-7702
 Sabino Offices:
 Principal 584-7704
 Curriculum and Building Operations 584-7708
 Activities and Field Operations 584-7707
 Interscholastics Manager 584-7735
 Finance Office 584-7808
 Cafeteria 584-7723
 Counseling 584-7743
 Library 584-7917
 Nurse 584-7820
 Registrar 584-7715
 Exceptional Education 584-7732
 TUSD Transportation 731-6706

Notice of Nondiscrimination

TUSD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment, in its educational programs or activities.



Sabino

BELL SCHEDULE 2012-2013

BELL SCHEDULE SUBJECT TO CHANGE

SCHEDULE #1 - REGULAR

MONDAY/ TUESDAY/ THURSDAY/ FRIDAY

Warning Bell: 7:23 a.m.

1st Period	7:30 - 8:30	60 minutes
2nd Period	8:35 - 9:35	60 minutes
3rd Period	9:40 - 10:40	60 minutes

(Daily announcements are read in first minute of 1st period)

4th Period	10:45 - 11:45	60 minutes
Lunch	11:46 - 12:20	34 minutes

Warning Bell 12:15

5th Period	12:21 - 1:21	60 minutes
6th Period	1:26 - 2:26	60 minutes

SCHEDULE #2 – WEDNESDAY**PD: 1:30 - 2:30 p.m.**

Warning Bell: 7:23 a.m.

1st Period	7:30 - 8:20	50 minutes
2nd Period	8:25 - 9:15	50 minutes
3rd Period	9:20 - 10:10	50 minutes

(Daily announcements are read in first minute of 1st period)

4th Period	10:15 - 11:05	50 minutes
Lunch	11:06 - 11:40	34 minutes

Warning Bell 11:35

5th Period	11:41 - 12:31	50 minutes
6th Period	12:36 - 1:26	50 minutes
7th Period	1:31 - 2:21	50 minutes
8th Period	2:26 - 3:26	50 minutes

SCHEDULE #3

EXTENDED 3rd Period

Warning Bell: 7:23

1st Period	7:28 - 8:25	57 minutes
2nd Period	8:30 - 9:27	57 minutes
3rd Period	9:32 - 10:47	75 minutes
4th Period	10:52 - 11:49	57 minutes
Lunch	11:50 - 12:24	34 minutes

Warning Bell 12:19

5th Period	12:25 - 1:22	57 minutes
6th Period	1:27 - 2:24	57 minutes
7th Period	2:29 - 3:26	57 minutes
8th period	3:31 - 4:28	57 minutes

SCHEDULE #4

EARLY DISMISSAL Warning Bell: 7:23

1st Period	7:28 - 8:02	34 minutes
2nd Period	8:07 - 8:41	34 minutes
3rd Period	8:46 - 9:20	34 minutes
4th Period	9:25 - 9:59	34 minutes
5th Period	10:04 - 10:38	34 minutes
6th Period	10:43 - 11:17	34 minutes
7th Period	11:22 - 11:56	34 minutes
8th Period	12:01 - 12:35	34 minutes

No Announcements and No Lunch

SCHEDULE #5

FRIDAY ASSEMBLY

Warning Bell: 7:23

1st Period	7:28 - 8:21	53 minutes
2nd Period	8:26 - 9:19	53 minutes
Assembly	9:24 - 10:02	38 minutes
3rd Period	10:07 - 11:00	53 minutes

(No Announcements are read)

4th Period	11:05 - 11:58	53 minutes
Lunch	11:59 - 12:32	33 minutes

Warning Bell 12:27

5th Period	12:33 - 1:26	53 minutes
6th Period	1:31 - 2:24	53 minutes
7th Period	2:29 - 3:22	53 minutes
8th Period	3:27 - 4:20	53 minutes

SCHEDULE #6

FALL/SPRING FINAL EXAMS

Warning Bell: 7:23

1st or 2nd Period	7:28 -9:01	93minutes
3rd or 4th Period	9:06-10:39	93minutes
5th or 6th Period	10:44-12:17	93 minutes
7th or 8th Period	12:22-1:55	93 minutes

(No Announcements are read)

NO LUNCH SERVICES PROVIDED**Buses Leave at 12:28 p.m.****Fall Exams:**

Wednesday, Dec. 19th: Periods 2, 4, and 6

Thursday, Dec. 20th: Periods 1, 3, and 5

Spring Exams:

Tuesday, May 22nd: Periods 1, 3 and 5

Wednesday, May 23rd: Periods 2, 4, and 6

Senior Exams: Seniors will take their exams on

May 20th and 21st (Reference Schedule #1)

SABINO HIGH SCHOOL MISSION STATEMENT

Sabino High School graduates will possess skills and abilities that are necessary for global understanding and success in the interconnected environment of the twenty-first century. Our students will recognize and value the idea that a working knowledge of the world is critical for effective leadership and commercial, political, and personal success. In pursuing a rigorous, creative, and innovative interdisciplinary curriculum, Sabino graduates will be prepared for college study and a potential career in an increasingly global age.

SABINO SITE COUNCIL SUPPORTS TUSD'S BELIEF THAT:

- ◆ Every student exceeds all expected performance standards.
- ◆ Every student graduates and is able to compete and succeed in a global society.
- ◆ No student is left behind.

SABINO HIGH SCHOOL'S GOALS FOR WRITING, READING, AND MATHEMATICS

WRITING

All students will increase their ability to write, using appropriate language (diction), structure (syntax) and terminology for specific areas and with coherent outcomes.

Students will be able to:

- ◆ Identify and use correct grammar and punctuation.
- ◆ Write an organized, coherent paragraph.
- ◆ Recognize and write a clear, focused sentence/thesis statement.
- ◆ Develop and write a multi-paragraph essay.
- ◆ Recognize and correct mistakes they make in writing.

READING

All students will increase their ability to recognize and apply text factors in a variety of reading selections across the curriculum.

Students will be able to:

- ◆ Use context clues to understand meanings of words in their reading material.
- ◆ Draw conclusions from their reading through the use of textual evidence:
 - *concrete details
 - *inferences
 - *context clues
 - *figurative language
 - *main ideas
 - *supporting ideas
- ◆ Draw inferences based on information they read.

MATHEMATICS

All students will increase their ability to organize and analyze data, and to use statistics and probability to make decisions in order to solve a variety of real world problems.

Students will be able to:

- ◆ Calculate the measure of central tendency (mean, median, mode).
- ◆ Use a set of data to make predictions.
- ◆ Determine the theoretical probability that a particular event will occur.
- ◆ Determine probability of an event using results displayed on a normal distribution graph.
- ◆ Create and/or interpret a variety of graphs (i.e. bar, line, circle, box and whiskers).

The AIMS Six-Trait Writing Assessment Rubric that will be used in state testing can be described as, "What Teachers Look for in Writing."

THE NUMERICAL SCORING FOR AIMS SIX TRAIT WRITING ASSESSMENT RUBRIC TESTING:

SCORE OF 6: The writing is exceptionally clear, focused and interesting with organization which enhances its central ideas and has an effective flow and rhythm. The diction is precise, expressive and appropriate to the audience and purpose and it demonstrates an exceptionally strong control of language and grammar.

SCORE OF 5: A very strong and controlled (though not necessarily perfect) performance with respect to the trait at hand. Clearly meets the criteria.

SCORE OF 4: A fairly controlled performance with strengths definitely outweighing need for revision.

SCORE OF 3: A balance between strengths and need for revision on this trait. A good first draft attempt with more work intended. Writer is beginning to take control of the piece.

SCORE OF 2: A hint of things to come. Shows promise, but the writer is not in control yet. Need for revision definitely outweighs strengths on this trait.

SCORE OF 1: Just a beginning point with great need for revision. Writer is still exploring and not feeling comfortable with the topic yet. May want to start over!

LISTED BELOW IS SABINO HIGH SCHOOL'S WRITING ASSESSMENT RUBRIC

Rubric	AIMS Six-Trait Writing Assessment
Aims Score	Idea Development AIMS Six-Trait Analytic Writing Assessment Rubric
6	<p><u>Ideas</u>: Clear, focused thesis and topic sentences stand out and are developed by rich details suitable to audience and purpose.</p> <p><u>Organization</u>: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.</p> <p><u>Voice</u>: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.</p> <p><u>Word Choice</u>: A rich, broad use of carefully chosen words conveys the message in an interesting, precise, and appropriate manner with a sense of writing to be read.</p> <p><u>Sentence Fluency</u>: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.</p> <p><u>Conventions</u>: Writer has exceptionally strong control with few and minor errors.</p>
5	<p><u>Ideas</u>: Clear, focused thesis and topic sentences stand out and are developed by details suitable to audience and purpose.</p> <p><u>Organization</u>: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.</p> <p><u>Voice</u>: Writer seems committed to the topic and shows personality with a sense of audience.</p> <p><u>Word Choice</u>: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.</p> <p><u>Sentence Fluency</u>: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.</p> <p><u>Conventions</u>: Strong control is demonstrated. Few and minor errors do not impede the reader.</p>
4	<p><u>Ideas</u>: Clear and focused thesis and topic sentences with limited or general support are evident.</p> <p><u>Organization</u>: Organization is clear and coherent but may seem formulaic.</p> <p><u>Voice</u>: The writing is expressive, engaging, and sincere in places.</p> <p><u>Word Choice</u>: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.</p> <p><u>Sentence Fluency</u>: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.</p> <p><u>Conventions</u>: Control of conventions is demonstrated. Minor errors do not impede readability.</p>

3	<p><u>Ideas</u>: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.</p> <p><u>Organization</u>: Overall structure is inconsistent and sequencing is unclear. The writer may use expression such as, “My topic is…” or “In conclusion…”</p> <p><u>Voice</u>: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.</p> <p><u>Word Choice</u>: Ordinary language lacks interest and variety is used. Word choice may also be inappropriate to the audience and purpose of the assignment.</p> <p><u>Sentence Fluency</u>: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.</p> <p><u>Conventions</u>: Errors begin to impede readability.</p>
2	<p><u>Ideas</u>: Main ideas are somewhat unclear and there is only minimal attempt to develop them.</p> <p><u>Organization</u>: No clear structure exists in the piece.</p> <p><u>Voice</u>: Little sense of the author’s commitment to the subject is evident.</p> <p><u>Word Choice</u>: The language is monotonous and/or misused.</p> <p><u>Sentence Fluency</u>: Sentences are choppy and/or rambling with no clear direction or thought.</p> <p><u>Conventions</u>: Frequent and significant errors impede readability.</p>
1	<p><u>Ideas</u>: The writing lacks a central idea or focus.</p> <p><u>Organization</u>: The writing is haphazard and disjointed.</p> <p><u>Voice</u>: The writing is flat and lifeless with no sense of involvement from the writer.</p> <p><u>Word Choice</u>: The writing shows an extremely limited vocabulary</p> <p><u>Sentence Fluency</u>: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.</p> <p><u>Conventions</u>: Numerous errors in grammar, usage, and spelling are present.</p>

Sabino High School provides reading anthologies and grammar text/workbooks for students in English classes. However, Sabino’s administrative team and Language Arts teachers recommend that students consider purchasing their own new or used individual paperback copies of supplemental books. Advantages to consider include but are not limited to those listed below:

1. As students are completing assigned homework reading, they can mark passages that might be confusing or about which they wish to raise questions during class discussion.
2. As the class discusses various passages or lines from a work, students can highlight those sections and take notes in their books.
3. As students study for quizzes or tests, they should find it easier to focus on what was emphasized in class, enabling them to use their study time more efficiently.
4. As students prepare to write essays, they should find it easier to locate supporting textual evidence that they may wish to use in their papers.

Buying one’s own book is NOT required; it is merely a suggestion to assist students in the learning process. While we strongly recommend this process, we assure students and parents who wish to have books provided for them, that their requests will be honored.

SCHOOL CALENDAR

QUARTER 1

July 30	First day for teachers
July 31	New Student Orientation, 6:30 pm, auditorium
August 2	First day of school
August 16	CATS WIN Meeting 6:00 pm, auditorium
August 22	Open House for Parents 6:30 pm, auditorium
September 3	LABOR DAY
September 8	ACT
September 19	Fall Parent / Teacher Conferences 5:30-7:30 pm, gym
September 20	11:17 Dismissal – Sch. 4
September 20	ASVAB
September 28	NO SCHOOL-Grading Day
October 1-5	FALL BREAK
October 06	SAT

QUARTER 2

October 8	First day of second quarter
October 17	PSAT
October 23	AIMS Writing
October 24	AIMS Reading
October 25	AIMS Math
October 27	ACT
November 3	SAT
November 12	VETERAN'S DAY
November 22-23	THANKSGIVING RECESS
December 1	SAT
December 8	ACT
December 19	Final Exams- 2,4,6 12:17 Dismissal-Sch. 6
December 20	Final Exams-3,4,5 12:17 Dismissal-Sch. 6
December 20	End of first semester
December 21	NO SCHOOL-Grading Day
December 24- Jan 4	WINTER RECESS

QUARTER 3

January 7	First day of 2nd semester
January 21	MARTIN LUTHER KING JR. DAY
January 26	SAT
January 30	Welcome to Success Night for New Students
February 7	Spring Parent/Teacher Conferences 5:30-7:00 pm, gym
February 8	11:17 Dismissal – Sched. 4
February 8	ASVAB
February 9	ACT
February 21-22	RODEO VACATION
February 25	AIMS Writing
February 26	AIMS Reading
March 9	SAT
March 15	NO SCHOOL -Grading Day

QUARTER 4

March 25-April 1	SPRING RECESS
April 9	AIMS Math
April 10	AIMS Science
April 11	Stanford 10
April 13	ACT
April 17	Regular School Day 2:26 Dismissal
May 4	SAT
May 15	Honors Night, 7:00 pm, auditorium
May 20	Senior Final Exams 1,3,5
May 21	Senior Final Exams 2,4,6
May 22	Senior Breakfast, 8:00 am, cafeteria Underclass Final Exams 1,3,5
May 23	Commencement Practice, 8:00 am, Underclass Final Exams 2,4,6
May 23	Last day for students
May 23	Graduation, 7:30 pm
May 24	Last day for teachers

CHARACTER COUNTS

As a Character Counts school, all Sabino students will model the six pillars of character: *Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship*. It is expected that the Sabino faculty, staff, students, and their parents will demonstrate the six pillars as part of their daily lives. This will create an environment conducive to the development of upstanding citizens.

During the school year the six pillars of character will be used to enrich both classroom and interscholastic activities. The pillars of Character Counts will be incorporated into the written policies for all curricular environments and interscholastic activities. Students and parents are asked to support and endorse these pillars in a school-wide effort to improve and promote good character traits.

ATTENDANCE POLICY

TUSD sets a high standard of excellence in education. This high standard includes the expectation that all students will attend classes promptly and on a regular basis to achieve the full educational benefit. Absences should only occur when unavoidable. While it is recognized that participation in certain events contributes to an individual's total development, and that students with serious or contagious illnesses should not be in attendance, it is anticipated that absences will be minimal.

Students who accumulate 6 unexcused absences per quarter or 10 unexcused absences per semester, will have to submit an appeal to recover their credit(s).

GENERAL STANDARDS

1. Sabino requires a phone call from the parent the morning of the absence but no later than **48 hours** from return to school.
2. Student absences shall be excused for the following reasons:
 - A. Personal illness.
 - B. Doctor or dental appointment. Efforts should be made to schedule appointments other than during school hours. A doctor's note may be requested.
 - C. Serious illness of family member.

- D. Death of family member.
- E. Required court appearance and/or incarceration of student.
- F. Specific absences when the district is notified the student will be returning and the absence is authorized in advance by the parent or guardian. These include family vacations, participation in Tucson Boys and Girls Chorus, visits to colleges, and participation in non-district sponsored organized competitions. Students shall submit an approved **Petition for Absence** for non-school and school sponsored activities: The white (non-school activity) or green (school sponsored activity) **Petition for Absence** form must be signed by the student's teachers and parents and returned to the Attendance Office two (2) school days before the absence. Approval will be granted, if the absence does not substantially interfere with the student's scheduled school activities required for promotion or graduation.
- G. Absences for religious holidays or for religious purposes including participation in religious exercises. In order to be excused, an absence for religious purposes must meet the following conditions:
 - a) The person who has custody of the student must give written consent;
 - b) Any religious instruction or religious exercise must occur at a suitable place away from school property. The sponsor of the religious activity must advise the District through the School and Community Services office of the scheduled holiday and the location of the activity. The sponsor must give assurance that adequate supervision and security will be afforded to students who are excused and the governing board will not be responsible for the care and custody of students during the time they are excused.
 - c) The absence may not substantially interfere with the student's scheduled school activities required for promotion or graduation as established in Board Policy.
3. Students shall be permitted to make up all work missed as a result of an excused absence. An effort should be made not to schedule tests, introduce new materials or hold school elections on days students

are absent for religious holidays. Teachers must allow reasonable access to make up work with credit allowed following excused absences. In awarding credit for work made up for absences as specified in subsection “F”, 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.

4. **All other absences are unexcused.** Teachers are obligated to create the opportunity for students who have unexcused absences to have access to class assignments, make up work and information concerning class assignments. Except for suspensions or other school-initiated absences, teachers are not obligated to allow students 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 importance of classroom participation in determining the amount of credit to be given.
5. Student absences must be reported to the attendance office by parents. If a phone is not available, a note from a parent will be accepted. **The attendance office number is 584-7702.** Documented absence reports will be accepted the day of the absence or **within 48 hours from the student’s return to school.**

PHONE NOTIFICATION SYSTEM FOR UNEXCUSED ABSENCES

At the end of the school day, a computer program used in the Attendance Office will call each student’s home to report an unexcused absence the student may have for that day. The computer program does not give specific information such as the name of student or period(s) of absence, therefore, it may be necessary for a parent to call the Attendance Office during regular office hours, 7:00 a.m. to 3:30 p.m., for additional information.

LOSS OF GRADUATION CREDIT

According to Governing Board Policy, a student will lose credit in any class in which 6 (per quarter) or 10 (per semester) **unexcused** absences are accumulated.

TARDY POLICY

Our high expectation for class attendance also includes punctuality and preparation. Students are expected to arrive at class on time and with necessary homework, books, and materials.

Students who are habitually tardy and disrupt the learning and instruction in their classes will be assigned detention, lunchroom clean up, school improvement work assignments, and/or Thursday School as an alternative to suspension. Additionally, students are considered tardy if not in the classroom when the bell rings signaling the beginning of the period.

1. A citizenship grade of “T” may be assessed on the report card when a student has been tardy for the third time in a quarter.
2. A citizenship grade of “U” may be assessed on the report card when a student has been tardy for the fifth time in a quarter.

LATE ARRIVALS

Students who are tardy to their first scheduled class will have to be cleared through the Attendance Office. If a student has missed 51% of class, the student will be marked absent.

