



SUMMER 2011

**Marcos de Niza High School
Parent Handbook**

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

Inside this Issue

Registrars Office	2-3
Guidance	5-7
Parent Page	8-9
Activities	10-11
Bookstore	12-13
Padre Recognition	14-16
Cafeteria Information	17
Athletics Office	18-19
From Yearbook	20-21
Cafeteria Information	22
District Policy	23-39

**Marcos de Niza High School
Parent Handbook**

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

Greetings!

For all of you continuing Padres, we thank you for a most excellent year! We welcome those of you that will be joining us 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, thus the name change to the PARENT HANDBOOK. Keep this handbook all year as it will provide you with information regarding the school calendar, bell schedules, district policies, registration, activities, athletics, etc.

If you are an incoming freshmen or a new student, you will soon receive a letter inviting you to “Freshman Orientation” on Wednesday, August 3rd at 5:00 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 the first week of school. If you are a new parent to our school, we urge you to get involved with your son’s/daughter’s schooling. Our BOOSTER club will be at this orientation and we encourage you to get involved. Research shows the students with parental involvement exhibit higher rates of success in high school than the students with no parent 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 this past year. They are **Sam Williams, Curtis Williams, Alexander St. John** and **Emily Doering**. We had another record year in scholarship monies for the class of 2011, highlighted by seniors **Meghan Wentz** and **John Mark Farlett** who will both accepted the prestigious offer to attend the Military Academy of West Point. Last but not least, special congratulations go out to **Daniel Claus**, a graduating senior who just won a brand new car from Chapman Chevrolet for his perfect attendance this past year. Our finalists for the National Merit Scholarships for next year have been named. They are **Claire Sarsam, Heather Giessel, Amanda Humphrey** and **Anastasia Ryne**. Congratulations to them for their hard work and dedication.

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 student I.Ds will be allowed to leave for lunch. Please read inside this newsletter to get more detailed information on what is happening next year.

Next school year, we are reinstating the time frame called “CONFERENCE”. Each day from 7:30 a.m. to 8:00 a.m. students may go to any teacher for extra help, tutoring, make up work, etc. First period will begin at 8:05 a.m. each day, but school actually starts at 7:30 a.m. Please help us get your students to attend this very valuable time period with their teachers. Also, if your student does not turn in an assignment, the teacher has the right to assign “conference” period to the student. If the student does not follow this direction, a referral will be written in which the consequence will result in 2 hours of after school detention. This is our attempt to increase the amount of assignments turned in by our students.

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

We thank you for your support.

Frank Mirizio, Principal

MEET OUR MARCOS DE NIZA ADMINISTRATORS



Frank Mirizio,
Principal



Stacy White-Nielsen
Asst. Principal, Registrar



John Dolan,
Asst. Principal, Activities



Mike Griffith,
Asst. Principal, Athletics

FROM THE REGISTRAR'S OFFICE – MRS. NIELSON

SCHEDULE DISTRIBUTION

This 2011 - 2012 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 temporary 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. Official Schedules will be picked up on the first day of school. Please see Mrs. Nielson in the front office.

DISTRICT STUDENT HANDBOOK DISTRIBUTION

On Wednesday, August 17, 2011, 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, Mrs. Stacey Neilson (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 REGISTRAR'S OFFICE

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 eligible to participate in extracurricular activities, students must be passing (a D grade or higher) all of their classes.

CORRESPONDENCE COURSES

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

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.

Marcos de Niza Bookstore

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

**New styles coming this
fall!**



MdN Padre Club Welcomes You!

Padre Club welcomes
all parents, students, and supporters of MdN activities, athletics,
and academics -to our first meeting of the year on

Monday, August 29th -- 7:00 p.m. in room 452
(located in the building just south of the tennis courts)

Come find out how
you can be involved!

For more information, e-mail MdNPadreClub@cox.net
or Contact Leslie Mc Mullin, President (480) 345-2219

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 LUNCHTIMES)

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 LUNCHTIME

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 7:30 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:

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

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

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

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

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

ATTENDANCE PROCEDURE:

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

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

GUIDANCE DEPARTMENT

All students at MdN are assigned a counselor according to the first letter of the student's last name. The assigned counselor will move with the student through his/her four years at MdN.

COUNSELOR ASSIGNMENTS

Leah Lang, Department Chair (480) 730-7658	(A-B)
Claudia Ramirez, Counselor (480) 838-3200 Ext. 40056	(C-H)
Nora Talavera, Counselor (480) 838-3200 Ext. 40063	(I-N)
Debbie Martinez, Counselor (480) 838-3200 Ext. 40062	(O-T)
Julie Cuevas, Counselor (480) 838-3200 Ext. 40055	(U-Z, Gifted)
Karina Brown, Admin. Assistant (480) 838-3200 Ext. 47630	



COUNSELING NEWS

Guidance/Counseling Department will be available to help students with schedule corrections if needed during the dates of Monday, August 1st through Tuesday, August 5th, 2011 [see page 12 of this news letter for more details.](#)

Recommended websites

<http://www.tuhsd.k12.az.us/mdn/departments/counseling/index.htm>

This website offers resources and links to help families and students searching for information to make the best decisions possible for their high school years as well as for their post-secondary future. You can also access the web page from the MdN home page: go to Departments, then Counseling.

Other important websites:

AIMS Information Center: www.ade.state.az.us/AIMS/default.asp

Tempe Union High School District scholarship page: <https://www.tuhsd.k12.az.us/view.php?page=55,82>

Free Application for Federal Student Aid: www.fafsa.gov

Registration, practice, and information regarding the SAT I, SAT II, "New" SAT I, PSAT and AP program and exams: www.collegeboard.com

Registration and information regarding the ACT: www.actstudent.org

Registration for athletes in the junior year: www.ncaaclearinghouse.net

The world's largest and most successful college fair (it meets entirely online): www.collegeweeklive.com

College search made simple: www.cappex.com/

Happy surfing!

SOPHOMORES & JUNIORS: TAKE THE PSAT IN OCTOBER

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). This is a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

The PSAT/NMSQT measures:

- ◆ Critical reading skills
- ◆ Math problem-solving skills
- ◆ Writing skills

You have developed these skills over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

The most common reasons for taking the PSAT/NMSQT are to:

- ◆ Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- ◆ See how your performance on an admissions test might compare with that of others applying to college.
- ◆ Enter the competition for scholarships from NMSC (grade 11).
- ◆ Help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- ◆ Receive information from colleges when you check "yes" to Student Search Service.

