

Marcos de Niza High School

Parent Handbook
August - September 2007-2008

6000 South Lakeshore Drive Tempe, Arizona 85283 ■ (480) 838-3200 - Fax (480) 730-7665

Message from the Principal – Mr. Frank Mirizio

Greetings!

For all continuing Padres, we thank you for a most excellent year. We welcome those of you that will be joining us next year for the first time. Even though it is summer time, we are all very busy preparing for next school year. Before you know it, the first day of school will be here.

One of our greatest achievements happened at the end of our school year. A hearty congratulations to the Varsity Baseball team for bringing home the school's first baseball title after going 5-0 in the 5A-II playoffs. Led by first-year coach **Felipe Becerra** and pitchers **Kyle Brule** and **Jacob Morales**, the Padres knocked off powerhouses like #1 Sandra Day O'Connor and defending state champion Deer Valley so they could face #2 Desert Mountain in the title game.

Timely hitting and some huge defensive plays from **Shaun Deisler**, **Billy Place**, **Mike Kenneth**, **Doug Snover**, **Kasey Boyles**, **Alex Moreno**, **Casey Maloney** and **Rudy Jaramillo** proved too much for the quality competition the Padres faced in the playoffs. Combined, Brule and Morales pitched five complete games. Moreno's solo homerun in extra innings sealed the 5-4 victory against Desert Mountain in the title game. Great job, boys, on your outstanding season!

Additionally, I realize that this is a larger than normal edition of the parent newsletter; hence, the name change to the *Parent Handbook*. Keep this handbook all year since it will provide you with information regarding the school calendar, bell schedules, district policies, registration, activities, athletics, etc.

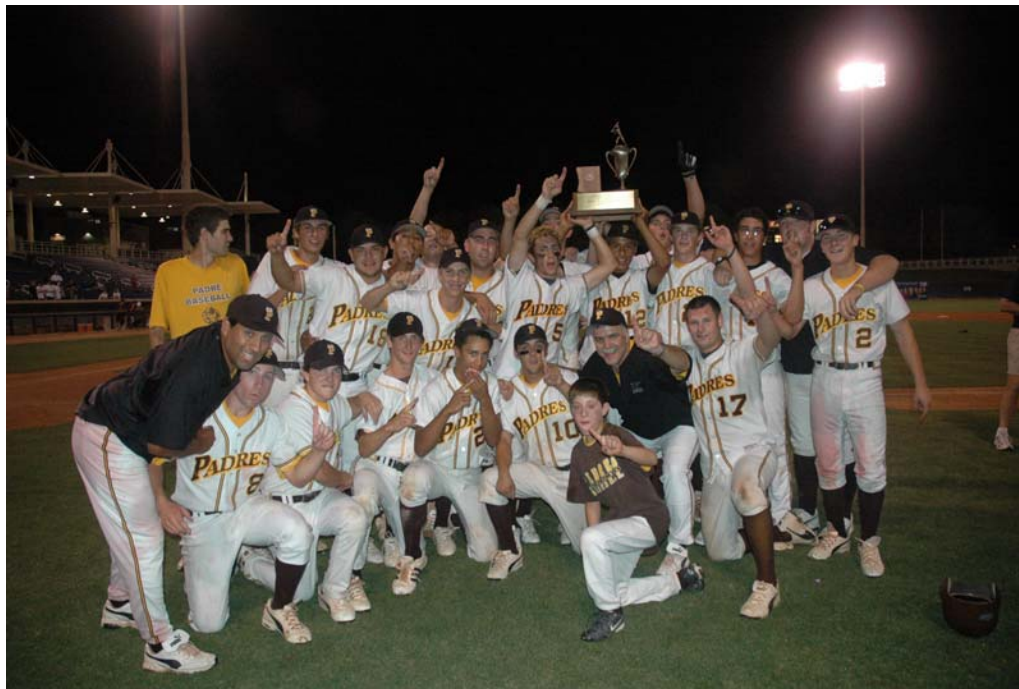
If you are an incoming freshman or a new student, you will soon receive a letter inviting you to "Freshman Orientation" on Wednesday August 2nd at 4:00 p.m. in the auditorium. You do not want to miss this; the orientation will be lots of fun and filled with information that will help you in the first week of school. Our PADRE CLUB (Parent Booster Club) will be at this orientation encouraging you to get involved. If you are a new parent to our school, we urge you to get involved with your son/daughter's schooling. Research shows the students with parental involvement demonstrate higher rates of success in high school than the students with no parental involvement. Please join us in making high school a SUCCESS for all of our students.

Some of you may be wondering if there will be any changes to the lunchtime policy. Our policy remains the same: the campus will be closed for all freshmen and sophomores. Only juniors and seniors with the proper student I.D. will be allowed to leave for lunch.

As always, I welcome any conversation you wish to have with me regarding Marcos de Niza and the pursuit of excellence we have established here. Please feel free to call me at (480) 838-3200 x47651. I thank you for your support.

Inside this Issue

Principal's Message	1
From the Registrar's Office	2-3
Attendance Office	4
Activities Office	8-9
Athletics Office	10-11
Bookstore	14-15
District Policy	16-35



FROM THE REGISTRAR'S OFFICE – MR. BRENT BROWN

SCHEDULE DISTRIBUTION

Monday, August 6, 2007

SENIORS:

Large Gymnasium on the north side

JUNIORS

Large Gymnasium on the south side

SOPHOMORES

Student Cafeteria on the west side

FRESHMEN:

Student Cafeteria on the east side

After receiving their schedule, students are to immediately report to their first hour class. The student **must show this official schedule** (yellow copy) in order to be admitted to all of his/her classes. Teachers will send students who do not have this official schedule to the Administration Office.

SCHEDULE CHANGES

Students are advised at the time of registration that their program of study for the coming year should be carefully planned. This is necessary in order to meet curriculum and faculty needs for the following school year. If a schedule change is necessary prior to book distribution, contact the registrar at (480) 730-7654. After the first day of school, contact the student's guidance counselor. Schedule changes will be made only for the following reasons:

1. If you pass a scheduled class during summer school, call immediately (480) 730-7654.
2. If you fail or do not complete prerequisite course.
3. If you are placed in math, science or English classes inappropriate to ability level.
4. If you are missing a required class.
5. If a clerical error was made in assigning your classes (We have retained your registration forms so that we can verify any error).

If your request for a schedule change does meet one of the criteria stated above, you must call or visit the registrar's office during the summer prior to school beginning. You must understand that no new classes can be added to your schedule; course level changes may be made with teacher recommendation OR a class may be dropped for a study hall. If the change is approved, you will receive a copy of your new schedule. Until that time, you are expected to attend classes as they are listed on your original schedule.

If you wish to drop a class with no grade penalty, you must drop that class no later than the announced drop deadline each semester (this is within the first ten weeks of each semester). Classes dropped after that date would earn a final grade of "F." This deadline also applies to any level changes that students may need to make (e.g., switching from Algebra 1-2 to Math Standards, Honors Chemistry to Chemistry, and so forth).

After the drop deadline has passed, level changes will not be allowed until the beginning of the following semester. See your counselor if you wish to drop a class.

REQUEST FOR CHANGE OF TEACHER

Because of the random computer scheduling process, students do not have the option of requesting a particular teacher. Once schedules are established, a teacher change will be considered only if the student has taken a class with that teacher in the past and was not successful in his/her class. Those changes must be made before the school year.

Once school starts, teacher changes will not be made. If there is a difficulty with a particular teacher, the student may follow the process below to resolve the concern:

1. Outside of class, the student should meet with the teacher to discuss concerns. The student is encouraged to include one or both parents/guardians in the discussion. As a general rule, most conflicts are resolved once they are openly discussed in this type of conference.
2. If the concern has not been remedied after talking with the teacher, the student should contact his/her counselor who will request a conference with the student, parents/guardians, teacher and department chairperson. The department chairperson will make a recommendation to the registrar. The administrator will be the final authority in determining whether or not a teacher change will be granted.

COURSE LOAD

Freshmen, sophomores, and juniors must be enrolled in a minimum of five credit-bearing classes, and seniors must be enrolled in at least four credit-bearing classes. Please remember that study halls, seminary and classes taken off campus are not credited classes and cannot be counted as part of these minimum requirements. In order to remain eligible to participate in extracurricular activities, students must be passing (a D grade or higher) all of their classes.

CORRESPONDENCE COURSES

Classes taken through correspondence courses or other academic programs must be approved in advance. Coursework must be completed and the grades received by our office no later than May.

TESTING OUT

In lieu of satisfactory completion of course work, high school credit shall be awarded to students who demonstrate knowledge, skills, and other elements of learning by satisfactory performance on District approved examinations: grades are not given, credit only is awarded and it will be excluded from the GPA and class rank. The student must pay a fee in order to test out of each requested course.

continued on page 3

REGISTRAR'S OFFICE...CONTINUED

This fee is paid at the school bookstore and an appropriate book obtained. The book will be loaned to the student. Before credit is awarded, the book must be returned to the school bookstore. Testing out may not occur until the fee is paid and a receipt obtained.

Students may only test out of courses from October 1 through March 31. Students may seek exemption from a course only before enrolling in the course. After enrolling in the course, credit in the course cannot be earned by proficiency examination until the following school year. A student may take an examination for a single course only one time. Please contact your counselor for more information.

SPECIAL EDUCATION/504 ISSUES

Special Education issues or 504 issues do not have to leave you confused. If you need information, follow these four steps: contact your student's counselor (480) 838-3200; MdN Special Education Department Chairperson, Ms. Sandy Griesman (480)730-7636; 504 Coordinator, Ms. Brent Brown (480) 730-7654; TUHSD Director of Special Services at the District Office (480) 839-0292, ext. 3706 and Gifted Services, Mrs. Laura Zinke (480) 839-0292 ext. 3088.

A PARENT'S RIGHT TO KNOW

As a parent of a student at a Tempe Union High School District school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Arizona Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Arizona Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call Asst. Superintendent of Human Resources, Ms. Janet Seegren at 480-345-3717 or Director of Curriculum, Instruction and Assessment, Dr. Cecilia Johnson at (480) 345-3723.

STUDENT DRESS CODE

DISTRICT HANDBOOK

On Wednesday, August 15, 2007, the District Student Handbooks will be distributed to all students (to be taken home and shared with parents or guardians). Parents or guardians should sign where indicated and return the signature form with the student to school. Please keep this book available as it contains many district-related policies and procedures that you may find informative.

DRESS CODE

It is the belief of the faculty, staff and administration that school pride, morale, and image are influenced by the general appearance of our students. Additionally, Marcos de Niza expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within our school. We want to provide freedom for students to express themselves within the set of parameters listed below.

CLARIFICATION OF INAPPROPRIATE DRESS

- Attire or accessories that advertise, display and/or promote any drug, alcohol, tobacco, sexual activity, violence, disrespect, language that is lewd, vulgar, profane or obscene, or bigotry towards any group or person are not allowed.
- Any attire or grooming deemed to be gang-related is prohibited when such attire or grooming creates an atmosphere of threat, intimidation or undue pressure or disrupts the educational environment/process or interferes with curriculum goals/educational objectives. Examples include, but are not limited to memory shirts, bandanas, curl caps, hairnets, confederate flag items, and do rags.
- Dress, jewelry, skin markings (temporary or permanent), and other accessories that present a risk to health, safety and general welfare of students, that express obscenities, that expose chest or cleavage, abdomen, genital areas, upper thighs or buttocks are prohibited. Examples include, but are not limited to, the following: low cut or see-through blouses, muscle shirts, undergarments worn as outer garments (including tank top undershirts), tube tops, halter tops, back-less tops, pants that drag excessively on the ground or any clothing that allows underwear or bare skin to show at the waist, clothing that allows undergarments to be exposed, spiked jewelry and chains, and any clothing or other articles of apparel considered by the staff to be immodest, obscene, or objectionable.
- Body piercing that is a safety hazard and/or hinders performance in the classroom is not allowed.
- Shoes will be worn at all times according to state law.
- Sunglasses are prohibited in the classroom.
- Hats and other accessories may be allowed/disallowed at faculty/staff discretion.
- Pajamas, loungewear, and slippers are not to be worn on campus at any time.

Administration may make exceptions for uniforms, formal attire and/or costumes that are part of school-related activity.

FROM THE ATTENDANCE OFFICE

REPORTING STUDENT ABSENCES

To report an absence, please access the voice mail system (available 24 hours) using the numbers listed in the box below. Only parents or legal guardians may excuse absences. In order for an absence to be excused, the parent/legal guardian must call the Attendance Office within 24 hours of the absence.

EXCUSING STUDENTS FOR APPOINTMENTS (EXCEPT FOR LUNCH TIMES)

To excuse a student for an appointment, etc., send a note with him/her to bring to the Attendance Office at the beginning of the school day. An off-campus pass will be issued to the student so that he/she may leave class at the appropriate time. Using this procedure, your son/daughter can be waiting for you in the front office. Students must ALWAYS check into the Attendance Office when returning to school so that the time can be noted and the student can be admitted to class.

PLEASE NOTE: Do not access the attendance voice mailboxes to record messages for off-campus passes for students to leave school for appointments, etc. Your message may not be heard in time for the pass to be issued.

EXCUSING NINTH AND TENTH GRADE STUDENTS AT LUNCH TIME

To enable a ninth or tenth grade student to leave the campus at lunchtime, a parent or legal guardian must personally visit the Attendance Office to complete the checkout process. A note or phone call will not be accepted. This policy is in effect due to the closure of the campus at lunchtime for ninth and tenth grade students.