LEAVING CAMPUS

Sabino High School is legally responsible for its students during the school day and cannot allow students to leave campus without parental permission. One of the following is required before the student may leave campus:

- ♦ A signed parental statement authorizing a student to leave campus for an appointment during the school day brought to Attendance Office.
- ♦ Students are to sign out in the Nurse’s Office for illness. The nurse will call home or alert parents that the student is leaving . At that time she will give the student a pass to leave.
- ♦ Parents may call the Attendance Office to request their child be released from school at a specific time. The student is then called from class by the attendance staff, and is given a pass to leave campus.
- ♦ An emergency situation may supercede any of these sign-out procedures.

Visitors on Campus

According to TUSD guidelines, Sabino High School is designated as a closed campus school. As such, all visitors must have administrative approval to physically enter campus during regular school hours. Upon arrival on campus, visitors must stop and show photo ID at the gate and obtain a guest pass to be worn during the visit. Visitors are prohibited on

preparation for future success expected by the Sabino professional learning community . In order to minimize disruptions, the dress code has been developed with students and staff in mind.

**IF IT'S QUESTIONABLE,
IT'S UNACCEPTABLE!!**



I.D. CARDS

Students are required **to display** their I.D. card at all times while on campus. I.D. cards are used for identification purposes, and to check out library books. Sabino will provide students with one free I.D.card. Replacement I.D.'s will be available in the Attendance Office for a \$3.00 fee. Lanyards may be purchased in the Student Store for \$2.00

FOOD/DRINK POLICY

There shall be no food or drink, other than water in a clear plastic bottle, in the classrooms, computer labs, and library.

TUCSON UNIFIED SCHOOL DISTRICT DRESS GUIDELINES

Tucson Unified School District's philosophy is to provide an educational environment designed to motivate, teach and encourage students to attain the highest levels of proficiency in all areas. Dress guidelines are intended to promote the awareness of social, cultural and aesthetic forces that affect the school environment. Students are expected to dress appropriately and in a way which reflects personal and school pride. Clothing should be neat, clean, modest and in good taste.

NOTE: These dress guidelines represent the minimum standards. Individual school sites may adopt additional guidelines.

SABINO DRESS CODE EXPECTATION

While allowing for expression of individual tastes, student dress must not interfere with the educational process or student safety. Accordingly, the goal of Sabino's Dress Code is to foster a high standard of grooming and attire, which will in turn reinforce the academic

ACCEPTABLE ATTIRE: FEMALES

- Tops:** Must be long enough to cover the midriff at all times. Sleeveless tops must cover undergarments. Shirts must be shorter than accompanying shorts or skirts.
- Bottoms:** Shorts, skirts and skorts must be index finger length or longer. Pants must stay above the hips.
- Dresses:** Must follow the code above; i.e., **index finger** length, cover undergarments.

ACCEPTABLE ATTIRE: MALES

- Tops:** Shirts must be shorter than accompanying shorts. Muscle shirts or basketball shirts must be worn with a T-shirt. Males are not allowed to wear sleeveless shirts.
- Bottoms:** Pants and shorts must cover undergarments. Shorts must be index finger length or longer. Pants must stay above the hips.

**BELTS MUST BE TUCKED INTO BELT LOOPS
AND SHOES MUST BE WORN AT ALL TIMES**

**UNACCEPTABLE ATTIRE:
MALES AND FEMALES**

The following will not be permitted:

1. Swimsuits, halters, strapless tops, spaghetti straps, exposed undergarments, see-through clothing, shirts that bare the midriff, white tank tops (unless layered with another shirt), short-shorts or short skirts that do not cover the buttocks while sitting or standing, garments with plunging necklines and white sleeveless undershirts (muscle shirts) or basketball shirts without an accompanying T-shirt.
2. Clothing, accessories and/or head coverings which identify or have been altered to identify with illegal organizations.
3. Clothing that portrays racial statements, profane or inflammatory language, sexual depiction/innuendos, and/or portrays/advocates violence.
4. Accessories that can be used as a weapon, such as chains, spiked rings and/or collars.
5. Clothing that advertises or advocates the use of alcohol, illegal substances, sex or tobacco may not be worn.
6. Spikes on jewelry, clothing and/or accessories
7. Ripped or torn clothing
8. Head coverings in buildings
9. Sunglasses in buildings
10. Thigh-high slits in dresses or skirts
11. Slips worn as outerwear
12. Underwear and/or pajamas worn as outerwear
13. Sagging pants
14. Crop tops
15. Racer-back tops - showing shoulder blades
16. Bra Straps or other underwear exposed
17. Garments with plunging necklines or large armholes that expose any part of the breast or chest

Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent/guardian, and disciplinary consequences will also be administered. If a student borrows a shirt, he or she will be expected to wash and return the garment before they get their shirt back.

If a student is wearing a hat, cap, or bandana while in a school building, it will be confiscated.

CALL SLIPS

A messenger will deliver a call slip to the student's teacher who will present it to the student and dismiss him/her when appropriate. The student will return the signed and time-stamped call slip back to the classroom teacher.

WITHDRAWAL FROM SCHOOL AND TRANSFER

In order for a student to withdraw from school, a parent or legal guardian must authorize the withdrawal by visiting the Attendance Office in person. The student will then be issued a withdrawal slip giving name, matriculation number, grade and reason for the withdrawal. Included also on the withdrawal slip will be a list of subjects in which the student is presently enrolled to present to each teacher for a grade to date upon leaving school. After all required signatures are obtained, the student may then turn in locks and books to the Finance Office. If a student transfers to another school, the withdrawal slip will facilitate the enrollment into the new school. The student and/or parent will also be expected to complete a confidential Sabino Exit Survey prior to withdrawing/transfer and meet with the Learning Support Coordinator.

SABINO GOOD NEIGHBOR POLICY

Mutual respect can be obtained when each of us becomes responsible and displays appropriate conduct at all times, especially to our surrounding neighborhood. Sabino students should respect the right and property of private homes and avoid parking, loitering and/or littering on private property.

ELEVATOR KEY

Students who are disabled may receive authorization for an elevator key through the Nurse's Office. A **cash** deposit of \$20.00 is paid to the Nurse's Office and is refunded upon return of the key.

YEARBOOKS

Yearbooks can be ordered and paid for in the Finance Office when students register in August. Yearbooks will be on sale for \$65.00 (\$75.00 after winter break).

AUDIO MATERIALS

Radios, tapes, CD's, pagers, cell phones, iPods, recorders and other electronic devices are permitted on

campus as long as they do not interrupt the educational setting. Inappropriate use of cell phones / cameras or any other electronic devices will result in confiscation. It is expected these devices will be ***turned off and put away while during instructional time.*** To prevent theft of such devices, please leave them at home or lock them up.

ASSEMBLIES

Appropriate assemblies will be scheduled throughout the school year by the Sabino administration and student government. A strict behavior policy is enforced at the assemblies. Students who do not ***behave appropriately*** at an assembly may be removed from that assembly and excluded from future school assemblies.

BULLETIN BOARDS

All posters and bulletins must be approved and signed by an administrator before being posted. Signs and notices are to be placed only on the bulletin boards and bulletin strips. All posters should be of reasonable size.

PUBLICATIONS

Sabino produces two publications during the year: *VISTA*, the school yearbook and several online editions of *THE SABERCAT PRIDE*.

ANNOUNCEMENTS

To be included in the daily announcements, an announcement must be signed by the sponsor of the activity and submitted to the Saber Office one day prior to announcement date. Announcements are read each day during 1st hour.

PHYSICAL EDUCATION UNIFORM

Students participating in physical education classes are to be dressed in an appropriate uniform. The uniform consists of a white T-shirt (plain or with a Sabino school logo), purple or black shorts, tennis shoes and socks.

VEHICLE POLICY



It is essential for all of us to exercise extreme caution when driving vehicles to and from school to prevent an accident. Loud music, loud mufflers, imprudent and careless driving, or endangering life and property may result in denial of students' privileges of driving and use of parking facilities. A student parking permit will be revoked if a student violates parking lot rules. Automobiles must be parked in marked parking spaces in assigned parking lots. Failure to do so may result in being towed away at driver's expense. Motorcycles have a designated parking area north of the library. Failure to comply with any of the above regulations may result in disciplinary action. **Sabino has no liability for student accidents occurring on campus.**

VEHICLE PARKING PLAN

Each student who drives a vehicle to campus must have that vehicle registered in the Saber Office. A parking fee of \$6.00 will be charged to the students to park their vehicle in the student parking areas. Proof of current Arizona Automobile Insurance and a valid Arizona Driver's license are required prior to receiving a parking permit. Numbered and colored parking decals will be issued and are to be placed on the inside of the windshield on the driver's side. **GOLD NUMBERED** parking decals will be issued for seniors. **PURPLE NUMBERED** decals will be issued to juniors. Students with excessive discipline issues will **not** be given parking permits.

STUDENT PARKING AREAS

If there are parking spaces available, open enrollment sophomores will be able to complete an "Application to Park" form that can be picked up in the Saber Office. Students' grades, attendance, and previous discipline will be considered prior to approval.

Under no circumstances are students to go to their vehicles or be in the parking lot without administrative permission.

The Pima County Sheriff's Department has informed us that there will be NO PARKING on the dirt area between the street and the school fence. There will be NO PARKING on the service road to the east of our campus between Sabino's east fence and Arizona National Golf Course. The north service gate leading to the back of the school WILL be locked. There will also be NO PARKING anywhere in back of the school or in the F-Lot. NO PARKING in the church parking lot or along the streets surrounding the church without express church permission. The Pima County Sheriff's Department WILL cite violators.

DISPLAY OF AFFECTION

Common rules of decency and appropriateness in public settings apply to displays of affection on campus or at school events.

HOMEWORK

The assignment of homework is a means of furthering classroom instruction and learning. Homework teaches self-discipline, time-management skills, independence and responsibility. It also provides additional practice of the skills being taught in class, background material for what is about to be taught, and an opportunity for students to do more individualized or creative work than the constraints of the classroom and class time allows.

RESPONSIBILITIES OF STUDENT:

1. To know what homework is required and understand how to complete it.
2. To conscientiously do all assigned homework.
3. To return homework to the teacher at the requested deadline.
4. To monitor completion of homework.

ACADEMIC DISHONESTY

At Sabino High School, our goal is to assist students in achieving academic excellence through personal responsibility. To achieve that end, dishonesty will not be tolerated. Individual teachers, as well as administrators, will prescribe consequences to students found to be engaging in academic dishonesty.

Two examples of academic dishonesty are as follows:

1. Plagiarizing – “The use or close imitation of the language and thoughts of another...and the representation of them as one's own original work.” (Harvey 2) This includes but is not limited to:

- a. Passing off another's idea as your own, even if it has been reworded.
 - b. Quoting material without attribution.
 - c. Imitating a passage's structure or argument without attribution.
 - d. Concealing the extent to which you have borrowed from a text or other source. (Harvey 2-3)
2. Cheating/Copying
 - a. Obtaining or utilizing the work of another, such as an in-class or homework assignments.
 - b. Collaborating on assignments without prior instructional approval, including computer files.
 - c. Copying from another student's test.
 - d. Allowing another student to use your work as his/her own.
 - e. Using cell phones, cameras, or any other electronic device.
 - f. Tampering with school server computer and information.

Harvey, Michael. *The Nuts and Bolts of College Writing*. Hackett Publishing, 2001.

www.nutsandboltsguide.com.



SCHOOL POLICIES RIGHTS AND RESPONSIBILITIES

Each student will receive a copy of the Guidelines for Student Rights and Responsibilities. Students are expected to read and understand the contents of the pamphlet. The guidelines are intended to help create a positive and safe teaching and learning environment at Sabino. The way a student approaches and handles the guidelines will play a significant role in determining how well a student will do in school, both in the classroom and during participation in extracurricular activities. Students are assigned an administrator for discipline as determined by the first letter of their last name.

KNOW THE CONSEQUENCES!!!

For a delineated list of students' rights, responsibilities, infractions, and consequences; reference the 2012- 2013 TUSD Guidelines for Student Rights and Responsibilities provided in your homeroom class.

For additional information on TUSD's and Sabino High School's Anti-Harassment policy, including Bullying, other forms of harassment, and sexting please refer to page 24 in the TimeTracker.



2012-2013 LUNCH SCHEDULE

Lunch: (Regular) 11:46-12:20 34 minutes
(Wednesday) 11:06-11:40 33 minutes

Designated areas for lunch are the Cafeteria and Snack Bar/Patio areas.

School lunch is \$2.50(\$.40 for reduced) and includes:

- 1 Entree/Bread from a choice of four
- 1 Fruit from a choice of two
- 1 Milk
- 1 Dessert

Items available at the outside windows and stations will include on a rotation basis:

- | | | |
|------------|-----------------|-----------------|
| Hamburgers | Cold Sandwiches | Chicken Patties |
| Burritos | Hot Dogs | Cheeseburgers |
| Pizza | French Fries | Salads |

Vending machine snack items are available for use in the patio **except during the lunch period**. The school is not responsible for refunding money lost in vending machines. Please contact Desert Oasis at 749-1923 for vending machine issues.

NON-SCHOOL FUNCTIONS:

The following activities are non-school functions and are not sanctioned or supervised by Sabino High School:

- Off-Campus Spirit Week Activities
- After-Prom Activities
- Senior Trips
- After-Graduation Activities
- Ski Trips
- International Trips



COURSE TITLES OFFERED IN 2012-2013

Listed below are the course titles that are offered at Sabino High School. A course description book can be checked out of the counseling office. This book gives a brief description of each of these classes, the grade level for which they are appropriate, and any necessary prerequisites.

Fine Arts Department

Advanced Art**
Advanced Vocal Music
Beginning Art
Beginning Drama
Beginning Vocal Music
Color Guard **
Directing **
Guitar
Intermediate Art **
Intermediate Drama **
Jazz Ensemble **
Marching Band (1st Semester) **
Music Theater
Orchestra **
Percussion Masters Class **
Sabino Players / Advanced Drama **
Stage Management
Symphonic Band (Concert Band 2nd Sem.)**

Language Arts Department

Freshman English
Freshman Honors English **
Freshman GATE English / GATE
Sophomore English
Sophomore Honors English **
Junior English
Junior Honors English **
Junior AP English Language & Composition ***
Senior English
Senior Honors English **
Senior AP English Literature and Yearbook (VISTA)

World Languages Department

AP French Language ***
AP Spanish Language ***
French – 1st, 2nd
(2nd – 4th Yr. **)
Russian – 1st, 2nd, 3rd, and 4th Year
(2nd – 4th Yr. **)
Spanish – 1st, 2nd
Korean - 2nd Year

Physical Education

Co-Ed Body Conditioning (Weight Training)
Dance—Beginning, Intermediate *, Advanced **
Health
PE

Mathematics Department

Algebra
AP Calculus, AB * **
College Algebra
Financial Mathematics
Geometry
Honors Geometry **
Honors Intermediate Algebra **
Intermediate Algebra
Pre-Calculus (1st Sem.)/Trigonometry (2nd Sem.)

Social Studies

American Government/Economics
American History
AP U.S. Government & Politics:U.S. * **
AP Macro Economics
AP U.S. History * **
AP World History * **
Freshman GATE Western Civilization/English
(Two period block)
Student Council (Election to office or freshman application)
World History

Exceptional Education Department ***

Essential Contemporary Math
Essential English 9, 10, 11, 12
Essential Science
On-the- Job Training

Science Department

Anatomy and Physiology **
AP Chemistry * **
Biology
Chemistry **
Earth Science
Physics **

Miscellaneous

Office Aide
Teacher Aide
Yearbook

Career/Technological Education:

Animal Systems

Intro to Applied Biological Systems 1, 2 (Year 1)
Applied Biological Systems 3, 4 ** (Year 2)
Agriscience Animal Systems 1,2 ** (Year 3)
Agriscience Animal Systems 3, 4 ** (Year 4)

Allied Health Services

Allied Health Internship 1, 2**
Sports Medicine/Athletic Training 1, 2
Sports Medicine Lab 1, 2 **

Audiovisual Technology

Digital Media 1, 2
Digital Media 3, 4 **
Digital Media 5, 6**
AV. Tech Internship

Business Management & Administrative Services

Business Operations 1, 2

Engineering, Math, Technologies and Science

Exploring Engineering 1, 2
Problem-Solving & Engineering Design 3, 4 **
Project Engineering 1, 2**

Graphic Communication

Graphic Design 1. 2
Photo Imaging 1. 2
Photo Imaging 3, 4

Information Technology

Web Page Development 3, 4 **
Information Technology Internship 1, 2 **

For additional information on CTE/JTED classes offered off-campus, please contact 584-7719.

* Students and parents are required to sign an AP agreement.

** Must meet prerequisite to enroll in class.

Check Course Catalog online at
<http://edweb.tusd.k12.az.us/sabino>

***Students must have an IEP. These classes are for Ex. Ed. students only.

GUIDANCE AND COUNSELING

Guidance and Counseling services at Sabino High School are designed to assist each student to acquire and demonstrate specific educational, career, and personal/social competencies. Counselors are assigned to assist throughout each student’s high school career. Counselors work in the classrooms with teachers to deliver a Comprehensive Competency Based Guidance Program. Students receive educational, career and personal/social information in classroom settings. An outcome of the Comprehensive Competency Based Guidance Program is that students will plan their own courses of study to achieve their career goals. Students receive individual career and college guidance from their counselors. In addition, juniors and seniors receive individual career and college guidance from parent volunteers in the Career Center. Students who need in-depth personal/social counseling will be referred to outside agencies.

Counselors are assigned students on an alphabetical basis.

Students can see their counselor before school and at lunchtime on a walk-in basis, or they can schedule an appointment during the day.



PLANNING A HIGH SCHOOL PROGRAM OF STUDIES

Making a four-year plan requires gathering information as well as consulting with teachers, parents, and counselors. Students need to have a goal or idea of

what they want to do when high school is completed. Having a plan is most important even though students and their parents may decide to make some changes as they progress. A copy of a student’s four-year plan will be kept with their counselor; each year students will review their plan and make necessary changes.

SABINO’S ACADEMIC STANDARD

A student must take a minimum of 6 academic courses (6 credits) each year. Seniors should plan on a rigorous academic year in preparation for college.



TUSD Graduation Requirements

Courses

Electives	6 1/2
English	4
Fine Arts or CTE	1
Health	1/2
Mathematics	4
PE	1
Science*	3
Social Studies	
American History	1
American Gov’t	1/2
Economics	1/2
World History	1
World Languages**	1
Total***	23

*Students must complete Biology by the end of their sophomore year.

** Arizona state universities require 2 years of foreign (world) languages for incoming students.

*** These are the minimum high school graduation requirements and do not meet the minimum entrance requirements of many colleges and universities.

ENROLLMENT IN SIX CLASSES

Board Policy IKF strongly recommends that all students be enrolled in six classes. Principals or their designated representatives may, in special circumstances, allow a different number to be taken. For the purposes of this policy, special circumstances are defined as:

- a. The student demonstrates an economic need to work during part of the school day.
- b. The family circumstances require that the student attends to health needs or care for family members during part of the school day.
- c. It is determined that special block, accommodation or transitional programs are necessary or suitable for at risk students, potential dropouts, or former dropouts.