Information from collegeboard.com

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
Use	To meet “core” requirements* and electives	To meet “core” requirements*
Variety	19 Dual Credit classes in 6 departments	13 AP classes offered in 5 departments
Transferability	In-state and other public institutions and many private schools; not accepted by some selective private schools	Accepted by most institutions, public and private
How transferred	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)
Hours Transferred/Accepted	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
How Grade Score Is Assigned	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
Cost	\$65.00 per credit hour + \$15 registration fee each semester	\$85.00 per exam
Limits on enrollment/Conflicts	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.

TESTING AND MORE

PASS THE TEST!

In order to be a 2012 graduate, students **must pass** Arizona's Instrument to Measure Standards, the state-mandated reading, writing and math tests entitled *AIMS*. AIMS Augmentation may be used to reach a passing score in order for seniors to graduate. This process requires students to complete all of their required coursework, participate in tutoring opportunities, and have taken the AIMS HS each time it was offered. Students and parents interested in AIMS Augmentation should speak with their child's guidance counselor.

On March 22, 2010, the State Board of Education approved the following subtest scores from the SAT and ACT for the purposes of satisfying the AIMS high school graduation requirements. Students may register to take the ACT at www.act.org and the SAT at www.collegeboard.com.

AIMS HS Content Area	Reciprocal SAT test scores	Reciprocal ACT test scores
Writing	420 or higher on Writing	16 or higher on Combined English/Writing
Reading	420 or higher on Critical Reading	16 or higher on Reading
Mathematics	420 or higher on Mathematics	16 or higher on Mathematics

*To be eligible for College Entrance Exam Reciprocity, students must have tested on the applicable content area(s) of AIMS HS at each testing opportunity for which the student was eligible to test.

There are exceptions to the AIMS graduation requirement for students transferring to Arizona from out of state. Students or parents must provide official documentation to the school of the child's score(s) from the other state. High school counselors and registrars have a list available of specific exams and states that are eligible for Arizona reciprocity.

Notices are sent during the summer after the spring test and in January after the fall test to the students who took AIMS advising them of their test scores: Exceeds (4), Meets (3), Approaches (2), and Falls Far Below (1). Junior and senior students with test scores of **A** (Approaches) and **F** (Falls Far Below) must test again; students with a score of **M** (Meets) may sign up to Exceed.

HELPING STUDENTS TO MEET THE STANDARD

Juniors and *seniors* who have not met the standard for AIMS have an abundance of assistance in preparation to take the upcoming AIMS tests. Marcos teachers continue to incorporate reading, writing, math and test taking strategies across the curriculum in order to prepare students. Junior and senior students who have not met the standards were able to register for an elective credit math lab and an elective credit reading class specifically designed to assist students with AIMS. If a student was unable to fit one or both of these classes in their schedule, they have the opportunity for after school tutoring in our homework lab.

Marcos de Niza High School 2011-2012 Test Administration Schedule

AIMS Writing (11 th & 12 th Retest) NO Special schedule	Tues., October 25
AIMS Reading (11 th & 12 th Retest) NO Special schedule	Wed., October 26
AIMS Mathematics (11 th & 12 th Retest) NO Special schedule	Thurs., October 27
AIMS Writing (ALL 10 th /11 th & 12 th Retest) Special schedule TBD	Tues., February 28
AIMS Reading (ALL 10 th /11 th & 12 th Retest) Special schedule TBD	Wed., February 29
AIMS Mathematics (ALL 10 th /11 th & 12 th Retest) Special schedule TBD	Tues., April 10
AIMS Science (All 10 th /9 th enrolled in a life science course) Special schedule TBD	Wed., April 11
Schedule subject to change due to Arizona State Department of Education decisions.	

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

PARENT PAGE

ECAP (Education and Career Action Plan)

Marcos de Niza started the implementation of the Arizona Department of Education's Education and Career Action Plan (ECAP) with the class of 2013. This plan allows student to track and update their academic, career, postsecondary and extracurricular goals. Our district has teamed up with East Valley Institute of Technology (EVIT) to provide students with a leading internet-based system, Kuder Career Planning System. The guidance counselors and various teachers in our school are using this resource to help guide your students in making more informed decisions when it comes to college and career planning. To make your student's ECAP even more effective, please feel free to access your son and/or daughter's account to view assessment results, four year plan, career searches, college information, etc., as it unfolds throughout his/her four years at Marcos. We invite you to discuss with your student his/her ECAP information in order to help reinforce the process we are attempting at Marcos.

To create a parent account to view your student's ECAP information:

Log on to www.az.kuder.com

- Click on *new user*, select user type: *Parent of a student under the age of 18*, provide your personal information (*this information*), create a user name and password
- You will be able to view your child's **Student Portfolio**, which contains his/her assessment results, academic plans, and education and career goals to undertake after high school. You'll need your child's unique **user name** and **date of birth** to enter that section.
- Freshmen (class of 2014) user name is their student ID# (i.e. 14300)
- Sophomore (class of 2013) user name is first and middle initial, last name, day of birth (example: John Marcos Padre/birthday Jul 25=jmpadre25)

*Parents or guardians of students that use *Kuder® Navigator* are provided an account free of charge.

DUAL ENROLLMENT CLASSES WITH RIO SALADO COLLEGE



We are thrilled to begin another year of dual enrollment in our outstanding partnership with Rio Salado College. Currently, we offer the following courses for dual enrollment credit through Rio: Ceramics, AP Art History, Early Childhood 1/2 and 3/4, AP Computer Science, Java Programming, Advanced Composition (ENG101/102), AP Senior Literature and Composition, Honors Junior English, Honors American/Arizona History, AP American/Arizona History, Honors Precalculus, Precalculus, AP Statistics, Calculus, Spanish 5/6 and Spanish 7/8.

The tuition for classes is \$76.00/credit hour plus a \$15.00 registration fee each semester.