EXCUSING STUDENTS FOR LATE ARRIVAL TO SCHOOL

To excuse your son or daughter for arriving late to school, you must check in with your student at the front office. A pass will be issued at that time. Your son/daughter will be sent directly to sweep if no parent/guardian checks the student in. **Remember School starts everyday at 7:50 a.m. Students are encouraged to use the conference hour on block days.**

STUDENT INFORMATION UPDATE

To make necessary changes to student information, please contact the Attendance Office according to the student's grade level (see the box below). Please remember that the office needs any updates pertaining to your son or daughter as they occur. Updates include change of address, phone numbers, and emergency contact information.

PLEASE NOTE: All address changes need to be made by the parent/guardian and must be accompanied by proof of the new address. Purchase paper, rental agreement, or gas, water and electric bills will be accepted as proof. We will not accept telephone or cable bills.

DEFINITIONS AND GUIDELINES:

SWEEP: A student will be sent to sweep when he/she is late to class.

ABSENCE: A student who does not attend a class or arrives 10 or more minutes late is considered absent.

EXCUSED ABSENCE: An absence is legitimate (excused) under the following conditions:

- a. Personal illness
- b. Doctor or dentist appointment
- c. Serious family illness
- d. Death in family
- e. Important family business
- f. Checking out of school through the Nurse or Attendance Office
- g. Religious holiday

Students will be allowed the number of days absent to make up assignments. In the case of long-term projects such as research papers or reports, it is the teacher's prerogative to set specific due dates, and it is the student's responsibility to submit long-term projects on those specific due dates regardless if an absence is excused or unexcused. If extenuating circumstances exist, i.e. an extreme emergency or extended illness only, students will be given an extension; however, parents must notify the teacher prior to or on the due date when an emergency arises.

UNEXCUSED ABSENCE: Any absence that is not excused within 24 hours of the absence by a parent/guardian. Students will be accountable for information missed. It is recommended that no credit be given by the teacher.

SCHOOL-RELATED ABSENCE: If a student misses a class due to a pre-approved, school-related activity, it will not count as an absence.

SUSPENSION: The days of suspension, even though suspension is considered a serious consequence, do not count as absences toward the attendance policy.

ATTENDANCE PROCEDURE:

1. Computer attendance calls will be made daily.
2. On the 3rd absence a computer-generated letter will be sent home.
3. On the 11th total absence the student will be referred to the attendance coordinator to be dropped from the class with loss of credit.

**To report an absence call:
For FRESHMAN AND SOPHOMORE
students, please call (480) 730-7659**

**For JUNIOR AND SENIOR
students, please call (480) 730-7658**

**THE ATTENDANCE OFFICE IS OPEN WEEKDAYS
FROM 7:30 A.M. TO 3:45 P.M.**

FROM THE GUIDANCE OFFICE

FIRST AID FOR THE CHRONICALLY UNPREPARED

The chronically unprepared – they're easy to recognize. They're the ones who show up for class after the bell has rung, who are usually two weeks late with their homework assignments, and who always need to borrow a pen and paper in class. Being prepared can make a big difference in students' schoolwork and in their lives. If they follow some simple tips, they will reap the rewards of preparation. Advice to Marcos De Niza students as they begin the 2007-2008 school year:

To get the most out of class, you've got to put everything you can into it. Athletes would never walk into a game without being prepared – they'd be setting themselves up to fail, or even get hurt. By going to class prepared, you'll get more out of lectures, take better notes, and answer questions fearlessly. And because many teachers count class participation when they're evaluating performance, you might end up with better grades. Here are some general tips on preparing before class:

- **Preview your textbook.** Find out what information the teacher will be covering in class the next day and take a look at the appropriate chapter the night before – even if it's not part of your homework assignment. Read the chapter title, the first paragraph, and the first sentence in each of the following paragraphs. This will give you a feel for the material and the confidence to join in class discussions. And when it's time to sit down and study the chapter for an exam, you'll reinforce what you've already learned.
- **Review your notes.** Take five or ten minutes each day to re-read the notes you took in each class. This will help you retain the information in your long-term memory – a big bonus for class participation and great alternative to last minute cramming for exams. And some teachers like to throw a little fact from class lectures into their tests even though the information didn't appear in your textbook.
- **Complete your assignments.** Try to finish all your homework – including reading assignments – each day. Some students tackle their tougher subjects first, when they feel more energetic; others "psych" themselves up by working on easier subjects first and building up to the more difficult courses. Find the system that works best for you and stick with it. For written work, remember to follow the teacher's requirements, using the proper notebook, paper, heading, etc.
- **Stay organized.** Label your folders and notebooks clearly and store them in the same place each night so they're easy to find when you head to class in the morning.
- **Go to the head of the class.** Whenever possible, find a seat in the front of the room. You'll see the blackboard better from this location and you won't miss hearing any of the lecture. You'll also feel less inclined to goof off or take a nap.
- **Take good notes.** Listen carefully to what the teacher says but don't get writer's cramp scribbling down every word. Your task is to pick out the most important points the teacher makes and details that will help you remember them. Set up your own shorthand system of abbreviations and symbols, especially for words you hear often in one class – like "ec" for economy or "w/o" for without. And try writing your notes in outline form with the topic sentence first, followed by a line for the major point, then supporting details. Outlining your notes will make studying easier – and will even help you learn how to prepare for tests and term papers.
- **Speak up.** If there's something you don't understand, raise your hand and ask for an explanation. If you don't understand a point, it's likely others in the class are also confused. Participating in class discussions – and even asking questions – shows the teacher that you are interested in learning.
- **Get involved.** Part of your science grade is probably determined by lab sessions, so fire up the Bunsen burner and get to work. If you're writing a group report for English or performing a skit for French class, don't let the rest of the group carry the load. By getting involved, you'll learn more and have more fun.

Best of luck during the 2007-2008 academic year and
BE PREPARED!

COUNSELORS' ASSIGNMENTS

ALL STUDENTS at MDN have an assigned counselor according to their grade level. The assigned counselor will move with the student through his/her four years of high school at MDN.

Counselors

Dr. Meyer—Dept. chair
Seniors
College Admissions
College Placement Testing
Military Careers

Mrs. Secor

Sophomores
Registration
Crisis Team
Student Mentoring

Ms. Talavera

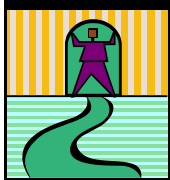
Freshman (E-Z)
Career Education
E.V.I.T

Counselors

Mrs. Martinez
Juniors
Awards Programs
Scholarships
Focus/Ace/Inroads
Programs

Mrs. Lang

Freshmen (A-D)
A.I.M.S.
Advanced Placement
Terra Nova Testing
Career Exploration Class



Counseling New!!!!!!!!!!

All students and parents are encouraged to view the Marcos de Niza Web -Site under the Guidance/Counseling Department Section. Valuable information concerning registration, graduation and college bound information is provided. During book distribution this summer the Guidance/Counseling Department will be available to help students with schedule corrections if needed during the dates of July 23rd through July 27th, 2007. The hours of Guidance/Counseling correspond to the hours of book distribution, which are 8:00-11:00 a.m. and 12:00-3:00 p.m.

ADVANCED PLACEMENT

IS YOUR STUDENT ON THE RIGHT TRACK?



According to a recent article in *USA TODAY*, college admission officials stress that applicants should take challenging high school curriculum, and students around the country are listening, some graduating with 10 Advanced Placement courses. Educators are calling this behavior the *AP Arms Race*. It is the fastest growing trend in the educational community today. Students take college-level classes during the regular high school day. To receive college credit, they must take a comprehensive exam and pass it to receive college semester hours. Currently, there are a multitude of subjects available for young people to study from art history to calculus. The number of high school grads taking one AP exam has more than doubled over the past ten years, and the numbers taking multiple exams has grown even faster. The main incentive has to do with the high-stakes college admission process, and AP can actually help students' success rate once they begin a college career. AP courses teach skills that are proven to aid in college classes. In a 2001 study, students who completed one AP course during their high school career had almost a 50% better chance of obtaining a bachelor's degree in four years than their counterparts who had no AP courses. As this trend continues in popularity, the quality and skill level of college freshmen goes up, too. The bar continues to rise as academic competition also continues to escalate. The coursework is challenging, but the benefits are many.

MdN will continue to offer AP opportunities to our students. Enrollment has doubled in in the past year. Advanced Placement is not tailored for the gifted individual—all students can take advantage of its benefits if they are committed to the challenge. Is your child properly placed?

Go Padres!

PRESCHOOL



The Marcos de Niza Preschool program is designed for three, four, and five year old children. Marcos Preschool provides a rich and stimulating environment, through which our children can safely explore and discover the world around them. We help our children establish positive social relationships with other children their own age, a positive self-image, and a positive attitude toward school.

We use a wide range of materials to stimulate motor and intellectual development. Through planned as well unstructured activities, the children touch, taste, smell, hear, and see the world around them. The program is organized and focused on the children's abilities, skills, and interests.

The Marcos de Niza Preschool is also a high school laboratory preschool. Our high school "student-teachers" observe, plan, and teach the children under the direction of our professional staff. In addition to the practical experience in the Preschool, our students are also learning child development theory in the classroom.

Parental involvement is encouraged and welcomed. We plan several family activities throughout the year and hope all families of our preschoolers are able to attend.

Weekly tuition is \$110 per week. The Preschool follows the high school calendar and is open daily from 7:00 AM to 5:00 PM. Opening day for the Preschool is August 6th and TUHSD staff and community members are welcome to enroll. For more information or a registration packet, please call (480) 730 - 7622.

FULL LIFE AHEAD



TRANSITION PROGRAM

Full Life Ahead is a transition program for special education students and their families. The program has a curriculum, which is divided into 2 sessions. These sessions will be offered on Thursday, Oct 25th, and Thurs. Nov. 1st, from 6:15-8p.m. at the District Office, 500 West Guadalupe, Tempe. The focus is to assist parents and students in developing a plan to meet their student's needs in high school and to transition to adulthood. Individualized attention from educators and outside speakers is available. The topics covered include transition planning, post high school planning, community resources, and advocacy. There is no cost for the program. To register please call Leonie Pompa at (480) 345-3767.

REMINDER

The Tempe Union High School District does not accept credit or debit cards. Cash and/or checks are the only method of payment accepted.

FROM SOCIAL STUDIES



BACK EAST TRIP

On Saturday, May 26th, fifty juniors and seniors from Marcos de Niza will embark on the annual Back East Trip. Mr. Reed, with five other chaperones will take students to Washington DC, Philadelphia, New York City and Boston. The trip is called the American Heritage Tour and covers several historical sites in all four cities. Students will also have an opportunity to shop, eat good food and see a Broadway play in New York City. Students also have tickets for a Phillies game while in Philadelphia. The Phillies just happen to be playing the Diamondbacks! The trip lasts nine days and gives students an appreciation for American history and culture.

FROM YEARBOOK

ATTENTION CLASS OF 2008

Summer is the time that you have your senior portrait taken for the 2007 yearbook. Information regarding senior portraits will be mailed to you from our official yearbook photographers, Southwest Portraits and Portraits by Reg, in May. If you do not receive an appointment card, please call the studios at the telephone numbers listed below, to schedule your appointment. Portraits *must* be taken by Saturday, Sept. 8, 2007 to be in the yearbook.

Reminders:

- ▶ Guys must wear dress shirt, coat and tie. Please have hair neatly trimmed.
- ▶ Ladies must wear blouse, dress or sweater with becoming neckline preferably in darker, solid colors. Please style hair as normally worn.
- ▶ There is no charge for the yearbook photo, and you are under no obligation to purchase pictures.
- ▶ It is your responsibility to schedule your appointment.
- ▶ In order to maintain quality and consistency, senior portraits will **ONLY** be accepted from these two studios. No exceptions.

Southwest Portraits
4450 S. Rural Road
Rural Court Office Park
Suite C101
Tempe, AZ 85282
(480) 222-1199

Portraits by Reg
5450 S. Lakeshore Drive
Suite 108
Tempe, AZ 85283
(480) 839-3709



PURCHASING A YEARBOOK?

The 2007-2008 yearbook can be purchased at book distribution in July for \$55. Name stamping is available for additional \$5 fee.

FROM THE LRTC

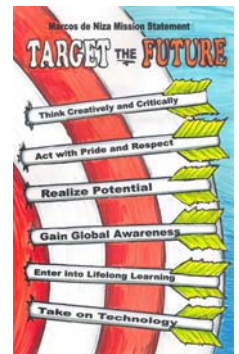
LRTC Homepage "Infotrac" link.

Are you afraid you can't exceed on the AIMS test? Are you worried that you are just not a great test-taker? Do you need practice tests for ACT? SAT? CLEP? AP? ASVAB? Don't worry—your librarians are here to the rescue! Our library has just purchased several new online resources available to all MdN users. The new testing database is located at the bottom in our *Infotrac Resources*. This *Testing & Education Reference Center* has help in looking for a college, in finding scholarships, and in taking on-line practice tests. In addition, we have also added our first e-books in the *Gale Virtual Reference Library*. These databases may be accessed from the LRTC Homepage. Go to Infotrac. Log on with the username and password of TEMP97683. This will allow you to access these resources from home during the summertime. We hope you will find these of great use.

NORTH CENTRAL ACCREDITATION

"TARGET THE FUTURE"

Focusing of our vision for tomorrow "Target the Future," the school improvement cycle has just completed its second year of the Advanced (North Central) Accreditation. The three target goal areas have been busy implementing strategies to help improve learning and behavior. The Reading/Writing Literacy Committee focused on writing this year. Teachers had students write or journal in all disciplines for two weeks and then expanded a school-wide writing assignment just before AIMS. The entire school targeted the importance of writing. The Math Literacy Committee aimed at math vocabulary words that are used across the curriculum in everyday life, even showing these uses on daily video announcements. Just before the math portion of the AIMS and Terra Nova tests, the entire school again focused on the "Top 10—Make Gains on Math AIMS" testing taking skills. Finally, the Respect and Responsibility Committee, along with student representation, targeted their efforts on creating a *Code of Ethics* for the students, which will appear on the cover of next year's student handbook. They are preparing to unveil their goals to the students at the beginning of this new school year. Each target goal committee has a desire to make every student productive and successful.



