



SUMMER 2009

**Marcos de Niza High School  
Parent Handbook**

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

**Marcos de Niza High School  
Parent Handbook**

Message from the Principal—Mr. Frank Mirizio  
“EXCELLENCE IN TEACHING AND LEARNING”

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 summertime, we are all very busy preparing for next school year. Before you know it, the first day of school will be here.

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 5, 2009 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.

Please allow me to brag a little about this past school year. Academically we continue to increase the number of students taking our Advanced Placement courses and tests. We have four National Merit Scholars to congratulate for the upcoming year they are Miss **Andrea Hall**, Miss **Rebecca Schmidt**, Mr. **Fahad Alam** and Mr. **Lawrence Fatica**. We had another record year in scholarship monies for the class of 2009, highlighted by senior, **Lauren Johnston** who was awarded the highly touted FLINN Scholarship. Last but not least our DECA class took five students to National competition in California. Our Quiz Bowl competitor **Josh Horn** finished 8<sup>th</sup> in the WORLD. This, of course, is huge. congratulations to all our exceptional students.

At the time I am writing this letter our baseball team is in the state championship tournament. Our track team had 15-20 state qualifiers. The boys 4 x 100 relay team, namely **Jeryan Butler**, **Diuante Jefferson**, **Martwan Weaver** and **Matt Shahin**, is the State Champions. We want to congratulate **Shantella McCoy**, who came in 2<sup>nd</sup> in the State in the girls triple jump. In addition, our boys and girls tennis teams qualified for the state tournament. We’ve had a very successful year with our Padre sports.

Something that will continue at Marcos de Niza will revolve around lunchtime. The campus will be closed for all freshmen and sophomores. Only juniors and seniors with the proper students I.D. will be allowed to leave for lunch. Please read inside this newsletter to get more detailed information on what is happening next year.

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 ext. 47651.

We thank you for your support.

Frank Mirizio, Principal

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**MEET OUR MARCOS DE NIZA ADMINISTRATORS**



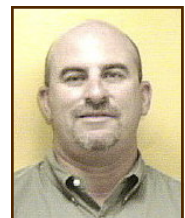
**Frank Mirizio,  
Principal**



**Brent Brown,  
Asst. Principal,  
Registrar**



**John Dolan,  
Asst. Principal,  
Activities**



**Mike Griffith,  
Asst. Principal,  
Athletics**

## FROM THE REGISTRAR'S OFFICE – MR. BRENT BROWN

### SCHEDULE DISTRIBUTION

Beginning with the 2009 - 2010 school year, schedules will be distributed through the bookstore during textbook distribution days, prior to the start of school. **All** students must go to the bookstore on the day they are scheduled to pick up their official schedule, textbooks, pay fees and take I.D. picture. Students must follow schedule. Remember, no schedule changes, including teacher changes, will be allowed unless there is a problem with the schedule. Please see Mr. Brown in the front office.

### DISTRICT STUDENT HANDBOOK DISTRIBUTION

On Wednesday, August 19, 2009, 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.

### 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, Mr. Brent Brown (480) 730-7654; TUHSD Director of Special Services Mr. Randy Lazar at the District Office (480) 839-0292, ext. 3706.

### 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 two sessions. 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.

### 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.

## FROM THE ATTENDANCE OFFICE

### REPORTING STUDENT ABSENCES

**THE ATTENDANCE OFFICE IS OPEN  
WEEKDAYS FROM 7:30 a.m. to 3:45 p.m.**



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 7:45 a.m.**

### STUDENT INFORMATION UPDATE

To make necessary changes to student information, please contact the Attendance Office at (480) 838-3200. 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:

- Personal illness
- Doctor or dentist appointment
- Serious family illness
- Death in family
- Important family business
- Checking out of school through the Nurse or Attendance Office
- 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:

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



### ATTENDANCE HOTLINE

**TO REACH THE ATTENDANCE OFFICE  
PLEASE DIAL,  
(480) 730-7659**

Press #1— for senior and juniors  
Press #2—for freshmen and sophomores

## FROM THE GUIDANCE OFFICE

### COUNSELING NEWS

All students and parents are encouraged to view the Marcos de Niza website 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 27 through August 5, 2009. The hours of Guidance Counseling office correspond to the hours of book distribution, which are 8:00 a.m.-11:00 a.m. and 12:00 p.m.-3:00 p.m.

\*Dates and times are subject to change.

### EXCEEDING AIMS DEADLINE

Do you want to EXCEED on AIMS? If you are planning, to get an Honors Tuition Waiver to an Arizona State University by *EXCEEDING* on AIMS in Reading, Writing, and Math, you must sign up in the Counseling Department. The registration for students who would like to sign up to exceed the standard on one or more AIMS tests in the fall of 2008 will be September 1 through October 1, 2009.

Keep in mind that beginning with the graduating class of 2009 students must exceed the standard on all three AIMS tests by the spring test during their junior year to be eligible for the ABOR tuition waiver scholarship.

To receive the waiver you must have...a **B** or better in each core course, a GPA of 3.5 or be in the top 5% and you must have exceeded all THREE areas (Reading, Writing & Math) of AIMS. For more information, please visit the MdN counseling department.

### 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 six 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 eligi-

ble 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. See your counselor for an Alternative Credit form.

### 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. 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 3.

### MDN COUNSELOR ASSIGNMENT

Parents, all students at MdN are assigned a counselor according to their last name. The assigned counselor will move with the student through his/her four years at MdN.

Mrs. Lang,  
Department Chair  
A - Bra

Miss Talavera,  
Counselor  
Han - Pat

Mrs. Brown,  
Admin. Assistant

Mrs. Cuevas,  
Counselor  
Brb - Ham

Mrs. Martinez,  
Counselor  
Pau - Z

(480) 838-3200  
Ext. 47630

Have a great summer Parents!

### SUMMER OFFICE HOURS

Summer hours start the week of June 1<sup>st</sup>.  
MON -WED 7:00 a.m.- 5:00 p.m.  
and  
THUR 7:00 a.m.- 4:30.p.m.

Normal hours will resume on July 20<sup>th</sup>.

## FROM THE GUIDANCE OFFICE

### Dual Credit vs. Advanced Placement – Which is best for my student?

There are key differences between Rio Salado/South Mountain Community College Dual Credit offerings and the Advanced Placement (AP) program. Each has strengths and weaknesses. The chart below may give you some good comparative data to use in deciding which route, or both, to take.

	DUAL CREDITS	AP CLASSES
<b>Use</b>	To meet “core” requirements* and electives	To meet “core” requirements*
<b>Variety</b>	19 Dual Credit classes in 6 departments	13 AP classes offered in 5 departments
<b>Transferability</b>	In-state and other public institutions and many private schools; not accepted by some selective private schools	Accepted by most institutions, public and private
<b>How transferred</b>	On a separate Rio Salado/South Mountain Transcript	As a score (5 thru 1) with 5 & 4 being most readily accepted (3 may be accepted; 2 & 1 not accepted for advanced placement)
<b>Hours Transferred/Accepted</b>	Hours transferred based on institution’s evaluation of coursework – generally all “core” credits are transferable in some manner	Advanced placement/credit given based on institution’s policies – generally 3 – 6 hours credit given per test depending on Exam score and admissions policy
<b>How Grade/Score Is Assigned</b>	Dual Credit grade is the same grade as high school grade	Based on a single, national exam administered in May; class grade has nothing to do with exam score
<b>Cost</b>	\$65.00 per credit hour + \$15 registration fee each semester	\$85.00 per exam
<b>Limits on enrollment/Conflicts</b>	Prerequisites and/or placement testing required for some classes. Students needing more than 4 credits to graduate are limited to 2 classes. Seniors, or students needing less than 4 credits to graduate can take an unlimited amount.	May take whenever courses fit their schedule; must miss class days right before Finals to take exams (4 hours per exam)

\* Core classes are those classes an institution requires of all students and generally include 2 semesters of English, Science, and Math (at least at College Algebra level), 2 or more semesters of Social/Behavioral Sciences and Fine Arts, and 2 years of a Foreign Language (if seeking a BA degree). Different majors may have slightly different core requirements.

### FREQUENTLY ASKED QUESTIONS



#### Which option is best for your student?

That is a hard question to answer, but consider some issues:

**Does your student have a desire to go to a selective private school?** If so, AP classes may be more appropriate, depending on the school selected (check their AP/transfer credit policies),

#### Is there a possibility your student may go to an in-state or other public school?

If so, AP or Dual Credit classes are equally useful (again, check the school’s AP/transfer credit policies).

#### Which program offers more options for your student?

Students can take any AP exam whether or not they have had the appropriate AP class – we call this the independent study option. Students who attempt this option must be highly motivated and well prepared in the content area in which they desire to test. There are more Dual Credit classes in more curricular areas and levels than exist with AP. For example, a student who is looking at a major that does not require Calculus can take the Dual Credit equivalent of College Algebra, the highest level math that major may require, without having to take Calculus.