Courses will transfer to all in-state universities and community colleges and many out of state universities to include: Purdue, University of Arkansas, University of Massachusetts, University of Nebraska, University of Wisconsin, and the University of Washington, just to name a few. For a complete list of out of state schools who will automatically accept dual credit, go to www.nacep.org. If your school of interest is not listed here, then contact the university's undergraduate admissions office to see if they will accept dual credit.

To see what requirements your transfer credits will fulfill in any Arizona college or university, go to www.aztransfer.com. Once student registration paperwork is processed at Rio Salado, they will be able to access their student account at my.maricopa.edu. This is where payment can be made and transcripts will be requested.

Some courses have prerequisites. The course list on www.riosalado.edu/dual will indicate whether the course has a prerequisite. Math students have just finished taking the Accuplacer placement test for Fall placement. Advanced Composition students will take the Accuplacer in August.

Tuition assistance is available through the college. The forms will be available in August.

For further questions, please contact Roxanna Dewey, Rio Salado College Dual Enrollment Liaison, at (480) 838-3200, ext. 42552, rdewey@tuhsd.k12.az.us, or go to www.riosalado.edu/dual.

MDN DELIVERY POLICY

For security and safety reasons, the office does NOT accept money, notes, or food deliveries to students. No exceptions!

PARENT PAGE

A Message from NPLB (No Parent Left Behind) University

"*Keeping in Touch*" is the mission of **NPLB (No Parent Left Behind) University**. With this undertaking in mind, NPLB University is designed to provide an opportunity for the Tempe Union High School District to communicate with parents and families by providing information about school related topics along with the latest concerns/issues that our tweens and teens are up against in today's society. Additionally, as parents know and documentation verifies, students with involved parents, regardless of their family income or background, are more likely to earn higher grades and test scores, enroll in higher level classes, attend school and pass their classes, develop better social skills, graduate from high school, attend college, and find productive work. Therefore, I would like to thank each and every individual who chose to participate in one or more of our workshops this past year and invite you to watch for our new 2011-2012 workshop schedule, which will be posted on the Tempe Union High School District website in early September. Please join us so we can continue to "*Keep In Touch*" and remember that NPLB University's goals are to *connect, inform* and *empower* every individual (adult and student) who wishes to attend and participate!

Thank you!

Kay Cosner-Parent Community Services Manager, Phone: (480) 838-3200 extension 40074/Email: kcosner@tuhsd.k12.az.us

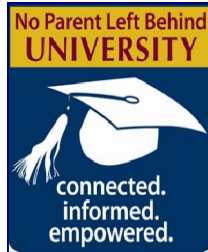
Testimonials from parents who have attended past NPLB University Workshops:

The Brain: The Good, The Bad, The Ugly

Very good information; audience provided good feedback and topics for discussion.

Improve Your Classroom Performance: Strategies for Success

Dr. Mary's high energy and knowledge of "how to learn" was delightful. My whole family attended and gained valuable learning knowledge.



Drug Use, Behaviors + Norms: Are You Connected or Disconnected with Your Teen's Reality?

Stephanie is an extremely energetic presenter. There is never a "down" moment in her presentation. They are jam-packed with information.

An Urgent Matter: Synthetic THC "SPICE" (A PARENT/COMMUNITY FORUM for ADULTS ONLY)

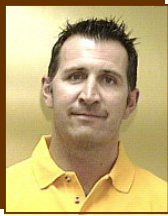
Very informative! The three presenters informed in three different ways, which was a very good learning experience. Having the actual K2 bag (SPICE) to touch was another good experience.

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, Mr. Kevin Mendivil at (480) 345-3717 or Director of Curriculum, Instruction and Assessment, Derek Hoffland at (480) 345-3723.



FROM THE ACTIVITIES OFFICE – MR. JOHN DOLAN

Dear Parents,

As this year ends and we approach a new one, many positive things happened at Marcos this year in the world of activities. Mr. Robert Owen-Jones began a club called Model U.N., where students experienced what it would be like to be involved in global politics. The club took several members to Tucson as well as California to be involved in Model U.N. competitions. They performed extremely well and had an opportunity to give a presentation to our school board in May. Additionally, Ms. Jessica Felix and her Unity Club took over 40 students to two Anytown camps, dealing with leadership and diversity. The club is a big hit on campus and has helped during Diversity Week. In addition, Ms. Noel Blackledge and her Key Club continue to do wonderful things in the community as well as on this campus. There are so many excellent instructors on this campus but I'd like to talk about two, both from the Social Studies Department. First, Mr. Allen Reed has more energy than many students on this campus. He works tirelessly to provide students with top notch lessons that are interactive and very relevant to their world. Secondly, Mrs. Maureen Sneed takes her government students every year to the courthouse to see how the courts work, invites state legislators to her class to speak, and has helped me tremendously with speakers during Diversity Week at Marcos. They make a difference in the lives of your students.

Major Concerns with Attending Classes

This year has been a tough one when it comes to attendance on this campus. Many students have reached or exceeded the amount of absences allotted in their classes. We recognize that at times students are ill or may come late but chronic absences have proven to affect grades. The simple truth is that students who regularly attend class perform better than those who have problems with attendance. It is important that parents and students recognize the direct relationship that exists between academic success and regular school attendance. Students should remain out of school only when absolutely necessary. Much of the classroom activity cannot be replicated; the benefit of lectures, discussion and participation is lost forever to those who are absent. In addition the AIMS tests as well as other graduation requirements continue to pile up, thus leaving far less room for mistakes. We need your help. Please talk to your returning or incoming student about the following:

1. Eleven total absences in a single class, excused or unexcused, will cause a student to be removed from the class and placed in study hall.
2. Think of going to school as a job with more socialization. Lateness is not acceptable. Be to class on time, ready to work.
3. If a student is out of school for a period of more than ten consecutive days for reasons other than a disabling illness or an illness of a member of his or her immediate family, he or she will be dropped from school. Under no circumstance should a student leave campus without checking out through the Attendance Office.

Help Wanted

Parents, do you want to help out? Do you have free time during the school day? Give me a call and we will help you through the process of volunteering through the attendance office. Please call (480) 730-7653 for assistance.

Students, we truly care about each of you as a member of the Padre family. We promise to provide each student with the best education possible, but we need your help. Come to class, be prepared, and work hard.