SUMMER OFFICE HOURS

Summer hours start the week of June 4th
M - W 7:00 a.m. to 5:00 p.m.
and
TH 7:00 a.m. to 4:30 p.m.
Closed on Friday

Normal hours will resume on July 16th.

FROM THE ACTIVITIES OFFICE

2007—2008 SCHOOL CALENDAR

FIRST SEMESTER	
Aug 1	Freshmen Orientation
Aug 6	First day of school for students
Aug 20	Meet your Teacher Night 7:00 p.m.
Sept 3	Labor Day Holiday - no classes
Sept 10	Half day for students (schedule #5)
Oct 1	Half day for students (schedule #5)
Oct 5	End of Quarter 1
Oct 8-12	Fall Holiday – no classes
Oct 15	Beginning of Quarter 2
Nov 5	Half day for students (schedule #5)
Nov 12	Veterans' Day Holiday - no classes
Nov 22-23	Thanksgiving Holiday
Dec 19	Semester 1 Exams
Dec 20	Semester 1 Exams, End of Semester 1
Dec 21	No classes for students
Dec 24	Beginning of Winter Holiday

SECOND SEMESTER	
Jan 4	End of Winter Holiday
Jan 7	Beginning of Semester 2
Jan 28	8 th Grade Orientation 6:00 p.m.
Jan 21	MLK Holiday - no classes
Febr 18	Presidents' Holiday - no classes
March 7	End of Quarter 3
March 10-14	Spring Holiday – no classes
March 17	Beginning of Quarter
March 21	Holiday – no classes
March 24	Half day for students (schedule #5)
April 14	Half day for students (schedule #5)
May 20	Semester 2 Exams
May 21	Semester 2 Exams, End of Semester 2
May 22	Graduation - last day for students

2007-08 STUDENT COUNCIL

EXECUTIVES

Corbin Boyles-President
 Ty Clifford
 Maxim Sankey
 Reid Smith
 Gillian Grabowski
 Josh Brindley

SENIOR CLASS

Tee-Jay Netters-President
 Dustin Hayes-Rep
 Seth Compton
 Chelsea McDonnell
 Samantha Meyerhoff
 Tylor Putnam

JUNIOR CLASS

Lauren Johnston-President
 Jimmy Funk
 Mariah Hoffman
 Ashley Martinez
 Chanel Michael
 Amina Ziri

SOPHOMORE CLASS

Chaelee Chavez-President
 Paige Anderberg-Rep
 Kristian Kangas
 Sierra Palm
 Nicole Petteruti

Scott Miller, Sponsor



BELL SCHEDULES

Mon/Tues/Fri Schedule #1	Triple Assembly #6A
1 7:50 - 8:45	1 7:50 - 8:35
2 8:50 - 9:45	2A 8:44 - 9:23
3 9:50 - 10:45	2B 9:29 - 10:08
4 10:50 - 11:45	2C 10:14 - 10:53
Lunch 11:45 - 12:30	3 10:59 - 11:42
6 12:35 - 1:30	4 11:48 - 12:26
7 1:35 - 2:30	Lunch 12:20 - 1:12
	6 1:18 - 1:56
	7 2:02 - 2:30

Wed/Thur Block Schedule #2

Conf	Triple Assembly #6B
7:50 - 8:25	
1/2 8:30 - 10:08	1 7:50 - 8:28
Break 10:08 - 10:18	2A 8:34 - 9:13
3/4 10:18 - 12:02	2B 9:19 - 9:58
Lunch 12:02 - 12:47	2C 10:04 - 10:43
6/7 12:47 - 2:30	3 10:49 - 11:32
	4 11:38 - 12:16

Semester Exam Schedule #4

1/2 7:50 - 9:07	5 / Lunch 12:16 - 1:02
3/4 9:13 - 10:29	6 1:08 - 1:46
6/7 10:35 - 11:52	1:52 - 2:30



Half day Schedule #5

1 7:55 - 8:33
2 8:39 - 11:00
3 9:17 - 9:54
4 10:00 - 10:32
6 10:38 - 11:09
7 11:15 - 11:47

Pep Assembly Schedule #3

1 7:50 - 8:34
2 8:40 - 9:24
3 9:30 - 10:18
Assembly 10:24 - 11:10
4 11:16 - 11:58
5/Lunch 11:58 - 12:48
6 12:54 - 1:39
7 1:45 - 2:30

Welcome Padres!

ATTENTION FRESHMEN PARENTS

FRESHMEN ORIENTATION

Who: All incoming freshmen and new students
What: New student / freshmen orientation
When: Wednesday, August 1, 2007 at 4:00 p.m.
Where: Marcos de Niza auditorium
Why: Come and meet faculty and other new students.

Find out about MdN's clubs and activities.
Tour the school and find your classrooms.

Students must provide their own transportation.

TOP 10 REASONS

MEET YOUR TEACHER NIGHT



Marcos de Niza High School
Monday, August 20, 2007
7:00 p.m. — 8:00 p.m.

TOP 10 REASONS WHY YOU SHOULD ATTEND "MEET YOUR TEACHER NIGHT"

1. Meet the parents of your son's or daughter's friends.
2. Find out how to join our Padre Club.
3. Become informed about classroom rules, policies, and regulations.
4. Find out if there really is HOMEWORK???
5. Hear first hand what really goes on in class.
6. Show your son or daughter that it is "cool" to go to school.
7. Support your son or daughter; he or she may get extra credit.
8. GET FREE STUFF...DOOR PRIZES!
9. Walk in your son's or daughter's shoes for a night and familiarize yourself with the school.
10. Research shows: PARENT INVOLVEMENT = STUDENT ACADEMIC SUCCESS!

MDN DELIVERY POLICY

For security and safety reasons, the office does NOT accept money, notes and deliveries to students.

FROM SIITE COUNCIL

SITE COUNCIL-RECOGNITION AWARDS

The site council recognizes a parent or community member, a certified staff member, and a classified staff member that has gone above and beyond the call of duty. The following were recognized for their extraordinary efforts.

August

Al Reed-Social Studies
Julian DeLaCruz-Security
Susan Wytko-English

September

Pat Stolze-JROTC
Anna Rodriguez-Special Ed
Peter McBroom-JROTC

October

Roseann Thompson-Band Mom
TJ Jordan-Study Hall
Susan Parker-Football Mom

November

Roy Lopez-Final Four Football
Scott Miller-Final Four Volleyball
Patty Heilman-Preschool
Ken Davis-Band

December/January

Paula Douse-Office Volunteer
Luis Miranda-Maintenance
BJ Heath-Academic Decathlon

February

Nicole Hopper-Audio Visual
Toby Greer-Coach of the Year
John Ball Copacabana volunteer

March

Irma Salcido-Special Ed.
Mary Gomez-ELL
Mr. Powell-Orchestra volunteer
Lexi Meinhold-Drama volunteer



Class Reunion Time!

ATTENTION 1977 ALUMNI

Class of 1977 is proud to announce its 30 year class reunion. It will be held Friday and Saturday, October 19th and 20th, 2007. Details can be found at www.mdnreunion.com or contact the Reunion Chairman, Robin Phillips at (480) 820-0300 or mdnreunion@aol.com.

Both class alumni and faculty are invited to attend, along with their spouses/significant others. Activities will include the homecoming game, cocktail party, golf tournament, dinner & dance. Contact Robin for tickets.

FROM THE ATHLETICS OFFICE— MR. MIKE GRIFFITH

ATHLETES –DON'T MISS THIS OPPORTUNITY!

If you still haven't turned in your physical for the 2007-2008 school year, now is the time to get it done.

July 27, 2007
1:00 p.m. – 4:00 p.m.
MdN Small Gym

Physico Health Assessments will be conducting sports physicals.

Sign up for an appointment online at *physico2go.com*.

All required forms will be available the day of the physical.

Wear glasses or contacts if you have them.

Drink 24 ounces of water before you come.

Walk-ins welcome as time permits.

A Notary Public will be on-site to notarize emergency cards.

You can get your physical, turn in the required forms, and pay your fees all at one appointment and be cleared for sports this year!

If you have already had your physical done and are ready to turn in your physical packet be sure you have all of the following:

- a. A full completed Participation and Physical card that includes the doctor's signature and date of exam and all required parent and student signatures.
- b. 2 Notarized emergency cards – These **MUST** be signed in the presence of a notary. We will **NOT** accept pre-signed emergency cards!!!
- c. Receipt from the bookstore showing payment of the **\$25** activity fee and **\$10** lock fee (required for all sports except golf and swim).
- d. Proof of Insurance – If you do not have private insurance, please complete the enrollment envelope from Myers-Stevens (obtained in the Athletic Office) and return it to the Athletic Office for submission to the company. **ALL** athletes **MUST** be insured.
- e. Birth Certificate – required of all freshman and new athletes enrolled in any grade.
- f. Returned equipment or payment for it – If the athlete has not turned in all equipment from the previous season, you **MUST** include the equipment or payment for it. If information is required on the amount due, please contact the equipment manager at (480) 730-7646.

◀ **INCOMPLETE PHYSICAL PACKETS WILL BE RETURNED TO YOU WITHOUT CLEARANCE FOR PARTICIPATION !!!**

◀ **Athletic packets should be dropped off in the basket provided in the Athletic Office.**

◀ **NO ELIGIBILITY CARDS WILL BE IMMEDIATELY PROVIDED. It will take 24-48 hours to become eligible to participate. Please plan accordingly!!**

◀ **The Main Office is open all summer – turn in your packet NOW!**

SPORTS FANS—DON'T GET CAUGHT OFF GUARD

Just a reminder to parents and students who are attending sporting events at Marcos de Niza High School of the following rules. These rules apply to visitors as well as home fans.

- ◆ For the safety and security of all, no outside beverages, except unopened water, are permitted at any Marcos de Niza sporting event.
- ◆ Athletic Passes allow students into games **one time** per event. This is not a free pass to come in and out of the event.
- ◆ There are **NO PASSES OUT** of varsity football games nor any AIA sanctioned event. Once the attendee has entered the gate, they will be charged the full admission price if they leave the playing area. This policy is for the safety of all spectators.
- ◆ If you are a pass holder, you must have your pass with you, or you will be required to pay admission. We **DO NOT** accept bookstore receipts as proof that you have a pass.
- ◆ All high school students must present a valid high school ID to pay student admission. If students do not present a valid ID, they will be charged adult admission.
- ◆ Athletes are required to pay admission at sporting events unless they are participating in that particular event, game, or match.
- ◆ Athletes playing at a different level of the same sport must pay admission.

SPORTS IN REVIEW



Baseball State Champions
Boys Golf Runners Up
Wrestling Runners Up
Football Final 4
Volleyball Final 4
Girls Soccer Final 4.
Girls Basketball Final 4

State Individual Boys Tennis Champion — Sean O'Grady
Swimming State Boys Dive Champion — Sam Doorman
Pole Vault Boys State Champion — Seth Compton

Marcos de Niza High School Athletics Department



Principal: Frank Mirizio
Athletic Director: Mike Griffith
Athletic Trainer: Joanne Schaefer
Region: Central
Division: 5A/2
School Colors: Brown/Gold

SAS/ON SWOL MDN SUMMER SPEED-AGILITY-STRENGTH CAMP Z CAMP

SAS/ON SWOL summer camp is a great way to get ahead of the competition. During SAS/ON SWOL camp your student-athlete will learn proper weightlifting techniques, increase self esteem, receive motivation from experienced MdN coaches, and gain rapport with future and current MDN students.

**OPEN TO ALL STUDENTS
GRADES 8, 9, 10, 11, 12**

June 5th through July 21st

Session 1- M-T-W-TH 12:30 p.m. —2:00 p.m.

Session 2- M-T-W-TH 2:00 p.m.—3:30 p.m.

Marcos De Niza High School Weight Room

Get Stronger than the Competition!

MDN SUMMER SPEED-AGILITY-STRENGTH CAMP Z CAMP

NAME _____

ADDRESS _____

CITY _____ ZIP _____

PHONE () _____ WORK PHONE () _____

_____ Session 1- M-T-W-TH 12:30 p.m.—2:00 p.m.

_____ Session 2- M-T-W-TH 2:00 p.m.—3:30 p.m.

*AMOUNT PAID \$ _____ **Must Sign Waiver– Below!

I consent my child's participation in the SAS/On SWOL Camp. I understand that the fees do not include a premium for primary insurance against costs or damage due to accident or injury to my child in the program. I authorize the SAS/On SWOL Representative to act on my behalf during activities.

Parent/ Guardian Signature _____ Date _____

For more information contacts: Coach Lopez (480) 232-8890 or Coach Williams (480) 227-8357

Send \$120.00
Check payable to:
SAS/ON SWOL CAMP
1611 E. Tyson Place
Chandler, AZ 85225

Late registration after
May 24th is
\$140.00

FROM JROTC

June 1, 2007

Cadets and Parents,

On behalf of Sergeant First Class Vincent Sta. Romana and Sergeant First Class Peter McBroom, I am very pleased to welcome you to JROTC for SY 07-08.

We have been here at Marcos de Niza H.S. since 1979. We are a U.S. Army JROTC unit—the only such program in the district. This program has experienced continuous growth for the past six years and I congratulate you for your choice of elective.

The Mission of JROTC is to help make cadets better citizens.

We instructors are not Active Duty U.S. Army Recruiters. In fact, we are retired from active service. Collectively, we served 63 years to our Country. We also have 18 years of JROTC experience. SFC Star has the 1st year cadets; SFC McBroom has the 2nd & 3rd year cadets; I have the 4th year cadets.