#### Can my student use both options?

Students may take both Dual Credit and AP classes and in some cases, a class may be offered with both types of credit.

#### Will my student get really college level instruction in the Dual Credit classes?

All of our Dual Credit teachers are certified as community college instructors and are evaluated annually to assure they meet college teaching standards. They also must follow the Maricopa County Community College District course competences. Each of our courses corresponds to an equivalent course at a community college. Most are “core classes” and are transferable to schools both in-state and out-of-state with equivalent classes.

## PARENT PAGE



### NPLB UNIVERSITY

*(No Parent Left Behind)*

**KEEPING IN TOUCH** is Tempe Union H.S. District's **NPLB (No Parent Left Behind) University's** mission statement.

Our vision is to provide parents, grandparents, and/or guardians with the opportunity to network, share experiences, lend support, and learn useful parenting strategies and information in a non-judgmental environment.

**NPLB University** will offer a wide variety of programming, which vary with workshops. There are two types of workshops: Linking Parents and Teen Parent Connection.

Participation in NPLB (No Parent Left Behind) University is free and available to everyone!

Starting in July of 2009, check for the 2009-2010 workshops by visiting [www.tuhsd.k12.az.us](http://www.tuhsd.k12.az.us) and click on NPLB (No Parent Left Behind) University Workshops. To pre-register, call the Community Services Office at (480) 838-3200 ext. 40074.

#### LINKING PARENTS & TEENS WORKSHOPS

The intention of these workshops are to involve parents, pre-teens and teens together in order to allow for the maximum lines of communication to occur. Example of topics that will be addressed during these workshops may include: Bullying, Depression, Eating Disorders, Healthy Relationships, Internet Safety, Substance Abuse and Preparing for College.

### STUDENTS EARN COLLEGE CREDIT IN HIGH SCHOOL?



Do you want your student to earn college credit as a high school student? Has your student signed up for Dual-Enrollment, yet? Did you know that Marcos de Niza has a partnership with Rio Salado College for your student to earn college credit in their high school classes? Courses are \$65.00 per credit hour plus a fifteen dollar registration fee.

We offer the following courses for Dual Enrollment:

Ceramics 3-4/5-6/7-8	Child Development
Advanced Child Development	AP Computer Science
AP Senior Literature and Composition	Advanced Composition
Honors Junior English	Honors U.S. History
AP U.S. History	Honors Pre-Calculus
Math Analysis	AP Statistics
Calculus	

Freshmen, sophomores and juniors are eligible to take two classes a semester. Seniors are unlimited. All courses require placement testing and some require pre-requisites. See [www.riosalado.edu/dual](http://www.riosalado.edu/dual) for more information. MdN Rio Salado Liaison: Roxanna Dewey, (480) 838-3200, ext. 42552

### 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, Associate 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.

### FROM THE MDN 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 as 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 \$120 per week. The preschool follows the high school calendar and is open daily from 7:00 AM to 4:30 PM. Opening day for the preschool is August 10<sup>th</sup> and TUHSD staff and community members are welcome to enroll. For more information or a registration packet, please call (480) 730-7622.

## PARENT PAGE CONTINUED

### ECAP COMES TO MARCOS!

*"Goals are dreams we convert to plans and take action to fulfill."  
- Zig Ziglar*

Beginning with our incoming freshman, the graduating class of 2013, our high school will be utilizing the Kuder Career Planning System to build a comprehensive career plan with your son or daughter! ECAP (Arizona Education and Career Action Plan) and Kuder will enable students to track *career goals* through interest and skill inventories, track *academic and postsecondary education goals* by creating an individualized academic plan, and track *extracurricular activity goals* by documenting participation in student organizations, activities, and sports. ECAP powered by Kuder will assist your son or daughter in all aspects of career exploration, career research, and education planning.

Parents, you have a vital role in this plan! You will be able to help your son or daughter explore careers, develop education plans through high school and beyond based on their career goals, compare schools that offer training for specific career fields and apply for scholarships. Watch for more information on ECAP!

### MDN SILENT WITNESS HOTLINE



Did you know that Marcos de Niza has a Silent Witness hotline? It can be a very useful tool when you have information that you are afraid to share. You can call and leave an anonymous message with any information that may be useful in helping us solve a problem or if you know of a problem or witness a crime that we need to know about, you can leave a message there. The hotline number is (480) 730-7675.

### 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 Caranza, Director of Finance, at (480) 345-3730.



### ATTENTION MdN PARENTS!

If you would like to receive our newsletter by e-mail, please send your e-mail address to Mr. Mirizio at: [fmirizio.mdn@tuhsd.k12.az.us](mailto:fmirizio.mdn@tuhsd.k12.az.us)

Your e-mail address will not be shared; addresses will be kept confidential.

You may also view our seasonal newsletters on our website; click on:  
<http://www.tuhsd.k12.az.us/mdn/index.htm>

The *Padre Pride* newsletter is published quarterly. Look for the next issue in September.

## FROM THE LEARNING RESOURCE AND TECHNOLOGY CENTER

### LIBRARY NEWS

To celebrate Read Across America Day, March 2, 2009, the LRTC coordinated with the Fees Library to have some MdN Child Development students read to several of the Fees students. The students who participated were: **Kelsey McNeely, Neyma Parra, Angie Martinez, Leticia Gonzales, Megan McNiff, Megan Nusbaum** and **Jackie Boggess**.

MdN was excited about hosting the authors of the popular vampire series, *The House of the Night*, on Wednesday, March 18. The mother and daughter authors, P.C. and Kristin Cast have a number one new release, *Hunted*, which is the fifth book in a popular paranormal series. The students were very excited to attend this author event.

The LRTC hosted "Pop Quiz," celebrating National Library Week, April 12- 18, and in honor of our first Teen Literature Day, the library celebrated with an amnesty day. "The purpose of this new celebration is to raise awareness among the general public that young adult literature is a vibrant, growing genre with much to offer today's teens. Support Teen Literature Day also seeks to showcase some award-winning authors and books in the genre as well as highlight librarians' expertise in connecting teens with books and other reading materials." All service fees were waved Thursday, April 16 for those students returning books.



## FROM THE ACTIVITIES OFFICE – MR. JOHN DOLAN

Dear Parents,

This school year has been eventful and exciting in all areas of the activities world. From our spring musical *Urinetown* to the many activities surrounding Diversity Awareness Week, students continue to amaze me with their enthusiasm and involvement in school activities.

This year, Diversity Week was extended to other avenues. Our school resource officer along with student council sponsor Reagan Guzman had an idea to create a Unity Wall. Twelve students and Mrs. Guzman spent approximately three weeks creating a magnificent 24 foot mural that will be displayed in the cafeteria. It was great work by some extremely talented, young padres. Another group of students went to Prescott for a camp called Ourtown. Ourtown focuses on diversity. Students are exposed to different situations that make them choose what is the right thing to do based on their belief system. In the end, these students gained valuable knowledge about themselves as well as tools to be leaders on our campus this upcoming school year.

As our year ends, we are already planning for the next. Freshmen Orientation will be on August 5<sup>th</sup> from 4:00 p.m. to 7:00 p.m. Last year, we implemented a three hour orientation for both parents and students and will continue this program. Students and parents will hear about violence and how to prevent it, drugs and alcohol and their dangers as well as the importance of organizing themselves so they are prepared for the high school experience. We have a mini-pep rally planned and a question and answer segment with Mr. Mirizio. Please mark your calendar. This date is a great way to start their Marcos de Niza High School experience.