Have a great summer,
John Dolan

Parents and students are invited
to
Freshmen Orientation
on
Wednesday,
August 3, 2011
at
5:00 p.m.-8:00 p.m.
in the
Auditorium



“MEET YOUR TEACHER” NIGHT Marcos de Niza High School

Monday, August 22, 2011
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

FROM THE ACTIVITIES OFFICE



2011-2012 BELL SCHEDULES

Daily Bell Schedule #1

0	6:45	-	7:35
Conference	7:30	-	8:00
1	8:05	-	9:01
2	9:06	-	10:02
3	10:07	-	11:04
4	11:09	-	12:05
5/Lunch	12:05	-	12:40
6	12:45	-	1:41
7	1:46	-	2:42

Half-Day Schedule #4

1	8:05	-	8:40
2	8:45	-	9:20
3	9:25	-	10:00
4	10:05	-	10:40
6	10:45	-	11:20
7	11:25	-	12:00

EARLY OUT SCHEDULE

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

Note from the nurse

Please take a minute to check your student's immunization records and find out if they need updating. All students should have received a Tdap within the last 5 years. If your records show a Td or DtaP, you need the Tdap booster.

All incoming freshman and sophomore students are now required to have the meningitis vaccine (MCV4).

If you need to update any shots, you can find a free clinic near you by

Pep Assembly Schedule #2

0	6:45	-	7:25
Conference	7:30	-	7:50
Pep Assembly	7:55	-	8:35
1	8:40	-	9:30
2	9:35	-	10:25
3	10:30	-	11:20
4	11:25	-	12:15
5/Lunch	12:15	-	12:52
6	12:57	-	1:47
7	1:52	-	2:42

Triple Assembly Schedule #5

0	6:45	-	7:25
Conference	7:30	-	8:00
1	8:05	-	8:51
2A	8:56	-	9:26
2B	9:31	-	10:01
2C	10:06	-	10:36
3	10:41	-	11:29
4	11:34	-	12:20
5/Lunch	12:20	-	1:00
6	1:05	-	1:51
7	1:56	-	2:42

Semester Exam Schedule #3

1/4	8:05	-	9:20
2/6	9:25	-	10:40
3/4	10:45	-	12:00

going to www.mcchip.org and clicking on 'immunizations'. If your student has a medical diagnosis, such as diabetes, severe asthma, severe allergies, please inform the nurse. Your medical records from middle school **do not** transfer to high school.

To give the nurse any immunization updates or medical information, please fax it to Marcos de Niza at (480) 730-7665, ATTN: Nurse Allen or you can drop it off at the front office over the summer.

2011-2012 STUDENT CALENDAR

Semester 1

Wed., Aug 3	Freshman Orientation 5:00 p.m.
Mon., Aug. 8	First Day of School for Students
Tues., Aug. 16	Early Out Schedule
Mon., Aug. 22	Open House
Tues., Aug. 23	Underclassmen Pictures
Tues., Aug. 30	Early Out Schedule
Wed., Aug. 31	Freshmen Elections
Mon., Sept. 5	Labor Day Holiday—No classes
Tues., Sept. 13	Early Out Schedule
Mon., Sept. 19	District 1/2 day Schedule
Fri., Sept. 23	PSAT/SAT Prep Seminar 8:00 a.m.
Tues., Sept. 27	Early Out Schedule
Tues., Oct 4	Underclassmen Picture Retakes
Thurs., Oct 6	Early Out Schedule
Fri., Oct 7	Broadway Show 7:00 p.m.
Tues., Oct 18	End of Quarter 1
Mon.—Fri., Oct. 10-14	Early Out Schedule
Mon., Oct. 17	Fall Break—No classes
Tues., Oct 18	Beginning of Quarter 2
Wed., Oct 26	Early Out Schedule
Thurs., Oct 27	AIMS Reading
Fri., Oct 28	AIMS Writing
Sat., Oct 29	Hauntedtorium 8:30 p.m.
Tues., Nov 1	Homecoming Dance 8:00 p.m.
Tues., Nov11	Early Out Schedule
Tues., Nov. 15	Veterans' Day Holiday—No classes
Thurs.— Fri., Nov. 24-25	Early Out Schedule
Thurs., Dec. 16	Thanksgiving Holiday
Fri., Dec. 15	Semester 1 Exams
Mon., Dec. 19	Semester 1 Exams
	Beginning of Winter Break
	End of Semester 1

Semester 2

Tues., Jan. 3	Beginning of Semester 2
Tues., Jan. 10	Early Out Schedule
Mon., Jan. 16	MLK Holiday—No classes
Tues., Jan 24	Early Out Schedule
Mon., Feb. 20	Presidents' Day Holiday—No classes
Tues., Feb 21	Early Out Schedule
Tues., Mar. 6	Early Out Schedule
Fri., Mar. 9	End of Quarter 3
Mon.—Fri., Mar. 12-16	Spring Break - No Classes
Mon., Mar. 19	Beginning of Quarter 4
Tues., Mar. 20	Early Out Schedule
Fri., April 6	Holiday—No Classes
Tues., April 17	Early Out Schedule
Tues. May 1	Early Out Schedule
Tues., May 22	Semester 2 Exams
Wed., May 23	Semester 2 Exams
	End of Semester 2
	Last Day of School for Students
Thurs., May 24	Graduation
Fri. May 25	Staff ONLY day—No classes

Dates may be subject to change.

FROM THE BOOKSTORE



2011-2012 TEXTBOOK DISTRIBUTION

Book distribution for the 2011-2012 school year is currently scheduled for **8:00-11:00 a.m. and 12:00-3:00 p.m.** on the following days*. Families with students in various grade levels may come on the same day. Entrance to textbook distribution will be on the north side of building 200.

2011-2012 Textbook Distribution

FRESHMAN

A– M Tuesday, July 26th
N - Z Wednesday, July 27th

SOPHOMORES

A - M Thursday, July 28th
N - Z Friday, July 29th

JUNIORS/SENIORS

A- M Monday, August 1st
N- Z Tuesday, August 2nd

I.D. CARDS

EVERY STUDENT WILL BE ISSUED A NEW ID FOR THE 2011-2012 SCHOOL YEAR.