Upon receipt of a parental request for release of a student for one class period for any other specific purpose, the principal, or designee, may in his/her discretion, determine that the purpose is reasonable and justifiable.

TO DROP TO FEWER THAN SIX CLASSES

A student must bring a letter from his or her parents/guardian requesting and stating the reasons for the drop (see above). The student must submit the letter to his/her counselor. **Students who quit attending any scheduled class before receiving official notification that the class has been dropped will be considered truant.**

TAKING CLASSES OFF CAMPUS

All course work taken through correspondence programs, alternative education programs, classes at Pima Community College or the University of Arizona, and classes taken in summer school at a site other than Sabino *must have prior approval by a Sabino counselor and administrator in order to be counted toward a Sabino diploma.*

SCHEDULE CHANGES

Schedule changes must be made before the end of the second week of a semester class, and will only occur if a new class is available. Schedule changes will be considered for the following reasons:

1. To add a class.
2. To make a correction when a student already has course credit.
3. To make up failure in a required class.

4. To implement a counselor recommendation approved by an administrator, considered to be in the student's best interest.

INSTRUCTIONAL PROBLEM SOLVING PROCEDURE

The counselors and administrators are available to facilitate the solving of problems between students and teachers. The process for problem solving is as follows:

1. The parent and student meet with the teacher, discuss the problem, and design a plan to solve the problem.
2. If the plan is not successful, the counselor, the teacher, the parent and the student will meet to discuss why the plan did not work and to formulate an alternative approach.
3. If steps 1 and 2 are unsuccessful in resolving the problem, an administrator is contacted to review the progress of the student and to make a decision about future steps to be taken.

Sabino does not make teacher changes for students unless they have previously had the teacher and failed the class. These changes are made before school starts or during the first week of school.

GRADE REPORTS

Sabino will issue grade reports every 4½ weeks. The grade report will include attendance, citizenship and a grade for each class. In addition, the report may include comments from individual teachers informing the student and parent of progress. The Mid-Quarter Grade Report is an instrument to communicate to the student and parent *progress* being made in each class. Final grades (recorded on transcripts) are issued at the end of each semester.

If a student who has been seriously ill or has a family emergency may not be able to complete all work at the end of the grading period, the teacher may record an incomplete on the student's grade report. *The student must complete all work during the first two weeks of the next grading period unless prior arrangements have been made with the teacher and approved by the site administrator.*

Otherwise, the Incomplete will be changed to an F (Failure) or NC (No Grade - No Credit) depending on the circumstances. A student who wishes to participate

in an interscholastic activity must pass all classes. A student who received an F or an NC is ineligible to participate in any interscholastic activity for the next grading period. A student who receives an I (Incomplete) is ineligible until the work is completed and the teacher awards a passing grade. A parent may appeal any final **failing** grade. In order to appeal, the parent must request in writing a review of the final grade by the Governing Board within fifteen (15) days of the postmark. Appeals are initiated by a request to the principal: 584-7704.



GRADES

A = highest grade	indicates outstanding achievement
B = above average	indicates above average achievement
C = average	indicates average achievement
D = below average	indicates completion of minimum requirements
F = failure	indicates did not complete minimum requirements
I = incomplete	indicates deficiency in completion of requirements
P = credit-no grade	indicates credit but no grade recorded
NC = no credit-no grade	assigned only with administrative approval

DATES FOR GRADE REPORTS:

Mid-Semester Grade Report.....	9/28/12
1st Semester Grade Report	12/21/12
Mid-Semester Grade Report.....	03/15/13
2nd Semester Grade Report.....	05/24/13

If parents wish to discuss grade reports, they should contact the teacher by telephone or e-mail.

**GRADE POINT AVERAGE/
RANK IN CLASS**

A student’s grade point average (GPA) and rank in class are based on all classes that the student takes for high school credit. If a student fails a course and later retakes the course successfully, the passing grade is used to compute the GPA; the failing grade is not. High school credit earned in the eighth grade, such as algebra or Spanish, will be used toward graduation. Grades earned in these classes will be included in the cumulative high school GPA.

Cumulative GPA is computed by giving equal value to grades earned in all courses. Grade point values are as follows: A = 4, B = 3, C = 2, D = 1, F = 0. Advanced Placement grades of A, B, C, and D are weighted one additional grade point.

Sabino students are ranked at the end of each semester using weighted grades. Transcripts are updated each semester, and copies of the official transcript will be sent to colleges and employers upon student request. The final transcript becomes part of the student’s permanent record and is the official certification of graduation.

TRANSCRIPTS

All students are allowed two official transcripts FREE per year. Additional official transcripts are \$2.00. All unofficial transcripts are FREE.

VALEDICTORIAN

The Sabino High School valedictorian and salutatorian designations are determined by the cumulative weighted grade point average at the end of eight semesters and will include all classes taken for high school credit. The student with the highest weighted GPA to the 12th

decimal place will be designated as valedictorian. The salutatorian will be the student with the second highest GPA.

STRAIGHT “A” AWARDS

Straight “A” awards are calculated after the first semester of sophomore, junior, and senior year and include ALL courses for which high school credit is awarded. An AP class where a student earns a “B” is counted as a “B” for purposes of earning the Straight “A” Award.

HONORS ENDORSEMENT /

TUITION WAIVER (*Subject to change, see counselor for class of 2013)

ACADEMIC LETTERS

An Academic Letter is awarded to those students who, after completing five semesters and seven semesters, have met the following four criteria:

1. The candidate shall have attended Sabino High School the last three complete and consecutive semesters prior to the award.
2. The candidate shall have maintained a grade point average of not less than 3.800 on a 4.000 weighted scale during each of the qualifying semesters.
3. The candidate shall have been enrolled in no fewer than six courses at Sabino for which a letter has been awarded during each of the qualifying semesters. Courses that award a Pass/Fail grade and summer school credits do not count toward the six class requirement of the academic letter. Substitutions such as concurrent university courses, correspondence courses, and work study programs deemed appropriate to an academic program may be approved by the Scholarship Committee. A prior approval form must be completed and approved by the Honors Committee prior to enrolling in a course, if the course is to be used in determining an academic letter. Prior approval forms are available from Mrs. Curtis in the Counseling Office.
4. The candidate shall have maintained a record of sound citizenship during the qualifying period. A list of those candidates who are academically qualified will be made available to administration and faculty. If a candidate’s eligibility on the basis of citizenship should then be questioned, the Scholarship Committee shall examine the objection(s) and make a final determination as to the eligibility of the candidate.

In order to qualify for the Honors Endorsement/Tuition Waiver for the U of A, ASU, or NAU, students must meet the following criteria:

1. Student must complete all 16 core competency courses:(4 units of English; 4 units of math; 3 units lab science; 2 units social science; 2 units foreign language; 1 unit fine arts.) by graduation with a “B” or better in each course. There are additional requirements for a “C” in an AP class.
 2. Student must meet at least one of the following academic requirements:
 - Option 1: **GPA:** In the core courses GPA of 3.5 on a 4.0 scale.
 - Option 2: **Class Rank:** Student is in the top 5 % of high school graduating class upon graduation.
 3. Student must meet at least one of the options:
 - Option 1: Exceed the Standards on all 3 of the AIMS Tests
 - Option 2: Exceed the Standards on 2 out of the 3 AIMS Tests (the third must “Meet the Standard”) and achieve a minimum score of 3 on two AP Tests.
 4. Students must meet at least one of the following admissions test options and submit scores to the university where they apply.
 - Option 1: At least at 28 on the ACT test.
 - Option 2: At least a 1300 on the SAT I test (critical reading and math, excluding essay).
- For detailed descriptions of scholarships, visit www.ade.as.gov**

ACADEMIC HONOR ROLL = 3.5 OR ABOVE

PARENTAL ACCESS

Through a parental account on the TUSD Stats web site, parents can view their children’s test scores, compare these scores to school, district, and national averages, and view other school measures. Email addresses for students’ teachers are also listed. For more information, see the parental web page and how to get a TUSD Stats Parental Account.

SUMMER SCHOOL

Sabino High School's Summer School Program supports the mission to develop within students qualities necessary to fulfill their roles as life-long learners in a democratic society. The Summer School Program supplements the regular school program by offering classes for enrichment as well as remedial purposes. Summer School information is available in the Counseling Office. Students are encouraged not to take CORE courses in order to "get ahead." Enrollment is prioritized for students who have failed a math or language arts class.

CITIZENSHIP GRADES

Citizenship grades are reported at the end of each grading period. Unsatisfactory citizenship is recorded as "U". If there is no citizenship grade recorded, it may be assumed that citizenship is satisfactory.

NATIONAL HONOR SOCIETY

This organization is founded on four precepts: scholarship, leadership, character, and service. These precepts serve as the basis for membership. Seniors, juniors and second semester sophomores are eligible for membership. Candidates must have a cumulative grade average of 3.5 or better, have no "U's" in citizenship during the previous semester, be active in school and community affairs, and have demonstrated leadership.

STUDENT PORTFOLIOS

Sabino High School expects every student to produce a purposeful collection (portfolio) of work that exhibits and documents personal effort, progress, performance and achievement. The content of the portfolio may vary by student but will include at least five of the following areas:

- Self Assessment
- Work Experience, including internships
- Résumé
- Volunteer Experience
- Letters of Recommendation
- Certificates and Awards
- Sample Academic Products
- Future Goals

Specific parts of the portfolio will be developed annually and documented in Sabino's Comprehensive Competency Based Guidance program. Students will

receive help developing their portfolios by a combination of the following: teachers, counselors, parents, employee supervisors, and community organizations.

FINANCE OFFICE (BOOKSTORE)

In the Finance Office you will pay for participation fees, school supplies, yearbooks, class fees, parking fee, and the rent for your locker. The Finance Office will assign lockers and keep records of your lock combinations. The Finance Office will accommodate your needs between classes, before school, during lunches, and after school or with a pass from a teacher during class time. The Finance Office hours are 7:00 a.m. - 3:30 p.m., and it is located adjacent to the cafeteria.

TEXTBOOKS

All TUSD students receive free textbooks. A fee will be charged for some courses regardless of the grade level. This fee covers supplemental material used in the classroom. If a student loses or damages a textbook or library book, the student must pay the cost of the book.



LOCKERS—LOCKS

Hall lockers and physical education lockers, for which you pay a use/maintenance fee in the Finance Office, are the property of Sabino High School. **School administrators can and will randomly search lockers at any time to insure the safety of the school.** Your locker should always be properly locked, with your personal items inside. Use only your own locker. **Do not share your locker or combination with anyone.**

FEE INFORMATION

When applicable, these items will need to be paid at the Finance Office during the registration period.

ITEM	COST
Textbooks	no cost
I.D. Cards -	no cost
	(replacement: \$3.00)
Lanyards	\$2.00
Hall locker fee	\$5.00
Yearbook	\$65.00
	(\$75.00 after Winter Break)
Student Planner	\$7.00
Parking Lot permit	\$6.00
Interscholastic Activity Fee	\$65.00
Home Athletic Pass	\$30.00
Family Pass	\$100.00

CHECK ACCEPTANCE POLICY

1. Local checks only.
2. Preprinted with: Name, Address & Telephone number.
3. Student’s name must appear on the check.
4. All checks payable to: Sabino High School.
5. No “CASH BACK” is allowed.
6. NO OUT OF STATE CHECKS will be accepted.
7. There will be a \$15.00 **FEE** charged for any returned check. **A MONEY ORDER OR CASH WILL BE REQUIRED TO REDEEM A RETURNED CHECK.**
8. The student must have one of the following forms of identification when paying by check.
 - A. Student’s matriculation number.
 - B. Valid student driver’s license or Military I.D.

LOST AND FOUND

All lost articles should first be reported to your teacher if the loss occurs during class, and then to the Finance Office. All articles found should be taken to the Finance Office (Bookstore).

THEFT / VANDALISM

TUSD/Sabino is not responsible for the loss or theft of any property belonging to a student or any other person when such property is brought onto or left at Sabino or other school premises. Theft and vandalism should be reported immediately to an administrator.

SILENT WITNESS PROGRAM

Each of us is responsible for demonstrating respect and care towards school property. If a student witnesses vandalism by another student, such as tagging on school property, or breaking windows, the witness is encouraged to report the incident to an administrator immediately.

LIBRARY (Subject to change)

Sabino’s library contains a collection of books, magazines, newspapers, and equipment. Library hours are 7:00 a.m. to 2:30 p.m., Monday, Tuesday, Thursday and Friday. Hours on Wednesdays will be 7:00 a.m. to 1:30 p.m. However, to prevent over-crowding, library passes must be used to enter the area during the regularly scheduled school day.



ID cards must be presented at the circulation desk when checking out materials. Newspapers, reference materials, and magazines are read in the library and are not circulated. Most books may be checked out for a period of two weeks; recorders, cassettes and filmstrips for three days. Overdue fines are not charged, but library check-out privileges will be denied until materials are returned. **Students must pay the cost of any lost or damaged library books.**

Online databases are available from home at <http://edweb.tusd.k12.az.us/sabino>

ELECTRONIC NETWORK

Student responsibilities pertaining to the use of electronic networks are the same as their responsibilities in other school situations. Please refer to your copy of Guidelines for Student Rights and Responsibilities as you review these applications.



1. p. 1 – When are the Guidelines for Student Rights and Responsibilities in force?

During other activities associated with school in any way (including electronic communication).

2. p. 4 – In-Class/School Disciplinary Action (May result in temporary removal of Internet access privilege).
3. p. 15 – Abusive Language – (Includes language communicated electronically).
Altering Official Documents – (Includes altering electronically stored documents or introducing electronic viruses).
4. p. 17 – Intimidation – (Includes intimidation by electronic communication).
5. p. 18 – Offensive Materials – (Includes documents accessed or distributed via electronic communication).
Profanity – (Includes profanity via electronic communication).
Racial Slur – (Includes racial slurs via electronic communication).
Refusal to Identify Self – (Includes purposeful misidentification of self via electronic communication).
Sexual Harassment – (Includes sexual harassment via electronic communication).
6. p. 19 – Trespassing – (Includes unauthorized electronic presence of a person in restricted areas on the district computer network).
Tampering with school information, files or server.
Vandalism – (Includes electronic vandalism and/or the introduction of an electronic virus to district property).
Vulgarity – (Includes vulgarity via electronic communication).

GROUP ACCIDENT INSURANCE

Group Accident Insurance forms may be picked up in the Finance Office, Activities Office, or Attendance Office. For students' protection, students should consider purchasing the group policy. It will protect students in case of accident on the school campus, or in athletic contests, (except football) and one hour before and after school. If a student participates in competitive athletics, he/she is urged to purchase the Group Accident Insurance policy.

HEALTH OFFICE

The Sabino Health Office team is made up of a Certified School Nurse and a Health Assistant. Services provided by the Health Office team:

- ◆ First aid observation and assessment of school injuries, daily illnesses and monitoring those students with chronic illnesses. Parents will be notified to pick up their student from school (or to give permission for a student to drive when appropriate) in the event of an illness or injury. Current home information provided on the Green Emergency Card is critical for communication between parents (guardians) and the school.
- ◆ Observation and assessment of students with special health needs.
- ◆ Administration of daily and as-needed medications in accordance with TUSD policy.
- ◆ Review of student immunization status. In order to maintain compliance with the Arizona State Immunization Law, parents will be advised when a student is due for an immunization.
- ◆ Monitoring and reporting communicable diseases.
- ◆ Hearing assessments for students in 9th grade, in exceptional education, those new to TUSD, and as needed.

Vision assessments for students in exceptional education, those new to TUSD, and as needed.



Sabino Student Government

Students elected to Student Government positions will constitute Sabino's Student Council. Student Council meets during 6th period and outside of the school day in order to plan school activities. Students receive an elective credit for participating.

2012 - 2013 Student Council Officers

STUDENT BODY OFFICERS

President - Michaela Valentine
 Vice-President - Courtney Spalt
 Chancellor - Trish Bohardt
 Treasurer - Courtney Swain
 Secretary - Nicole Silvaer

SENIOR CLASS OFFICERS

President.....**Andrew Getman**
 Vice President.....**Zach Rebert**
 Spirit Chancellor.....**Garrett Wright**

SOPHOMORE CLASS OFFICERS

President **Emily Feig**
 Vice President **Andrea Corona**
 Secretary **Camille Cozzens**
 Spirit Chancellor.....**Andi Rodriguez**

JUNIOR CLASS OFFICERS

President **Laura Ridings**
 Vice President **Demi Rodriguez**
 Secretary **Charles Ezeugwu**
 Spirit Chancellor.....**Sharayah Gastellum**

FRESHMAN CLASS OFFICERS

President **TBD**
 Vice President **TBD**
 Chancellor.....**TBD**
 Secretary **TBD**

SPIRIT

Commissioner
 Stephanie Swain

STUDENTS' VOICE

Commissioner
 Emily Haworth

ASSEMBLIES

Commissioner
 Ben Alexander

CONVENTION

4 Chairs
 Ashley Feig
 Gabby Rico
 Sarah Ridings
 Lauren Shacklette

Chairs

Mia Guimaeraes
 Nick Johnson

Chairs

Diego Garcia
 M.F. McDonough

Chair

Jessica Tenery
 TBD

DANCE

Commissioner
 Megan Richardson

PUBLIC RELATIONS

Commissioner
 Julia Badalov

SPECIAL EVENTS

Commissioner
 Kristen Leyva

COMMUNITY SERVICE

Commissioner
 K.J. Larson

Chairs

Sean Battle
 Madison Cardenas

Chairs

Andrew Jonda
 TBD

Chairs

Carly Miller
 TBD

Chairs

TBD
 TBD

Advisor: Marc Humphrey

Assistant Advisors: Jamie Calvert/Nicole Keefe

ANTI-HARASSMENT POLICY – STUDENT REPORTING

- ◆ TUSD is committed to conducting a prompt and equitable investigation of every complaint of discrimination or harassment.
- ◆ It is the policy of the Tucson Unified School District to encourage student targets of harassment and students who have first-hand knowledge of such harassment to report such claims.
- ◆ **Students should report incidents to any teacher, guidance counselor, or school administrator.**

BULLYING PROHIBITION AND PREVENTION POLICY

- ◆ Bullying is a form of harassment.
- ◆ Bullying is defined as: The repeated intimidation of students by the real or threatened infliction of physical, verbal, written, electronically transmitted (including text messages, MySpace, FaceBook etc.), or emotional abuse, or through attacks on the property of another.
- ◆ Bullying may include, but not be limited to actions such as verbal taunts, name-calling and put-downs, including ethnically- based or gender-based verbal put-downs, and extortion of money or possessions.
- ◆ Bullying is unacceptable behavior in the Tucson Unified School District.
- ◆ Students who engage in any act of bullying while at school, at any school function, in connection to or with any District sponsored activity or event, or while en route to or from school are subject to disciplinary action, up to and including suspension or expulsion.
- ◆ This policy also applies to students who, by their indirect behavior, condone or support another student’s act of bullying. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- ◆ A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district policies and procedures.
- ◆ **If a student is unsure about whether an event or situation is bullying they are encouraged to consult with a teacher, counselor, or other school employee.**

—From:TUSD POLICY CODE: JICL Adopted: October 5, 2000

SEXTING

Students who send, forward, or are found in possession of sexually explicit text messages, images, or videos **will** be suspended and reported to the appropriate law enforcement agency, who will determine whether the student is cited. States are charging individuals that send sexually explicit material over the cell phone with distribution of pornography; individuals charged with such an offense could be labeled as a sex offender.