### 2009-2010 BELL SCHEDULES

#### Daily Bell Schedule #1

1	7:45	-	8:45
2	8:50	-	9:50
3	9:55	-	10:55
4	11:0	-	12:00
5/Lunch	12:00	-	12:40
6	12:40	-	1:40
7	1:45	-	2:45

#### Triple Assembly Schedule #5

1	7:45	-	8:36
2A	8:41	-	9:11
2B	9:16	-	9:46
2C	9:51	-	10:21
3	10:26	-	11:17
4	11:22	-	12:13
5/Lunch	12:13	-	12:53
6	12:58	-	1:49
7	1:54	-	2:45

#### Half-Day Schedule #4

1	7:45	-	8:21
2	8:26	-	9:02
3	9:07	-	9:44
4	9:49	-	10:25
6	10:30	-	11:06
7	11:11	-	11:47



#### Semester Exam Schedule #3

1 / 4	7:45	-	9:02
2 / 6	9:07	-	10:24
3/4	10:29	-	11:47

#### Pep Assembly Schedule #2

1	7:45	-	7:50
Pep Assembly	7:50	-	8:30
2	8:35	-	10:22
3	10:27	-	11:18
4	11:23	-	12:14
5/Lunch	12:14	-	12:54
6	12:59	-	1:50
7	1:55	-	2:45

### 2009—2010 CALENDAR TEMPE UNION HIGH SCHOOL DISTRICT

#### SEMESTER 1

August 5	Freshman Orientation
August 10	First day of School
September 1	Staff Dev 1/2 Day
September 7	Labor Day Holiday
September 21	Staff Dev 1/2 Day
October 6	Staff Dev 1/2 Day
October 9	End of Quarter 1
October 12-16	Fall Break - no classes
October 19	Beginning of Quarter 2
November 3	Staff Dev 1/2 Day
November 11	Veterans' Day Holiday
November 26-27	Thanksgiving Holiday
December 16	Semester exams
December 17	Semester Exams - End of Semester 1
December 18	No classes
December 21	Beginning of Winter Break



#### SEMESTER 2

January 4	End of Winter Break- Beginning of Semester 2
January 12	Staff Dev 1/2 Day
January 18	MLK Holiday
February 8	Staff Dev 1/2 Day
February 15	Presidents' Day Holiday
March 9	Staff Dev 1/2 Day
March 12	End of Quarter 3
March 15-19	Spring Break - no classes
March 22	Beginning of Quarter 4
April 2	Holiday - no classes
April 20	Staff Dev 1/2 Day
May 25	Semester 2 Exams
May 26	Semester 2 Exams- Last day for Students
May 27	Graduation

**MDN DELIVERY POLICY**  
For security and safety reasons, the office does NOT accept money, notes and deliveries to students during school hours.

## FROM THE ACTIVITIES OFFICE

### STUDENT BODY EXECUTIVE OFFICERS

President	Chaelee Chavez
Vice President	Paige Anderberg
Secretary	Tim Schodt
Treasurer	Ali Grabowski
Sports and Spirit	Hannah Botelho
Public Relations	Amber Houser
Historian	Alexxa Fernandez

### JUNIORS CLASS OF 2011

President	Gilbert Uriarte
Vice President	Kristen Sankey
Secretary	Ali Lutz
Treasurer	Julie Bennett
Representative	Jasmine Gamboa
Representative	Vanessa Jehling
Representative	Shannon Osgood

### SOPHOMORES CLASS OF 2012

President	Erin Jacobs
Vice President	Hayley Powell
Secretary	Krystal Aguilera
Treasurer	Izabella Fernandez
Representative	Alex Little
Representative	Maddie Kane

### SENIORS CLASS OF 2010

President	Noe Baez
Vice President	Ruby Lopez
Secretary	Patty Campoy
Treasurer	Kyle Becerra
Representative	Heather Johnson
Representative	Allison Palmer

## FRESHMEN ORIENTATION



**August 5<sup>th</sup> 2009**  
**4:00 p.m. to 7:00 p.m.**  
**Marcos de Niza Auditorium**

All incoming freshmen and new students are encouraged to attend our annual New Student & Freshmen Orientation. Parents are welcomed to attend.

- ◆ 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.**

## “MEET YOUR TEACHER” NIGHT



**Marcos de Niza High School**  
**Monday, August 24, 2009**  
**6:00 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

# Welcome Padre Parents!

## Marcos de Niza Bookstore

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

**New styles coming this fall!**

# Welcome back Padres!



## Padres of the Month

### FEBRUARY

#### Students

Kelly Biev  
 Nicholas Brice  
 Mariah Curley  
 Joseph Fraley  
 Casey Longbine  
 Arianna Lopez  
 Valerie Salazar  
 Yasmin Tapia-Vazquez

#### Athletes of the Month

Frank Armenta  
 Bianca Doller

#### The Staff Members

Julie Cuevas  
 Sandra Gorton  
 Kim Robinson

### MARCH

#### Students

Ryan Baker  
 Brittany Duffy  
 Allison Grabowski  
 Andrea Mattson  
 Kate Murphy  
 Ruben Perez  
 Maria Reyes  
 Alex St. John  
 Brett Thompson

#### Athletes of the Month

Mariah Hoffman  
 Maxim Sankey

#### The Staff Members

Chris Carr  
 Toby Greer  
 Vincent Sta. Romana

Keep up the good work,  
 Padres!



## PADRE RECOGNITION

### ARIZONA STATE YOUTH OF THE YEAR FOR THE BOYS AND GIRLS CLUB



Precious Wilson is a true example of an extraordinary young woman. At age 17, she has just been selected as the Arizona State Youth of the Year for the Boys & Girls Clubs of the East Valley.

Wilson competed against other Boys & Girls Club members at the state level. The State Youth of the Year Legislative Breakfast presented by Fiesta Bowl was held Tuesday, April 21 at the Sheraton Phoenix Downtown. Now Wilson go on to compete at the Regional level in July. If Wilson wins, she could potentially advance to Washington, D.C., in September to compete for the title of BGCA's National Youth of the Year. The National Youth of the Year receives an additional \$15,000 college Reader's Digest scholarship and is installed by the President in an Oval Office ceremony. The East Valley competition was sponsored by Intel, Hoag Family Trust, Cox Charities, the Chandler Compadres and Sun Lakes Charities.

Every year we honor teenagers we believe to be our pride and joy," said president/CEO Ramon Elias. "The candidates talk about what the Boys & Girls Club means to them and the vigorous process it takes to get here. It's an unforgettable night for nine teenagers who have been members of our Club since they were in grade school." Precious Wilson was awarded a \$20,000 Educational Fund from The Victoria Lund Foundation. She will receive \$5,000 a year for four years through the fund. Wilson also received a computer, a \$600 scholarship from Maricopa Community Colleges and a \$1,000 scholarship through the Joe Henderson Memorial Fund. Henderson was a member of the Chandler Compadres, a civic organization in the Chandler community.

Being named Youth of the Year is the highest honor a Boys & Girls Club member can receive. Wilson has been a member of the Boys & Girls Club for nine years. Ballet classes, playing both the violin and cello, church ministries, choir, cross-country, countless hours of community service with Arizona Veterans and cleaning up the neighborhood where her Club is located have kept Precious busy. Precious is a senior at Marcos De Niza High school and plans to attend the University of Texas when she graduates. Naturally, her love for the performing arts is something she would like to turn into a career someday. Precious plans to have a double major in Business Management and Dance.



### TEMPE MAYOR'S DISABILITY AWARDS

Congratulations to **Charles Calhoun, Nancy Derby, Nico Douglas, Francisco Kuipers, Raymond Martinez,** and **Jonathan Pugh**, who received an award from Hugh Hallman, Tempe's Mayor, for being Outstanding Student Employees or Volunteers. These awards are presented to students with disabilities, who are enrolled in the Tempe Union High School District, and have shown exceptional dedication and performance as employees. The students received a \$240.00 cash award along with a plaque.

### HONORABLE MENTION

#### FLINN SCHOLAR

Lauren Johnston

#### 2009 NATIONAL MERIT SCHOLARS

Paula Ibieta  
 Lauren Johnston  
 Julia MacDonald

#### ARIZONA STATE UNIVERSITY PRESIDENT BARACK OBAMA SCHOLARSHIP

Annalili Chacon

#### ARIZONA STATE YOUTH OF THE YEAR FOR THE BOYS AND GIRLS CLUB

Precious Wilson

#### 2009 TEMPE TOP TEEN

Joy Burke	Lauren Johnston
Emily Foree	Julia MacDonald
Gillian Grabowski	Carly Nacke
Donovan Henley	Maxim Sankey
Mariah Hoffman	Paula Schum

#### MdN STUDENTS OF THE YEAR

Kelly Biev	ROTC
Kelsie Beaudoin	Fine Arts
Joy Burke	English
Paula Ibieta	Social Studies
Amol Jain	FACS
Lauren Johnston	Science
Raymond Martinez	Educ. Services
Ryan Mehaffey	Physical Education
Maria Reyes	Business
Maxim Sankey	Math

#### 2010 NATIONAL MERIT SCHOLARS SEMI-FINALIST

Fahad Alam	Lawrence Fatica
Andrea Hall	Rebecca Schmid

#### STATE OF ARIZONA SKILLS USA TECHNICAL MATH COMPETITION

Devyn Diaz	2 <sup>nd</sup> Place
Amol Jain	3 <sup>rd</sup> Place



## PADRES SHINE ON

### MARKETING & DECA IS MORE THAN A CLASS IT'S AN EXPERIENCE!

It's been a busy year for Marcos DECA students. From community service projects to competition, our students have learned to be strong leaders, give back to the community and gained valuable skills that will serve them well in the future. Students enrolled in any business class at Marcos can participate in DECA activities. DECA is an International organization of business students that provides opportunities for high school students to network with other ambitious students, learn from business leaders around the country, and earn scholarships from our corporate sponsors.