Due to changes in student numbers, ALL students will be issued a new I.D. card at no charge for the 2011-2012 school year. I.D. cards are valid for four years. Your first opportunity to have your new I.D. pictures taken will be during book distribution Tuesday, July 26th through Tuesday, August 1st from 8:00 a.m.-11:00 a.m. and from 12:00 p.m.-3:00 p.m. If you do not have your I.D. picture taken during book distribution, your next opportunity will begin Monday, August 8th through Friday, August 19th from 7:45 a.m. - 3:00 p.m. ID cards are valid for four years. Replacement ID cards are \$5.00.

FEE INFORMATION

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

During this time, you may also purchase:

Parking Permit	\$50*
PE Uniforms	\$20* (Shirts \$7.50/Shorts \$12.50)
Sports Registrations	\$10* (Eligibility Card)
Sports Activity Fee	\$50* (Participation Fee, maximum of 3 per individual)
Yearbooks (pre-sale)	\$65*
Name on Yearbook	\$5*
Athletic Pass (pre-paid admission to all HOME athletic events. Note: these passes are not valid for AIA sponsored events.)	\$30 – Student (K-12) \$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.



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



2011-02012 COURSE FEES

Business

BU12 – Accounting 1-2	\$15
BU16 – Business Law	\$10
BU25 – Marketing 1-2	\$25
BU26 – Advanced Marketing	\$25
BU28 – Business Internship	\$25
BU41 – Desktop Publishing	\$10
BU42 – Multimedia Technology	\$10
BU43 – Advanced Multimedia Technology	\$15
BU44 – Applied Multimedia	\$15
BU46 – PC101	\$10
BU55 – Internet & Web Design	\$10

English

EN87 – Beginning TV Production	\$25
EN88 – Advanced TV Production	\$25

Family/Consumer Science

HI83 – Culinary Arts 1-2	\$40
HI84 – Culinary Arts 3-4	\$50
HI85 – Culinary Arts 5-6 & Culinary Arts Lab	\$50
HI72 – Life 101	\$10
HI37 – Early Childhood 1-2	\$30
HI21 – Early Childhood 3-4	\$35
HI42 – Interior Design 1-2	\$50
HI43 – Interior Design 3-4	\$50
HI76 – Apparel Design & Merchandising 1-2	\$50
HI77 – Apparel Design & Merchandising 3-4	\$50
HI71 – Apparel Design & Merchandising 4	\$25

Fine Arts

Visual Art

FA02 – Art & Design	\$30
FA05 – Ceramics 1-2	\$35
FA06 – Ceramics 3-4	\$35
FA07 – Ceramics 5-6	\$35
FA34 – Ceramics 7-8	\$35
FA13 – Drawing & Painting 5-6	\$35
FA23 – Photography 1-2	\$40
FA24 – Photography 3-4	\$50
FA25 – Photography 5-6	\$50
FA08 – 2-Dimensional Graphic Art 1-2	\$25
FA09 – 2 Dimensional Graphic Art 3-4	\$25
FA11 – Drawing & Painting 1-2	\$35
FA12 – Drawing & Painting 3-4	\$35
FA30 – 2-Dimensional Graphic Art 5-6	\$25
FA20 – Intro to Computer Graphics	\$25

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

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

Physical Education

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

Special Education

HI27S–Survival Skills 1-2	\$20
HI28S–Survival Skills 3-4	\$20
HI31 – Construction Technology 1-2	\$30
HI65 – ICE	\$30
HI32 – Construction technology 3-4	\$30
HI35 – Construction technology 5-6	\$30
HI36 – Construction technology 7-8	\$30
HI81 – Design production 5-6	\$25
HI82 – Design production 7-8	\$25
HI63 – Introduction to engineering	\$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.



Padres of the Month MARCH

Salina Benavidez
Tyra Bradley
Brittany Erwin
Valerie Garcia
Jamilyn Keeton
Kristin Sankey
Julia Shumway
Lucas Taylor

Athletes of the Month

Jeryan Butler
Johnmark Farlett

The Staff Members

Dina Derickson
Aaron Tyler
Jill Windsor



Brown and Gold Recipients

MARCH

Logan Woods
Jessica Bass
David Niederkron
Marisol Trevino
Stephanie Matuz
Alexa Lopez
Melissa Schodt
Nickolas Rettinger

Keep up the good work,
Padres!

**MdN
Padres**

PADRE RECOGNITION



GEORGE WASHINGTON CARVER MUSEUM AND CULTURAL CENTER AWARD

Congratulations! With great pleasure that we announce, that after being nominated and an extensive review by the awards committee **Ashley Jones** was selected to receive the Emerging Youth Leader Award. She exemplifies the very best as an Emerging Youth Leader. The George Washington Carver Museum and Cultural Center honored her as a positive role model and inspiration to her peers and community. Please congratulate Ashley when you see her.



TEMPE MAYOR'S DISABILITY AWARDS

Congratulations to **Madison Ryan** and **Fabian Ulate**, 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.



MdN KEY CLUB

Our MDN Key Club attended the district convention in Albuquerque this April. They received 3rd place in Scrapbook, 2nd place in Achievement, and 1st in Single Service! Most importantly, congratulations to **Jessica Dim** for winning election to Lt. Gov. of the South Mountain Division. Thank you to all members, students, and staff who support Key Club's efforts.

MdN FCCLA LEADERSHIP CONFERENCE

MdN HERO students SHINED BRIGHTLY at the Arizona FCCLA Spring Leadership Conference! In Interview -Bronze Medalists—**Torrian Jefferson, Jennifer Valenzuela, Tierra Askerneese, Rosie Verdugo, Salena Atencio, Janalle Olivares, Racheal Talashoma, Salina Benavidez, David Gammage, and Aundrea Ratliff.** Silver Medalist—**Ashlyn Tunay and Cynthia Martinez.** Gold Medalists—**Baheejah Jefferson, Cristina Ruiz, Chelsey Anderson, Amy Capeloto, Krishonn Suell, and Angie Trinidad.**

FCCLA/HERO Job Description Winners were Gold Medalists—**Amy Capeloto, Cristina Ruiz, Chelsey Anderson, and Angie Trinidad.** Silver—**Tierra Askerneese, Salina Benavidez, Ciera Caldwell, David Gammage, and Jennifer Valenzuela.** Bronze Medalists—**Salena Atencio, Marc Caban, Cynthia Martinez, and Erick Rodriguez.**

MdN Early Childhood 3-4 students attended our annual FCCLA Spring Leadership Conference on April 26th. These students competed in the Early Childhood event where they were judged individually on a portfolio and project. **Carina Gayosso, Gabri' Powers, Cristiana Bracamonte, Emeline Jurado, Becca Schira, Maritza Martinez and Jasmine Tyner.** Congratulations to all participants and medalists.