Those of you attending schools other than MdN will be bussed from your home school at approximately 6:50 a.m. for 0-hour here at 7:25 a.m., and be returned to your respective school for your 2nd hour class. MdN students: you will be assigned to either 2nd, 4th, or 6th hour class. One of us instructors will be at your respective freshman orientation to provide you information or answer all your questions.

Cadets will be issued a JROTC uniform during your 3rd week. It is free! It is U.S. Government property. You are expected to care for it and to return it at the end of the year or upon your withdrawal from this course. The only charge is for loss or damage.

Cadets will be issued a Cadet Handbook. It is to help you quickly understand the Standard Operating Procedures of this program; it is your ticket to immediate success! Parents, we will provide you a handbook, too.

The U.S. Army Cadet Command requires that parents complete and sign six forms. These forms must be returned to us within the first nine days; otherwise, your son/daughter will be dropped on the last drop/add day.

Cadets may earn one physical education credit while successfully completing two years of JROTC. The specific requirements are in the Cadet Handbook.

Our discipline plan is, as you would expect, firmer than other high school classes; after all, we are a U.S. Army-modeled organization. However, this isn't basic training. We fully comply with and enforce the District dress and bus policies. Further, U.S. Army Cadet Command specifies minimal standards of personal grooming and the wearing of jewelry while wearing the uniform.

You will discover that we are an activity-driven unit. We sponsor five extracurricular teams: color guard, adventure, rifle marksmanship, drill, and honor guard teams. Cadets are highly encouraged to pursue at least one of these teams. We coexist quite well with the other teams and activities around the District such as football, drama, dance, track & field, student government, etc. They will all help to make you a better citizen. Cadets are expected to participate in at least two community service events.


We have a web page that can keep you abreast of events. See www.tuhsd.k12.az.us. Click on Marcos de Niza High School. Then click on Departments. Then click on Military Science. Feel free to contact via telephone or email.

We are privileged to have a very supportive Parent Support Group (PSG). These parents provide material, food, and chaperone support at a number of our sponsored events. Join us at the Battalion Picnic on Saturday, Sept. 10th at Daley Park in Tempe and meet the current PSG Board Members. Get involved. Additionally, I will provide a Power Point presentation to new parents at the first PSG Meeting on Sep 12th at 7:00 p.m. in the MdN Faculty Lounge.

Again, we look forward to seeing you and having a sensational year. Have a great summer break.

Patrick Stolze
Lieutenant Colonel, United States Army Senior Army Instructor

NEW JROTC BATTALION COMMANDER NAMED



Craig Pearson has been named Battalion Commander and Christina Das has been named Sgt. Major. Congratulation to both of these students who have shown exemplary leadership qualities.

MDN FACULTY AND STAFF NEWS

2006 –2007 FACULTY & STAFF OF THE YEAR



Certified staff-Jeff Keck-Math, Heather Hunt-Business, Classifie dstaff -Olga Ortega-Murato -Custodian, and Mary Lou Ramirez-Admin. Assistant, are our very deserving winners of the awards of excellence presented by our school board each year. Congratulations to them. We are very proud of their efforts.

NEW FACULTY AT MDN

Crystal Theaker --Math, Amy Marino -Math, Matt Bjorkland -Social Studies, Shelly Leuck-Special Ed, Sarah Haas-Drama, Paula Sheehy-Foreign Language, Jessica Felix-Spanish, Justin Unger-Science, Erica Encnas-Spanish and Brad Olsen-Science, are new teachers joining the Marcos de Niza staff. We would like to extend a warm welcome and look forward to working with them.

2007 RETIREES

Our best wishes to Mary Bradley, Jill Harrison, Nancy Ullinskey, Luis Miranda, Maricela Hernandez, Yolanda Gomez, and Jody Sharpe for their many years of dedicated service to Marcos de Niza High School. You'll all be missed!

FAREWELL

Art Draper, Susan Jilek, Lou Moreno, Eric Smith, Brad Weinhold, Pilar Vasquez, and Marcus Williams will not be returning next year. We wish them luck in their future endeavors.

TEMPE DIABLO AWARDS



Tempe Diablos is a non-profit organization that sponsors several charity and scholarship events for the city of Tempe. Each year the Tempe Diablos recognize outstanding faculty and staff members throughout the city. This year's Marcos de Niza recipients are: **Certified**; Mrs. Krista Carr-FACS, Dr. Lisa Merrin, Educ. Services and Mrs. Leah Lang-Guidance. **Classified**; Ms. Sally Love-Admin. Assistant and Mr. Mike Munn-Security.

COACH OF THE YEAR



Toby Greer, Girls Basketball Coach, was named Coach of the Year by the Central Region AIA. Way to go, Coach!

CITY OF TEMPE - WALMART ARIZONA TEACHER OF THE YEAR



Congratulations to Mrs. Jody Sharpe who received the Wal-Mart Arizona Teacher of the Year Award. Please take the time to congratulate Jody on her exemplary efforts.

JROTC HONORS



Congratulations to Sgt. Sta. Romana who is the recipient of the Patrick Henry Medallion for patriotism.

FROM THE BOOKSTORE

2007-2008 TEXTBOOK DISTRIBUTION

Book distribution for the 2007-2008 school year is currently scheduled for **8:00-11:00 a.m. and 12:00-3:00 p.m.** on the following days*. Families may come on the same day. Entrance to textbook distribution will be on the north side of building 200.

ID CARDS

ID. cards are valid for four years. All incoming freshmen and newly enrolled students will receive one ID card at no charge. Replacement ID cards are \$5.00. A replacement ID is required for all athletic passes purchased. **ID pictures will be taken during book distribution Monday, July 23rd through Thursday July 26th from 8:00-11:00 a.m. and 12:00-3:00 p.m. Friday July 27th and Monday July 30th, from 12:00 to 3:00 p.m.** Students that have purchased an ID or/and Athletic Pass please **note** that your receipt expires within 30 days of purchase. AV will **NOT** accept outdated receipts If you do not take your ID picture during book distribution you may take your ID picture starting **Monday, August 14th** during lunch and after school. Look for more information when school starts.

FEE INFORMATION

Course and/or participation fees will be charged for some elective courses including, but not limited to: Photo, Art & Design, Commercial Art, Drawing & Painting, Design Technology, Computer Graphics, Ceramics, Band, Flag Line, Choir, Orchestra, Piano, Guitar, Drama, Stagecraft, Production/Performance, Advanced Acting/Directing, Marketing, Business Internship, Construction Technology, Building Trades, Basic Woods Drafting, Foods, Life 101, H.E.R.O., Child Development, and I.C.E.

TEXTBOOK DISTRIBUTION DATES

FRESHMEN

A thru M - July 23
N thru Z - July 24

SOPHOMORES

A thru M - July 25
N thru Z - July 26

JUNIORS

July 27

SENIORS

July 30

During this time, you may also purchase:

Parking Permit	\$50*
PE Uniforms	\$18.00* (Shirts \$6.50/Shorts \$11.50)
Sports Registrations	\$10* (Eligibility Card)
Sports Activity Fee	\$25* (Participation Fee, maximum of 3 per individual)
Yearbooks (pre-sale)	\$55*
Name on Yearbook	\$ 5*
Athletic Passes (pre-paid admission to all HOME athletic events.	
Note: these passes are not valid for AIA sponsored events)	
	\$25 – Student (K-12)
	\$40 – Adult Single
	\$70 – Adult Couple
	\$150 – Maximum Charge per Family



The Tempe Union High School District does not accept credit or debit cards. Cash and/or checks are the only method of payment accepted.

***ALL PRICES/DATES ARE SUBJECT TO CHANGE.**

FROM THE BOOKSTORE

HIGHER CONTRIBUTIONS ALLOWED



The state law, effective Jan. 1, 1998, allows Arizonans to contribute up to \$200 (maximum \$400 for couples filing a joint return) to public schools for extra-curricular activities, and then deduct that amount directly from their state income taxes through a tax credit. Contributions must be postmarked by December 31st of the year in which you want to apply your tax credit. This tax law helps support school activities and programs.

For a TUHSD Tax Credit Form, stop by the MdN Bookstore or contact Roland Carranza at the District Office at (480) 345-3730. Tax Credit forms may also be downloaded at www.tuhsd.k12.az.us/parent/tax_credit.htm.

Cash and/or checks will be accepted at the MdN campus bookstore. Please make checks payable to Marcos de Niza. A receipt will be issued and mailed to the contributor at the time of the donation.

NOTICE OF INSUFFICIENT FUNDS POLICY



The school district has contracted with CCM Enterprises to collect any insufficient funds checks received by our school. While we have posted notifications at our bookstore, child care center, and cafeteria for parents who visit our campus, we also need to advise parents that if their child brings a check to school, the parent is giving authorization to electronically debit his account for the returned check amount plus fees if the check should be returned by the bank. If you have any questions regarding this process, please contact the bookstore manager or Roland Carranza, Director of Finance, at (480) 345-3730.

COURSE AND ACTIVITY FEE SCHEDULES

TEMPE UNION HIGH SCHOOL DISTRICT ACTIVITY FEES FOR THE 2007-2008 SCHOOL YEAR.

To help offset the M&O expense of providing extra-curricular student activities in the Tempe Union High School District, a \$25 participation fee will be charged for the activities.

- Activity fees will be charged to participants in all activities and athletics for which a sponsor or coach is paid a stipend for that activity.
- Activity fees will be \$25.00 per activity with a maximum of \$75.00 for any one student and no family maximum.
- Principals will be responsible to determine if/when financial assistance is needed. Financial assistance forms may be picked up in the administration office at each school.
- Students must pay their activity fee in the bookstore prior to official participation in any activity. Refunds can be approved by site administration only.

Tax credit may be used to pay activity fees. Under state law ARS 4-1089.01, Arizona taxpayers can receive a dollar-for-dollar tax credit

when they contribute up to \$200 per year (\$400 for married couples filing a joint return) to extra-curricular activities in public schools. Below is a list of activities that require a participation fee:

ACADEMIC

Literary Magazine
Newspaper
Speech & Debate
Student Council
Yearbook

FINE ARTS

Band
Choir
Dance
Drama (performers)
Flag Line
Guitar
Orchestra
Percussion

SPORTS

Archery
Baseball

SPORTS

Basketball
Chess
Cross Country
Football
Golf
Gymnastics
Intramurals
Pom Pon
Soccer
Softball
Special Olympics
Spirit Line
Swimming/Diving
Tennis
Track
Volleyball
Wrestling

Marcos de Niza Bookstore

Remember to visit
the MdN bookstore
for a variety of
school supplies
and Marcos Wear



New styles coming this fall!

TEMPE UNION HIGH SCHOOL DISTRICT INFORMATION

STUDENT DISCIPLINE

J-390/JG(2)

The Governing Board is committed to maintaining school environments that are stable and contribute to the educational process. Within this context, the Board recognizes the need for fair, consistent, and responsive student discipline procedures designed to maximize administrator, teacher, student, and parent understanding and involvement.

Students are expected to conduct themselves, at all times, in a manner that will bring credit to themselves, their parents, and the school.

It is important that students know that the school staff is legally responsible for the conduct of students *during school hours, while the students are on campus, or at any school function*. Students are expected to follow the directions provided by all staff members during these times of responsibility.

ORIENTATION TO STUDENT DISCIPLINE

At the beginning of each school year, the principal shall ensure that each teacher is given a copy of the jointly developed criteria for the referral of students for administrative disciplinary action. These criteria shall be reviewed with all of the teachers. In addition, the referral procedure shall be outlined and given to each teacher.

PROCEDURES GOVERNING REFERRAL

If the behavior of a student in class makes his presence unacceptable, the student shall be excluded from that class for the remainder of the period via proper transmittal slip to the appropriate administrator. The teacher shall furnish the administrator with the full particulars of the incident as promptly as his teaching obligations will permit; in all cases, however, appropriate information shall be furnished to the administrator by the end of the day on which the referral is made.

Each referral shall be in writing. This information shall be furnished on a system form, with a copy to be retained by the teacher and a copy to be returned to the teacher and the student's counselor indicating the action taken. The administrator and/or the teacher may request a conference with the student and/or parent.

PROCEDURES GOVERNING RESPONSES TO REFERRALS

If the teacher has not received a response within three workdays after the submission of the referral, the teacher shall contact the appropriate administrator concerning the status of the referral.

If, after another three workdays following such contact, the teacher has not received a response to his referral and/or inquiry, the teacher may initiate action within the District's grievance procedure.

PROCEDURES GOVERNING CONFERENCES

Upon a student's first referral, a conference with the teacher, the parent and the administrator may be held.

Upon a second referral of the same student by the same teacher or for the same reason during a semester, a conference involving the teacher, the parent, and the administrator is required.

Upon a third referral of the same student by the same teacher or for the same reason during a semester, the class from which the referral came shall be closed until a conference involving the teacher, the parent, and the administrator can be held and a decision can be made as to the action to be taken. All parties shall be notified immediately.

The administrator may, if circumstances warrant, close the class prior to the third referral.

Should subsequent conferences occur, the principal shall determine whether the teacher's presence is necessary or whether a written statement shall be prepared in lieu of actual attendance.

SUSPENSION

The principal or assistant principal may suspend a student who is guilty of misconduct during the school day or at a school-related function for a specific period of time. Any suspension is subject to the due process rights set forth in Policy JGD/JGE/JFA(1) and (2).

Student code of conduct. Students are expected to conduct themselves at all times in a manner that will bring credit to themselves, their parents, and the school.

School responsibility for student conduct. Under Arizona law, students will be held to strict account for disorderly conduct on school property and on the way to and from school [A.R.S. 15-341(A)(13) and 15-341(A)(14)]. Students are expected to follow the directions of District personnel and agents while on school property, on the way to and from school, and at any school function. Students committing unreasonably dangerous or illegal acts while outside of normal school hours or functions may be excluded from school under certain circumstances.