2008-2009 Marcos DECA Leadership Team

To prepare for DECA competitions and the world of work, members attended various professional development activities this year. At the Western Region Leadership conference in downtown Phoenix, students learned about a variety of career fields from industry leaders and attended workshop on professional dress, competition and other business topics. We also attended the Sports and Entertainment conference in Orlando, FL, where students learned how to promote major sports teams, theme parks and entertainers. Our keynote speakers included the marketing executives from NASCAR and Universal Studios. Students also attended a performance by the world famous Blue Man group and spent a day enjoying all the attractions at Universal Studios.



DECA gives back: We collected more than 2000 items for St. Mary's Food Bank!

Our season kicked off with the DECA in the Pines leadership retreat for officers at Camp Shadow Pines in Heber, AZ. Students learned to lead their club members and get them excited about all that DECA has to offer. Next, our members participated in several community service projects. We collected more than 2000 items during our food drive for St. Mary food bank, and we recycled plastic bottles to help raise money for a young boy who needed heart surgery. Our senior DECA members also served as mentors for the Kyrene del Norte Elementary School bully prevention program hosted by Youth Frontiers. This was an incredible experience for our students, and we hope to make it an annual DECA tradition.



MdN DECA brings home the gold at the Eastern Area DECA competition



Max Sankey and Jeff Anderson  
Sweep the Competition!

After months of preparation, the competition season begins at the Eastern Area DECA conference at MCC. Marcos DECA students carried on our record of success by earning more than 20 awards, including several 1<sup>st</sup> place finishers. We continued the winning streak at the State DECA competition in Tucson with five students earning a chance to compete at the International DECA competition in Anaheim, CA. **Maxim Sankey** and **Jeff Anderson** placed 2<sup>nd</sup> overall in Travel and Tourism, **Josh Horn** placed 1<sup>st</sup> in Quiz Bowl, and **Taylor Holmquist** and **Chanel Michael** placed 1<sup>st</sup> for their Advertising Campaign for Ride Now Powersports. Students have to place top three or better to move on to the International level. Some events had as many as 200 competitors. To win at this level against some of the best business students in the state is an amazing accomplishment. Our success didn't stop there at the International DECA competition. Our very own **Josh Horn** and the Arizona Quiz Bowl Team came in 8<sup>th</sup> place in the world. This event requires advanced knowledge of economics, business and marketing concepts as well as a quick response time. Students

who participate in DECA competition gain the knowledge, confidence and experience to be successful in the business world. In today's competitive job market, students need to have a competitive edge and something to offer employers and colleges beyond the classroom. DECA provides that experience. Learn more about our program at [www.deca.org](http://www.deca.org). If you have any questions, please contact Heather Hunt, MdN DECA Advisor at [decalady@hotmail.com](mailto:decalady@hotmail.com) or (480) 838-3200 ext. 40238.



Senior DECA girls present in style!

## PADRES ON THE GO

### MDN HERO/FCCLA STATE CONFERENCE



Congratulations to the HERO/FCCLA students on their outstanding performance at the 2009 Arizona FCCLA Spring Conference. Marcos de Niza HERO Interns earned medals in various competitive events. Overall they earned a GOLD Chapter Achievement Award and individually each member earned medals. In addition to this, **Arianna Valencia** and **Mitchell Sanchez** were awarded scholarships to Johnson & Whales University, and five members qualified to participate at the FCCLA National Conference this summer. Students earned the following medals: **Kelly Biev**- Job Description-Gold, Job Interview-Silver, **Alyssa Howard**- Job Description-Gold, Job Interview-Silver, **Alexis Lopez**- Job Description-Gold, Job Interview-Silver, **Angie Martinez**- Job Description-Gold, Job Interview-Gold, **Megan Mc Niff**- Job Description-Gold, Job Interview-Bronze, **Christina Rodriguez**- Job Description-Gold, Chapter Showcase-Gold, **Priscilla Valle**- Job Description-Gold, Job Interview-Gold, **Cynthia Diaz**- Job Description-Silver, Job Interview-Silver, **Shelby Garcia**- Job Description-Silver, **Micheal Nieto**- Job Description-Silver, Chapter Showcase-Gold, **Janeth Quintero**- Job Description-Silver, Chapter Showcase-Gold, **Yasmin Tapia**- Job Description-Silver, Job Interview-Silver, **Abby Thayer**- Job Description-Silver, Job Interview-Gold, **Michelle Winters**- Job Description-Silver, Job Interview-Gold, **Brittany Lopez**- Job Description-Bronze, Job Interview-Gold, **Angelika Mendoza**- Job Description-Bronze, Job Interview-Silver, **Mitchell Sanchez**- Job Description-Bronze, Job Interview-Gold, **Arianna Valencia**- Job Description-Bronze, Job Interview-Gold and **Parker Abel**- Job Description-Proficient, Job Interview-Bronze.

### DIVERSITY MURAL UNVEILED

Mdn students, who are spray paint artist, worked hard on a mural that depicts some of the diversity of our campus. Artist were: **Marque Puig**, **Jerett Dowland**, **Sam Mascorro**, **Edward Matuz**, **Eric Matuz**, **Alex Valencia**, **Eric Del Rio**, **Noe Baez**, **Jordan Chave** and **Raul Cortez**.



### BEST BUDDIES TOUR DISNEY



In March, thirty-nine students plus sixteen adults from Mdn's Best Buddies went on tour to California. On the first day, the group visited the mall in California and did some shopping and had dinner. The next day, the group spent the day at Disneyland, many of the students staying at Disneyland until 12:30 a.m. On Sunday, they went to Newport Beach where some students were brave enough to get in the cold water. Finally they had lunch and then headed for home. All in all, it turned out to be a fun and exciting trip.



### MATH CLASS TAKES LEARNING TO NEW HEIGHTS

On Thursday, April 16, a bus-load of Mdn math students traveled to Frank Lloyd Wright's Taliesin in north Scottsdale to discover how he integrated his keen knowledge of math into his work as a world-renowned architect. The students were accompanied by Ms. Keta-Drowne and Mr. Dolan. For over an hour, they toured Wright's former house learning about how he utilized his knowledge of math, science, and architecture when constructing his own home as well as many famous buildings throughout the U.S. and foreign countries. Many considered Wright eccentric because he did not have electricity in his house. To this day, famous people from around the world continue to visit and often stay at Taliesin. Each year bachelor and master's level architecture students from around the globe descend on Taliesin. Most of the students have numerous job offers from prestigious architectural firms prior to ever finishing their studies at Taliesin. After the tour, the class went to Fountain Hills to eat lunch and participate in a tower-building contest using only 30 pieces of spaghetti and 30 small marshmallows. The winning tower was designed and built by **Atlanta Aim** and **Vanessa Reyes**.

### WORKBRIDGE EMPLOYER BREAKFAST

WorkBridge had their annual breakfast held at Tempe High School, sporting an Irish Leprechaun Pot o' Gold theme. The WorkBridge students at Mdn were fabulous and every student thanked his employer or volunteer organizations in the community for working with them on job readiness skills.

## FROM JROTC

Greetings to you new parents of students about to enroll into JROTC for 2009-2010!



We have just completed one very fast and exciting school year. We started with 172 cadets this year and ended up with 141—a very good finish.

Our last event of the year was our annual trip to Ft. Huachuca where we took 32 cadets on a five-day

adventure trip. The Cadets lived in Army barracks, ate in dining facilities except for a MRE (Meal Ready to Eat) for lunch at the training sites. The cadets trained on the Leadership Reaction Course, Rappel Tower, Rope Bridge site, Land Navigation Course, and the Obstacle Course. They toured the Post museums and the Unmanned Aerial Vehicle training site. This was a tremendous train-up for our new leaders and staff for next year.



LTC. Stolze & David McKaig

Our Battalion Commander for next school year is one of Marcos de Niza's own **David McKaig**. The Command Sergeant Major is **Andrew Funk** from Mountain Pointe.



One of our instructors, SFC Vincent Sta. Romana, was awarded the U.S. Army Silver Instructor Award for the 2008-2009 school year.

All our extracurricular teams--Rifle Team, Raiders, and the Drill and Color Guard teams--finished very strongly within their respective leagues around the state. New cadets will have an opportunity to try out for these teams just after school commences on August 10<sup>th</sup>. Come on out. Don't say you wished you had tried out. Announcements will be made in class as to the respective team tryout schedule.



Any cadet who wants to participate in our Raider (adventure team) program next school year, need to have a school-approved physical prior to participating.

We have five cadets who will be participating in this summer's Youth Leadership Conference at ASU West in mid July. This terrific leadership seminar, sponsored by the Military Order of the World Wars, is open to any sophomore or junior who wants to learn more about leadership and the governmental process.