STUDENT ROLES IN EMERGENCIES

Quick response to an emergency is critical to your safety. Today’s world requires that everyone – administrators, teachers, and students – is aware of what to do during an incident. It is also important to treat all students and staff with respect and to alert school officials if you know of potentially violent students on campus. Follow the guidelines below when an emergency occurs at your school:

1. EVACUATION

- ◆ Learn the primary and alternative evacuation routes from your classroom.
- ◆ Behave in a responsible manner.
- ◆ Follow teacher’s instructions during drills, evacuations and lockdowns.
- ◆ Stay together and follow directions .
- ◆ Students are not allowed to leave campus during an evacuation without the permission from an administrator.
- ◆ Students are not permitted to go to their cars at any time during an evacuation.

2. LOCKDOWN / SHELTER-IN-PLACE

- ◆ Return to your assigned room immediately when the lockdown/shelter-in-place command is given.
- ◆ Stay away from windows and doors.
- ◆ Remain in the classroom until you are released.
- ◆ Follow all instructions of the teacher.

Take the drills seriously-they could save your life.

3. REPORT THREATS

- ◆ Telling adults about what is going on in schools could save your life or the lives of your friends. If

you hear of students making violent threats, **report those threats to a teacher or administrator!**

- ◆ Talk to school administrators or use the School Safety Hotline (**520-584-7676**) if you are concerned about the behavior or attitude of a particular student.
- ◆ If you are being harassed or bullied, or witness other students being harassed or bullied, **report this to a teacher or administrator.**

EXTRACURRICULAR ACTIVITIES

School Activities are an integral part of the total educational program. They provide the individual participant with experiences which may broaden the perspective that regular classroom instruction may not adequately address. It is the responsibility of school personnel to provide experiences in a wholesome and caring way to as many young people as resources and interest can reach. Co-curricular, extracurricular, and related activities are defined as those endeavors which are organized, planned, sponsored, and recognized by the school. This includes activities that are an extension of the classroom, sanctioned school clubs that compete, performing groups, and all AIA sanctioned activities.

EXTRACURRICULAR ACTIVITIES CODE

1. Students involved in extracurricular activities are reminded that they represent everyone in our professional learning community. It is their responsibility to maintain appropriate conduct at all times and to demonstrate behavior that will bring credit to themselves, to Sabino, and the community.
2. Sportsmanship and ethics are to be exemplified at all times in relation to other schools and with officials.
3. Insubordination will not be tolerated at any time. Participants shall be responsible for his/her actions in competition and performance, in practice sessions, in school and in the community.
4. Every student has the opportunity to participate in extracurricular activities based on eligibility.
5. Substance abuse in any form while participating in school activities will result in forfeiting a student's eligibility.

RESPONSIBILITIES OF PARTICIPANTS

Students are to:

1. Respect the rules of the school, its teachers, sponsors, coaches, and administrators.

2. Respect and follow all school rules.
3. Follow all training rules, TUSD eligibility regulations, and AIA rules for eligibility. Students are responsible for maintaining their own eligibility.
4. Strive to perform to their best ability in the classroom, and understand the importance of an education.
5. Support all school activities to the best of their ability.
6. Be part of the team and perform for the betterment of the team or organization.
7. Exemplify good behavior, appearance, follows dress codes at all times and conduct at all times.
8. Respect others and their property. Theft and destruction of any school or individual's equipment or property will not be tolerated.
9. Dress neatly on trips, and to remain together with the group and to ride the bus to and from the site of the contest or performance unless prior arrangements have been made and approved.
10. Abide by and respect the official's decision.
11. Attend all classes the day of and the day following any contests or performances.
12. Condition themselves properly so that they can safely and adequately meet the physical and mental demands of the activity.
13. Obtain an Eligibility Clearance prior to participating in any tryouts, practices or contests, or before receiving any equipment or awards.
14. Pay a participation fee.
15. Refrain from use or possession of drugs, alcohol, or tobacco. Substance abuse will be handled through the **CATS WIN** Program and school administration.
16. Return all clothing and equipment to their coach/sponsor immediately after completion of any sport or after dropping out of that sport. Students will pay for all items not turned in. The money charged for any item(s) not returned may be refunded when the item(s) is returned with the cash receipt.
17. Ride the bus to and from contests. Parent transportation waivers are to be used when the parent is taking their athlete following an interscholastic event.

Sabino Clubs

Sabino's student-interest clubs meet as determined by the club sponsor and members. Some clubs are more active than others, depending largely on the motivation of the members. A new club may be started with the approval of the Assistant Principal for Activities. The following school clubs are currently active: (Subject to change)

Anime Club
Art Club
Astronomy Club
Band Club
Baseball Club
Basketball Club, B/G
Bible Club
Choral Club
Class Clubs (2013-2016)
Club Green
Cross Country Club
Dance Club
Drama Club
FFA Club
Film Club
Football Club
Golf, B/G
Improv Club
Interscholastic Club
Jewish Club
Key Club
Math Club
Mentis Fraternitis
Musical Theater Club
National Spanish Honor Society
Odyssey of the Mind Club
Orchestra Club
Pom Line Club
Running Club
Sabino Development Club
Sabino Players
SADD (students against destructive decisions)
Self-Contained Social Club
Science & Engineering Club
Shakespeare Club
Skills USA
Soccer Club B/G
Softball Club

Spanish National Honor Society
Spiritline Club Student Council
Students Opposing Starvation
Swim Club
Tennis Club B/G
Track & Field Club
Volleyball Club, B/G
Weight Training Club
We Read Books
Web Development Club
Weight Training Club
Wrestling Club
Young Republicans Club
Yearbook, Vista

ACTIVITY BUSES

TUSD will provide a daily activity bus that will leave at 5:30 p.m. each day. This service is a general route through the attendance area rather than a duplication of the regular afternoon bus routes. (Subject to change)



INTERSCHOLASTIC ACTIVITIES CLEARANCE

The Sabino Interscholastic Activities Program is a competitive program for all boys and girls. Students interested in participating in an interscholastic activity must receive *Clearance* from the Activities Director in the Activities' office. The Clearance List is to be turned in to the coach or sponsor. To receive Clearance, the student must have on file in the above office prior to the first practice the following items:

1. A current physical examination card which is good for one school year and must be dated on or after March 1, 2012.
2. Completed Activities Emergency form with parent's signature.
3. Parent permission form.
4. Birth Certificate.
5. Participation fee receipt (sports-\$65.00 . fine arts-\$50.00, payable at the Finance Office).
6. Proof of academic eligibility.
7. CATS WIN pledge form.

Sabino Athletics

SPORTS \$65.00 PER SPORT

Practice start date

Fall:	Boys / Girls Golf	August 6
	Boys / Girls Swimming	August 6
	Boys / Girls C.C	August 6
	Girls Volleyball	August 6
	Football - Varsity	July 30
	Football - JV & Frosh	August 6
	Spiritline (Football)	August 6
Winter:	Boys/Girls Soccer	October 29
	Boys/Girls Basketball	October 29
	Wrestling	October 29
Spring:	Boys/Girls Tennis	February 4
	Baseball	February 4
	Softball	February 4
	Boys/Girls Track	February 4
	Boys Volleyball	February 4

Sabino Fine Arts

FINE ARTS \$50.00 PER ACTIVITY

Practice start date

Band	August 6
Choir	August 6
Dance	August 6
Drama	August 6
Orchestra	August 6

Fees are required for after school participants only.

Vocal Ensemble, Concert Choir, Advanced Women’s Choir, Music Theater, Orchestra, Marching Band, Percussion Skills, Concert Band, Intermediate and Advanced Drama, Jazz Ensemble. Those students double enrolled in Concert Choir/Vocal Ensemble; Advanced Drama (two periods); Concert Band/Jazz Ensemble, and other similar combinations, pay only one fee. Beginning groups shall be allowed to perform at regularly scheduled curricular events (fall, winter, spring, and TUSD Concert Festivals) without being required to pay fees. Those beginning students who choose to participate in extracurricular events will pay the participation fee as do the intermediate and advanced performing students.

ACADEMIC ELIGIBILITY FOR ACTIVITIES/ ATHLETICS

1. TUSD’s Academic Eligibility requirement is: NO PASS - NO PLAY. Students must pass all courses in which they are enrolled at the end of every 4-1/2 week grading period.
2. Students declared academically ineligible will be able to regain their eligibility at the 4-1/2 week grading period if they are passing all classes in which they are enrolled.
3. All students, except seniors, must be enrolled in at least five classes during each nine weeks of participation.
4. Seniors must be enrolled in a minimum of four classes.
5. All incoming freshmen must have passed all classes in the last quarter of eighth grade.
6. Ninth grade students, who enroll after the beginning of the ninth grade will be required to demonstrate passing grades in the required number of courses.
7. Grades for each student will be checked at 4-1/2 week intervals.
8. Students will be considered ineligible if they receive a grade of F, N, or I. Ineligibility brought on by an Incomplete (I) will be eliminated at the time the grade of “I” becomes a passing grade. Students receiving an “I” must complete all work during the first two weeks of the next quarter.
9. Students declared academically ineligible will be notified and directed for support services to help correct deficiencies.

FINE ARTS

The following high school performing arts groups are subject to fees:

10. Any credits which are received in correspondence courses or summer school courses which count toward meeting graduation requirements, and are approved by the school, may be used to maintain eligibility. These credits must be posted prior to the first day of classes each nine week period.
11. Students transferring to a TUSD high school must meet eligibility requirements in order to participate in interscholastic activities.

PARTICIPATION FEES - REFUNDS

There will be no refunds on participation fees starting with the 2012-2013 school year. Students will have a tryout period and if they are cut from the team, they will not have to pay a participation fee.

ATTENDANCE POLICY

EXTRACURRICULAR ACTIVITIES

CLASSROOM ATTENDANCE

Extracurricular activity participation requires that students attend classes daily in order to maintain eligibility. The following guidelines shall be enforced:

1. **Classroom attendance on the day of a performance, contest or game is required except in the case of a valid excuse and at the discretion of the school administrator.** This will be interpreted to mean a student will attend all classes unless excused by an administrator (illness, staying home to rest, or "sleeping in" are examples of UNEXCUSED absences). Excused medical appointments DO NOT excuse student for interscholastic activities. Prior approval through the Activities Office and written verification are required.
2. As soon as the participant has been determined to be in violation of this rule, the participant will be declared ineligible for the next performance, contest, or game.
3. Students not attending class on Friday prior to a Saturday activity or a holiday period are ineligible to participate in the next performance, contest, or game.
4. Students are expected to attend classes the day following an activity.

SUSPENSIONS

Students who have been suspended shall receive the following discipline:

1. They are not allowed to participate in any practices during the term of the disciplinary action.
2. They are not allowed to participate in any performance, contest, or game during the term of the disciplinary action. The length of time of disciplinary action shall be measured from the time a student is discharged from school until the morning of the day the student is permitted to return to the classroom.

ATTENDANCE AT PRACTICES

1. Unless there is a satisfactory reason, all participants shall report for practice the day the first call is made for that activity.
2. Being excused from practice will be granted by the coach/sponsor of the squad.
3. A student who is not in attendance during the school day may not practice that day.

ELIGIBILITY FOR ACTIVITIES

1. If a student becomes 19 years of age after September 1, he/she is eligible to compete for the remainder of that school year. If he/she becomes 19 years of age on or before September 1, he/she is not eligible for any part of that school year.
2. A student is privileged with eligibility for only four seasons in each sport and/or activity, and for no more than eight semesters after he/she first enrolls in the ninth grade. The 7th and 8th semesters must be consecutive. The other semesters need not be consecutive.
3. Students cannot compete or practice on an outside athletic team during their school team's competition season. A student may compete as an individual in an individual sport or event (not team or relay) in his/her name but shall not be coached by, transported by, financed by, or chaperoned by the school or school personnel.
4. Students are to use District provided transportation to and from the site of all away contests. Exception: Parents may transport only their son / daughter by signing a Transportation Waiver Form. Waiver forms are in the Assistant Principal for Activities Office and must be received one day prior to the contest.

ELIGIBILITY OF TRANSFER STUDENTS

All transfers must be processed and approved through the TUSD School/Community Services Department.

Note: The AIA requires a 520 form, designed to provide for eligibility if a student transfers schools with their parent(s) changing their domicile. If a student transfers schools without moving they are not eligible to participate in an athletic activity in which they participated at their previous school for one calendar year. A **530 Form** must be filled out by every student who has not changed their domicile and who is transferring into Sabino from another high school. Partial eligibility refers to the opportunity to participate in an activity at Sabino that was not an activity in which the student participated in their previous school. **A completed copy of 530 form must be sent to the District Interscholastics Office for any in-district approved transfers. Approval granted by School/Community Services does not automatically mean transfer meets AIA transfer rules. Student must file the appropriate forms as indicated above for approval.**

COMPLETION OF SPORT

Successful completion of a sport season, with the exception of an injury, which limits participation, is required to be eligible for a letter or other team awards. A student who has quit, been dismissed, or dropped from a team, may transfer to another sport only with the permission of both coaches and the Assistant Principal for Activities. Students who are members of a squad are committed to remain in that sport until the end of the season unless they quit for legitimate reasons, i.e., health, disciplinary action, etc.

DOCTOR'S RELEASE

When a participant is treated by a physician, a written release from that doctor must be received by the school's athletic trainer prior to participation in any practices or games.

**TUSD ATHLETIC ADMISSION FEE**

Students may purchase a **Home Athletic Pass** for \$30.00. This pass will allow students to enter any regularly scheduled **home** athletic event during the entire school year. The purchase of a **Home Athletic Pass** will be indicated on the student's I.D. card, which they must have in order to enter the event.

FAMILY ATHLETIC PASS

TUSD is offering a **Family Athletic Pass** for all regularly scheduled **home** athletic contests for 2012-2013. The Family pass will be \$100, and is good for up to four people in the family total (excluding the Sabino student, who must purchase a **Student Athletic Pass** or pay cash). This can be purchased at Schedule pick-up during the summer, or later through the Bookstore. A laminated card will be issued to the card holder with an ID number and family's name on it. Cards will not be replaced if lost or stolen. (Subject to change)

Regular admission for all other spectators or students not purchasing the Home Athletic Pass, will be \$3.00 for all contests **except** football. Admission to home football games will be \$5.00. Admission for students with their I.D. cards at a home football contest will be \$4.00.

AIA SCHOLAR-ATHLETE PROGRAM

Arizona Interscholastic Association (AIA) is proud to announce the thirteenth year of its Scholar-Athlete Program. This program is designed to recognize individual students, teams, and schools. The components include:

1. *Individual Awards* - Individuals who are members of varsity athletic teams and who obtain a 3.50 or higher grade point average for first semester will receive an individual Scholar-Athlete certificate regardless of the grade point average of his/her team.
2. *Team Awards* - Any varsity athletic team with a 3.10 or higher grade point average for the first semester will be eligible to receive a team academic award. Each team member of an eligible team will be awarded an individual certificate. Both 1st and 2nd semester sports awards will be based on grades earned for the first semester of the school year.
3. *State Level Team Award* - A banner will be awarded for the team with the highest team grade point average.
4. *Scholar-Athlete Scholarships* - These awards will be presented annually to ten (10) students whose academic standards and accomplishments are a positive model for others, who possess high levels of integrity and honesty, and who, in the objective determination of the selection committee, have benefited from their participation in high school interscholastic athletic programs. The selection committee will choose ten (10) finalists, five (5) girls and five (5) boys statewide. The winner will be awarded a plaque and a scholarship. To qualify, the applicant must be a graduating senior, possess no less than a 3.70 cumulative grade point average, have participated in a varsity sport in the state of Arizona for at least two years, and have a record of good citizenship.

NCAA REQUIREMENTS FOR THE COLLEGE-BOUND STUDENT/ATHLETE

To play sports as a freshman in NCAA Division I & II, the student must meet specific standards. The student must graduate from high school and make at least a 2.0 GPA based on a 4.0 scale in 13 core academic courses. Please check specific requirements with the Assistant Principal for Activities or your school counselor.

SABINO SPECTATOR CODE OF CONDUCT

We, the students of Sabino High School, feel that our fans can best support our efforts by demonstrating the following Code of Conduct:

1. Show respect for the game and all players, coaches and officials.
2. Show your support by always cheering FOR, not against any team.
3. Encourage fair play by allowing the officials to do their jobs without interference or interruption.
4. Represent your community and family in a positive manner.
5. Show pride and dignity in both wins and losses.
6. Display good sportsmanship and self-control at all times.
7. Appropriate dress is expected at all interscholastic events.
8. No noisemakers or signs allowed.

ANTI-HAZING POLICY

INITIATION / HAZING is defined as any verbal or physical act that intimidates, degrades, disgraces, or injures any student; or forces someone to do ridiculous acts or suffer physical or emotional pain as an initiation to a group or program. Sabino High School has a zero tolerance policy for hazing. Students that are involved in hazing will be subject to discipline through Students Rights and Responsibilities. Sabino High School will investigate all hazing violations that are brought to the attention of our staff. Sabino's interscholastic participants will compete in an environment that is free of intimidating behavior and dangerous situations that are often disguised as hazing. Sabino High School's expectation is that school is a safe place and that learning occurs in a positive environment.

CATS WIN PROGRAM

Each school year, Sabino's staff requests that all students and their parents involved in interscholastic activities help fight a very large problem—substance abuse. Together we can send a message to our community that Sabino students do not support the use of tobacco, alcohol or drugs.

MANDATORY CATS WIN MEETING:
(for all in sports/ activities & their parents)

DATE: August 16, 2012

TIME: 6:00 p.m.

PLACE: School Auditorium

At this meeting the Sabino Policy on drugs, alcohol and tobacco will be introduced. To become a part of Sabino's activity program, all students and parents will be asked to sign a pledge form that states:

"I pledge to refrain from the use or possession of drugs, alcohol or tobacco, and will abide by all training rules while participating in activities at Sabino High School."

Students will not be able to participate in activities until they and their parents have attended a **CATS WIN** meeting and signed the pledge form. Parent signature provides evidence of support to Sabino's Substance Abuse Policy.

The school will provide assistance to any student voluntarily seeking drug and alcohol treatment or advice. Make a commitment to:

SAY NO TO SUBSTANCE ABUSE;
SAY YES TO CATS WIN!