Student discipline. Arizona law requires that school authorities regulate student conduct and discipline students for misconduct. Consistent with students' due process rights, school authorities will discipline students based on the nature of the offense committed and the disciplinary history of the offender to preserve the good order and educational climate of the school.

Disciplinary measures include counseling, probation, detention, suspension, and expulsion. Probation requires a student to exhibit absolute good behavior for a period of time and may involve the limitation of student privileges. Detention involves the confinement of a student to a designated area of the school for a limited period of time. Suspension means the temporary withdrawal of the privilege of attending or visiting a District school or a District school-sponsored function for a specified period of time. Expulsion means the permanent withdrawal of the privilege of attending or visiting a District school or a District school-sponsored function.

The categories of misconduct specified below are intended only as examples of the kinds of misconduct justifying discipline and not as a complete list of such misconduct. The guidelines for discipline are general, and particular situations may require imposition of a more or less severe measure than contained in the guidelines. School authorities must tailor discipline to the particular circumstances of each case.

Students should be advised that additional consequences, relating to participation in extracurricular activities, may be imposed by the principal, his designee, or the activity sponsor for the violation of any portion of the above policy.

Students wishing to voluntarily participate in substance abuse counseling, who have not been apprehended for violation of the substance abuse policy, may do so by contacting a building-level administrator or counselor. Such students will not be subject to disciplinary action for this self-referral.

NOTE: These are minimum recommended disciplinary guidelines for some examples of misconduct. Depending on the circumstances of the offense and history of the offender, actual discipline may be greater at the administrator's discretion.

GUIDELINES FOR SELECTED OFFENSES

Nature of Offense	Offense	Recommended Discipline
Profanity	1st	Counseling, probation, and up to 3 hours of detention
	2nd	Up to 1 day suspension or detention
	3rd	3 to 10 day suspension or detention
Insubordination - refusal to follow a reasonable request of a staff member	1st	Detention and up to 5 day suspension
	2nd	10 day suspension
	3rd	Semester suspension
Cheating on test or assignment	1st	Zero points on test or assignment and up to 5 day detention
	2nd	Removal from class with final grade of F
Unauthorized presence on, or in the vicinity of, another school campus	1st	Counseling and probation
	2nd	1 to 3 day suspension
	3rd	3 to 5 day suspension

Gambling	1st	Counseling and probation
	2nd	1 to 3 day suspension
	3rd	3 to 5 day suspension
Falsifying or forging school documents	1st	1 day suspension
	2nd	3 day suspension
	3rd	5 day to semester suspension
Smoking and/or use of tobacco on campus	1st	2 day suspension
	2nd	3 day suspension
	3rd	5 to 10 day suspension
Theft/vandalism/extortion	1st	Student is subject to suspension or expulsion, depending on the severity of the offense. (police referral)
Involvement in a potential disturbance on or in the vicinity of another campus	1st	Student is subject to suspension or expulsion, depending on the severity of the offense. (police referral)
Fighting (mutual combat)	1st	3 to 5 day suspension
	2nd	Semester suspension
Possession or use of articles designed to disrupt the educational process	1st	Confiscation of articles and 3 to 5 hour detention
	2nd	1 to 3 day suspension
	3rd	5 day suspension
Possession and/or use of fireworks	1st	1 to 3 day suspension (police referral)
	2nd	Semester suspension (police referral)
	3rd	Recommend expulsion (police referral)
Possession and/or use of explosive devices other than fireworks	1st	Semester suspension (police referral)
	2nd	Recommend expulsion (police referral)
Endangering health, welfare safety of others; any act that disrupts the normal educational process	1st	Student is subject to counseling, probation, detention, suspension, or expulsion depending on the severity of the offense. (police referral)
Criminal involvement in an off-campus offense is likely to Pose a threat to the safety or welfare of students or staff members or impair the normal educational process or educational climate	1st	Student is subject to counseling, probation, detention, suspension, expulsion in depending on the severity of the offense. (police referral)

Use of or being under the influence of illegal drugs or alcohol	1st	10 day to semester suspension with required counseling of both student and parent. Such counseling program must be approved by the principal and be completed during a time period acceptable to the principal. If at the conclusion of this time period, the principal has not received a letter verifying that this program has been completed, the disciplinary consequence will then become a semester suspension.
	2nd	Semester suspension To be eligible to return to school, the student must test negative on a drug test pursuant to the district's "Procedures for Testing," and complete a drug abuse counseling program as determined by the District or its designee.
	3rd	Recommend expulsion
Possession of illegal drugs, narcotics, or alcohol	1st	10 day to semester suspension with required counseling of both student and parent. Such counseling program must be approved by the principal and be completed during a time period acceptable to the principal. If at the conclusion of this time period, the principal has not received a letter verifying that this program has been completed, the disciplinary consequence will then become a semester suspension. (police referral)
	2nd	Semester suspension (police referral) To be eligible to return to school, the student must test negative on a drug test pursuant to the District's "Procedures for Testing," and complete a drug abuse counseling program as determined by the District or its designee.
	3rd	Recommend expulsion (police referral)
Hazing (See complete definition below)	1st	3 to 5 day suspension and completion of district-approved sensitivity counseling program.
	2nd	Semester suspension (reducible to 10 days with parent/guardian and student completion of district-approved sensitivity counseling program. If an offense is particularly egregious, discipline may be moved to a higher level. After a second offense, behavior may be viewed as discrimination. (See below.) (Police referrals will be made when applicable.)
	3rd	
Intimidation of or threatening another person	1st	Student is subject to counseling, probation, detention, suspension, or expulsion depending on the severity of the offense. (police referral)
Physical assault of a student	1st	10 day suspension (police referral)
	2nd	Semester suspension (police referral)
	3rd	Recommend expulsion (police referral)
Physical abuse of a staff member	1st	Semester suspension (police referral)
	2nd	Recommend expulsion (police referral)
Physical assault of a student which results in physical injury necessitating medical attention	1st	Semester suspension (police referral)
	2nd	Recommend expulsion (police referral)

Possession of a weapon (other than a firearm) or dangerous instrument capable of intimidating or inflicting bodily harm to another person	1st 2nd	Confiscation and up to one semester suspension (police referral) Recommend expulsion (police referral)
Threatening bodily harm on another person with a weapon or dangerous instrument	1st 2nd	Semester suspension (police referral) Recommend expulsion (police referral)
Use of a dangerous weapon resulting in the infliction of bodily harm on another person	1st	Recommend expulsion (police referral)
Threat to educational institution	1st	Recommend expulsion (police referral)

A student who is determined by the administration to have threatened an educational institution shall be recommended to the Governing Board for expulsion for at least one year except that the administration may modify this expulsion recommendation requirement for a student on a case-by-case basis, in the sole discretion of the administration, if the student agrees to participate in mediation, community service, restitution or other program(s) established by the administration in which the student takes responsibility for the threat and for the results of the threat.

MANDATORY DISCIPLINE FOR SPECIFIED OFFENSES

The Tempe Union High School District maintains a zero-tolerance policy for the following infractions and prescribes the following mandatory guidelines for discipline:

Nature of Offense	Offense	Required Discipline
Harassing and/or discriminatory conduct relating to an individual's race, color, religion, national origin, or disability (See complete definition below.)	1st	5 day suspension and completion of district-approved sensitivity counseling program
	2nd	Semester suspension (reducible to 10 days with parent/guardian and student completion of district-approved sensitivity counseling program) If an offense is particularly egregious, discipline may be moved to a higher level. After a second offense, behavior may be viewed as discrimination. (See below) (Police referrals will be made when applicable.)
Harassing and/or discriminatory conduct relating to an individual's gender (See complete definition below.)	1st	3 to 5 day suspension and completion of district-approved sensitivity counseling program
	2nd	Semester suspension (reducible to 10 days with parent/guardian and student completion of district-approved sensitivity counseling program). If an offense is particularly egregious, discipline may be moved to a higher level. After a second offense, behavior may be viewed as discrimination. (See below) (Police referrals will be made when applicable.)
Discrimination - When harassing	1st	Semester suspension

and/or discriminatory behavior becomes sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the education program or create an intimidating, hostile or offensive educational environment, it shall be deemed to be discrimination, not just harassing conduct	2n	Recommend expulsion If an offense is particularly egregious, discipline may be moved to a higher level. (Police referrals will be made when applicable.)
Possession of a loaded or unloaded, operable or inoperable firearm (gun) or any other device capable of propelling a lethal projectile, whether by explosive or mechanical means	1st	Recommend expulsion (police referral)
Possession for sale or distribution of narcotics or illegal drugs	1st	Recommend expulsion (police referral)
Physical assault of a staff member	1st	Recommend expulsion (police referral)

DEFINITIONS OF SELECTED OFFENSES

OFFENSE	DEFINITION
Cheating	Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise or assignment. Fabrication involves the falsification or invention of any information or citation in an academic exercise or assignment. Plagiarism means using another's words, ideas, materials or work without acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately.
Extortion	Attempting to obtain or obtaining money or property by threat or force.
Harassing and/or Discriminatory Conduct	For the purposes of this policy, harassing and/or discriminatory conduct is oral, written, graphic or physical conduct relating to an individual's gender, race, color, religion, national origin, (including an individual's ancestry, country of origin, or country of origin of the student's parents, family members, or ancestors) or disability, that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the district's programs or activities. Harassment may be evident from the explicit statements of the perpetrator or may be inferred from the surrounding circumstances. A hostile environment is created by behaviors such as the following when based upon, related to, or motivated by an individual's gender, race, color, national origin, ethnicity, religion or disability: <ul style="list-style-type: none"> ● Intimidation and implied or overt threats of physical violence; ● Physical acts of aggression or assault upon another, or damage to another's property; ● Demeaning jokes, taunting, slurs, derogatory nicknames, or innuendoes; ● Words that by their very utterance inflict injury or tend to incite an immediate breach of the peace.
Hazing	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:

	a) 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 the District; b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.
Intimidation	Use of language or conduct to frighten or attempt to frighten or coerce another person into submission or obedience.
Physical Abuse	Intentional or reckless touching of another person that does not result in physical injury.
Physical Assault	Intentional or reckless causing of physical injury to another or touching another person in tending to injure, insult, or provoke. Includes taking or attempting to take anything by force or threat of force and intentional use of a vehicle in a manner dangerous to person or property.
Property Damage	Intentional or reckless injury or abuse to the property of another.
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, and/or any other verbal or physical conduct of a sexual nature made by a student to another student or by a student to a staff member.
Theft	The taking or attempted taking of property belonging to another person without permission. Petty theft involves property with a value less than \$100. Grand theft involves property with a value of \$100 or more.
Threat	Use of language or conduct to make or attempt to make another person fearful of physical injury.
Vandalism	Willful destruction or damage of property.
Verbal Abuse	Use of profane or disrespectful language to insult or humiliate another person.

DRUG ABUSE BY STUDENTS J325/JFCI

The Governing Board believes that the use, possession, or sale of illegal drugs presents an especially hazardous threat to the health, safety and welfare of the school community. The Board further believes that it is incumbent upon the district to take whatever legal means it can to reduce the use, abuse, sale and distribution of drugs among students. To that end the following policy is in effect.

The non-medical use, being under the influence, possession, or sale of drugs on school property or at school events is prohibited. Non-medical is defined as "a purpose other than the prevention, treatment, or cure of an illness or disabling condition."

Students in violation of the provisions of the above paragraph shall be subject to removal from school property and shall be subject to prosecution in accordance with the provisions of the law.

Students attending school in the District who are in violation of the provisions of this policy shall be subject to disciplinary actions in accordance with the provisions of school rules and/or regulations.

Students who have been subject to a long-term suspension due to violation of this policy will be required to demonstrate abstinence from drugs by presenting results of a negative drug test in order to return to school.

For purposes of this policy, "drugs" shall include, but not be limited to:

- All dangerous controlled substances prohibited by law.
- All alcoholic beverages.
- Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy.
- Hallucinogenic substances.
- Inhalants.
- Anabolic Steroids.

Any student who violates the above will be subject to suspension, or expulsion, in addition to other civil and criminal prosecution in accordance with the provisions of the law.

The Superintendent will develop a written memorandum of understanding with appropriate local law enforcement agency(ies) pursuant to A.R.

DRUG ABUSE BY STUDENTS J-327.1/JFCI-R

Drug Abuse Prevention: The following administrative procedures are to be used to implement the Governing Board policy on drug abuse prevention: It shall be the responsibility of all school employees to report to the principal or other administrator in charge all suspected instances of the use, possession, or sale of drugs. **Distribution or sale of drugs:** When it is reasonably certain that a student is involved in the distribution or sale of drugs, law enforcement authorities and parent(s) or legal guardian(s) shall be contacted. A student who has been determined to be involved in the distribution of drugs shall be reported to the law enforcement authorities and shall be subject to suspension or expulsion. **Possession of drugs:** Law enforcement authorities and parent(s) or legal guardian(s) shall be contacted when the principal or designee determines that drugs to be used for non-medical purposes are found in the possession of a student. The principal or designee may also contact law enforcement authorities to help make such a determination. Pupils who are in possession of drugs to be used for non-medical purposes may be suspended or expelled. A student who has been suspended for a drug-related offense for a second time will be referred to the Superintendent or designee for further action (A.R.S. 15-843). **Under the influence of drugs:** If a teacher or staff member has reasonable suspicion that a student is under the influence of illegal drugs, he or she will have the student escorted to an administrator. If the administrator determines that the student is under the influence of illegal drugs, the parents/guardians of the student will be notified. The student will be subject to suspension or expulsion. If the administrator has reasonable suspicion that the student is under the influence of illegal drugs and the student denies use, the administrator will obtain a second opinion from a professional trained in identification of drug usage. If both opinions are that there is reasonable suspicion the student is under the influence, parents and or guardians will be notified. The student will be subject to suspension or expulsion. In either case, the parent or guardian will be given information on drug testing and counseling resources. A student who receives a long-term suspension for a second violation of the drug abuse policy will be provided the opportunity to be placed in an alternative education program. To be eligible to return to school the student must test negative on a drug test, pursuant to the district's "Procedures for Testing," and complete a drug abuse counseling program as determined by the District or its designee.