New cadets should report to their assigned JROTC class the first day of school. We will issue your uniform during the 3<sup>rd</sup> week of school. There is no charge for the uniform unless it is lost or damaged. I will present a briefing to all new parents at the Parent Support Group meeting on Tuesday, Sept 8<sup>th</sup> at 7:00 p.m. in the MdN faculty lounge adjacent to the cafeteria.

If you have any questions, contact us at (480) 730-7685.

LTC Stolze

# GO ROTC!

### SELECTIVE SERVICE

The Selective Service is a government agency whose job is to provide untrained man power for the Armed Forces if there's a national emergency.

The law says that all 18-year-old men (including U.S. citizens living abroad and non-citizen immigrant males 18-25 residing in the U.S.) must register. The only young men exempt from registration are non-citizen males who are in the U.S. temporarily as tourists, diplomats and their family members, or foreign exchange students; incarcerated or institutionalized men; men on active duty in the Armed Forces; and students at U.S. military academies.

You are required to register within 30 days of your 18<sup>th</sup> birthday. If you cannot register on time because you are hospitalized or in prison, you have 30 days in which to register after you are released. If 30 days have already passed since your 18<sup>th</sup> birthday, register immediately, either online or at your post office.. Although Selective Service will accept a late registration, the longer you wait, the longer you are breaking the law and jeopardizing your future benefits.



**Selective Service System  
Registration Information Office  
P.O. Box 94638  
Palatine, IL 60094-4638  
or  
all 1-847-688-6888  
or  
Register with Selective Service  
Use the Internet: [www.sss.gov](http://www.sss.gov)**



## PADRE PRIDE MARCHING BAND BAND CAMP AND 2009 SEASON

The marching band meets over the summer for practices called "reading bands." These are not required, rather highly recommended. We will rehearse the music for the show, stands tunes, and just have an all around fun time! You will be able to meet fellow band students before the season begins! If you are in town, Mr. Burr expects you to attend these special nights.

**All students are required to attend:**

Band Camp Wk. 1 (July 21-24)

Band Camp Wk. 2 (July 27-31)



Questions???

Contact Michele McDowell (480) 768-2522 [mmcdowell@cox.net](mailto:mmcdowell@cox.net)

Band Website: [www.padrebands.com](http://www.padrebands.com)

Brandon J. Burr, Director: [bburr@tuhsd.k12.az.us](mailto:bburr@tuhsd.k12.az.us)

## DANCE YEAR IN REVIEW

The dancers at MdN had a great 2008/2009 school year! Over the course of the year, the dancers performed in two concerts, one in December and the most recent one, in April. During this time, intermediate and advanced dancers worked with two different guest artists, Michelle Taylor in the fall and Shane Flores in the spring. Several pieces choreographed by Donna Jagielski and one from guest artist Michelle Taylor highlighted the fall concert. The spring concert featured work by Shane Flores, but for the most part, the entire spring concert was choreographed and directed by our MdN dancers. Dancers behind the scenes worked advertising and promotion campaigns to create a greater awareness for the concert and to generate an increase in audience.



Also, during the course of the year, intermediate and advanced dancers took part in the Day of the Life of a Dancer program at Scottsdale Community College. Participating dancers shadowed college dancers throughout their day in technique classes and rehearsals. Our MdN dancers were able to take ballet and modern technique classes with SCC faculty.

Lastly, a number of our students took the role as choreographer(s) and rehearsal directors for creating the graduation dance with our wonderful preschoolers here at Marcos! We are very happy to pass our enthusiasm and love for dance to our up and coming generation!

## CHAMBER ORCHESTRA TO PERFORM IN VIENNA

Every school morning, a group of orchestra students crawl out of bed while it is still dark and head to Marcos for zero hour rehearsals. Their hard work and dedication has paid off because they have been invited to participate in the



200<sup>th</sup> year remembrance of the death of the great composer, Franz Joseph Haydn. This celebration, which is drawing musicians from all over the world, is being held in Vienna, Austria. The 16 students, 8 family members, and Mr. and Mrs. McCurdy will board the British Air jet for Vienna on the 24<sup>th</sup> of May and return on the 1<sup>st</sup> of June.

The four cellists in the group, **Maddy Powell, Nicky Delgadillo, Lawrence Fatica,** and **Alex Arroyo,** are preparing a special cello quartet to play at their five performances. They feel that this is an amazing, once in a lifetime chance for us to be part of something really great – to be in the place where classical music began, to walk in Haydn's footsteps, to perform where he performed, and to see and hear other great musicians. This will give us a connection to our musical roots unlike anything else.

The chamber orchestra's wonderful performance opportunities include a master class with a university professor, a performance at a gymnasium (high school) in Vienna, an open-air concert at the Schönbrunn Palace, in the Haydn Hall in Eisenstadt where Haydn's orchestra performed, at the Mirabell Gardens in Salzburg and finally at the Music Pavilion at St. Gilgen, looking up at the Alps! While in Salzburg, they hope to visit the salt mines and slide down the long poles deeper and deeper into the earth, cross the underground lake and venture into Germany – underground, of course!



These Chamber Orchestra students really love playing their instruments and enjoy performing with a group of talented musicians. They've worked hard to raise the money for the trip, not easy to do in these tricky economic times. The fundraiser they will never forget is the two days they spent ripping off old and putting on new advertising strips on all the 48,000 cup-holders in Chase Stadium!

The students and Mrs. McCurdy are deeply indebted to Mrs. Paulette Delgadillo who worked tirelessly finding places for the students to perform to earn money, who sent out hundreds of letters asking for donations, and who coordinated everything with the travel agency. She made this fabulous dream a reality for us. Chamber orchestra members are: **Aaron Bozukluoglu**-violin, **Adam Peterson**-viola, **Alex Arroyo**-cello, **Amber Riski**-violin, **Andrea Castro**-violin, **Bridgette Bennett**-viola, **Carole Almendarez**-violin, **Kari Breseke**-viola, **Katie Nagel**-violin, **Lawrence Fatica**-cello, **Maddy Powell**-cello, **Nectaria Delgadillo**-cello, **Patrick Edwards**-violin, **Rebecca Schmidt**-viola, **Skye Ynez**-bass and **Suzanne Williams**-violin.

# FROM THE CAFETERIA

## FOOD AND NUTRITION OFFICE GENERAL INFORMATION

Tempe Union High School District offers a wide variety of food choices. Students can choose menu items from at least four or more specialized food court areas. Daily menu choices include pizza, burgers & fries, Casa Solana Mexican foods, as well as freshly made subs, sandwiches and bagels.



All food items are sold ala Carte with the exception of the **Combo Lunch**. Combo Lunches are priced from **\$2.00 to \$2.75**. It includes milk, fruit and salad. A complete combo lunch is nutritionally equivalent to a meal that is served in the National School Lunch Program. Combo Lunch menus are as follows: shaved turkey breast sandwich, or chef salad, or bean burro or a beef taco and a daily special.

The district's pricing policy encourages students to select nutritionally smart menu choices. Students may purchase fresh fruit, full strength juices, milk, yogurt and freshly made salads at very reasonable prices. Less nutritious foods are priced considerably higher.

### FREE MEAL APPLICATIONS

The **Combo Lunch** is available **free** to all families receiving any Department of Economic Security (D.E.S.) benefits, including D.E.S. placed foster children, group home children and homeless children. In order to receive free meals, you must complete the **"Free Meal Registration Form"**. The registration form is available on line at: <https://www.tuhsd.k12.az.us/view.php?page=26.62> (**Free meal application**) You may also pickup a copy in the principal's office or cafeteria. Completed forms are best returned to the cafeteria manager.



For your convenience, students may open a debit account with the cafeteria. The school I.D. is used for the account and enables the student to make purchases without having to use cash. Personal

checks are accepted with a debit card account. Account deposits as well as reviewing account transactions may be made on line. <https://secure.revtrak.net/tuhsd/tek9.asp> (Deposits). <https://www.mymealmoney.com/tempe.aspx> (View Transactions)

### BIOMETRIC IDENTIFICATION

(Finger-scan Identification)



Finger-scan identification is available for students that frequently lose or fail to bring their I.D. card. Biometric identification uses multiple points located from a finger print image to create a unique identification code. The system insures that only the finger of the account holder can access account funds. The finger-scan system secures lunch funds and eliminates the need to carry an I.D. card.

The system **does not** retain finger prints! It stores a template that is converted to a binary number that is used to locate the student lunch account. Fingerprints cannot be recreated from the template.

The finger-scan system requires a fee of \$4.00 to initiate and input into the data base. Once the scan is established, the student no longer needs to produce an I.D. card and funds cannot be accessed by anyone else.

Please remember, that free or full price student debit accounts cannot be used without the student's I.D.