SABINO ACTIVITIES SUBSTANCE ABUSE POLICY

No Sabercat participant will use or have possession of drugs, alcohol or tobacco. Sabercat participants are representatives of Sabino High School. They are role models for other students and are expected to set positive examples and assume a leadership role. Sabercat Pride includes pride in yourself, as well as your school.

Rationale for Sabino Activities Substance Abuse Policy

- ♦ Training rules are a matter of self-discipline. The best performance the individual is capable of producing comes only after the body and mind have been conditioned through a regular training program.

- ♦ Alcohol, use of tobacco, and other substance use have a detrimental influence on performance. Intoxication prior to a practice or game, or intoxication leading to a hangover and the associated discomforts directly influences performance and behavior.
- ♦ The more subtle impacts of substance use may be manifested in late arrival for practice, missed practice due to previous use, or inability to concentrate due to physical discomfort or fatigue. Substance use can also lead to serious injuries while participating in an activity.
- ♦ Perhaps some negative consequences of substance use are demonstrated in attitudinal changes of the athlete or performer who is regularly using substances. Coaches and sponsors have noted a decrease in commitment to the team or organization when the student increases his/her commitment to chemical use.
- ♦ Attitude toward the activity, coach, sponsor, or peers is detrimental to the success of the student and his/her team or group. The impact of this tension may be seen in overt ways such as arguments and excessive physical contacts, or more subtle ways such as non-support or reluctance to work together.
- ♦ As some adolescents develop a regular pattern of frequent substance use, they may shift their interest and attention away from other aspects of their lives. It is clear that a divided commitment to sport or some other activity due to substance use can reduce the student's capacity to perform and improve.



CATS WIN VIOLATIONS

CATS WIN violations will be confronted and dealt with by coaches/sponsors, and/or administrators, and the athlete involved.

It is the responsibility of the interscholastic participant to abide by, and adhere to, the CATS WIN policy. CATS WIN violations will result in the following action:

First Violation

- ◆ Interscholastics Manager notified
- ◆ Parent(s) notified
- ◆ Mandatory attendance in the CATS WIN counseling session
- ◆ Ineligible for two weeks of practice, competition or performance

Second Violation

- ◆ Interscholastics Manager / Administrator / Counselor notified
- ◆ Parent(s), athlete / participant, Interscholastic Manager conference.
- ◆ Mandatory attendance in CATS WIN counseling session
- ◆ Removed from team or club for the remainder of the season

Third Violation

- ◆ Interscholastics Manager, Counselor, and Administrator notified
- ◆ Parent(s), athlete/participant, Interscholastic Manager, Administrator conference
- ◆ Mandatory attendance in CATS WIN counseling session
- ◆ Barred from participation in all sports, competitions, or performances for the remainder of student's attendance at Sabino High School

Violation during Team Travel:

- ◆ If the incident is a first violation, consequences for second violation will ensue. If the incident is a second violation, consequences for third violation will ensue.
- ◆ Consequences for CATS WIN violations will commence on the first day of a student's return to school following a suspension.
- ◆ These disciplinary measures shall be cumulative during the student's attendance at Sabino High School. Additionally, at the discretion of the coach or sponsor, further action may be taken.



CATS WIN



Student Handbook 2012-2013

The Administration
Tucson Unified School District

Dr. John Pedicone..... Superintendent
Dr. Maria Menconi.....Deputy Superintendent
Dr. Abel Morado.....Asst. Supt. of High Schools
Dr. Anna Rivera (Interim).....Director of High Schools

Santa Rita High School Administration

Dr. Christopher Bonn.....Principal
Mr. Michael Beck.....Assistant Principal
Mrs. Chandra Thomas.....Assistant Principal

Santa Rita Mission Statement

Santa Rita High School is a Community of Learning,
Collaboration, and Academic Success

District Mission Statement

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous comprehensive education.

District Vision

Tucson Unified School District is a professional learning community that ensures every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in a global economy.

Information		731-7500
Fax		731-7501
Principal	Dr. Bonn	731-7504
Secretary/Principal	Mrs. Tullous	731-7504
Secretary/Student Services	Ms. Escalante	731-7505
Asst. Principal	Mrs. Thomas	731-7505
Learning Support Coord.	Ms. Suarez	731-7506
Secretary/Instruction	Mrs. Tullous	731-7507
Asst. Principal	Mr. Beck	731-7507
Athletic Trainer	Mrs. Enos	731-7543
Attendance	Ms. Santa Cruz	731-7602
Automotive	Mr. Saul	731-7673
Cafeteria	Ms. Stanley	731-7723
DECA	Mrs. Dittiger	731-7574
Eagle Shoppe	Mrs. Dittiger	
Desktop Pub.	Mrs. Baker	731-7768
Drama	Mr. Lamanda	731-7681
Hungry Eagle	Mr. Gillaspie	731-7523
Athletic Director	Mr. Acevedo	731-7552
Welding	Mr. Favela	731-7764
Band	Ms. Govan	731-7674
Vocal	Ms. Harris	731-7680
Nurse	Mrs. Keenan	731-7517
P.E. Dept.	Men's Office	731-7539
P.E. Dept.	Women's	731-7536
Registrar	Mrs. Lee	731-7515
Exceptional Ed.	Mrs. Femrite	731-7730
EECT	Mrs. Zawacki	731-7718
Counselor A-La	Mr. Ferguson	731-7548
Counselor Le-Z	Ms. LeValley	731-7757
College/Career	Mr. Heavner	731-7548
Yearbook	Ms. Case	731-7645
Student Messages		
Teacher Messages		731-7504
Or Call Teacher's Direct Number for VoiceMail		

First Day for Teachers	July 30
First Day for Students	August 2
Labor Day	September 3
Grading Day	September 28
Fall Break	October 1-5
Veterans Day	November 12
Thanksgiving Recess	November 22-23
Testing/Finals ½ Day	December 19-20
Grading Day	December 21
Winter Recess	December 24-January 4
Martin Luther King	January 21
Rodeo Vacation	February 21-22
Grading Day	March 15
Spring Recess	March 25-April 1
Testing/Finals ½ Day	May 22-23
Last Day for Students	May 23
Graduation Day	May 23
Last Day for Teachers	May 24
 AIMS TESTING WINDOW	
 HS AIMS – FALL	
HS AIMS – SPRING	October 23-25
(Reading, Writing)	February 25-26
HS AIMS – SPRING	April 9
(Math)	

Our school receives many parent telephone calls each day. This tends to disrupt the educational atmosphere when students are interrupted during class time. Please reserve all telephone calls to emergency situations **ONLY**. Telephone calls **will not be accepted** by students or friends – **only** from the parent or the guardian at **731-7602**.

Accident Report	Nurse's Office
Activity Calendar	Principal's Office
Eligibility	Activities Office
Attendance	Attendance Office
Change of Address	Attendance Office
Emergency	Any Staff Member
Grade Questions	Instruction Office
Honor Roll	Administration
ID Card	Eagle Exchange
Insurance	Attendance Office
Job Opportunities	Counselors' Office
Library	Librarian
Locker Problems	Eagle Exchange
Lost and Found	Eagle Exchange
Lost Textbooks	Eagle Exchange
P.E. Illness Excuses	Nurse's Office
P. E. Lock	Eagle Exchange
P.E. Uniforms	Eagle Exchange
Poster Approval	Student Services Office
School Bus Information	Student Services Office
Student/Activities/Clubs	Activities Office
Student Announcements	Principal's Office
Student Council	Room 121
Emergency Numbers	Administration
Theft/Vandalism Reports	Student Services Office
Tickets	Eagle Exchange
Transcripts	Ms. Santa Cruz/Attend.
Other school-related problems	Teacher, Counselors, Administrators

Go Eagles!

**SANTA RITA HIGH SCHOOL BELL SCHEDULE
2012-2013 SCHOOL YEAR**

Schedule One: Monday, Tuesday, Thursday and Friday		
Warning Bell: 7:25 a.m.		
1 st Period	7:30 a.m.—8:35 a.m.	65 minutes
2 nd Period	8:36 a.m.—9:41 a.m.	65 minutes
3 rd Period	9:42 a.m.—10:47 a.m.	65 minutes
4 th Period	10:48 a.m.—11:53 a.m.	65 Minutes
LUNCH	11:54 a.m.—12:33 p.m.	39 minutes
5 th Period	12:34 p.m.—1:39 p.m.	65 minutes
6 th Period	1:40 p.m.—2:45 p.m.	65 Minutes

Schedule Two: Wednesday—Early Release		
Warning Bell: 7:25 a.m.		
1 st Period	7:30 a.m.—8:15 a.m.	45 minutes
2 nd Period	8:16 a.m.—9:01 a.m.	45 minutes
3 rd Period	9:02 a.m.—9:47 a.m.	45 minutes
4 th Period	9:48 a.m.—10:33 a.m.	45 minutes
5 th Period	10:34 a.m.—11:19 a.m.	45 minutes
LUNCH	11:20 a.m.—12:00 noon	40 minutes
6 th Period	12:01 a.m.—12:46 p.m.	45 minutes

ATTENDANCE

Purpose

The emphasis of the attendance policy is on the importance of keeping students in school and providing access to the curriculum. To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, procedures and the consequences for non-compliance.

The parents/guardians are charged by law with responsibility for their child's consistent school attendance. The Superintendent and school administrators will enforce the laws regarding attendance with consideration for the variables that affect children and families. The Superintendent and school administrators will place emphasis on the prevention and correction of the causes of absenteeism as outlined in the regulation #JE-R.

Students are expected to be in attendance one hundred percent (100%) of the time. Regular attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Such reasons include illness, bereavement, other family emergencies, and observance of major religious holidays of the family's faith.

Teachers, attendance personnel, counselors, and principals shall inform all students and parents/guardians of the District's attendance policy. Students and parents/guardians shall also be updated regularly regarding any student's accumulated absences in any class every 4 ½ weeks.

Attendance Guidelines

- The goal of achieving maximum educational benefits requires regular daily attendance, classroom participation and study. Attendance will be taken by the teacher of record.
- Student's interaction and participation in instructional activity is required to evaluate student progress.
- All students must remain on the school campus during the entire school day unless parents provide notification prior to the leave. Santa Rita High school is a CLOSED campus.
- Parents/Guardians should notify the school prior to absence.
- Parents Must come into the attendance office fifteen minutes prior to the end of school, to sign out student.
- Children under the age of 16 who are absent from school without parents'/guardians' permission may be considered truant and could be referred to a truant officer for further action.
- Children will be considered tardy when they are not in class at the time the bell rings.
- If a student is absent (excused or unexcused) from a class, the work must be made available to make-up and submitted within a reasonable time.
- Credit will be given for all make-up work due to an absence. The amount of credit may vary due to the timeliness of the work being submitted.
- School personnel and administrators will encourage parents/guardians to comply with Arizona attendance laws to ensure regular attendance and punctuality.
- A student not attending classes during the day may not participate in any extra-curricular events on that day, unless previously approved by the administration; this will only be considered in the case of an excused absence.

Policy Regulation

The administration, teachers, attendance clerks and other school staff will work closely with parents and /or guardians to establish regular attendance for all students. Regular participation in classroom activities fosters critical thinking, communication skills, and responsibility, all of which are essential skills for future employment. Good attendance in school is also part of the self-discipline that we try to instill in our students to enable them to act as responsible members of the community.

Definitions

- **Attendance:** The presence of each student in scheduled instruction.
- **Excessive Absence:** 10% or more of the required attendance days (180 days).
- **Tardy:** Not in classroom by the time the bell rings.
- **Register of Attendance:** Any written or electronic record maintained for the purpose of recording the attendance, absence, tardiness, or early departure of a student.
- **Truancy:** An unexcused absence of a child who is between six and sixteen years of age for at least one class period during the day from compulsory school.
- **Truant Child:** A child who is between six and sixteen years of age and who is not in attendance at school during the hours that school is in session, unless excused.
- **Habitually Truant:** Is a child who is truant for at least five school days within a school year.

When Absent from School

Parents/Guardians

- The parents/guardians are expected to call, send a note or an email to the school on or before the day(s) of the absence.
- In high school, if it is impossible to notify the school prior to the absence, the school **must receive notice within 48 hours** after the student returns to school, otherwise, it will be considered unexcused.
- State law mandates that the school record reasons for all absence: therefore, all messages must include parent name, student name, date, time and reason for absence.

Definition of Absence

- High School (grades 9-12) – A student's nonattendance in the assigned classroom(s) during the assigned period. The student will be marked absent arriving 1 minute past 50% of the class time.
- Students **shall not** be considered absent when they are authorized by school officials to be somewhere other than in their regularly scheduled class. (For example, if school personnel expects a student to report elsewhere during their regularly scheduled class time for such activities as meetings, conferences with school personnel, testing, physical exams, music lessons, or field trips.) It is the responsibility of the student and/or designated staff member to provide the teacher with written documentation to attend these sessions before they are permitted to leave the class.
- Absences resulting from a student assigned to out-of-school suspension will count as an absence and coded as suspended (AS)
- Students who will be absent for 60 or more days due to physical or mental reasons are withdrawn from their home school and enrolled at Direct Link I or Direct Link II (formally called Homebound/Teleteaching) where instruction is given and attendance is taken.
- Students with 3 or more unexcused absences will be reported to TUSD Truancy Enforcement.
- Students who have had 10 consecutive unexcused absences will be dropped from the school only after parents/guardians have been contacted, and intervention plan has been developed, Dropout Prevention and Truancy Enforcement have been called and no results have been achieved. Documentation will identify all contacts and support provided.

Make-Up Work

- Teachers must provide **all students** who are absent (excused & unexcused) **from each class** with make-up work.
- Students will have a reasonable time (1 for 1-1 day absence, 1 day for make-up, etc.) to turn in the work. Teachers may make special exceptions based on circumstances.
- A coordinated school distribution system for student make-up work may be developed by the school council.

Definition of Excused Absence

- Any absence due to illness, vacation, death in the family, religious observance, accident, or other unusual personal circumstances may be excused, provided a message is received from the parents/guardians stating the day, time and reason for the absence.

Definition of Unexcused Absence

- Unexcused absences can affect grades, assessments, participation in extra-curricular activities and promotion/graduation.
- Until determined otherwise through a parent/guardian telephone call to the school and a written excuse from the parent/guardian, every absence will be considered unexcused.
- Secondary school (6-12). If a student leaves school during the school day and fails to check out through the attendance or nurse's office prior to leaving school, and the absence is not otherwise permitted – e.g. a field trip – that absence will be an unexcused absence.

Minimum Attendance Requirements for 9th-12th Grade Students

The high school attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course. Attendance to class, group activities, participation in discussions, labs, etc. can improve a student's ability to earn his/her desired grade.

Applicability

- This policy shall apply to students in grades 9th-12th.
- This policy shall apply to each course independently.
- Students who transfer from one class to another during the school year will have their class attendance transfer to the new class.

Notification Sequence

- The notification process pertains to the number of absences in a single course. A student may be notified several different times if excessive absences exist in more than one class.
- The school must notify the Dropout Prevention Specialist after the 3rd unexcused absence to begin the intervention process.
- After the 3rd, 6th, and 10th absence (excused or unexcused), the high school administration will send written notification to the student's parents/guardians, Dropout Prevention Specialist and Guidance Counselor.
- The letters shall notify the parents/guardians as follows.

After the 3rd absence: The student needs to be aware that attendance may have an impact on their grade. TUSD Truancy Enforcement will be notified if the absences are unexcused.

After the 6th absence: The student has been absent nearly half the number of maximum absences and may lose credit if absences continue. The Parents/Guardians and Teacher/Counselor/Administrator may need to conduct a conference to develop an intervention plan.

After the 10th absence: The student may not receive credit due to excessive absenteeism, pending appeal. Administrator/Teacher/Counselor/ Dropout Prevention Specialist will convene a conference.

Please be aware: Pursuant to A.R.S. 15-802(E), parents who do not ensure their child(ren) between the ages of 6-16 regularly attend school may be held criminally liable.

Letters will **not** be sent to parents/guardians whose children are absent for school business, suspension or chronic illness.

In every letter to a student's parent(s), a request will be made for the parents/guardians to meet with their child's teacher(s), counselor and/or Dropout Prevention Specialist. The impact of excessive absences on the student's education, possible intervention strategies to eliminate the problem, and the consequences associated with the student's absenteeism will be discussed. The parents/guardians will have an opportunity to confer with the school staff; however, a conference with the parents/guardians is not a prerequisite to denying academic credit to a student who has failed to meet the attendance requirements.

Consequences of Excessive Absenteeism for 9th-12th Grade Students

- Make-up work will be assigned as applicable.
- Additional time may be required (i.e. before or after school)
- Excessive absences may impact student grades.
- Unexcused absences may include a referral to a truancy officer and criminal liability.

Appeals Process for Attendance Issues at the High School Level

Parents/Guardians or student have the right to file a written appeal for review by the Appeals Committee at the school. The Appeals Committee will consist of one administrator, one guidance counselor, and one teacher. The written appeal, including all supporting documentation, must be received by the building principal within ten days of the end of the credit period. The final

decision will rest with the Committee. Any further absence during the appeals process may result in dismissal of appeal and loss of credit.

Appeals Committee will consider granting credit when:

- Absences are reduced and the student remains in class.
- Homework is being completed in a timely manner.
- Grades reflect that the student has met the requirements of the course.
- Other areas may need to be considered.

If the result of the class ends with a failing final grade the student/parent may appeal the failing grade to the Governing Board. (Promotions, Retention, Acceleration Regulation IKE-R Appeal Process).

Exceptional Education & 504

All students with identified attendance issues will be managed in the same manner as all other students, unless the Individual Education Plan identifies special circumstances.

COUNSELING DEPARTMENT

Philosophy: To assist students in reaching their educational and personal goals.

Goals:

1. Counsel students relative to the improvement of student behavior, individual responsibilities, and decision-making.
2. Counsel students with regard to realistic education and post-high school planning, career choice, and personal social adjustment.
3. Serve as consultants to teachers, administrators, and parents with regard to student evaluation, child development, community resources and other special concerns.
4. Make appropriate referrals to agencies that provide services beyond the school counselor's role.

Students are assigned to counselors according to the first letter of their last name for Juniors and Seniors, or according to the Team they are on for Freshmen and Sophomores:

Mr. James Ferguson (A through La)
Mr. Jason LeValley (Le through Z)
Mr. Kris Heavner (College and Career Coordinator)

Students are required to take a minimum of four classes per semester in order to graduate with 22 credits.

SCHEDULE ADJUSTMENTS

It is strongly recommended that all Santa Rita students enroll in six classes to take optimum advantage of an educational program. In very special circumstances, the following procedure will be adhered to before consideration of a schedule change or drop:

1. The student needs to adjust the schedule due to summer school credits or classes required for graduation.
2. The student demonstrates an economic need.
3. The student demonstrates a need to attend to personal or family health needs or provides care for other family members during part of the school day.
4. The student demonstrates a need for an alternative program or change in educational placement.
5. Parent conference or contact with teacher or teachers regarding student progress.
6. The student attends a significant amount of tutoring.
7. The student continues to attend class and attempts to complete class work.
8. The parent requests the release of a student for other specific purposes as approved by the Principal or Assistant Principal for Instruction.
9. See Student Handbook for AIA Sanctioned Activities regarding requirements to participate in extracurricular activities.
10. The student should continue attending class and completing assignments until the schedule change has been made. The student may pick up the new schedule in the Registrar's Office. The student will be notified by the counselor if the schedule change has been denied.