Student who seeks help: The District does not condone the non-medical use of drugs. The need for the availability of help to those who use/abuse drugs is recognized. It is the position of the District that communications between students and professional staff members will be held in trust unless it becomes evident that withholding information may result in harm or injury to the student or others. Staff members shall refer students who seek help to the school nurse and/or counselor. **Involvement with medical drugs (medication):** A student who needs access to medical drugs in school shall leave them, in the original container, with the school nurse. Exceptions to the above must have written permission from the school nurse. Permission and written directions from a physician concerning their use shall be left with the school nurse. Students who are in possession of medically approved drugs, but have not followed the directions described above, shall be disciplined in accordance with school disciplinary policies. Students who distribute such drugs to others will be considered as distributing drugs for non-medical purposes.

Parental involvement: When there is a reasonable suspicion that a student is violating the school drug policy and he/she is questioned by the school principal or designee, every effort shall be made to notify his/her parents or legal guardian that such questioning has taken place. When it has been determined that a student has violated the school drug policy, every effort shall be made to notify his/her parents or legal guardian.

Medical services: When there is reasonable suspicion that any student is under the influence of drugs while at a school activity and health services are unavailable, it shall be the responsibility of the supervisor on duty to call for appropriate assistance.

Return to school: When a student has returned from a suspension for using drugs for non-medical purposes, reasonable efforts should be made by school personnel and parent(s) or legal guardian(s) to prevent the problem from recurring. The process could include, but not necessarily be limited to, the following:

- Utilization of community-based programs.
- In-school group or individual counseling.
- An effort by the professional staff to help him/her emphasize the positive alternative to drug-use behavior.
- Further counseling as may be appropriate as recommended by District or designee.

Student neglect, child abuse, or child maltreatment: A staff member who believes that a parent or other adult is contributing to drug-using behavior of a student shall confer with the principal. Such a conference does not change the duty of the staff member to ensure that the case is referred to the appropriate child protective services for further investigation.

Drug education: Substance abuse prevention shall be combined with health, science, citizenship, or a similar program. In addition to the established curriculum, each principal shall direct the use of other educational information, including, but not necessarily limited to, assemblies, speakers, printed materials, class discussions, and bulletin board materials.

Student counseling: Counseling should emphasize drug abuse prevention as well as treatment, and an effort should be made to make it available to all pupils who desire this service. Counseling may be done individually or in groups. When a student seeks out an employee other than a counselor to discuss his/her drug problems, the particular staff member shall advise the counselor.

Staff education: Early in each school year, the Superintendent shall arrange a meeting that will include information on drug abuse prevention. The program will be conducted by personnel trained in drug abuse prevention and will include, but not necessarily be limited to, District policies and procedures, identification of commonly used drugs, and an approach that recognizes the dignity and worth of each student.

Parent and community education: At least once annually, the District shall sponsor a program for the community on its drug abuse preven-

tion programs. In addition to presentations by school staff members, the program may include representatives of law enforcement agencies and medical professions. Additionally, the District may offer programs in parent effectiveness training. News releases and other forms of communications may be used to educate parents and the community, using regular school channels for such purposes. Such communications will be approved by the Superintendent or designee.

Confidentiality: In order to preserve the rights of those in a counseling relationship, the counselor will assure the individual that information within the school setting cannot always be kept confidential. In some cases it will be referred to the appropriate Individual or agency. Such cases may include those that endanger the welfare of the student or others. The student shall be advised that school records include data concerning school achievement, test results, and attendance. School records are protected by federal and state statutes and do not include information concerning drug involvement. All drug test results will be treated in accordance with reasonable standards of privacy and will be disclosed to the administrator of the school and individuals with a compelling need to have such information. Student records pertaining to this regulation shall be subject to normal Family Education Rights to Privacy procedures and state law.

PROCEDURES FOR TESTING

A. Submission for Testing

In any situation in which drug testing is required, the administration will direct student and parents/guardian to a District approved testing facility. The student will be provided privacy while providing the urine sample/specimen, unless there is a particularized reason to believe that the student may alter or substitute the sample/specimen.

Any sample/specimen shall be used exclusively for the purpose of drug testing as provided under this Regulation. If required by the testing facility, the student shall produce a second sample/specimen. Any student producing samples/specimen for testing shall complete a form stating whether any medication, prescription or over-the-counter, has been taken or any poppy seeds eaten during the preceding thirty (30) days and listing any medications taken and indicating amount and frequency of use. The production of the sample/specimen shall be made in a reasonable time frame, as determined by the particular circumstances.

The group, known as a panel, of drugs for which students will be tested includes drugs recommended for screening by the National Institute of Drug Abuse (NIDA) which include but are not limited to: amphetamines, cocaine metabolites, marijuana metabolites, opiate metabolites (codeine and morphine), phencyclidine (PCP/Angel Dust), barbiturates, benzodiazepine metabolites, methadone, methaqualone, Propoxyphene (Darvon) and ethanol (alcohol). In addition, there will be a testing for anabolic steroids.

POSITIVE TEST RESULTS

Upon the finding of a positive test result, the student and parent(s)/guardian(s) will be notified and a meeting will be arranged with the principal/designee. The student shall be given the opportunity to explain, in a confidential setting, the positive test result. The student and parent(s)/guardian(s) will be given a copy of the written test results and the proper information that the positive test will result in disciplinary action, as set forth herein, that will follow the normal due process afforded students.

If the student and parent(s)/guardian(s) wish to contest the results of the test, they may do so at their own expense. In that event, arrangements will be made for the additional information analysis to be made at the same laboratory. If there is an objection by student and parent(s)/guardian(s) to the second confirmation being done at the same laboratory, arrangements will be made to ship or courier the sample to another laboratory whose standards and procedures meet the requirements of the District. A second confirmation for positive test will result in disciplinary action being taken. If test results are negative, the sample/specimen shall be destroyed. Positive samples/specimen shall be maintained for at least six months.

SUSPECTED SUBSTANCE ABUSE PROTOCOL J-328.1/JFCI-E

1. Teacher/staff may identify student under the influence by observing physical symptoms such as: staggering, increased reaction time, smelling of alcohol or other controlled substance, vomiting, glassy bloodshot eyes, dark glasses indoors, slurred speech, and direct behavioral observations, i.e., defiance of rules, verbal and/or physical abuse to others, erratic crying, hyperactivity, nervousness, dramatic attention-getting, obscene language, extreme negativism.
2. If substance abuse is suspected, the teacher/staff will contact an administrator or security to escort the student to the administrator's office.
3. The administrator will further determine if the student is in violation of the Drug Abuse policy.
 - If the administrator determines use, the parents will be notified.
 - If the administrator has reasonable suspicion of substance abuse and the student denies use, a second opinion will be requested of another professional trained in identification of drug usage.
 - The administrator will contact parent(s) or guardian(s) to report suspicions.
 - The administrator will provide the parent(s)/guardian(s) information regarding drug testing.

4. The administrator will take the appropriate discipline action.

SAMPLE SUBSTANCE ABUSE ASSESSMENT J-328.2/JFCI-E

Name: _____

Date: _____ Time: _____

Normal Values

- 1. Pulse _____ 60 – 90 2.
- 2. Blood Pressure _____ 120 - 140 / 70 – 90 3.
- 3. Respirations _____ 12 – 15 4.
- 4. Temperature _____ 98.6 + 1 5.
- 5. Pupils _____ 3.0 - 6.5, PERRLA
- 6. Conjunctive _____
- 7. Eyes: normal watery bloodshot other _____
- 8. Horizontal Gaze/Nystagmus:
_____ BL, follow smoothly
_____ Moderate to distinct nystagmus of R eye
_____ Moderate to distinct nystagmus of L eye
_____ Contact lenses hard soft

Questions:

- 1. Have you been drinking? yes no
Have you used any other illegal substance? yes no
If yes, what? _____
How much? _____
Where? _____

Are you ill? yes no

Are you on medication? yes no

If yes, what? _____

Do you have diabetes? yes no When did you last eat _____

Comments: _____

Signature: _____

STUDENT SUSPENSION AND EXPULSION J-440 JGD/JGE/JFA /DUE PROCESS RIGHTS

Student discipline is critical to the provision and implementation of public education. The governing board is statutorily authorized to discipline students and to suspend or expel students as it deems appropriate. The governing board vests the superintendent or the superintendent’s designee with the power to suspend students.

A student whose conduct may warrant suspension or expulsion shall be provided with notice of the alleged misconduct and an opportunity to be heard. The particular form of due process required shall depend upon the gravity of the situation and the type of discipline invoked. Due process procedures shall be set forth in an Administrative Regulation.

If a student withdraws from school after receiving notice of possible action concerning discipline, suspension, or expulsion, the governing board may continue with the action after the withdrawal and may record the results of such action in the student’s permanent file.

The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension, and expulsion of students is distributed to the parents of each student at the time the student is enrolled in school. Such rules shall be communicated to the students at the beginning of each school year and to transfer students at the time of their enrollment. The provision of a free appropriate public education for students with disabilities under the Individuals With Disabilities Education Act, who are suspended or expelled from school, shall be in accordance with Administrative Regulation JGD/JGE, JFA-R(2).

STUDENT SUSPENSION AND EXPULSION/DUE PROCESS RIGHTS

I. SHORT-TERM SUSPENSION

- A. Definition** Short-term suspension means the temporary withdrawal of the privilege of attending school in the District for a period of ten consecutive days or less.
- B. Authority to Suspend** The school principal and/or the principal's designee have the authority to impose short-term suspensions.
- C. Informal Due Process** The notice and hearing requirement for a short-term suspension is more informal and abbre-

viated than for a long-term suspension or expulsion. The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student shall then be provided with the opportunity to explain his/her version of the facts. The school official(s) involved shall make reasonable efforts to verify facts and statements prior to making a decision regarding discipline.

D. Decision Regarding Discipline The principal/designee may suspend the student for ten days or less, choose another disciplinary alternative, or exonerate the student. A written record of the decision shall be kept in the student's discipline file. There is no right to appeal a short-term suspension.

E. Recommendation for Long-Term Suspension or Expulsion In addition to imposing a short-term suspension, the school principal/designee may recommend to the superintendent that a long-term suspension or expulsion be imposed. The short-term suspension shall still be effective in this situation.

F. Notice Regarding Discipline If a short-term suspension is imposed upon the student, the following steps shall be taken:

1. If the student is not emancipated, the parent(s) or guardian(s) shall be notified before a student is permitted to leave the campus. If no parent contact is made, the student shall be isolated until regular dismissal time and given a written message to be delivered to the parent(s) or guardian(s) by the student.
2. A letter shall be sent to the parent(s), guardian(s), or emancipated minor within a reasonable time to explain the terms and reasons for the suspension.
3. The school principal/designee may make arrangements to schedule a conference with the parent(s), guardian(s) or emancipated minor as soon as practicable after the imposition of the suspension to discuss the student's conduct.
4. The suspension shall be reported to the governing board within five working days.

G. Imminent Danger Notwithstanding the above, the school principal/designee may immediately suspend a student when the student's presence creates a danger to any student or school personnel. As soon as the danger subsides, the due process procedures for short-term suspension shall be initiated.

H. Student Defenses In any suspension matter in which the matter of self defense, defense of others or defense of property is raised by the student, the principal/designee shall consider the defense raised and whether the physical force threatened or used by the student in the situation was justified as being the action of a reasonable person of similar age and experience.

Notwithstanding the above: (1) verbal provocation alone shall never be deemed to justify the threat or use of physical force; (2) students are never entitled to violate the District's weapons policy; and (3) excessive physical force or deadly physical force may never be used in defense of property. If the school principal/designee determines that the student justifiably acted in self-defense, in whole or part, the school principal/designee may reduce the recommended discipline or determine that no discipline shall be imposed.

II. ALTERNATIVE TO SHORT-TERM SUSPENSION

A. Definition Alternative to Short-Term Suspension is a program offered to eligible students. Student eligibility for the program is based upon length of suspension and offense. The program is discipline intensive and includes academic work. (See criteria for participation.)

B. Criteria for Participation

1. Only students being disciplined for non-violent offenses shall be considered for the Alternative to Short-Term Suspension Program. These offenses would include, but not necessarily be limited to: profanity; insubordination; unauthorized presence on, or in the vicinity of, another campus; gambling; falsifying or forging school documents; smoking and/or use of tobacco on campus; possession or use of articles designed to disrupt the educational process; possession and/or use of fireworks.
2. Only short-term suspensions (ten days or less) will be considered eligible for the Alternative to Short-Term Suspension Program.

C. Parent/Student Option

Once the administrator determines that a student is subject to short term suspension for a non-violent offense, parents, guardians or emancipated youth have the option to consider an Alternative to Short-Term Suspension Program placement in lieu of traditional short-term out-of-school suspensions, assuming all criteria are met. Parents, guardians or emancipated youth may select traditional short-term out-of-school suspensions instead of the Alternative to Short-Term Suspension Program.

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- D. Course Assignments** Course assignments for students assigned to the Alternative to Short-Term Suspension Program will be provided by the teachers of record with the purpose of enabling students to remain current in their assigned course work.
- E. Transportation** No district transportation will be offered for students assigned to the Alternative to Short-Term Suspension Program. Parents, guardians and students will be responsible for transporting the students to and from the centralized Alternative to Short-Term Suspension Program location.
- F. Effective Date** The effective date for the Alternative to Short-Term Suspension Program will be the outset of the 2001-2002 academic year.