### CATERING MENU



Your school cafeteria can provide food for all occasions, Sport banquets, club meetings as well as booster events. Please check out TUHSD web site for menu choices and prices: <https://www.tuhsd.k12.az.us/departments/foodandnutrition/foodCateringMenu.pdf>

If you have any questions, please feel free to contact your school cafeteria (480) 730-7644 or call the Food & Nutrition Office at (480) 345-3745.

## Taxpayers

### Donate to a Marcos de Niza extracurricular activity\* TUHSD Tax Credit Deposit Form

**YES!** Distribute the enclosed donation of \$ \_\_\_\_\_ (up to \$400\*\*) to the following Marcos de Niza High School extracurricular activity/ activities: 1) \_\_\_\_\_ \$ \_\_\_\_\_ 2) \_\_\_\_\_ \$ \_\_\_\_\_

If your donation is for a specific student's extracurricular activity, write in his/her name and student number:

Student Name: \_\_\_\_\_ Student # \_\_\_\_\_

This information will be supplied to the Arizona Department of Revenue. A receipt will be mailed to the contributor for tax filing purposes. Please complete with current information.

Full Name (first and last) \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone # \_\_\_\_\_ Work Phone # \_\_\_\_\_ Cell Phone \_\_\_\_\_

**Mail to: Marcos de Niza High School • Attn: Bookstore Manager • 6000 S. Lakeshore Drive • Tempe, AZ 85283**

\*Extracurricular activities are defined as: "school-sponsored educational and recreational activities that require enrolled students to pay a fee in order to participate."

\*\*Tax credit is up to \$200 per individual tax return and up to \$400 for married filing jointly.

Contact your tax advisor for more information.

## FROM THE ATHLETICS OFFICE- MR. MIKE GRIFFITH

### GET YOUR PAPERWORK IN EARLY !

IT WILL TAKE **24 - 48 HOURS** TO CLEAR YOU TO PLAY A SPORT !!

The following Fall sports are offered:

Cross Country	August 10	Girl's Volleyball	August 10
Swimming/Diving	August 10	JV/F Football	August 10
Freshman Tennis	August 10	Football	August 3
Golf	August 10		

All athletes **MUST** have all required documentation turned into the Athletic Office **BEFORE** they can participate in a sport.

Clearing for participation in a sport is an easy procedure IF you follow the directions that are supplied in each packet. Sports packets are available in the front office during regular summer hours, Monday - Thursday, 7:00 a.m.-5:00 p.m. and beginning Monday, July 27, you may pick up the sports packet Monday through Friday, 7:30 a.m.-3:30p.m. Here are the items you should receive in your sports packet:

1. Athletic Participation and Physical Card
2. Athletic Checklist
3. List of sports, when they begin and coaches name/phone number
4. Two emergency cards
5. Athletic Handbook

In addition, insurance enrollment envelopes from Myers-Stevens & Toohy Insurance Company are available for athletes who are not covered by private health insurance. **ALL athletes must be insured.**

All athletes are required to turn in the following items **BEFORE** they will be cleared for participation in any sport:

1. **Fully completed Participation and Physical Card** including a doctor's signature, date of exam, and signatures of a parent and the student on page 2 and page 4
2. **Both NOTARIZED Emergency Cards** - These must be signed in the presence of a notary. Pre-signed cards will not be accepted.
3. **Bookstore receipt** showing payment of the \$50 Activity Fee and the \$10 Lock Fee. Lock fees are required for all sports except golf and swim. Although we do not recommend it, the athlete may choose not to use a locker; however, payment of the fee is still required by the District Office.
4. **Birth Certificate** – All freshman and new athletes enrolled in any grade must submit a copy of their birth certificate to the Athletic Office. If you submitted a birth certificate during a previous year as an athlete, you do not need to provide it again.
5. **Insurance Information** – This information must be provided on the Participation and Physical Card and the Emergency Card. We do not require copies of the insurance card itself, merely the information.

### TURN IN ALL OF THE ABOVE ITEMS TOGETHER!

We do not accept partially completed packets and we will not hold them for you while you go to the bookstore to get your receipt. Go to the bookstore **FIRST**, get the receipt, then come to Athletics to turn in your entire packet.

### LOST EQUIPMENT

If you need to turn in equipment from a past season or owe money in payment for it, you will **NOT** be cleared until the equipment is returned or payment is made. If you are uncertain of the amount you owe, please contact the Athletic Office to receive that information.

Please be advised that it will take 24-48 hours for participation clearance. There are NO immediate or same day clearances.

### STUDENT PARKING PERMITS AND INFORMATION

Student parking permits may be purchased in the bookstore for \$50.00 per year. At the bookstore you will pay the fee and pick up the Parking Permit Application. Once it has been completed it should be given to the security guard in the student parking lot on the first day the student drives to school. The security guard will then issue the parking sticker and your application will be maintained in the Athletic Office.

Parking stickers are not transferable and must be affixed to the windshield of the vehicle for which the application was completed. Every vehicle parked in the student parking lot **MUST** be registered with the Athletic Office.

A \$5.00 fee will be charged for duplicate vehicle stickers regardless of the reason. This includes broken windshields, new vehicles or change of vehicles. Additional vehicles are charged the full price. Vehicles without stickers may be towed at the owner's expense. No refunds will be given to students who forfeit their parking privileges due to infraction of school rules or if the application has been falsified in any way.

Students and parents dropping off students are expected to comply with all posted signs and all directions given by school security guards. Failure to comply with either can result in loss of parking privilege and/or discipline by the administration.

Parking Applications will be available in the bookstore during Book Distribution Week as well as throughout the school year.

### STUDENT, ADULT AND FAMILY ATHLETIC PASSES

Beginning this year, the Athletic Office will be issuing activity passes for students, adults and families.

The activity pass will be a **separate card** issued to those who wish to purchase, in advance, their entry into all (home) MdN activities/athletic events and it no longer requires the purchase of a new ID card.

The cost for these passes is: **Student** – \$30.00, **Adult** – \$45.00 and **Family** – the cost of each adult, each child over 6 years (\$30.00), **BUT no more than \$180 total** per family no matter the number of family members.

These passes provide a significant savings over the cost of paying for each individual entry and save you the time of standing in line. For example, the cost of a single student varsity football ticket is \$4.00. If the student attends all home varsity football games, they would pay a total of \$20. **BUT**, the pass not only covers the cost of varsity football, but **ALL** athletic events where an entry fee is charged – three levels of football, volleyball, basketball, soccer, etc. Entry fees can add up quickly, so why not save some money and buy a pass?

### STUDENT, ADULT AND FAMILY ATHLETIC PASSES

Passes will be available in the Athletic Office. Simply make your purchase in the bookstore and bring your receipt to the Athletic Office to receive your pass. Passes are imprinted with the purchaser's name and laminated for all-year use. When entering the event, you will be required to present your pass and ID to the ticket taker. These passes are not transferable and are only good for ONE entry into each event. In addition, they cannot be used during AIA events, such as play-off games and invitationals. If you lose your card, you can purchase a replacement card for \$5.00.

In addition to being able to purchase your card in Athletics Monday-Friday 7:30 a.m.-3:30 p.m., you will be able to buy them at freshman orientation and the first 2 varsity football games of the season.

### Marcos de Niza High School Athletics

Principal: Frank Mirizio  
Athletic Director: Mike Griffith  
Region: Central  
Division: 5A/2  
School Colors: Brown/Gold  
Mascot: Padre



# Go Padres!

### MARCOS DE NIZA PADRE FOOTBALL SUMMER 2009

#### ATTENTION ALL PARTICIPANTS GRADES 9-12

Strength Agility and Speed Camp - in the Marcos weight room "The Dungeon"

- ◆ May 27<sup>th</sup> thru July 27<sup>th</sup> - 12:30 p.m.— 3:30 p.m.
- ◆ Passing League - May 27<sup>th</sup> thru June 24<sup>th</sup> - 3:30 p.m.— 7:30 p.m.
- ◆ 6th Annual Touchdown Club Golf Tournament - Saturday, June 13<sup>th</sup> at The Arizona Grand Resort
- ◆ Marcos de Niza Pre-season Champ Camp- July 24<sup>th</sup> thru July 31<sup>st</sup>

If you have any questions, please contact Coach Lopez at (480) 232-8890 or at his office (480) 730-7694

For more detailed information, please visit our website at [padrefootball.org](http://padrefootball.org)

#### PADRE PRIDE -

- 1ST BE A GOOD PERSON
- 2ND BE GOOD STUDENT
- 3RD BE A GOOD FOOTBALL PLAYER



**BAND OF BROTHERS - PRIDE AND RESPECT - GO PADRES !!!**

### S.A.S. MDN SPEED-AGILITY-STRENGTH SUMMER CAMP

S.A.S. summer weightlifting camp is a great way to get ahead of the competition. During S.A.S. 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.