FIRST AND SECOND WEEK

A new schedule sheet will be given to each student the first day of each quarter. Students must follow this schedule. If an error has occurred, check immediately with the registrar or see a counselor. There are no "open" periods during the day. All periods are consecutive. A \$1.00 fee will be charged for each duplicate schedule.

SCHOOL RECORDS

The school records of students are available to either the student or their parents. We urge you in making wise choices in goal selection. Parents and students may receive an interpretation of the material in a student's file by making an appointment with the counselor and asking for this interpretation.

CHOICES COMPUTER

The CHOICES information system computer prints out Information on colleges, possible future careers, and jobs in Arizona and the U.S. It lists requirements for the career or college you are interested in. It is located in the Student Services Center. Students and parent volunteers assist in providing CHOICES services to students.

EAGLE EXCHANGE
(Located just to the south of Hungry Eagle)

The Eagle Exchange collects fees, sells P.E. locks, and hands out locker assignments and schedules.

BOOK DISTRIBUTION PROCEDURE

- A. All texts and checkout sheets will be placed in classroom during the summer according to class and teacher.
- B. During the first days of school, teachers will distribute texts to students present in their classes.
- C. The teacher will make sure that student signs his/her name on the Eagle Exchange check-out sheet/sheets provided. Signatures should be next to the number of the assigned book.
- D. Please have students sign their name in ink in their book.

BOOK COLLECTION PROCEDURES

- A. A class roster will be distributed to teachers prior to the last week of school.
- B. During the last week of class, the teacher will collect texts from students making sure that they list the number of the book by the student's name on the sheets.
- C. Students who lose their book(s) will be held responsible for payment of the lost book(s).

Green Emergency Cards

To facilitate the collection of the Green Emergency Cards for the new school year, we require that the completed card be returned to the Eagle Exchange (located in the cafeteria from August 1 through August 11) before schedules can be picked up and fees may be paid. **REMEMBER - Bring the completed Green Emergency Card with you during your scheduled pickup time in the Attendance Office.**

FREE TEXTBOOKS

Under the free textbook legislation, textbooks and related student materials (such as lab books, workbooks, etc.) adopted for high school courses are provided free of charge. The free textbook legislation does require that high school related printed materials be provided to all students if they are required for use by all students. Supplementary materials that are used by some, but not all students, cannot be provided this way.

CURRICULAR/EXTRACURRICULAR CONTRACT

Parents/guardians must be aware that:

- 1. A replacement fee for any books, materials, equipment, including, including both classroom equipment and extracurricular equipment will be charged for any item that the student is issued or allowed to use in class, if the item is lost, damaged beyond use, or stolen while in student's possession or use.
- 2. Damage that is in excess of one year's use will be charged an access use fee, depending on the severity of the damage.
- 3. Students are responsible for any items - books, lab equipment, cameras, computer equipment, gym equipment - that the student issued or has been assigned to use during the course of time indicated by the teacher of whatever class the student is in.

4. If anything is stolen out of a student locker, it is still the student's responsibility for the replacement of the item in question.
5. If the student lends a book or any equipment to anyone and it is not returned or returned damaged, the student is still the person responsible for the item and the above conditions will apply.

If the student must pay a fine or replace an item:

6. The student's account at the Eagle Exchange is flagged, indicating the amount owed for the item.
7. If the fine is not paid at the time it is incurred, the student may not be allowed to participate in other activities in the particular class, or in some school activities.
8. Any student with an outstanding debt may not be allowed to pick up their class schedule for the next school year. **ANY SENIORS WITH AN OUTSTANDING DEBT WILL NOT BE ALLOWED TO PARTICIPATE IN THE GRADUATION CEREMONY.**

It is a privilege to participate in school sponsored activities and events.

Pursuing Victory with Honor

6 Pillars of Character

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Grades for Eligibility in Extracurricular Activities

Effective for the 2012-2013 school year, Santa Rita High School will become a pilot program for the Tucson Unified School District. The following will be implemented:

- Students will need to maintain at least a "C" or above in order to be eligible for interscholastic competition.
- Following the 2012-2013 school year students will need to maintain at least all "C's" in order to be eligible at every progress grade check.
- Eligibility will be determined every 4 ½ weeks. At every grading period, students will have the opportunity to **GAIN or LOSE** their eligibility.
- When a student loses eligibility they will be allowed to practice, but can **NOT** compete in an interscholastic competition. If the competition is an away or home game, the ineligible athlete will **NOT** be allowed to dress in a team uniform, ride a team bus, eat a team meal, be on the sidelines, or be with the team during an away or home competition.
- Initial eligibility for the 2012-2013 school year will be established under the current standard of passing all classes. Students will need to maintain at least all "C's" beginning with the first progress grade.

*****For Fall and Spring Sports Schedules please check the SRHS website for updates on times and locations.*****
LOCKERS – LOCKS

HALL LOCKERS: There is a \$5.00 non-refundable annual rental fee charged for the use of the locker. Students will be assigned lockers in designated areas by their year of graduation.

STUDENTS MAY NOT SHARE LOCKERS!!

Where:

Seniors: 300 Building Juniors: 300 Building

Sophomores: 200 Building Freshmen:100 Building

Santa Rita High School Locker Disclaimer: "It is the student's responsibility to clean out his/her locker at the end of the school year as the custodial staff washes down the lockers during the summer. Santa Rita High School is not responsible for any items left in lockers during the summer when lockers are cleaned. Items not claimed by that time will be turned over to the school district clothing bank." Hall lockers are the property of Santa Rita High School. Sharing lockers is not permitted. Your locker should always be properly locked. **Only school locks will be allowed in the P.E. and varsity locker rooms.** All school locks are coded. Any unauthorized lock found on a locker will be removed.

If an item is removed from your locker without your consent, you should report this to the appropriate administrator.

TUSD does not carry insurance to cover this situation.

It may be necessary for authorized personnel to check or open your locker, i.e. parents needing books during your absence, or in case of an injury or sudden illness, or other emergencies. Lockers that are not working properly should be reported to your assistant principal.

P.E. LOCKERS: Sold in the Eagle Exchange before school starts each year for \$5.00. Only school locks will be allowed in locker rooms.

P.E. UNIFORMS: \$20.00 for the uniform.

LOST AND FOUND

All lost articles should be first reported to your teacher if the loss occurs during class, and then to the Assistant Principal for Student Services. All articles found should be taken to the Eagle Exchange.

STUDENT LOCKER SEARCHES BOARD POLICY 5063

Student lockers are the property of Tucson Unified School District. At no time does the District relinquish its exclusive control of lockers, the use of which is allowed as a convenience to students. Nonetheless, students have full responsibility for the security of the lockers assigned to them and are consequently responsible for their contents. School personnel for any reason may conduct periodic general inspections of lockers at any time, without notice, without student consent, and without a search warrant.

YEARBOOKS:

\$80.00

Parents may put their yearbook on layaway and make monthly payments in the Eagle Exchange.

Checks are accepted as payment for all the above items. A check guarantee card or driver's license is required for identification. Checks cannot be cashed for more than the amount of purchase.

DRUG FREE SCHOOL ZONE

In order to provide an environment that is virtually drug free, the Tucson Police Department and Santa Rita High School, have designated Santa Rita High School and areas within 300 feet of the school, as a drug free school zone. Individuals found using, possessing or selling drugs will be vigorously prosecuted.

GROUP ACCIDENT INSURANCE

As a courtesy, low cost Group Accident Insurance brochures are available in the Attendance Office. For your own protection, you should consider the purchase of the group policy. It will protect you, in case of accident, on the school campus or in athletic contests. If you participate in competitive athletics and currently do not have medical insurance, you are urged to purchase the Group Accident Insurance policy.

HEALTH SERVICES

The primary purpose of Health Services is to assist you in a preventative health program.

A registered nurse is available for assessment, assistance and/or intervention in all health related matters. You, your parent, guardian, teacher, or counselor, may request the nurse's assistance on any student health problem, including vision, hearing screening and referral. Medication policy by TUSD Board is the same at the high school level as it is at the elementary and middle school levels. All medications must be a physician's prescription, must be in the original pharmacy container, and must be kept in the nurse's office, locked in the medicine cabinet. You are to come to the office to take all medications. You are not to have medication on your person or in your locker during the school day. "Any student who wishes to take Tylenol or Ibuprofen during the school day **MUST** have written parental permission on file in the health office. **No** Tylenol or Ibuprofen will be given without it."

GREEN EMERGENCY CARDS will be given to all students enrolled at Santa Rita High School. Parent/guardian must designate a person to be called in an emergency situation if parent/guardian cannot be reached.

When an accident occurs on campus or you become ill at school, you should report to the health office. If you are unable to come to the office, send an available person for assistance.

For your own protection, you are not to leave campus because of illness. Report first to the nurse, who will contact either parent/guardian or the emergency person and arrange for your safe transportation home.

HOMEBOUND PROGRAM

Tucson Unified School District maintains a Teleteaching Program for students unable, because of extended illness or injury, to participate as much as possible in the normal school program.

If, under these circumstances, a student must be out of school for a prolonged period of time (more than 60 days), the parent(s) or guardian(s) should contact the office for the Teleteaching Program, at 617-7516, and make an appointment with that office to obtain the proper forms for the physician to complete. As soon as the student has completed the form, his/her parent(s) or guardian(s) should return them to the Teleteaching Office. The department will then arrange for instruction of your class at home.

Not all subjects taken at school can be taught at home, but the Teleteaching teacher will develop a program for you as close as possible to the one in which you were enrolled.

SAFETY PLANS FIRE DRILLS

A campus-wide fire drill will be conducted once each month. When the fire drill alarm sounds, teachers will lead students to the designated fire drill station on the football field. Once at the fire drill evacuation site, teachers will take attendance and report any missing students to the administration. Questions about fire drills can be directed to the Assistant Principal of Student Services at 731-7505.

EVACUATION C-ALTERNATIVE SITE

In the event of an emergency on campus calling for an evacuation beyond the football stadium, teachers will lead students from the football stadium through the Southeast gate across a small patch of desert to the Clement Center. During an Evacuation C, all Santa Rita staff will be evacuated to the Clement Center as well. Please direct immediate concerns or questions to the TUSD Office of School Safety at 584-7676.

REVERSE EVACUATION/LOCKDOWN

In the event of an emergency on campus calling for students to remain in the safety of their classrooms or designated areas, teachers will proceed immediately to their classrooms. Students, not in classrooms, need to enter the nearest classroom. Once all students are in the classrooms, teachers will lock the door(s), close the windows and blinds, turn off lights and move students away from doors and windows. Teachers will then make a roster of students in the classroom by name and grade level. Questions about reverse evacuations/lockdowns can be directed to the Assistant Principal of Operations at 731-7507.

IMPORTANT PHONE NUMBERS IN CASE OF AN EMERGENCY

To report an emergency on campus, please call one of the following phone numbers:

- Principal's Office: 731-7504
- Assistant Principal of Curriculum & Instruction: 731-7507
- Assistant Principal of Student Services: 731-7505
- Santa Rita High School's Main Office 731-7500
- TUSD School Safety and Security 584-7676
- Emergency 911 ****If you must make a 911 call, please also report the incident immediately to one of the phone numbers listed above so that school staff may assist in directing emergency personnel to the location of the incident.**

TOBACCO/SMOKE-FREE SCHOOL DISTRICT POLICY

Effective July 1, 1991, tobacco use is not to be permitted at any time on Tucson Unified School District property. No "E" cigarettes/smokeless cigarettes allowed on campus.

STUDENT CONDUCT

RULES AND REGULATIONS

Discipline in the school is indispensable to the provision and implementation of public education. To this end, the Arizona Legislature has charged each local school board with the "maintenance of public order upon all property under its jurisdiction which is used for educational purposes" (ARS 13-1093). Among the means granted the local school board to meet this public responsibility are the suspension or expulsion of students from any or all school activities (ARS 15-204, ARS 15-442).

To ensure common fairness, a student whose conduct may warrant suspension or expulsion will be provided appropriate due process. Appropriate due process must include adequate notification and an opportunity for a fair hearing, its particular form depending upon the gravity of the situation (*Goss vs Lopez*, 95 S Ct. 729, 1975). Unless an emergency situation exists, due process will be provided prior to the imposition of any disciplinary action. Due process procedures will be outlined in Administrative Regulations governing suspensions and expulsions.

Administrators are expected to seek and employ methods developing responsible student conduct which are alternative to exclusionary discipline. When, however, a student's conduct seriously disrupts the educational process, threatens safety, interferes with the rights of others, or violates the law, Board designated school officials have the authority to suspend the student from school in order to enforce acceptable standards of conduct. The Board shall designate those positions authorized to suspend students.

The Board recognizes three statutes, not necessarily mutually discreet, to which a student excluded from school may be assigned:

A student may be placed under Short-Term Suspension for a period of time from one (1) to ten (10) school days duration.

A student may be placed under Long-Term Suspension for a period which shall not be of unreasonable duration and not to exceed 175 school days.

The Board may expel a student from all District schools and educational services for a period of time in excess of 175 school days. The Board may establish a date after which the expelled student may petition for reinstatement.

AT THE BEGINNING OF EACH SCHOOL YEAR ALL STUDENTS SHOULD OBTAIN A COPY OF THE TUSD STUDENT CODE OF CONDUCT.

WHAT RIGHTS DO STUDENTS HAVE?

A student has:

- The right to a quality education;
- The right to an education without undue interruption, disruption, fear, or inhibition;
- The right to freedom of expression through first amendment rights as long as there is no interference with the orderly conduct of classes and activities, no forcing others to participate, and no violation of the rights of persons who may disagree;
- The right to clear guidelines for rights and responsibilities conduct and to know the consequences of misconduct;
- The right to receive respect from school staff and other students, and the right to tell the *Principal* and other school staff about persons who show disrespect;
- The right to freedom of speech and symbolic expression, within the guidelines and policies of the school district and school, which does not include inflammatory dress, speech, behavior, or publication;
- The right of protection from unlawful search and seizure and to *due process* procedures which are clearly stated and accessible;
- The right to receive, and obtain credit for, homework and class assignments while on short-term and long-term suspension;

- The right to privacy and safeguards of confidentiality dealing with student records;
- The right to participate in District-sanctioned functions such as student government, clubs, programs, and extracurricular activities, subject to meeting academic qualifications, other criteria and qualifications, and/or standards of behavior;
- The right to full access of opportunities within the educational environment without discrimination by sex, sexual preference, religious beliefs, ethnic background, nationality, or disability. This includes the availability of all support services which promote the development of student potential;
- The right to protection and confidentiality when fulfilling responsibility to report violations of the guidelines.

WHAT IS DUE PROCESS FOR A TUSD STUDENT?

Any student whose conduct may warrant suspension or expulsion will be provided due process. This is a safeguard that protects the rights of students and their parents and is Constitutionally guaranteed.

Due process steps include:

- Oral or written notice of the charges presented to the student;
- An opportunity to present the student's side of the story in an informal hearing or meeting;
- The allowance, for safety considerations, for a student to be removed from the school prior to an informal hearing with that hearing to follow as soon as practical;
- Adequate notification and an opportunity for a fair hearing;
- Notification of parents about suspension of student;
- That parents will be informed in writing of all suspensions and that they have the right to a conference with the Principal;
- That if parents will be informed in writing of all suspensions and that they have the right to a conference with the Principal;
- That if parents are not satisfied with any school official's decision they are entitled to request a review by the school official's immediate supervisor;
- Formal due process in long-term suspension and expulsion proceedings.

School Board Policy: Arizona law states that pupils shall comply with the regulations, pursue the required course of study and submit to the authority of the teachers and the Governing Board. Continued open defiance of authority, or habitual profanity and vulgarity and demonstrations or participation or conduct of the nature that disturbs the peaceful operations of the school, are causes for reprimand, suspension and expulsion.

Suspension is a condition where a student is removed from the school and its enrollment for a specified period of time not to exceed 175 school days.

A pupil's conduct is expected to contribute to the general welfare of his school and the orderliness of the school program. He is expected to respect the authority of the teachers, the rights and privileges of other pupils, and public and private property.

(Arizona Revised Statutes 13-1092, 10-1094, 15-201, 15-302D, 15-4442B, 15-446).

STUDENTS WHO REFUSE TO GIVE THEIR NAME, GIVE FALSE INFORMATION, OR WALK AWAY FROM SCHOOL PERSONNEL WILL RECEIVE DISCIPLINARY CONSEQUENCES, WHICH MAY INCLUDE SUSPENSION.

SANTA RITA HONOR CODE

Part of the school mission is to help adolescents develop into successful adults. The Santa Rita Honor Code guides students in understanding and making ethical choices.

The code covers all aspects of honor at school, including cheating, plagiarism, and maintaining the highest standards of personal honesty.

“*Plagiarism* simply means the attempt to pass off the *ideas or the language* of someone else as your own. If you use information, speculation, a full sentence, or even a particularly vivid or unusual phrase that you found in your research, you are absolutely obligated to acknowledge it...as clearly and specifically as possible.

Plagiarism, along with cheating on examinations, is the most serious academic offense a student can commit...the instructor’s principal task is to enhance and evaluate students’ learning, and if the instructor cannot distinguish between what a student has genuinely learned (and has learned to express) and what the student is merely parroting from some undisclosed source, the instructor cannot do his or her job. The whole process of education is thus undermined by academic dishonesty.” (from Writing Term Papers by Alan Heineman and Hulon Willis, 3rd edition, Harcourt Brace Jovanovich, 1988.)

Behavior that is not acceptable includes but is not limited to:

- Copying another’s work all or in part
- Looking at another’s test paper or quiz
- Permitting another student to use your work
- Using secretive methods of obtaining information on a test, such as but not limited to a cheat-sheet or notes
- Using other people’s ideas without proper citation or acknowledgement, including term papers and language text translation
- Working with others on assignments and projects when the work was intended to be done individually
- Taking any part of a test to use or to give to others

Consequences for plagiarism may include an F or zero on the assignment, call to parent, conference with counselor and/or administrator, and/or detention. Repeated offenses are considered general misconduct and may result in suspension.

TECHNOLOGY USAGE

Santa Rita High School students must comply with the following guidelines regarding computer usage:

- No food, drinks (including water), or gum in the computer labs
- Teacher permission is required for Internet access
- Playing computer games is not allowed
- Internet viewing of inappropriate material involving sex, drugs, nudity, profanity, violence, weapons, or vulgarity is prohibited
- Computers will not be used for personal e-mail
- Using the computers for non-educational purposes is prohibited

Students failing to abide by school rules and guidelines concerning technology are subject to disciplinary action, which may include suspension and loss of computer privileges.