Congratulations, Padres!

HONORABLE MENTION

2011 NATIONAL MERIT FINALIST

Emilie Doering
Alexander St. John
Curtis Williams
Sam Williams

ARIZONA STATE UNIVERSITY PRESIDENT BARACK OBAMA SCHOLARSHIP

Kassy Gonzales

2011 TEMPE TOP TEENS

Alex Arroyo
Ryan Berns
Ashton Corey
Julie Bennett
Allison Grabowski
Jasmine Gamboa
Ian O'Grady
Renee Ormond
Meghan Wentz
Sam Williams

Courage to Overcome Health Condition

Christian Medrano

Arizona Republic Outstanding Senior

Christian Medrano

Courage to Overcome Family Situation

Samari Bell
Ricardo Tejada

2011 MDN STUDENT OF THE YEAR

Alexandra Lutz—Business
Emilie Doering—English
Mikala Mayhew—FACS
Jasmin Trigueros—Fine Arts
John MacDonald—Foreign Language
Alex St John—Mathematics
Garrick Williams—Physical Education
Meghan Wentz—ROTC
Michaela Gammage—Science
Gilbert Uriarte—Social Studies
Erick Anglin—Education Services

PADRES SHINE ON

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

Congratulation to the following students for their performance at the State DECA competition . There were over 1,700 students from across the state competing at this event. It's a huge accomplishment to make the stage. They take a 100 question test and present to judges who score them on various competencies. The written event participants also write an 11 page research paper and prepare a formal presentation including extensive visuals. It's a TON of work.

Only the top four teams from each event get to move on to the national competition. In the Fashion Promotion Plan event which is an 11 page project, 100 question test and formal presentation, we had 3 of the 4 winners. That has never happened to anyone in my ten years of teaching.

All three of these teams competed at the International DECA Competition in Orlando, FL April 30th-May 3rd. 1st place **Sara Kuppinger** and **Erika Sauerland** for their plan for Juicy Couture, 3rd place **Ali Lutz** and **Cameron Cross** for their Nike Plan, and in 4th place **Terrance Lindsay** and **Brittney Session** for their Finish Line Plan. Also making the stage (but not going to nationals), Top 6 finish for Business Law and Ethics are **Garrett Niederkorn** and **Josh Sanchez**. Test Medals for their individual events: **Hofsa Shah, Garrett Niederkorn** and **Ali Lutz**.

Mr. Frank Mirizio also received the Arizona DECA Administrator of the Year award, which is given to one administrator in the state for their efforts to support career and technical education and student achievement. Thank you, Mr. Mirizio, for your continued support and encouragement of our students.

Thank you to all the teachers who helped my students prepare and gave them time to come work with me. Special thanks to Chris Carr who helped us make some amazing visuals. Honestly, we would not have the competitive edge we have without your help and expertise. You are the master (but I'll never say macs rule).

This is the smallest group I've ever taken to state and the largest group I've ever taken to nationals. I think all of your efforts to increase reading and writing skills have contributed to the success of our students. They come to me well prepared. Thanks again for everything you do to make our students the best they can be. We hope to represent Marcos well at the International competition and bring home the gold!

CLUBS AT MARCOS

There are a variety of clubs at MdN that students are welcomed to join. For more descriptive information on the club of your choice, please visit us on our website <http://www.tuhd.k12.az.us/mdn/activities/clubs/index.htm>

A capella Choir	GPAC	Padre Processing
Academic Decathlon	German Club	Reaper Comics
Adelante	Green Police Recycling	Robotics
B.S.U	HERO	Senior Class
CREW	Junior Class	Skills U.S.A Vica
Christian 2:22	J.R.O.T.C.	Sophomore Class
Clay Visual Arts Club	Key Club	Spanish Club
DECA	Literary Magazine	Spirit Line
Drama Club	Marcos Graphics & Design	Stand & Serve
EPIR	Musical Theatre Club	Student Council Yearbook
Fashion Club	Macabee	(must be in class to join)
FCA	MdN Unified Sports	
FCCLA	Model United Nations	
Film Makers	Native American	
Fluid Motion	Orchestra	
French	P.A.D.R.E.S.	
Freshmen Class	Padre Band	
GATS	Padre Press	

FROM JROTC

JROTC NEWS!

Greetings to you new parents of students about to enroll into JROTC for School year 2011-2012!

We have just completed one very fast and exciting school year. We started with 217 cadets this year and ended up with 161—a very good finish.

Our last event of the year will be our annual Spring Camp to Camp Navajo, where 20 cadets will participate on a five-day adventure trip. The Cadets will live in army barracks, eat in a dining facility, except



for a MRE (Meal Ready to Eat) for lunch at the training sites. The cadets will train on the leadership reaction course, rappel tower, rope bridge site, rifle range, land navigation course, and the obstacle course. **Tatianna McGriff, Zoe Abrahamson, Bianca Arenas, Matthew Bakken, Samari Bell, Kathryn James, Matthew Lunt, Jaxon Moore, Daniel Moul, Nicole Riley, Darion Tunay, and Meghan Wentz** are the cadets that attended spring camp.

Our Battalion Commander for next school year is one of Marcos de Niza's own **Gabriel Arviso**. The Command Sergeant Major is **Kalin Fuller** from McClintock High School.

Any cadet who wants to participate in our Raider (adventure team) program next school year needs to have a school-approved physical prior to participating. The Raiders start up the first week of school. See the Athletics Secretary for information.



All our extracurricular teams: Raiders, Rifle, and Drill and Color Guard teams finished very strongly within their respective leagues around the state. One of our cadets qualified to compete at both the Army Air Rifle Championship and the National Championship at Anniston, Alabama.

New cadets will have an opportunity to try out for these teams just after school commences in early August. Come on out. Announcements will be made in class as to the respective team tryout schedule.

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 3rd 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, September 13th at 7:00 P.M. in the faculty lounge adjacent to the cafeteria.