### MARCOS DE NIZA HIGH SCHOOL PADRES OPEN TO ALL BOYS AND GIRLS GRADES 8—12



May 27<sup>th</sup> through July 18<sup>th</sup>  
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.



### MEET IN THE DUNGEON!

(MDN High School Weight Room)

*Get Stronger than the Competition!*  
**SPORT SPECIFIC TRAINING- IMPROVEMENT  
GET STRONGER IN THE DUNGEON**

### S.A.S CAMP 2008

### SPEED AGILITY AND STRENGTH IMPROVEMENT FOR ALL SUMMER AND ONE-ON-ONE WORK

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

HOME PHONE ( ) \_\_\_\_\_ CELL PHONE ( ) \_\_\_\_\_

WORK PHONE ( ) \_\_\_\_\_

\_\_\_\_\_ Session 1- M-T-W-TH \_\_\_\_\_ Session 2- M-T-W-TH  
12:30 p.m.—2:00 p.m. 2:00 p.m.—3:30 p.m.

#### **\*\*Must sign waiver to participate – Below!**

I consent my child's participation in the S.A.S. 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 S.A.S. representatives to act on my behalf during activities.

Parent/ Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

For more information please contact:  
Coach Lopez (480) 232-8890 or Coach Whitaker (480) 730-7694



# Marcos de Niza Touchdown Club Golf Tournament

Location: Saturday, June 13, 2009

Time: 6:00 A.M Registration  
7:00 A.M Shotgun Start

Place: Arizona Grand Resort  
800 S. Arizona Pkwy.  
Phoenix, AZ  
(602) 438-9000

**4 PLAYER TEAM SCRAMBLE**  
Win prize for:

- The longest drive (Women/Men)
- Closest to the pin (Women/Men)
- The longest putt (Women/Men)

Cost: \$80.00 before May 16<sup>th</sup>  
\$90.00 after May 16<sup>th</sup>

Registration includes: 18 holes of golf, range balls, cart fees, catered buffet, entries into contests, and a goodie bag for each player.

Hole Sponsorship includes: Recognition and display of banner or signage.

**Special Raffle Item: 2 TICKET - 10/3/09 Notre Dame vs Washington**  
**\*Lower Level/ South Bend, Indiana**  
**Raffle Tickets: \$10.00 each or 3 for \$215.00**

## REGISTRATION FORM

NAME \_\_\_\_\_ HOME PHONE ( ) \_\_\_\_\_

ADRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP CODE \_\_\_\_\_

List of Players: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We want to play as a group       Individual

**Please Make Check Payable to:**  
 Marcos de Niza Touchdown Club  
 6000 S. Lakeshore Dr.  
 Tempe, AZ 85283

Please include completed form.

For more information please, contacts: Ed Ball (602) 622-5471, Art Oros (602) 818-8472,  
Andrew Gomez (602) 550-7888 or Roy Lopez (480) 232-8890

## FROM YEARBOOK

### SENIOR PARENTS

Congratulate your student with a **SENIOR AD** in the yearbook!

For the 2009-2010 yearbook, you may purchase an ad for:  
1/4 page: \$100.00 includes ONE or TWO photo and a message  
1/2 page: \$175.00 includes up to FIVE photos and a message

Please **DO NOT** send your child's senior portrait, but send baby pictures and candid. If you would like the photos returned, please include a self addressed, stamped envelope with your order form.

- ✓ All messages must be 50 words or less.
- ✓ All ads must be received by **Friday, October 30.**

Student name \_\_\_\_\_

Parent name \_\_\_\_\_

Parent home phone \_\_\_\_\_

Parent cell phone \_\_\_\_\_

Work phone \_\_\_\_\_

Parent address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Check one: \_\_\_\_\_ 1/4 page \_\_\_\_\_ 1/2 page

Your message \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Include the form above, the message, photos and payment to:

Marcos de Niza High School  
c/o Allison Adam/Yearbook Senior Ad  
6000 S. Lakeshore Dr.  
Tempe, AZ 85283

If you would like the photos returned, please remember to include a self addressed, stamped envelope with your order form.

### 2010 SENIOR PICTURES

Summer is the time that you have your senior portrait taken for the 2009-2010 yearbook. Information regarding senior portraits will be mailed to you from our official yearbook photographers, Southwest Portraits, in May.

If you do not receive an appointment card, please call the studio at the telephone number listed below to schedule your appointment. Portraits *must* be taken by Saturday, Sept. 12, 2009 to be in the yearbook.



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

Shop & Save

### PURCHASING A YEARBOOK

The 2009-2010 yearbook can be purchased at book distribution in July for \$55. Name stamping is available for additional \$5 fee.

### STAFF RECOGNITION

#### 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: **Cindy Benson, Regan Guzman, and Sean Morin,** and Classified: **Patty Heilman and Viola Ramos.**



#### WELCOME



MdN welcomes our newest addition to our campus: Andy Price—English and Eric Schilling—Math.

#### FAREWELL

Dave Meyer and Sally Love—Guidance, Susan Wytko and Nancy Ullinskey—English, Dick Worthy and Judy Riehardt—Math, Brad Olsen—Science. Good luck in your future endeavors.

# FROM THE BOOKSTORE

## 2008-2009 TEXTBOOK DISTRIBUTION

Book distribution for the 2009-2010 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.

<b>2009-2010 Textbook Distribution</b>			
<b>Freshmen</b>	<b>Sophomores</b>	<b>Juniors</b>	<b>Seniors</b>
A-M Monday, July 27	A-M Wednesday, July 29	A-M Friday, July 31	A-M Tuesday, August 4
N-Z Tuesday, July 28	N-Z Thursday, July 30	N-Z Monday, August 3	N-Z Wednesday, August 5
<b>**Please note these dates and times are subject to change.</b>			

### 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. ID pictures will be taken during book distribution Monday, July 27<sup>th</sup> through Friday, July 31<sup>st</sup> from 8:30-11:00 a.m. and 12:00-3:00 p.m. and Monday, August 3<sup>rd</sup> from 8:30-11:00 a.m. and 12:00 p.m.-3:00 p.m. If you do not take your ID picture during book distribution, you may take your ID picture starting Monday, August 17<sup>th</sup> during lunch and after school

### FEE INFORMATION

Payment for required courses and activity fees (courses, sports and extracurricular activities) will be collected at this time. PE uniforms, parking permits and yearbooks will also be available for purchase.

**During this time, you may also purchase:**

<b>Parking Permit</b>	\$50*
<b>PE Uniforms</b>	\$20* (Shirts \$7.50/Shorts \$12.50)
<b>Sports Registrations</b>	\$10* (Eligibility Card)
<b>Sports Activity Fee</b>	\$50* (Participation Fee, maximum of 3 per individual)
<b>Yearbooks (pre-sale)</b>	\$50*
<b>Name on Yearbook</b>	\$ 5*
<b>Athletic Pass (pre-paid admission to all <u>HOME</u> athletic events.</b>	\$30 – Student (K-12)
<b>Note: these passes are not valid for AIA sponsored events)</b>	\$45 – Adult Single
	\$180 – Maximum Charge per Family



### METHOD OF PAYMENT

**The Tempe Union High School District does not accept credit or debit cards.**

**Cash and/or checks are the only method of payment accepted.**

**\*Prices subject to change.**

### TEMPE UNION HIGH SCHOOL DISTRICT ACTIVITY FEES FOR THE 2009-2010 SCHOOL YEAR

To help offset the M&O expense of providing extra-curricular student activities in the Tempe Union High School District, a \$50 participation fee will be charged for 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 \$50.00 per activity with a maximum of \$150.00 per 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:

#### 2009-2010 ACTIVITY FEES

<b>ACADEMIC</b>	Guitar	Intramurals
Literary Magazine	Orchestra	Pom Pon
Newspaper	Percussion	Soccer
Speech & Debate		Softball
Student Council	<b>ATHLETICS</b>	Special Olympics
Yearbook	Archery	Spiritline
	Baseball	Swimming/Diving
<b>FINE ARTS</b>	Basketball	Tennis
Band	Chess	Track
Choir	Cross Country	Volleyball
Dance	Football	Wrestling
Drama (performers)	Golf	
Flagline/Winterguard	Gymnastics	<b>* Subject to change</b>

## COURSE FEES

### Business

BU12 – Accounting 1-2	\$15
BU25 – Marketing 1-2	\$25
BU26 – Advanced Marketing - DECA	\$25
BU41 – Desktop Publishing	\$10
BU42 – Multimedia Technology	\$10
BU46 – PC 101	\$10
BU55 – Internet & Web Design	\$10

### English

EN56 – Photojournalism	\$30
EN87 – Beginning TV Production	\$25
EN88 – Advanced TV Production	\$25