Use of Cell Phones and Other Electronic Signaling Devices

In order for students to focus on learning, Tucson Unified School District tries to minimize distractions and interruptions to all instructional time. Based on the importance of this instructional time, phones and electronic signaling devices will not be allowed to be visible or used. All students are required to adhere to the following guidelines regarding cell phones and other electronic signaling devices.

Cell phones and electronic signaling devices may be used

- on or off campus before or after school.
- during lunch for high school students only.
- following a school state of emergency; the school principal or designee may allow contact with parents for a designated time period.
- if a teacher approves the use for educational activities conducted in his/her own classroom.
- if a teacher/coach approves the use during extended trips and sporting events.

Cell phones and electronic signaling devices may NOT be used

during instructional classroom time, including assemblies or other activities, which take place during the regularly scheduled classroom periods.

- During passing periods.
- During elementary and middle school students' lunch periods unless an administrative approval has been obtained.
- To take pictures at any time that violates personal privacy.
- For cheating.
- On field trips or excursions, which are conducted during the normal school day and during regular classroom instructional hours.

Consequences

Students who violate the above guidelines shall be deemed to have created a disruption in the educational environment and are subject to disciplinary action. The severity of the disruption and whether other policies were also violated will determine the appropriate discipline. The Governing Board policy on Student Discipline will be used as the guideline for disciplinary action.

Phones or Electronic Signaling Devices Confiscated

Phones or Electronic Signaling Devices may be confiscated for disciplinary reasons.

- First offense, students may pick up their phone or electronic signaling device from the teacher at the end of the class period or
- Second offense or multi infractions, the student's parent must pick up the cell phone or electronic signaling device from the Principal's Office.

If any criminal violations may have been allegedly committed, the phone or electronic signaling device may be held or turned over to District administration or police for evidence.

Stolen Electronic Devices—If an electronic item: cell phone, iPod, etc...is stolen the school administration will NOT pursue an investigation into the theft. It is the student's responsibility to keep track of their electronic devices at all times. Santa Rita High School is not responsible for lost, damaged or stolen electronic devices or property.

TUSD DRESS GUIDELINES

Tucson Unified School District's philosophy is to provide an educational environment designed to motivate, teach and encourage students to attain the highest levels of proficiency in all areas. Dress guidelines are intended to promote the awareness of social, cultural and aesthetic forces that affect the school environment. Students are expected to dress appropriately and in a way that reflects personal and school pride. Clothing should be neat, clean, modest and in good taste. Shoes must be worn at all times.

Therefore, the following will not be permitted:

Examples of clothing that are inappropriate in a teaching and learning environment: swimsuits, halters, strapless tops, spaghetti straps, exposed undergarments, see-through clothing, shirts that bare the midriff, short-shorts or short skirts that do not cover the buttocks while sitting or standing, garments with plunging necklines and “muscle shirts” or basketball shirts without an accompanying t-shirt.

- **Clothing, accessories and/or head coverings, which identify or have been altered to identify with *illegal* organizations. This includes bandanas of any color or variety.**
- **Clothing that portrays racial statements, profane language or inflammatory language, and/or sexual depiction/innuendo.**
- **Accessories that can be used as a *weapon*, such as chains, spiked rings and/or collars.**
- **Clothing that advertises or advocates the use of alcohol, illegal substances, sex or tobacco, may not be worn**
- **Clothing that portrays “In Memory of...” a person that has passed away.**

NOTE: These dress guidelines represent the minimum standards. Individual school sites may adopt additional guidelines. Students wearing inappropriate clothing to school are given an opportunity to change clothing or they will be released from school in the company of the parent or guardian.

*****APPROVED BY GOVERNING BOARD FEBRUARY 9, 1999.**

GOVERNING BOARD POSITION ON GANG BEHAVIOR/ACTIVITY

The behaviors that have become associated with gang activity or membership, especially violence, intimidation, and disrespect will not be tolerated on or near school property or in activities associated with school. In accordance with this zero tolerance policy, any students engaging in gang activities will be disciplined and prosecuted, if applicable, to the fullest extent of district policies, local ordinances, and state and federal laws.

HALL PASSES

Students who leave the assigned classroom must possess a hall pass, either given by the teacher or the one in your daily planner. Students are expected to display hall passes upon request. Students will be required to return to class if teacher has not provided a hall pass.

NON-SCHOOL FUNCTIONS

The following activities are non-school functions and are NOT sanctioned or supervised by Santa Rita High School in any manner:

- Ditch Days
- Senior Trips

- After-Prom Activities
- After-Graduation Activities

LEAVING CAMPUS

By School Board policy, Santa Rita High School has a closed campus, as do all Tucson Unified School District Schools. Therefore, we have the legal responsibility for each student.

- A. Students wishing to leave campus must sign out in advance:
 - 1. Through the Attendance Office for an appointment or personal business by providing permission from your parents or guardian (phone)
 - 2. Through the Nurse's Office if you are ill
 - 3. Through an administrator in case of emergency
- B. The student will receive a "Special Excuse" when signed out through the above offices. The "special excuse" will be exchanged for an admit upon return to school.
- C. Students are to remain away from all other school campuses during the school day.
- D. The purpose of requesting students to sign out is to be aware of a student's whereabouts in case of emergency, and to relieve the school of the legal responsibilities. Failure to sign out will result in an unexcused absence for classes missed.

EXPRESSION

Right: You have the right to express your views either orally or symbolically (through buttons, armbands, symbols on clothing, political salutes, etc.), however unpopular or critical of school or government policy your views may be. You also have the right to peaceable assembly and to petition for a redress of grievances.

Responsibility: When expressing yourself, you must do so in a manner that does not materially or substantially disrupt the operation of the school. You may not, in expressing yourself, violate another person's rights by using slanderous or obscene speech.

PRESS

Right: You have the right to freedom of press in preparing, publishing, and distributing newspapers, petitions, magazines, pamphlets, and other desired publications.

Responsibility: While distributing desired material, you may not disrupt educational activities. In writing publications or distributing materials, you must avoid expression (1) which by legal definition is obscene or libelous, or (2) which legally creates a material interference with or substantial physical disruption of educational activities.

RELIGION

Right: You have the right to freedom of religion and the school may not interfere with that right by establishing or conducting religious exercises at which your presence is required.

Responsibility: You have the responsibility of respecting religious beliefs and observances of others.

SALUTE OR PLEDGE

Right: You have the right to refrain from taking part in the salute to the Flag or the Pledge of Allegiance if doing so violates your beliefs or values.

Responsibility: If you refuse to participate in the salute to the Flag or the Pledge of Allegiance, you may not disrupt the activity of others who choose to do so. Also, if you do choose to participate in the salute of the Flag or the Pledge of Allegiance, you may not disrupt others who choose not to do so.

NOTICE OF NONDISCRIMINATION

NOTICE OF NONDISCRIMINATION

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, age, religion, or disability in admission or access to, or treatment or employment, in its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans With Disabilities Act may be referred to Director for Equity Development, 1010 E. 10th Street, Tucson, Arizona 85719, (520) 617-7302, or to the Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204.

AVISO DE NO DISCRIMINACION

El Distrito Escolar Unificado de Tucson no discrimina a base de raza, color, origen nacional, sexo, edad, religion, o inhabilidad en admision o acceso a, o tratamiento de personas o empleo, en sus programas educacionales o actividades. Las preguntas concernientes al Titulo VI, Titulo VII, Titulo IX, Seccion 504, y la acta Para Americanos Con Inhabilitaciones, pueden ser dirigidas a Director for Equity Development, 1010 E. 10th Street, Tucson, Arizona 85719, (520) 617-7302, o a Office for Civil Rights, U.S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204.

Should anyone feel that the terms of the above legislation are not being met, he/she should refer to the Information on Nondiscrimination Legislation and Grievance Procedure (posted at each site).



S R H S



Policy # JK-R1-E2

TUCSON UNIFIED SCHOOL DISTRICT

School Name
School Address
City, State, Zip
Phone Numbers

Aviso de la Suspensión a Corto Plazo y Aviso de la Fecha de la Audiencia de la Suspensión a Largo Plazo

Date Incidente #: #

Parent/Legal Guardian Name Re: Student Name, Matrícula: #,
Parent/Legal Guardian Address Grado: #, Sexo: M/F, Etnicidad: Code,
 Tucson, Arizona 857 last 2 numbers of zipcode Educación Excepcional: S/N, 504: S/N,
Fecha de Manifestación: Date

Estimado/a Parent Name:

Student Name ha sido suspendido de la escuela por # días comenzando el Date y terminando el Date por conducta en violación de las Pautas sobre los Derechos y Responsabilidades de los Estudiantes cómo sigue:

Violación(es): Violation Names
Fecha del Incidente: Date
Descripción de la Conducta del/de la Estudiante Student Name en Violación de las Pautas: Description of Suspended Student's Conduct in Incident

Debido a la naturaleza de la supuesta conducta del/la estudiante, puede ser apropiada la acción disciplinaria adicional. La disciplina puede resultar en una suspensión a largo plazo de hasta ciento ochenta (180) días, con una posible recomendación para la expulsión. **Se llevará a cabo una audiencia disciplinaria de suspensión a largo plazo el Day of Week, Date of LT Hearing, a la/s Time of Hearing en la oficina del Director.** La audiencia será realizada de acuerdo a los procedimientos de los Reglamentos Administrativos JK-R1 y JK-R2, (Suspensión a Corto y a Largo Plazo), que se adjuntan para su revisión.

Si el idioma de su hogar no es el inglés, y usted desea los servicios de un intérprete en la audiencia disciplinaria de la Suspensión a Largo Plazo, por favor llame a la oficina de la escuela al Office Phone Number, para hacer estos arreglos.

Student Name no puede visitar ninguna escuela o sitio del Distrito durante el término de la suspensión, con excepción de la audiencia de suspensión a largo plazo antes mencionada (vea arriba). Si es necesario que el/la estudiante visite esta escuela, usted debe hacer arreglos previos conmigo.

Se ha solicitado la tarea para el/la estudiante y debe recogerse en la oficina de la escuela. Por favor, entérese que los maestros no pueden preparar paquetes adicionales de tarea hasta que el paquete inicial haya sido devuelto. A los estudiantes en suspensión que completen dichas asignaciones con éxito se les permitirá un tiempo razonable para reponer las pruebas al regresar a la escuela.

Atentamente,

Suspending Administrator Name
 Administrador del Distrito

Copias a: Equidad Estudiantil Director Expediente Acumulativo del Estudiante

LONG-TERM HEARING OFFICER DECISION WORKSHEET

Re: Student Name Matric:

Site:

Based on the evidence presented at the Long-Term Suspension Hearing, I determine the following (please check and/or complete ALL sections that apply below):

- The evidence is sufficient to determine the student committed the following violation(s):
- The evidence is **insufficient** to determine any violation of an infraction code. The student shall be immediately returned to school.
- The student is receiving or is being evaluated for exceptional education services and a manifestation determination has not yet been completed. The hearing officer's decision is deferred until after the manifestation determination, which shall be held as soon as possible.

As a result of this determination the following action(s) are recommended for this student:

- Out of school suspension through for ___ days through _____ (END date).
- Out of school suspension for ___ days through _____ followed by in-school suspension through _____ (END date).
- Immediate return to in-school suspension for ___ days.
- Referral to TUSD's Alternative to Suspension Programs through _____ (END date).
- Suspension **WITH** Abeyance Contract. Student is suspended for ___ days (total term of suspension), will serve ___ days, remaining days held in abeyance through _____ (Contract END date).
- Referral to the Principal for possible recommendation for permanent expulsion from TUSD.

Additional/Optional Requirements

- Student must complete a minimum of ___ sessions with an outside (free) counseling agency. Proof of registration/participation to be presented to site administrator by _____.
- Student must participate in the FASST Program and complete by _____.
- Upon returning to school, student must meet with a school counselor (**circle one**) **weekly bi-weekly monthly** through _____ (date).
- Student must perform ___ hours of community service, to be determined by the site administrator.
- Student/parent-legal guardian must pay restitution for damages in the amount of \$_____.
- Student/parent-legal guardian must contact Tucson Fire Department at 791-4502 to arrange for student to attend fire safety classes.
- Other (please describe) _____.

The student may return to school on _____ & report to _____ for a re-entry conference.

Hearing Officer Name

Date

HO Phone #

LONG-TERM SUSPENSION HEARING SCRIPT

(OPTIONAL)

STUDENT NAME:

GRADE:

MATRIC:

EX ED/504:

VIOLATIONS:

*If this student **IS** currently Exceptional Ed or 504; **OR** an evaluation for Exceptional Ed or 504 is in progress for the student, a Manifestation Determination hearing must be held.*

DATE MANIFESTATION DETERMINATION HEARING WAS HELD:

Was the student’s disability related to the behavior? YES NO (Circle One)

If you answered “YES”, the long-term suspension hearing should be cancelled, and student should be removed from suspension immediately.

Instructions: This is an optional aid to the Long-Term Suspension Hearing Officer. It is an informal script. Where there are quotation marks, the text should be read aloud into the tape recorder. Each item should be checked off as the Hearing Officer completes it or “N/A” if not applicable. The Hearing Officer then completes the Long-Term Hearing Officer Decision Worksheet, and signs and dates that document. When the document is filled out by hand, at the time of the hearing, it creates a written record of events that can be used to defend the Hearing Officer’s ruling in the event of an appeal. The completed Worksheet should be submitted to the Principal. If the Principal recommends expulsion, the Principal will forward a Recommendation For Expulsion to the Office of Student Equity.

Give a copy of the Chronology, Exhibits, and Witness Statements to the student, parent(s), and their representative (if they have one) before the Hearing. Give them time to review the Documents before beginning the Hearing.

Begin Tape Recording. Make sure that the parties speak clearly and slowly so that the tape is understandable.

“Today’s Date is”: _____ “The Time is:” _____

“The Parties present on behalf of the District are”: _____

“The Parties present on behalf of the Student are”: _____

“This is a Long-Term Suspension Hearing for Michael Cornell. The student was short-term suspended on (Date). The purpose of this Long-Term Suspension Hearing is to hear the facts and to determine whether the student engaged in conduct that violated the Guidelines for Student Rights and Responsibilities, and if so, what disciplinary action should be taken. The student has the right to remain silent during this Hearing. Remaining silent will not be held against the student. The hearing will be conducted by having the Suspending Administrator read the Chronology into the record. The Suspending Administrator will then present any witness statements and exhibits. After this, the parent(s), student or their attorney may question the Suspending Administrator about the Chronology of events or any other materials presented by the Suspending Administrator. Following that, the parent(s) and student or their attorney may offer rebuttal statements, witnesses and exhibits. The Suspending Administrator will then present evidence regarding the student’s attendance, grades, and any previous discipline. I may, but need not, ask questions about any testimony presented by either Party. As the

Hearing Officer, I will determine whether or not evidence will be admitted. You may ask procedural questions at any time during this hearing; however, please wait until the person speaking is finished. You will have the opportunity to present your side of the incident. This Long-Term Suspension Hearing is being tape-recorded. A copy of the tape will be made available at cost upon the request of the parent(s), student, or student's attorney."

Where appropriate below please CIRCLE the parent's response.

- "Did you receive the Notice of the Hearing and a copy of Administration Regulation JK-R2? (or Admin Reg 5061 for Special Ed students, or Admin Reg 5062 for 504 students)" **Yes No**
- "The student has been charged with the following violation(s) of the Guidelines for Student Rights and Responsibilities":
- "Do you understand that these are the Violations that we will be discussing today? By answering 'yes,' it does not mean that you agree with the charge(s)." **Yes No**
- "Do you understand the procedural remedies outlined in Administration Regulation JK-R2?" (or Admin Reg 5061 for Special Ed students, or Admin Reg 5062 for 504 students) **Yes No**
- "My decision will be hand-delivered or mailed via first class mail to you within two school days after this hearing. If you wish to appeal that decision, you must do so, in writing, to the Department of Student Equity. Your appeal must reach them within 3 days of your receipt of my decision."
- (Reading of the Chronology)
- Presentation of District witnesses and exhibits.
- Allow Student, Parent(s) and/or student's attorney to ask questions about the District's presentation.
- Presentation of Student's witnesses and exhibits.
- Allow Administrator to ask questions about the Student's presentation.
- Review of attendance, grades, and previous disciplinary referrals.

RENDERING A DECISION

The Long-Term Hearing Officer must decide if the administration proved by a preponderance of the evidence that the student committed the violations they are charged with. Please complete and sign the Long-Term Hearing Officer Decision Worksheet (a copy of the worksheet should be included in the Long-Term Hearing folder and is available from the student block in Mojave).

The Long-Term Hearing Officer cannot recommend expulsion; only the Principal can do that. If you find at Hearing that the student committed any expellable offense(s) and you believe the student will therefore be recommended for expulsion, you may impose a long-term suspension for up to 180 days. Long-term suspensions of more than 45 days shall not be imposed except for violations at Level 4 or Level 5.



Tucson Unified School District

School Name

School Address

School Phone Number

Suspension Reinstatement Letter

Decision Date

Parent/Legal Guardian Name

Address

Tucson, AZ 857 Last 2 #'s

Re: Student Name

Matric #: #

On Date of Original Incident, Student Name was suspended from School Name for violation(s) of the Guidelines For Student Rights & Responsibilities as follows: Violation Names. The suspension was held in abeyance under conditions contained in the attached abeyance contract.

On New Incident Date the student violated the abeyance contract as follows: Violation Names.

These behaviors are in direct violation of the conditions of the abeyance contract and as a result, the suspension will be reinstated and the remaining days of the suspension must be imposed, beginning New Suspension Start Date and ending Abeyance Contract End Date. The student is restricted from all Tucson Unified School District facilities and functions during the term of suspension. Homework will be provided through the end of the suspension or grading period, whichever is shorter. If the remaining suspension extends after that date, the student will receive instruction through an Alternative to Suspension Program. Please call the Office of Student Equity at 520-225-6686 if you need assistance with placement.

If the consequence for this new incident would include a long-term suspension, you will be notified separately regarding the process for that violation. Any new short-term suspension will be served concurrently with the current suspension and the student may return to school on Return From Suspension Date.

If you have any questions regarding this matter, please do not hesitate to contact me at School Phone #.

Sincerely,

Suspending Administrator Name

District Administrator

Cc: Student Equity
Student Cumulative File
Other (Type in Site Offices Requiring Copies If Applicable)

JK-R4-E4 – Suspension Reinstatement Letter 3-24-09



Tucson Unified School District

School Name

School Address

School Phone Number

Carta de Restauración de la Suspensión

Decision Date

Parent/Legal Guardian Name

Address

Tucson, AZ 857 Last 2 #'s

Re: Student Name Matrícula #: #

El Date of Original Incident, Student Name fue suspendido de School Name por violación(es) a las Pautas de los Derechos y Responsabilidades de los Estudiantes como sigue: Violation Names. La suspensión se aplazó bajo las condiciones contenidas en el contrato de aplazamiento adjunto.