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 18th 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 18th 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
call 1-847-688-6888
or



Register with Selective Service on the Internet: www.sss.gov

ATTENTION

ALL MDN STUDENTS

All students, seniors, juniors, sophomores and freshman, will have a new ID number this coming school year!

To avoid long lines the first week of school, please make sure to come and get a new ID card this summer during book distribution week.

For more information, please refer to page 12 of this newsletter.

2011 MdN BAND HIGHLIGHTS

The MdN band took a two day trip on March 25th and 26th and it was phenomenal, all the way around. Many of our students had not seen the Music Instrument Museum. Our band students had a GLORIOUS time at the museum. The representatives and tour guides were ever-so helpful and kind. The students came away with a vast amount of knowledge and a thirst to return as soon as possible! For the 90 minutes of touring, the kids left wanting more information regarding the more than 10,000 instruments.

Friday night at Black Barts, the students focused on the performers, which were the highlight of the evening. There were students at every table singing along and guessing the performance songs. They even gave a standing ovation to one performer! This performer was a cousin of one of our students. Go figure—small world!

On Saturday at the Grand Canyon, it snow-flurried all day. Taking a straw poll, there were close to 25 students who had never seen snow fall! It looked like a volcano just exploded with ash everywhere. It became sleet (wet snow) for a bit, but the students' attitudes never wavered. We took a journey to Mary Coulter's Watch Tower, South Rim Visitor's Center, Rim Walk, Geology Museum, Bright Angel Lodge, Canyon Cafe, and Kolb Studio, all within 5 hours. Wow!

Saturday night's performance at Shrine of the Ages was the absolute HIGHLIGHT of the entire 36-hour trip. The kids played with gusto and professionalism. They gave such an awesome performance that they invited us back next year, they want to make this a regular, annual event! Everyone loved it! It was such a new concept that they will be emailing other schools in the state to get more art programs involved! Look for our performance on the following link www.youtube.com **Marcos de Niza performs Go West! at the Shrine of the Ages** I would like to take the time to say thank you to the park rangers who were extremely helpful and kind. I appreciate my Boosters and Mark Conlin— for hauling all the equipment. You're the man! Thank you to everyone for your making our trip such a success.



Hey 2012 Seniors!!

You are cordially invited to attend Marcos de Niza's

Grad Night Party!!

Dave & Buster's

Tempe Marketplace
2000 E. Rio Salado Pkwy

Thursday, May 24, 2012
11 p.m. til 5 a.m. at

\$45 single admission until April 30, 2012 and \$55 single admission May 1-23, 2012
\$65 single admission at the door

Food: Evening buffet, prizes, snacks and beverages all night

Attire: Casual

Financial Assistance Available

Make your reservation now!

For additional information, contact:

Gretchen Langmack (480) 980-2240 or GLangmack@msn.com
Ruthann Little (480) 241-2411 or Ruthannaz@cox.net





ATTENTION ATHLETES Intending to play high school sports

Parents and/or Guardians of current or potential Marcos de Niza High School Athletes

Please have student's complete an athletic participation/physical packet, turned into the Marcos de Niza athletic office by May 15th of each year, in order for the student's physical to be cleared for the following school year. Per AIA ByLaw: Article 15.7.1 – "Physicals shall be given on or after March 1st for the following school year."

Student Participation Packets are cleared by the athletics department in 48 hours. If the following things are not turned in with your student's athletic participation and physical packet, your student will not be cleared to participate in sports:

1. **Fully completed Participation and Physical Card including:**
 - a. Doctor's signature and date of exam
 - b. All required signatures by parent and student (see 2nd and last page on the white Physical Card)

The physical examination for the following school year shall be given on or after March 1. (AIA Constitution and Bylaws, Article 15.7.1)

2. **Two notarized yellow emergency cards** – (Complete both even though they are the same.) These **MUST** be signed in the presence of a notary. We will **NOT ACCEPT** pre-signed emergency cards without a notarization!
3. **Receipt from the bookstore** showing payment of the **\$50 activity** fee and the \$10 lock fee. Lock fees are required for ALL sports except golf and swim.
4. **Proof of insurance**
If you do not have private insurance, please pick-up and complete the enrollment envelope from Myers-Stevens, which can be obtained in the athletic office and turn it in with your physical packet. **ALL athletes MUST be insured!** You must furnish your insurance information on the Physical Card and the Emergency Cards (2).
5. **Birth certificate**
All freshman and first time MdN athletes must submit a copy of their birth certificate to the athletic office. If you submitted a birth certificate during a previous year, you do not need to provide it again. Please turn in all items **TOGETHER**. We do not keep partially completed packets and we will not hold them at the athletic desk while students go to the bookstore to get receipts.

Please do not turn in packets and expect to be cleared "on the spot." We appreciate your cooperation to ensure that your student athlete has the required clearance to participate in high school sports and look forward to a safe and fun season.

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

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.

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!

Be Part of the Team

(Continued on page 15)

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 the athletics office Monday through Friday from 7:30 a.m.-3:30 p.m., you will be able to buy them at freshman orientation and the first two varsity football games of the season.

2011 MDN Girls Basketball Skills Camp

Date: May 31 – June 30
Time: 1:00 p.m. – 4:30 p.m.
Monday – Thursday
Where: Marcos de Niza – Weight Room and Gym
Cost: \$50.00



Feel free to contact Coach Whitaker for any questions:
(602)293.6248 or e-mail him at jwhitaker@tuhsd.k12.az.us

T-Shirt Size: S M L XL XXL
Name: _____ Date of Birth: ____/____/____
Address: _____ Cell Phone: _____
E-Mail (Parents): _____

The undersigned authorizes MDN skills camp staff and its agents to act in the best interests of my child as they deem appropriate in case of emergency. We/I understand that insurance is not provided and that we/I therefore assume all risk of injury for the child. We/I, on our/my behalf and on behalf of our/my child, further hereby release and indemnify MDN skills camp staff from and against all loss or damage that may arise in the course of their instruction of our/my child at the camp or care for our/my child during an emergency situation. It is understood that Tempe Union High Schools District, Marcos de Niza High School and the skills camp staff are released from any and all claims, demands, and causes of action whatsoever in any way growing out of or resulting from participation in, or in transit to or from, this basketball skills camp. We/I sign below willingly and without coercion.