III. LONG-TERM SUSPENSION

- A. Definition** Long-term suspension means the temporary withdrawal of the privilege of attending school in the District for a set period of time for eleven or more consecutive school days.
- B. Authority to Suspend** The superintendent, the superintendent's designee and/or the governing board are authorized to impose a long-term suspension.
- C. Informal Due Process** The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student shall then be provided with the opportunity to explain his/her version of the facts. The school official(s) involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.
- D. Decision Regarding Discipline** The school principal/designee may proceed with a recommendation for a long-term suspension, choose another disciplinary alternative, or exonerate the student. A short-term suspension may be immediately imposed as well. A written record of the decision shall be kept in the student's discipline file.
- E. Written Notice of Intent to Impose Long-Term Suspension** If a long-term suspension is recommended, a written Notice of Intent to Impose a Long-Term Suspension shall be mailed and/or hand-delivered to the parent(s), guardians or emancipated minor at the last known address. This letter should contain the following information:
1. The nature of the offense(s) alleged and the policies, regulations or rules allegedly violated and known to the administration of that time.
 2. A statement that the school principal/designee has recommended that a long-term suspension be imposed.
 3. Definition of long-term suspension.
 4. The extent of the punishment recommended, including the restrictions placed on the student during the period of suspension.
 5. A statement that the parent(s), guardian(s) or emancipated student are welcome to meet with the principal to discuss the situation in an informal setting.
 6. A statement that the parent(s), guardian(s) or emancipated student may request a formal hearing. A request form should be provided to the parent(s), guardian(s) or emancipated student and an explanation given that the request must be received by the principal within five working days after the Notice of Intent to Impose a Long-Term Suspension has been mailed and/or hand-delivered.
 7. A statement that if a formal hearing is not requested in a timely manner, the suspension will go into effect as approved by the superintendent.
 8. Information regarding the applicable due process procedures. Attach a copy of relevant Policies and Administrative Regulations.
- F. Imposition of Long-Term Suspension When Hearing is Not Requested** If the principal has not received a written request for a formal hearing within five working days after the Notice of Intent to Impose Long-Term Suspension has been hand-delivered or within ten working days, if mailed, the suspension shall take effect as approved by the superintendent.
- G. Notice of Hearing** If a timely written request for a formal hearing is received, a hearing date shall be scheduled within five working days after the request has been received. Written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor no less than three working days prior to the hearing. This letter shall include:
1. Date, time and place of the hearing.
 2. Notice of whether the superintendent will conduct the hearing or, if the superintendent has appointed a designee, the name of the designee.

3. Designation of the witnesses that the administration may call at the hearing, and a copy of all exhibits that the administration may use at the hearing.
4. Copies of all materials provided to the superintendent or the superintendent's designee by the administration.
5. Notice of the right to access any and all adverse evidence which may be presented, as well as access to the student's records prior to the hearing.
6. Upon request, the parent shall provide the administration with his/her list of witnesses and exhibits prior to the hearing. The list of witnesses and exhibits shall contain a brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing.
7. An explanation of the due process rights available to the student at the hearing, including:
 - a) The student's right to be represented by legal counsel or other representative, at his/her own cost. Notice of the fact that the student will be represented by legal counsel shall be provided to the District at least two working days prior to the hearing.
 - b) The student's right to present witnesses and cross-examine the administration's witnesses, and to introduce documentary evidence.
 - c) The administration's right to cross-examine the student's witnesses and to introduce documentary evidence.
 - d) The superintendent's/designee's right to cross-examine all witnesses.
 - e) The student's right to have the District bear the burden of proof for the offense(s).
 - f) The student's right to have the hearing recorded, whether on tape or by some other appropriate manner, and to tape-record the meeting at his/her own expense.

H. Status Pending Hearing The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.

I. Rescheduling The hearing may be rescheduled: (1) upon request of the parent(s), guardian(s), emancipated minor or the administration, if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the superintendent/designee.

J. Hearing Findings and Decision

1. The superintendent/designee shall prepare a written decision within five working days after the hearing. Copies of the decision shall be provided to the parent(s), guardian(s) or emancipated minor and principal.
2. The superintendent's/designee's decision is binding upon the parties, subject to appeal to the governing board. The decision shall take effect upon verbal or written notification of the decision, whichever occurs first.
3. The superintendent's decision is not binding on the governing board in event of an appeal to the governing board.

K. Report to Governing Board Within Five Working Days The suspension shall be reported to the governing board within five working days.

L. Student Defenses In any suspension hearing in which the issue of self defense, defense of others or defense of property is raised by the student, the school official, hearing officer or governing board shall consider the defense raised and whether the physical force threatened or used by the student in the situation was justified as being the action of a reasonable person of similar age and experience.

Notwithstanding the above: (1) verbal provocation alone shall never be deemed to justify the threat or use of physical force; (2) students are never entitled to violate the District's weapons policy; and (3) excessive physical force or deadly physical force may never be used in defense of property.

If the school official, a hearing officer or the governing board determines that the student justifiably in self defense, in whole or part, the recommended discipline may be reduced or it may be determined that no discipline shall be imposed.

M. Appeal to Governing Board The superintendent's/designee's decision may be appealed to the governing board on the following grounds only: (1) alleged denial of a right available to the parties that resulted in an unfair hearing; (2)

new evidence, (3) allegation of insufficient evidence; or(4) allegation of inappropriate punishment. A written notice of appeal must be received by the District within five working days after the decision has been hand-delivered or within ten working days of the date the decision was mailed to the parent(s), guardian(s) or emancipated minor and principal. The notice of appeal shall indicate the specific factual and/or legal basis for the appeal.

1. The governing board shall review the appeal in executive session.
2. The governing board shall consider the appeal at its next regularly scheduled board meeting or within 14 working days, whichever is more appropriate.
3. The parent(s)/guardian(s) shall be provided notice of the date, time and place of the executive session at which the appeal is to be considered by the Board. The parent/guardian may object to having the review of the appeal considered in executive session. Such objections must be made in writing to the board at least 36 hours prior to the Board meeting. Upon receipt of the objection, the review will be held in open meeting once appropriately noticed on a Board agenda, but in no event later than the next regularly scheduled Board meeting after the objection is received.
4. The governing board shall not be bound by the superintendent's/designee's decision, even if the record contains evidence that supports that decision.
5. No separate hearing to hear additional evidence shall be held by the governing board, unless, in its sole discretion, it determines that such a hearing is warranted. If the governing board determines that such a hearing is warranted, written notice regarding the hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor and administration no less than three working days prior to the hearing. This letter shall include the following information:
 - a. The date, time and place of the hearing.
 - b. The student's right to be represented by legal counsel or other representative, at his/her own cost.
 - c. Statement of the issue(s) upon which the governing board will hear evidence and in what form they will allow the evidence to be presented, e.g., witnesses, documents, oral argument, and/or written memorandum.
 - d. Statement of any limitations of time in which the parties have to present evidence on the issue(s), either through witness testimony and/or documents and/or oral argument, on the issue(s).
 - e. Statement that the parent(s), guardian(s) or emancipated minor bear(s) the burden of proof on the appeal.
 - f. The Governing board's right to cross-examine the student's/parent's/ guardian's and/or administration's witnesses.
 - g. Notice that the parent(s), guardian(s), or emancipated minor must provide a written list of witnesses and/or exhibits and/or written memorandum, along with copies of any exhibits and/or written memorandum, to the administration and the governing board at least two working days prior to the hearing along with notice that failure to comply with this requirement may result in the denial of admission of said evidence.
 - h. The right to have the hearing recorded, whether on tape or by some other appropriate manner, and to tape-record the meeting at his/her own expense.
 - i. Statement that the hearing may be rescheduled for **one time only** by the governing board upon request of the parent(s), guardian(s), emancipated minor or the administration, **only upon the showing of good cause**. Any period of delay caused by the re-scheduling may extend the recommended period of suspension proportionate to the period of delay caused by the re-scheduling, as determined in the sole discretion of the governing board.
 - j. Statement that if the parent(s), guardian(s), or emancipated minor do not appear at the time and place set for the hearing, that the governing board may render its decision based upon the record and include the result of such action in the pupil's permanent file.
6. The governing board may, in its sole discretion, listen to oral argument and/or receive written memorandum setting forth the factual and other grounds of the appeal.

N. Governing Board Decision If the governing board determines that the recommended punishment was not reasonable or warranted, it may modify the punishment accordingly. If the governing board decides to impose a long-term suspension upon the student, the suspension shall become effective the day after the governing board's decision. The governing board's decision is final. Written notice of the decision shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor.

O. Restrictions During the period of long-term suspension, a suspended student shall not be permitted on District property and shall not be permitted to participate in District functions or activities.

IV. EXPULSION

- A. Definition** Expulsion means the permanent withdrawal of the privilege of attending a school in the District, unless the governing board reinstates that privilege.
- B. Authority to Expel** Only the governing board is authorized to expel a student.
- C. Informal Due Process** The student shall receive verbal notice of the alleged misconduct and the evidence that exists to support the allegation. The student shall then be provided with the opportunity to explain his/her version of the facts. The school official(s) involved shall make reasonable efforts to verify facts and statements prior to making a recommendation regarding discipline.
- D. Decision Regarding Discipline** The school principal or the principal's designee may recommend expulsion, choose another disciplinary alternative, or exonerate the student. A short-term suspension may be immediately imposed as well. A written record of this action shall be kept in the student's discipline file.
- E. Notice Regarding Discipline and Executive Session** If expulsion is recommended, written notice that expulsion is being recommended will be mailed to the parent(s) or guardian(s). The parent(s)/guardian(s) will also be provided notice of the date, time and place of the executive session at which the Board decides whether to hold a hearing or to designate a hearing officer as provided in A.R.S. § 15-843(F)(2), and whether the hearing shall be held in executive session. The parent(s)/guardian(s) may object to having such decision made in executive session. Such objections must be made in writing to the governing board at least 36 hours prior to the board meeting. Upon receipt of the objection, the decision will be made in open meeting once appropriately noticed on a governing board agenda, but in no event later than the next regularly scheduled board meeting after the objection is received.
- F. Pre-Hearing Meeting of the Governing Board.** Unless the parent(s)/guardian(s) present a timely (see section E. above) written objection to the executive session, the Governing Board shall meet in executive session to decide whether to hold a hearing or to designate a hearing officer as provided in A.R.S. 15-843(F)(2), and whether the hearing shall be held in executive session.
- G. Written Notice of Intent to Expel and Notice of Hearing.** If expulsion is recommended, a Written Notice of Intent to Expel and Notice of Hearing shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor at the last known address no less than five working days prior to the formal hearing. This letter should contain the following information:
1. The nature of the offenses alleged and the policies, regulations or rules allegedly violated.
 2. A statement that the student is being recommended for expulsion and the restrictions that would be imposed on the student during the period of expulsion.
 3. Definition of expulsion.
 4. A statement that the parent(s), guardian(s) or emancipated minor are welcome to meet with the principal to discuss the situation in an informal setting.
 5. Date, time and place of the formal hearing.
 6. Notice of whether the governing board will conduct the hearing or, if a hearing officer has been appointed, the name of the hearing officer.
 7. Notice of their right to object to the Governing Board's decision to hold the hearing in executive session, whether conducted by the Governing Board or a hearing officer.
 8. Notice of the right of the parents(s), guardian(s) or emancipated minor to attend and/or have legal counsel or representative attend any executive session pertaining to the proposed disciplinary action, to have access to the minutes and testimony of such executive session, and to record such session at their own expense.
 9. Designation of the witnesses that the administration may call at the hearing and a copy of all exhibits that the administration may use at the hearing. The list of witnesses and exhibits shall contain a brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing.
 10. Notice of the right of the parent(s), guardian(s) or emancipated minor to access any and all adverse evidence which may be presented, as well as access to the student's records prior to the hearing.
 11. Upon request, the parent shall provide the administration with his/her list of witnesses and exhibits prior to the hearing. The list of witnesses and exhibits shall contain a brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing.
 12. Notice of the student's responsibility to notify the District of whether he/she intends to attend the hearing and whether he/she will be represented by counsel. This information should be provided to the District at least two working days prior to the hearing.
 13. An explanation of the due process rights available to the student at the hearing, including:
 - a. The student's right to be represented by legal counsel or other representative, at his/her own cost.