### Family/Consumer Science

HI01 – Culinary Arts 1	\$20
HI02 – Culinary Arts 2	\$20
HI03 – Culinary Arts 3	\$25
HI04 – Culinary Arts 4	\$25
HI07 – Life 101	\$25
HI72 – Life 101	\$25
HI16 – Psych of Human Relations	\$20
HI17 – Child Development	\$15
HI18 – Child Development	\$15
HI21 – Advanced Child Development	\$35
HI24 – HERO	\$40
HI23 – Interior Design 1	\$25
HI47 – Interior Design 2	\$25
HI48 – Interior Design 3	\$25
HI49 – Interior Design 4	\$25
HI68 – Apparel Design & Merchandising 1	\$25
HI69 – Apparel Design & Merchandising 2	\$25
HI70 – Apparel Design & Merchandising 3	\$25
HI71 – Apparel Design & Merchandising 4	\$25
HI44 – Aspire to Teach	\$35

### Fine Arts

<b>Art</b>	
FA02 – Art & Design	\$30
FA03 – Advanced Art & Design	\$30
FA05 – Ceramics 1-2	\$35
FA06 – Ceramics 3-4	\$35
FA07 – Ceramics 5-6	\$35
FA34 – Ceramics 7-8	\$35
FA08 – 2 Dimensional Graphic Art 1-2	\$25
FA09 – 2 Dimensional Graphic Art 3-4	\$25
FA30 – 2 Dimensional Graphic Arts 5-6	\$25
FA11 – Drawing & Painting 1-2	\$35
FA12 – Drawing & Painting 3-4	\$35
FA13 – Drawing & Painting 5-6	\$35
FA20 – Intro to Computer Graphics	\$25
FA23 – Photography 1-2	\$40
FA24 – Photography 3-4	\$50

### **Art (cont'd)**

FA25 – Photography 5-6	\$50
FA31 – Honors Art 1-2	\$50
FA32 – Honors Art 3-4	\$50
FA35 – Honors Art 5-6	\$50
FA33 – Art History	\$15

### **Drama**

FA40 – Basic Drama	\$15
FA41 – Production & Performance	\$15
FA42 – Advanced Acting & Directing	\$15
FA43 – Stagecraft 1-2	\$20
FA44 – Stagecraft 3-4	\$20

### **Music**

FA61 – Choir 1-2	\$30
FA62 – Choir 3-4	\$30
FA63 – Choir 5-6	\$30
FA64 – Choir 7-8	\$30
FA65 – Beginning Piano	\$20
FA66 – Intermediate Piano	\$20
FA67 – Advanced Piano	\$20
FA68 – Beginning Guitar	\$30
FA69 – Intermediate Guitar	\$30
FA70 – Advanced Guitar	\$30
FA75 – Intermediate Band	\$30
FA76 – Jr. Varsity Band	\$30
FA77 – Varsity Band	\$30
FA80 – Percussion Class	\$30
FA81 – Jazz Ensemble	\$30
FA74 – Beginning Orchestra	\$30
FA78 – Concert String Orchestra	\$30
FA79 – Symphony Orchestra	\$30
FA83 – Chamber Orchestra	\$30

### Physical Education

PE13 – Intermediate Dance	\$10
PE14 or FA90 – Advanced Dance	\$10
PE19 or FA91 – Dance Performance	\$10

### Special Education

FA01S – Basic Art	\$25
FA85S – Basic Music	\$25
HI27S – Survival Skills 1-2	\$20
HI28S – Survival Skills 3-4	\$20
HI33S – Basic Woods	\$20

### Technical Education

HI30 – Intro to Technology	\$20
HI31 – Construction Technology	\$30
HI32 – Building Trades 1-2	\$30
HI35 – Building Trades 3-4	\$30
HI36 – Building Trades 5-6	\$30
HI65 – ICE	\$30

### ATTENTION PARENTS AND STUDENTS

Students who cannot afford these fees will be provided financial assistance. No student will be denied access to a course due to the lack of ability to pay. These course fees are subject to change in future years.

# TUOL ONLINE

DO YOU NEED YOUR HEALTH CREDIT?

EARN CREDIT FROM HOME

NEW & IMPROVED COURSE

IS YOUR SCHEDULE FULL?

MEET NEW FRIENDS



## STEPS TO ENROLL



Go to: <https://www.tuhsd.k12.az.us>

Click on "TUOL Online Learning"

Scroll down to REGISTRATION towards the bottom of page

Print the 2 forms: "COURSE REQUEST & PERMISSION FORM" & "ONLINE COURSE ATTENDANCE INFORMATION FORM"

See your school Counselor for the form: "ALTERNATIVE CREDIT FOR TUHSD STUDENTS"

Turn in all 3 forms to your school Counselor or Compadre High School

Contact: Jackie Decaro Tempe Union Online Learning Program at [jdecaro@tuhsd.k12.az.us](mailto:jdecaro@tuhsd.k12.az.us) 480-345-3798

## TEMPE UNION HIGH SCHOOL DISTRICT INFORMATION

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.

### STUDENT DISCIPLINE

J-390/JG(2)

**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

J-390/JG(2)

**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

## GUIDELINES FOR SELECTED OFFENSES

Nature of Offense	Offense	Recommended Discipline
Possession and/or use of fireworks	1st 2nd 3rd	1 to 3 day suspension (police referral) Semester suspension (police referral) Recommend expulsion (police referral)
Possession and/or use of explosive devices other than fireworks	1st 2nd	Semester suspension (police referral) Recommend expulsion (police referral)
Endangering health, safety of others; any act that detention, welfare or disrupts the normal educational process	1st	Student is subject to counseling, probation, 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  2nd  3rd	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.  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.  Recommend expulsion
Possession of illegal drugs, narcotics, or alcohol	1st  2nd  3rd	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)  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.  Recommend expulsion (police referral)
Hazing (See complete definition below)	1st  2nd	3 to 5 day suspension and completion of district-approved sensitivity counseling program. 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.)
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)

**GUIDELINES FOR SELECTED OFFENSES**

<b>Nature of Offense</b>	<b>Offense</b>	<b>Recommended Discipline</b>
Physical assault of a student which results in physical injury necessitating medical attention	1st 2nd	Semester suspension (police referral) Recommend expulsion (police referral)
Physical abuse of a staff member	1st 2nd	Semester suspension (police referral) Recommend expulsion (police referral)
Physical assault of a student which results in physical injury necessitating medical attention	1st 2nd	Semester suspension (police referral) 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 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 for 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:

<b>Nature of Offense</b>	<b>Offense</b>	<b>Required Discipline</b>
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 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.	1st	Semester suspension
	2nd	Recommend expulsion  If an offense is particularly egregious, discipline may be moved to a higher level.  (Police referrals will be made when applicable.)

### 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
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"> <li>• Intimidation and implied or overt threats of physical violence;</li> <li>• Physical acts of aggression or assault upon another, or damage to another's property;</li> <li>• Demeaning jokes, taunting, slurs, derogatory nicknames, or innuendoes;</li> <li>• Words that by their very utterance inflict injury or tend to incite an immediate breach of the peace.</li> </ul>
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 intending 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.

## DEFINITIONS OF SELECTED OFFENSES

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.S. 15-345.

### 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 prevention 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.

## PROCEDURES FOR TESTING

### .Positive 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. Blood Pressure _____                      | 120 - 140 / 70 – 90 |
| 3. Respirations _____                        | 12 – 15             |
| 4. Temperature _____                         | 98.6 + 1 .          |
| 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
2. Have you used any other illegal substance? yes no  
If yes, what? \_\_\_\_\_  
How much? \_\_\_\_\_  
Where? \_\_\_\_\_
3. Are you ill?            yes      no
4. Are you on medication? yes no  
If yes, what? \_\_\_\_\_
4. 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.

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

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 abbreviated 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**

## II. ALTERNATIVE TO SHORT-TERM SUSPENSION (continued)

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 article 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.
- 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 authorize 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-ter 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 know to the administration of that time.
  2. A statement that the school principal/designee has recommended that a long-term suspension be imposed.
  3. 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.
- 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.
    - b) 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
    - 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 witness
    - 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 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).  
Statement that the parent(s), guardian(s) or emancipated minor bear(s) the burden of proof on the appeal.
  - e. The Governing board's right to cross-examine the student's/parent's/ guardian's and/or administration's witnesses.
  - f. 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.
  - g. 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.
  - h. 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**.
    - l. 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 imposed on the student during the period of expulsion student is being recommended for expulsion and the restrictions that would be
  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.
  - 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.
  - 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 readmission in executive session 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 certified 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 admission 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 consider the hearing officer's recommendation and make its decision. 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:
- (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.
- 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.



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or  
contact any administrator at (480) 838-3200.

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