Parent/Guardian (Print) _____
Parent/Guardian (Signature) _____

MARCOS DE NIZA HIGH SCHOOL 2011-2012 S.A.S.



MDN SPEED-AGILITY-STRENGTH SUMMER CAMP



**OPEN TO ALL BOYS AND GIRLS
Ages 12-18**

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 S.A.S CAMP 2011—Ages 12-18 SPEED AGILITY AND STRENGTH IMPROVEMENT FOR ALL SUMMER AND ONE-ON-ONE WORK

NAME: _____
ADDRESS: _____
CITY: _____ ZIP CODE: _____
SCHOOL: : _____
GRADE: _____ AGE: _____ WEIGHT _____

**MEET IN THE
MDN High School Weight Room**

Wednesday June, 1st

1:00 p.m. —2:00 p.m. 2:00 p.m.—3:30 p.m.
Freshman & Sophomores Juniors & Seniors

COMPETITORS

M,W,F, = Wear Gold shirt/black shorts T, Thurs = Wear white shirt/black shorts

If a minor, parent must sign waiver to participate

I am signing this liability release on behalf of a minor less than 18 years of age [the child]; I represent that I am the parent and/or legal guardian of such child; I join in this release and accept responsibility for all the child's medical expenses incurred in connection with the program; I agree to indemnify the release parties for any and all claims whatsoever brought by the child or the child's parents; and I agree to indemnify the released parties for any and all claims whatsoever brought by a third party arising in connection with the activities of the child from participation in the S.A.S. Camp.

Print Name of Parent/ Guardian _____
Relationship: _____
Signature of Parent/ Guardian: _____ Date: _____

\$100.00 Registration Fee
Includes S.A.S Camp T-shirt

Cash or Check payable to:
S.A.S Camp
6000 S. Lakeshore Dr.
Tempe, AZ 85283

For more in detailed information
please contact: Coach Lopez
(480) 232-8890
or
visit our team website at:
<http://www.mdnpadrefootball.org/>

2011 SENIOR PICTURES

Summer is the time that you have your senior portrait taken for the 2011-2012 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. 10, 2011 to be in the yearbook.

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



Buy early
& Save

PURCHASING A YEARBOOK

The 2011-2012 yearbook can be purchased at book distribution in July for \$65.00 until April 30th. Name stamping is available for an additional \$5 fee.

STAFF RECOGNITION

2011 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's recipient was **Michael Olson**, Class Act category.

CONGRATULATIONS

Anna Rodriguez, who was named Coach of the Year. Anna Coaches Girls Cross country. Great Job!

Tony Henika, who was awarded the Educator of the Month for March, by Grand Canyon State University and the Phoenix Suns. We are very proud of Tony, for the wonderful job he does teaching Health and Physical Education. Please congratulate him when you see him. Way to go Tony!

Kay Cosner has been selected by the "Community Is Schools" of Tempe as the recipient of the prestigious VIP award. This award is to recognize individuals who go above and beyond in their duties. Kay, we are very proud of her accomplishment. Congratulations!

FAREWELL

Brent Brown— Assistant Principal, Registrar who has accepted a position as principal at Corona Del Sol High School. **Marcia Parker**—English, **Jeff Keck**—Mathematics, **Chris Grin**—Drivers Ed. **Brandon Burr**—Band, **Jean Vinson**—Librarian, and **Teresa Anguiano**—English Aide. Good luck in your future endeavors.

WELCOME

MdN welcomes our newest additions to our campus: **Stacy White - Nielsen** — Assistant Principal, Registrar, who comes to us from McClintock High School, where she served as Athletic Director. **Drew Erickson** — Band, **Andrea Niederkorn**—Math, **Randy Conner**—Drivers Ed, and **Greg Dayoob**—Science.

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 \$130 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 10th and TUHSD staff and community members are welcome to enroll. For more information or a registration packet, please call (480) 730-7622.

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.

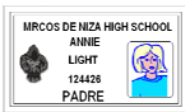


All food items are sold ala carte with the exception of the **Combo Lunch**. Combo Lunches are priced from **\$2.00 to \$2.75**. It includes milk, fruit and salad. A complete combo lunch is nutritionally equivalent to a meal that is served in the National School Lunch Program. Combo Lunch menus are as 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.

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

Nature of Offense	Offense	Recommended Discipline
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:

Nature of Offense	Offense	Required Discipline
Harassing and/or discriminatory conduct relating to an individual's race, color, religion, national origin or disability (See complete definition below.)	1st	5 day suspension and completion of district-approved sensitivity counseling program.
	2nd	Semester suspension (reducible to 10 days with parent/guardian and student completion of district-approved sensitivity counseling program) If an offense is particularly egregious, discipline may be moved to a higher level. After a second offense, behavior may be viewed as discrimination. (See below.) (Police referrals will be made when applicable.)
Harassing and/or discriminatory conduct relating to an individual's gender (See complete definition below.)	1st	3 to 5 day suspension and completion of district-approved sensitivity counseling program.
	2nd	Semester suspension (reducible to 10 days) with parent/guardian and student completion of district-approved sensitivity counseling program. If an offense is particularly egregious, discipline may be moved to a higher level. After a second offense, behavior may be viewed as discrimination. (See below.) (Police referrals will be made when applicable.)
Discrimination - When harassing 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	<p>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. .</p> <p>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:</p> <ul style="list-style-type: none"> ● Intimidation and implied or overt threats of physical violence; ● Physical acts of aggression or assault upon another, or damage to another's property. ● Demeaning jokes, taunting, slurs, derogatory nicknames, or innuendo. ● Words that by their very utterance inflict injury or tend to incite an immediate breach of the peace.
Hazing	Any intentional, knowing or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply: a) The act was committed in connection with an initiation into, an affiliation with or the maintenance of membership in any organization that is affiliated with the District; b) The act contributes to a substantial risk of potential physical injury, mental harm or degradation or causes physical injury, mental harm or personal degradation.
Intimidation	Use of language or conduct to frighten or attempt to frighten or coerce another person into submission or obedience.
Physical Abuse	Intentional or reckless touching of another person that does not result in physical injury.
Physical Assault	Intentional or reckless causing of physical injury to another or touching another person 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? _____
5. 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.
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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