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- b. The student's right to present witnesses and cross-examine the administration's witnesses, and to introduce documentary evidence.
 - c. The administration's right to cross-examine the student's witnesses, and to introduce documentary evidence.
 - d. The governing board's/hearing officer's right to cross examine all witnesses.
 - e. The student's right to have the District bear the burden of proof for the offense(s).
 - f. Notice that the hearing will be recorded, whether on tape or by some other appropriate manner. Student may request a copy of the record.
- H. Status Pending Hearing** The student shall be allowed to remain in school pending the outcome of the hearing, unless the student's presence in school constitutes a danger to the student or others or unless a short-term suspension has been imposed and is in effect.
- I. Open/Closed Hearing.** If a parent(s), guardian(s) or emancipated minor has objected to the governing board's decision to hold the hearing in executive session, the hearing shall be held in an open meeting unless: 1. If only one student is subject to expulsion and disagreement exists between the student's parents or guardians, the governing board, after consultation with the student's parent(s), guardian(s) or the emancipated minor, shall decide in executive session whether the hearing shall be in executive session or in an open meeting. 2. If more than one student is subject to the proposed action and disagreement exists between the parents or guardians of different students, then separate hearings shall be held subject to the provisions of A.R.S. § 15-843.
- J. Hearing Officer's Role** If the hearing is conducted by a hearing officer, the hearing officer shall hear the evidence, prepare a record and make an advisory recommendation to the governing board. The hearing officer shall provide a copy of the recommendation to the parent(s), guardian(s) or emancipated minor, the superintendent and the governing board within five working days after the hearing concludes.
- K. Rescheduling** An expulsion hearing may be rescheduled upon request of: (1) upon request of the parent(s), guardian(s), emancipated minor or the administration if good cause is shown; (2) upon written agreement of the parties; or (3) as deemed necessary by the hearing officer/governing board.
- L. Student Defenses** In any expulsion hearing in which the issue of self defense, defense of others or defense of property is raised by the student, the superintendent, hearing officer or governing board shall consider the defense raised and whether the physical force threatened or used by the student in the situation was justified as being the action of a reasonable person of similar age and experience.
- 1. Notwithstanding the above: (1) verbal provocation alone shall never be deemed to justify the threat or use of physical force; (2) students are never entitled to violate the District's weapons policy; and (3) excessive physical force or deadly physical force may never be used in defense of property.
 - 2. If the superintendent, hearing officer or governing board determines that the student justifiably acted in self defense, in whole or part, the recommended discipline may be reduced or it may be determined that no discipline shall be imposed.
- M. Governing Board Review** If the governing board has not conducted the hearing, the governing board shall consider the hearing officer's recommendation and make its decision.
- 1. The governing board shall consider the matter in executive session.
 - 2. The governing board shall consider the matter at its next regularly scheduled meeting or within fourteen working days from the date the hearing officer's decision is received by the governing board, whichever is more appropriate.
 - 3. The parent(s)/guardian(s) will be provided notice of the date, time and place of the executive session at which the Board considers the Hearing Officer's advisory recommendation and makes its decision. The parent(s)/guardian(s) may object to having such consideration made in executive session. Such objections must be made in writing to the governing board at least 36 hours prior to the board meeting. Upon receipt of the objection, the consideration will be made in open meeting once appropriately noticed on a governing board agenda, but in no event later than the next regularly scheduled board meeting after the objection is received.
 - 4. The governing board shall not be bound by the hearing officer's advisory recommendation, even if evidence exists in the record to support the hearing officer's recommendation.
 - 5. No separate evidentiary hearing shall be held by the governing board, unless, in its sole discretion, it determines that such a hearing is warranted.

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6. The governing board may, in its sole discretion, permit oral argument and/or receive written memorandum setting forth the reasons why expulsion should or should not be imposed.

N. Governing Board Decision If the governing board determines that the recommended punishment was not reasonable or warranted, it may modify the punishment accordingly. If the governing board decides to expel the student, the expulsion shall become effective the day after the governing board's decision. The governing board's decision is final. Written notice of the decision shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor.

O. Restrictions A student who has been expelled shall not be permitted on District property and shall not be permitted to participate in District functions or activities.

P. Readmission After Expulsion

1. Definition: Readmission means the reinstatement by the Governing Board of the privilege of attending a school in the District after a student has been expelled from the District for at least one calendar year.
2. Authority to readmit. Only the Governing Board is authorized to readmit an expelled student.
3. Readmission procedure: The following procedure shall be implemented when a regular education student seeks readmission at least one calendar year after being expelled by the Governing Board . The Board will not consider a readmission request until at least one calendar year has expired since the date of the expulsion.
4. Application process: A student who has been expelled from the District for at least one calendar year may apply to the Governing Board for readmission when the student and/or parent(s) possess evidence to support justification for readmission.
 - (1) Parent submits a written request for readmission with supporting documentation. To apply the parent(s), guardian(s), or emancipated minor shall submit to the Superintendent a written request for readmission. The written request shall set forth the reasons why readmission should be considered and may include, but not necessarily be limited to, pertinent data in relation to the student's behavior and activities since the expulsion.
 - (2) Superintendent or designee interviews parent/student, and submits report to the Governing Board and to placement review committee. The Superintendent or designee shall interview the student/parent(s) or guardian(s) and collect any other pertinent data in relation to the student's behavior and activities since the expulsion. The Superintendent or designee shall make a recommendation to the Governing Board with any additional comments and/or recommendations that are pertinent. The Superintendent shall prepare a report comprised of: (1) the written request for readmission and any accompanying documentation; (2) a summary of the interview with the student/parent(s) or guardian(s); and (3) the Superintendent's recommendation with any additional comments and/or recommendations that are pertinent. The report shall be given to the Governing Board and to the placement review committee at the school site at which the pupil last attended by delivering it to the principal.
 - (3) Placement review committee submits recommendation to the Governing Board within fifteen (15) school days after receipt of the report by the principal. The placement review committee shall meet and review the Superintendent's report and submit its recommendation regarding the readmission request to the Governing Board within fifteen (15) school days after receipt of the Superintendent's Report by the principal.
 - (4) Notice of Executive Session to determine: (1) whether to hold a hearing to consider the request for readmission and, if so, (2) whether hearing officer. The parent(s) will be given written notice of the date, time, and place of the executive session at which the Governing Board will determine whether to hold a hearing to consider the request for readmission, and if so, whether to appoint a hearing officer. The written notice shall include a statement of the right of the parent(s) or legal guardian(s) or an emancipated student to indicate their objection to the Governing Board considering the request for readmission in executive session and that the parent(s) and the student's parent(s) or legal guardian(s) shall be made in writing to the Governing Board at least 36 hours prior to the executive session. Upon receipt of the written objection, the consideration by the Governing Board will be held in open meeting.
 - (5) Governing Board Executive Session to determine (1) whether the Governing Board will consider the request for readmission, and if so, (2) whether to appoint a hearing officer. The Governing Board shall meet in executive session (unless a written objection was timely received, in which case the matter will be discussed in open meeting) to review the Superintendent's report and the recommendation from the placement review committee and decide whether to consider the readmission of the student by holding a formal hearing. If the Governing Board elects to consider the readmission of the student, the Governing Board shall schedule a hearing or designate a hearing officer to hear the evidence.
 - (6) Written Notice of Hearing to Consider Readmission. If the Governing Board elects to consider a readmission request, a written Notice of Hearing To Consider Readmission will be mailed to the parent(s) or guardian(s) by cer-

tified mail, with return receipt requested, or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter shall contain the following information:

- The date, time, and place of the formal hearing to consider the readmission request.
 - Whether the Governing Board will conduct the hearing or, if a hearing officer has been appointed, the name of the hearing officer.
 - That the hearing will be held in executive session (closed to the public) unless the parent(s) deliver a written objection to the hearing being held in executive session at least thirty-six (36) hours prior to the hearing. Upon receipt of the written objection, the hearing will be held in open meeting.
 - That the parent(s), guardian(s), or emancipated minor shall have the burden of proof in demonstrating that readmission is appropriate.
 - That the parent(s) or guardian(s) shall provide the administration, at least two (2) working days prior to the hearing, with the parent(s)', guardian(s) or emancipated minor's list of witnesses and exhibits with a brief description of the subject matter of the testimony of each witness who will be called to testify at the hearing. The parent(s), guardian(s) or emancipated minor shall also notify the District at the same time of whether they will be represented by legal counsel, and if so, the name of the legal counsel.
 - The student's right to be represented by legal counsel or other representative, at the student's own cost.
 - The right of the parent(s), guardian(s), or emancipated minor to testify and introduce evidence in support of the request for readmission.
 - The right of the administration to testify and introduce evidence either in support of or in opposition to the request for readmission. A list of witnesses and exhibits shall be provided to the parent(s), guardian(s), or emancipated student at least two (2) working days prior to the hearing.
 - The right to have the hearing recorded, whether on tape or by some other appropriate medium, and to tape-record the meeting at the parent(s)', guardian(s)' or emancipated minor's own expense.
- (7) Student's status pending hearing. The student shall not be allowed to re-enroll in any school in the District pending the outcome of the hearing.
- (8) Hearing Officer's role. If the hearing is conducted by a hearing officer, the hearing officer shall hear the evidence, prepare a record, and make an advisory recommendation to the Governing Board. The hearing officer shall provide a copy of the findings of fact, conclusions, and recommendation to the parent(s), guardian(s), or emancipated minor, the Superintendent, and the Governing Board within five (5) working days after the hearing concludes. If readmission is recommended, it shall not take effect until after the Governing Board considers the hearing officer's recommendation and determines that readmission is appropriate.
- (9) Re-Scheduling. The hearing may be rescheduled:
- Upon request by the parent(s), guardian(s), or emancipated minor, or the administration, if good cause is shown, or
 - Upon written agreement of the parties, or
 - As deemed necessary by the Hearing Officer/Governing Board.
- (10) Governing Board review. If the Governing Board has not conducted the hearing, the Governing Board shall consider the hearing officer's recommendation and make its decision.
- (11) Notice of Appeal. The hearing officer's recommendation may be appealed by either the parent(s), guardian(s) or emancipated minor, or the administration by sending a written notice of appeal to the Governing Board within five (5) working days after receipt of the hearing officer's recommendation. The notice of appeal shall be received no less than twenty-four (24) hours prior to the meeting of the Governing Board wherein the decision regarding readmission will be considered. The notice of appeal shall set forth the ground(s) for appeal. The opposite party may file a written response to the appeal. The decision may be appealed on one or more of the following grounds:
- That the recommendation is not appropriate; or
 - That the recommendation was the result of bias or prejudice; or
 - That the student was not afforded due process; or
 - That new evidence is available that could not reasonably have been discovered prior to the hearing.
- (12) The parent(s), guardian(s) or emancipated minor will be provided written notice of: (1) the date, time and place of the executive session and (2) the student's parent(s) or legal guardian(s) and legal counsel's right to attend the executive session. The parent(s), guardian(s) or emancipated minor may object to having such review and decision made in executive session.
- Such objections must be made in writing to the Board at least 36 hours prior to the Board meeting.
 - Upon receipt of the objection, the review and decision regarding readmission will be made

in open meeting once appropriately noticed on a Governing Board agenda, but in no event later than the next regularly scheduled board meeting after the objection is received.

- (13) Unless the parent(s), guardian(s), or emancipated minor requests an open meeting, the Governing Board shall consider the matter in an executive session at its next regularly scheduled meeting or fourteen (14) working days from the date the hearing officer's decision is received by the Governing Board, whichever is more appropriate.
- (14) The Governing Board shall not be bound by the hearing officer's advisory recommendation, even if evidence exists in the record to support the hearing officer's recommendation.
- (15) No separate evidentiary hearing shall be held by the Governing Board unless, in its sole discretion, it determines that such a hearing is warranted.
- (16) The Governing Board may, in its sole discretion, permit oral argument.

Governing Board decision. The Governing Board may accept the hearing officer's recommendation, or reject the recommendation. The Governing Board may also grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Governing Board decides to grant readmission, the readmission shall become effective the day after the Governing Board's decision. The decision of the Governing Board is final. Written notice of the decision shall be mailed and/or hand-delivered to the parent(s), guardian(s) or emancipated minor.

V. CLASS PLACEMENT PROCEDURE WHEN TEACHER REFUSES TO READMIT STUDENT

- A. A placement review committee shall be established at each school site to determine the placement of a pupil if a teacher refuses to readmit a pupil who has been removed from the teacher's class.
- B. The committee shall be composed of two teachers who are employed at the school and who are selected by the faculty members of the school and one administrator who is employed by the school and who is selected by the principal. The faculty members of the school shall select a third teacher to serve as an alternate member of the shall not exceed three business days from the date the pupil was first removed from the existing class. If the teacher who refuses to readmit the pupil is a member of the committee, that teacher shall be excused from participating in the determination of the pupil's readmission and the alternate teacher member shall replace that teacher on the committee until the conclusion of all matters relating to that pupil's readmission
- C. The principal shall not return the pupil to the classroom without the teacher's consent unless the committee determines that the return of the pupil to that classroom is the best or only practicable alternative.

STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES J-444.1/JGD/JGE/JFA-R(2)

I. INTRODUCTION

Students with disabilities shall be disciplined according to Board policy JGD/JGE/JFA and Administrative Regulation JGD/JGE/JFA-R, as modified by Section 504 of the Rehabilitation Act of 1973 (§ 504) and the Individuals With Disabilities Education Act ("IDEA"). A removal (expulsion or suspension) of a student with a disability for more than ten (10) consecutive school days or a series of short-term suspensions, each of which is ten (10) school days or less but which creates a pattern of exclusion from school, constitutes a change of placement which requires certain procedural protections in addition to those protections that exist for non-disabled students.

II. STUDENTS WITH DISABILITIES UNDER § 504

- A. **Change in Placement.** A removal of a student with a disability for more than ten (10) consecutive school days constitutes a "significant change in placement" under 504. Also, a significant change in placement occurs when a student is subjected to a series of short-term suspensions, each of which is ten (10) school days or less, that creates a pattern of exclusion because the suspensions cumulate to more than ten (10) school days in a school year, and because of factors such as the length of each suspension, the total amount of time the student is suspended, and the proximity of the suspensions to one another.
- B. **Manifestation Determination Process.** The District shall evaluate a student with a disability before implementing a removal that constitutes a significant change in placement. The District shall not make a significant change in the placement of a student with a disability unless the manifestation determination team first determines that, based on the evaluation, the student's misbehavior is not a manifestation of the student's disability.
- C. **Manifestation Determination Team.** A determination may be made by the group of persons who make placement decisions. This group must have available to it evaluation data related to behavior which is recent enough to afford the group an understanding of the student's current behavior. The group must include persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

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- D. **No Manifestation.** If the knowledgeable group determines that the misbehavior is not a manifestation of the student's disability, the student may be removed from school in the same manner as non-disabled students. The District will cease educational services during periods of disciplinary exclusion if non-disabled students in similar circumstances do not continue to receive educational services.

 **Have a great summer!** 



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regularmente para las noticias y la información.
http://www.tuhsd.k12.az.us/Marcos_de_Niza_HS/index.htm

Do you have news we should know about? Do you want to submit items for the next edition of the Padre Newsletter?

We welcome your input and additions to this publication. You may submit feedback in writing to

Gloria Laguna at

glaguna.mdn@tuhsd.k12.az.us or

contact any administrator at (480) 838-3200.



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