El New Incident Date el estudiante infringió el contrato de aplazamiento como sigue: Violation Names.

Estos comportamientos son una violación directa de las condiciones del contrato de aplazamiento y como resultado, la suspensión se restaurará y los días restantes de la suspensión deberán entrar en vigor, a partir del New Suspension Start Date para terminarse el Abeyance Contract End Date. El estudiante será restringido de todas las instalaciones y funciones del Distrito Escolar Unificado de Tucson durante el término de la suspensión. Las tareas serán proporcionadas hasta el final de la suspensión o período de calificaciones, cualquiera que sea más corto. Si lo que queda de la suspensión se extiende hasta después de esa fecha, el estudiante recibirá la instrucción por medio de un Programa Alternativo a la Suspensión. Por favor, comuníquese a la Oficina de Equidad Estudiantil al 520-225-6686, si requiere asistencia para la colocación.

Si la consecuencia de este nuevo incidente requiriera una suspensión a largo plazo, usted será notificado, por separado, sobre el proceso para esa violación. Cualquiera suspensión nueva a corto plazo será concurrente con la suspensión actual y el estudiante podrá regresar a la escuela el Return From Suspension Date.

Si tiene cualesquiera preguntas sobre este asunto, por favor no dude en comunicarse conmigo al School Phone #.

Atentamente,

Suspending Administrator Name

Administrador del Distrito

Cc: Equidad Estudiantil

Expediente Acumulativo del Estudiante

Otro (Type in Site Offices Requiring Copies If Applicable)

JK-R4-E4 – Suspension Reinstatement Letter Spanish 12-14-10



Abeyance Optional Conditions:

- a. Parent/Legal Guardian will provide proof of counseling to the school administration.
- b. [Insert mentor name] will be assigned as a mentor. The student will meet with the mentor weekly on [day of week] at [time].
- c. The student will perform [insert # hours] hours of community service to be arranged by the mentor.
- d. The student will submit proof of compliance with any court ordered probation on a monthly basis.
- e. The student will attend Project FFAST counseling providing proof of attendance for at least [insert # sessions] sessions by [insert date].
- f. The student will attend counseling through the school's counseling department OR through an agency providing free counseling services (provide pamphlets) with a focus on [insert focus area ie, Anger Management, Social Skills, Substance Abuse etc.].
- g. The student will be assigned to In-School Suspension from [insert start date] through [insert end date].
- h. The student is restricted from attending [insert type of extra-curricular event(s)] during the term of the abeyance or through [give an end date to restriction].
- i. The student/parent/legal guardian will pay restitution in the amount of [insert \$ amount], payment to be completed by [insert date].



Tucson Unified School District

School Name
School Address
School Phone Number

ABEYANCE CONTRACT FOR A SHORT-TERM SUSPENSION

Parent/Legal Guardian Name

Address

Tucson, Arizona 857 Last 2 #'s

Re: Student Name **Matric#:** # **Grade:** # **Ethnic Code:** #
Gender: M/F **Ex Ed:** Y/N **504:** Y/N **Date of Incident:** Date

Recitals:

1. Student Name acknowledges violating the Guidelines For Student Rights & Responsibilities as follows: Violation Name(s). The student Brief Description of Student Behavior from Comment Section.
2. The consequence of this violation includes a short-term suspension (a suspension that is less than eleven (11) days).
3. The school administration intends to impose a suspension for # Days days, beginning on Suspension Start Date and ending on Abeyance Contract End Date.
4. Optional: [Delete this section if there are no optional recitations].
[Parents/Legal Guardians] intend to obtain counseling for [student].
[Parents/Legal Guardians] intend to complete regular drug testing.]

Terms and Conditions:

1. **The student and Parent/Legal Guardian agree to waive any appeal of the suspension.**
2. The student will serve # Days Suspension days of suspension and may return to school on Return Date from Suspension. The school agrees to hold # Days days of suspension in abeyance.
3. The student agrees to obey all school rules and to attend every class, every day unless excused by a parent/legal guardian.



- 4. If the student has any further violation of the Guidelines For Student Rights & Responsibilities, any remaining suspension days will automatically be imposed in addition to any consequences for the current violation.
 - 5. Optional requirements from Optional Conditions Sheet may be entered here. If no optional conditions are imposed, delete this statement.
- I accept and agree to the terms and conditions stated above including the waiver of any subsequent appeals.
- I reject this offer.

Signatures

Student Name

Parent/Legal Guardian Name

Administrator Name, District Administrator

Date Signed

Copies to: Student Equity
Student Cumulative File
Other (Type in Site Offices Requiring Copies If Applicable)



Tucson Unified School District

School Name

School Address

School Phone Number

ABEYANCE CONTRACT FOR A LONG-TERM SUSPENSION

Parent/Legal Guardian Name

Address

Tucson, Arizona 857 Last 2 #'s

Re: Student Name **Matric#:** # **Grade:** # **Ethnic Code:** #

Gender: M/F **Ex Ed:** Y/N **504:** Y/N **Date of Incident:** Date

Manifestation Date

Recitals:

1. Student Name acknowledges violating the Guidelines For Student Rights & Responsibilities as follows: Violation Name(s). The student Brief Description of Student Behavior from Comment Section.
2. The consequence of this violation may include a long-term suspension (a suspension that is longer than ten (10) days).
3. The school administration intends to recommend that the student be suspended for # Days days, beginning on Suspension Start Date and ending on Abeyance End Date.
4. Optional: [Delete this section if there are no optional recitations].
[Parents/Legal Guardians] intend to obtain counseling for [student].
[Parents/Legal Guardians] intend to complete regular drug testing.]

Terms and Conditions:

1. **The student and parent/legal guardian agree to waive (1) the student’s right to a hearing on the long-term suspension if that has not yet been held and (2) any subsequent appeal.**
2. The student will serve # Days Suspension days of suspension and may return to school on Return Date from Suspension. The school agrees to hold # Days days of suspension in abeyance.
3. The student agrees to obey all school rules and to attend every class, every day unless excused by a parent/legal guardian.

JK-R4-E2 – Abeyance Contract LT Suspension 3-24-09



- 4. If the student has any further violation of the Guidelines For Student Rights & Responsibilities, any remaining suspension days will automatically be imposed in addition to any consequences for the current violation.
 - 5. Optional requirements from Optional Conditions Sheet may be copied and pasted here. If no optional conditions are imposed, delete this statement.
- I accept and agree to the terms and conditions stated above including the waiver of (1) the right to a long-term suspension hearing (if one has not already been held) and (2) any subsequent appeals.
- I reject this offer and request a long-term hearing be held instead.

Signatures

Student Name

Parent/Legal Guardian Name

Administrator Name, District Administrator

Date Signed

Copies to: Student Equity
Student Cumulative File
Other (Type in Site Offices Requiring Copies)



Condiciones Opcionales para el Aplazamiento:

- a. El Padre/Tutor Legal proveerá prueba de asesoramiento a la administración de la escuela.
- b. [Insert mentor name] será asignado mentor. El estudiante se reunirá con el mentor semanalmente el [day of week] a la/las [time].
- c. El/la estudiante realizará [insert # hours] horas de servicio comunitario que será dispuesto por el mentor.
- d. El estudiante presentará prueba de cumplimiento con cualquier orden de libertad condicional de la corte, mensualmente.
- e. El estudiante asistirá a la asesoría del Proyecto FFAST y proveerá prueba de asistencia por lo menos a [insert # sessions] sesiones para el [insert date].
- f. El estudiante participará en la asesoría ofrecida por el departamento de asesoría de la escuela o por medio de una agencia que provea servicios de asesoría gratuitos (provea folletos) con un enfoque en [insert focus area ie, Anger Management, Social Skills, Substance Abuse etc.].
- g. El estudiante será asignado a una Suspensión Dentro de la Escuela del [insert start date] hasta el [insert end date].
- h. Se restringirá al estudiante de participar en [insert type of extra-curricular event(s)] durante el término del aplazamiento o hasta el [give an end date to restriction].
- i. El estudiante/padre/tutor legal pagará una restitución en la cantidad de [insert \$ amount], pago que deberá cumplirse para el [insert date].



Tucson Unified School District

School Name

School Address

School Phone Number

CONTRATO DE APLAZAMIENTO PARA UNA SUSPENSIÓN A CORTO PLAZO

Parent/Legal Guardian Name

Address

Tucson, Arizona 857 Last 2 #'s

Re: Student Name **Matrícula#:** # **Grado:** # **Código Étnico:** #

Sexo: M/F **Educación Excepcional:** S/N **504:** S/N **Fecha del Incidente:** Date

Declaración Formal:

1. Student Name reconoce que ha violado las Pautas sobre los Derechos y Responsabilidades de los Estudiantes como sigue: Violation Name(s). El estudiante Brief Description of Student Behavior from Comment Section.
2. La consecuencia de esta infracción incluye una suspensión a corto plazo (una suspensión que es de menos de once (11) días).
3. La administración de la escuela tiene la intención de imponer una suspensión por # Days días, comenzando el Suspension Start Date y terminando el Abeyance Contract End Date.
4. Optional: [Delete this section if there are no optional recitations].
[Parents/Legal Guardians] intend to obtain counseling for [student].
[Parents/Legal Guardians] intend to complete regular drug testing.]

Términos y Condiciones:

1. **El/La estudiante y el Padre/Tutor Legal están de acuerdo en renunciar a cualquier apelación de la suspensión.**
2. El/La estudiante cumplirá # Days Suspension días de suspensión y podrá regresar a la escuela el Return Date from Suspension. La escuela está de acuerdo en aplazar # Days días de suspensión.
3. El/La estudiante está de acuerdo en obedecer todas las reglas escolares y asistir a todas las clases, todos los días, al menos que tenga excusa del padre/tutor legal.



- 4. Si el/la estudiante tiene cualquier violación adicional de las Pautas sobre los Derechos y Responsabilades de los Estudiantes, se impondrán los días restantes de la suspensión automáticamente, además de cualquier consecuencia de la violación actual.
 - 5. Optional requirements from Optional Conditions Sheet may be entered here. If no optional conditions are imposed, delete this statement.
- Acepto y estoy de acuerdo con los términos y condiciones arriba estipuladas, incluyendo la renuncia a cualquier apelación subsiguiente.
- Rechazo esta oferta.

Firmas

Nombre del Estudiante

Nombre del Padre/Tutor Legal

Nombre del Administrador, Administrador del Distrito

Fecha de la Firma

Copias a: Equidad Estudiantil
Expediente Acumulativo del Estudiante
Otro (Type in Site Offices Requiring Copies If Applicable)



Tucson Unified School District

School Name

School Address

School Phone Number

CONTRATO DE APLAZAMIENTO PARA UNA SUSPENSIÓN A LARGO PLAZO

Parent/Legal Guardian Name

Address

Tucson, Arizona 857 Last 2 #'s

Re: Student Name **Matrícula#:** # **Grado:** # **Código Étnico:** #

Sexo: M/F **Educación Excepcional:** S/N **504:** S/N **Fecha del Incidente:** Date

Manifestation Date

Declaración Formal:

1. Student Name reconoce que ha violado las Pautas sobre los Derechos y Responsabilidades de los Estudiantes como sigue: Violation Name(s). El estudiante Brief Description of Student Behavior from Comment Section.
2. La consecuencia de esta infracción puede incluir la suspensión a largo plazo (una suspensión de más de diez (10) días).
3. La administración escolar tiene la intención de recomendar que el/la estudiante sea suspendido(a) por # Days días, comenzando el Suspension Start Date y terminando el Abeyance End Date.
4. Optional: [Delete this section if there are no optional recitations].
[Parents/Legal Guardians] intend to obtain counseling for [student].
[Parents/Legal Guardians] intend to complete regular drug testing.]

Términos y Condiciones:

1. **El/La estudiante y el Padre/Tutor Legal están de acuerdo en renunciar a (1) los derechos del/de la estudiante a una audiencia sobre la suspensión a largo plazo si dicha no se ha llevado a cabo y (2) cualquier apelación subsiguiente.**
2. El/La estudiante cumplirá # Days Suspension días de suspensión y podrá regresar a la escuela el Return Date from Suspension. La escuela está de acuerdo en aplazar # Days días de suspensión.



- 3. El/La estudiante está de acuerdo en obedecer todas las reglas escolares y asistir a todas las clases, todos los días, al menos que tenga excusa del padre/tutor legal.
 - 4. Si el/la estudiante tiene cualquier violación adicional de las Pautas sobre los Derechos y Responsabilidades de los Estudiantes, se impondrán los días restantes de la suspensión automáticamente, además de cualquier consecuencia de la violación actual.
 - 5. Optional requirements from Optional Conditions Sheet may be copied and pasted here. If no optional conditions are imposed, delete this statement.
- Acepto y estoy de acuerdo con los términos y condiciones arriba estipuladas, incluyendo la renuncia a (1) el derecho a una audiencia de la suspensión a largo plazo (si no se ha llevado a cabo) y (2) cualquier apelación subsiguiente.
 - Rechazo esta oferta y solicito que se lleve a cabo una audiencia de largo plazo, en su lugar.

Firmas

Nombre del Estudiante

Nombre del Padre/Tutor Legal

Nombre del Administrador, Administrador del Distrito

Fecha de la Firma

Copias a: Equidad Estudiantil
Expediente Acumulativo del Estudiante
Otro (Type in Site Offices Requiring Copies)



TUCSON UNIFIED SCHOOL DISTRICT

School Name
School Address
City, State, Zip
Phone Numbers

Notice of Short-Term Suspension

Date

Incident #: #

Parent/Legal Guardian Name

Re: Student Name, Matric: #

Parent/Legal Guardian Address

Grade: #, Gender: M/F, Ethn: Code,

Tucson, Arizona 857 last 2 numbers of zip

Ex Ed: Y/N 504: Y/N

Dear Parent/Legal Guardian Name:

Student Name has been suspended from school for # days beginning Date and ending Date for conduct in violation of the TUSD Guidelines for Student Rights and Responsibilities as follows:

Violation(s): Violation Names

Date of Incident: Date

Description of Student Name Conduct in Violation of the Guidelines: Description of Suspended Student's Conduct in Incident

The above named student may not visit any District school or site during the term of suspension without prior consent from the suspending administrator.

Homework has been requested and may be picked up in the School Office. Additional homework packets will not be provided until the initial packet(s) has been returned for grading. Students on suspension who complete such assignments will be allowed a reasonable time to make up tests upon returning to school.

If you disagree with the decision to suspend, please see JK-R1 Short-Term Suspension (attached), for an explanation of how to request a review.

Sincerely,

Suspending Administrator Name

District Administrator

Copies to: Student Equity Student Cumulative File Principal



DISTRITO ESCOLAR UNIFICADO DE TUCSÓN

School Name
School Address
City, State, Zip
Phone Numbers

Aviso de Suspensión a Corto Plazo

Fecha

de Incidente:

Parent/Legal Guardian Name

Re: Student Name, Matrícula: #,

Parent/Legal Guardian Address

Grado: #, Sexo: M/F, Etnicidad: Code,

Tucson, Arizona 857 last 2 numbers of zip

Educación Excepcional: S/N 504: S/N

Estimado(a) Parent/Legal Guardian Name:

Student Name ha sido suspendido de la escuela por # días comenzando el Date y terminando el Date debido a una conducta en violación de las Pautas para los Derechos y Responsabilidades de los Estudiantes de TUSD como sigue:

Violación(es): Violation Names

Fecha del incidente: Date

Descripción de la conducta de Student Name en violación de las Pautas: Description of Suspended Student's Conduct in Incident

El estudiante antedicho no puede visitar ninguna escuela o sitio del Distrito durante el periodo de la suspensión sin consentimiento previo del administrador de la suspensión.

Se ha solicitado la tarea y puede recogerla en la oficina escolar. Los paquetes de la tarea adicional no se proporcionarán hasta que el (los) paquete(s) inicial(es) haya(n) sido devueltos para ser calificados. A los estudiantes en suspensión que completen dichas tareas se les permitirá un tiempo razonable para reponer pruebas al regresar a la escuela.

Si usted no está de acuerdo con la decisión de suspender, por favor vea JK-R1 *Short-Term Suspension* (anexado) para una explicación de cómo solicitar una revisión.

Atentamente,

Suspending Administrator Name

Administrador Distrital

Copias a: Equidad Estudiantil Expediente Acumulativo del Estudiante Director

STUDENT PROGRESS REPORT

Short-Term Pending Long-Term Suspension Hearing

This information will be used for a Long-Term Suspension Hearing to be held on -----.
 Please complete and return this progress report to Administrator one (1) school day prior
 to the hearing date.

Teacher Name

Class

Teacher's Signature: _____

Student Name:	Matric:
----------------------	----------------

Areas of Consideration	Excellent	Good	Fair	Poor	Negative	Additional Comments (Please type or print legibly)
Attention to Task						
Attitude About School						
Classroom Behavior						
Class Participation						
Completing Classwork						
Bringing Materials						
Power of Concentration						
Seeks Help if Needed						
Performance on Tests						

Achievement Level: Above _____ At _____ Below _____ (Potential)

Year Attendance thru: **Absences[0]** **Tardies [0]**

Approximate Present Grade: _____ **Grade Potential:** _____

Additional Information of Value: (Please type or print legibly)

NOTE: All of the above must be checked "NO" for the team to determine that the behavior of the student was not a manifestation of the student's disability.

Analysis:

V. TEAM'S PROPOSED ACTION PLAN:

- IEP to be scheduled to include change of services, FBA/BIP, and/or change of placement.
- School administrator will refer for a long term suspension hearing. Administrator may consider an abeyance.
- School administrator will refer for *up to* 45 day interim alternative education setting (drug, weapon, and serious bodily injury offenses only). Administrator may consider an abeyance.

You must also check the "IEP to be scheduled..." checkbox above.

[Click here to access the additional required Report Form in Word format. Complete electronically and email to Lynda.Lane@tusd1.org](#)

[Click here to access the additional required Report Form in PDF format. Complete and fax to Lynda Lane at 225-6170.](#)

Is a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) required?

Recorded by: , Position: , on .



Tucson Unified School District

SECTION 504 MANIFESTATION DETERMINATION

Student Name: _____ **Student ID #:** _____

School: _____ **Grade:** _____ **Date of current 504:** _____

Date of Manifestation Determination: _____

Describe the behavior or incident that is subject to disciplinary action:

What relevant evaluation and diagnostic information describes the student's disability?

What accommodations or services are indicated on the current 504 Plan?

Check the following statements that the 504 Team determines to be true:

- | | | |
|--------------------------|--------------------------|---|
| <u>Yes</u> | <u>No</u> | |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the student's 504 disability impair his/her ability to control his/her behavior? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the 504 disability impair the student's ability to understand the consequences of his/her behavior? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there causation between the 504 disability and the behavior? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there another disability that wasn't explicitly identified? |

Check the following statement that the 504 Team determines to be true:

- The current behavior under consideration IS a manifestation of the student's disability**
- The current behavior under consideration IS NOT a manifestation of the student's disability.**

504 Team Participants

Signatures	Position/Title	Date

