**Motions for January 14, 2014 UHS School Council Meeting**

***Motions regarding curriculum issues for 2014-15***

1. **Motion to approve A.P. Human Geography as the required freshman social studies course at UHS**

*Rationale:* Beginning in 2014-15, TUSD is requiring all freshmen to take a “culturally relevant” social studies course. Considering UHS’ mission of academically-rigorous education, TUSD has approved A.P. Human Geography as our version of this course. A.P. Human Geography will take the place of Western Civilization as the required freshman social studies class at UHS.

1. **Motion to revise math department policy**

*Rationale:* The UHS math department has recommended changes to the UHS policy document. Please see Appendix A (attached to this document) for specific changes. Text that is crossed out will be eliminated from the current policy, and text that is capitalized will be added.

1. **Motion to revise science department policy**

*Rationale:* The UHS science department has recommended changes to the UHS policy document. Please see Appendix B (attached to this document) for specific changes. Text that is crossed out will be eliminated from the current policy, and text that is capitalized will be added.

1. **Motion to revise summer school, online, and correspondence course policy**

*Rationale:* The current policy grants course exemptions that are scheduled to end this year. This motion aims to extend these exemptions indefinitely. Please see Appendix C (attached to this document) for specific changes. Text that is crossed out will be eliminated from current policy, and text that is capitalized will be added.

***Motions regarding course descriptions for 2014-15***

1. **Motion to appoint course description revision duties to Instructional Council**

*Rationale:* UHS’ course descriptions are revised regularly, and these revisions should be done by education professionals. Instructional Council (IC) is a subcommittee of School Council, and is intended for exactly this type of purpose. IC will revise course descriptions for each course offered at UHS, and then report back to School Council with an information item on this topic at a future date.

1. **Motion to remove course descriptions from UHS policy**

*Rationale:* The current policy document contains many course descriptions, but they are incomplete and out-of-date. Furthermore, course descriptions do not specifically constitute school policies. This motion proposes that all course descriptions be removed from UHS policy and relocated exclusively to the UHS course catalog. This course catalog will then be included as an appendix to the policy document for reference purposes.

***Misc. motions***

1. **Motion to revise letters of recommendation compensation policy**

*Rationale:* The current policy on compensating teachers for writing letters of recommendation is outdated. There is no stipulation in the current consensus agreement between TUSD and TEA regarding this compensation. However, we would still like to offer this compensation if/when it is feasible to do so. Please see Appendix D for specific recommended changes. Text that is crossed out is to be removed, and capitalized text is to be added.

1. **Motion to approve BOOST positions**

*Rationale:* This year’s BOOST program is slated to have ten (10) paid teachers, one (1) paid director, and ten (10) paid student aides. BOOST is a critical program for freshman recruitment and retention, and these positions need to be approved by School Council for the program to run.

**Appendix A -Proposed Changes to Math Department Policy**

**Section I.T. - Mathematics Placement Policy.**

Placement in an appropriate math class is vital to meeting the goals of the Math Department and to maximizing the success of students. Towards this end, the following math placement policies are in effect: 1) All incoming freshmen are given the UHS placement exam. Placement into ~~Honors Algebra or Honors Geometry~~ THE APPROPRIATE MATH CLASS DURING the freshman year is determined by the student’s score on the exam; 2) Teachers will make THE placement recommendation for the following year based upon ~~third quarter~~ math grades; 3) Parents will be required to sign a placement waiver if they elect to disregard staff recommendations. A parent conference may be requested to assist in an appropriate course selection; and 4) Evidence of teacher course approval and parental waivers must be on file in order for students to complete the mathematics registration process.

If there are questions concerning the appropriateness of the student’s placement, parents shall contact the Math Department Chair for freshman placement, or the student’s current math teacher. **(Res 3-30, 1/14/92)**

**Section VI.L. - Honors ~~Intermediate~~ Algebra II Course.**

**VI.L.1. Prerequisite:** ~~Algebra I~~ ~~(credit for high school Algebra from middle school).~~ MASTERY OF ALGEBRA I SKILLS AS ASSESSED BY THE UHS MATH PLACEMENT TEST

**VI.L.2. Grades:** 9 (OTHERS UPON UHS MATH DEPARTMENT CHAIR RECOMMENDATION)

**VI.L.3.** This course is designed for those ~~incoming~~ students (generally freshmen) whose scores on the UHS Algebra / Geometry Placement Exam indicate that they have a moderate background in Algebra I, but one that is insufficiently strong to support them as they try to rely on that background in future math courses. This course will reinforce all topics normally taught in UHS Honors Algebra I, but the depth and breadth of the course will be sufficient to create a strong foundation for the more theoretical and rigorous experience of the Honors Precalculus classes. ~~To best serve the needs of this population, enrollment in this course will be restricted only to incoming students (generally freshmen). The purpose of this course is to allow those students whose backgrounds indicate that they need some additional work with some of the concepts, skills, and techniques of Algebra I, to learn those that are lacking without retaking the entire Honors Algebra I class freshman year. Those students scoring above 70% on the Algebra skills assessment are most appropriately placed in Honors Geometry. Those students scoring between 39% 69% are most appropriately placed in Honors Intermediate Algebra. Those students scoring lower than 39% on the UHS Algebra / Geometry Placement Exam will still be placed in Honors Algebra I.~~ If required**,** district math assessments will be administered in this class, in accordance with Arizona Department of Education State Standards. **(Res 8-47, 1/14/97)**

**Section VI.AA. - UHS Graduation Requirements.** To graduate with a diploma from University High School, students must complete the course requirements stated below. Because UHS is a special function college preparatory school, its graduation requirements may differ from other high schools. Students who enroll at UHS agree to complete the minimum graduation requirements to earn a UHS diploma.The University High School curriculum is designed to provide students with challenging college preparatory experiences in a nurturing and supportive environment. Our goal is to inspire students to take a minimum of six courses each year and to take full advantage of the rich elective offerings available to them. The UHS curriculum is designed to prepare each student for a rigorous college experience and to provide opportunities for college level work and college credit. Through a highly successful Advanced Placement program, UHS students are able to select from among 19 college level courses and earn credits on a 5.0 weighted-grading scale. University High School’s curricular requirements exceed those mandated at the state and district levels. Students enrolled at UHS must take UHS courses to meet state, district and UHS graduation requirements. Courses taken from outside institutions cannot replace required classes. The only exceptions are P.E., Health, and Economics ~~(for the classes of 2012, 2013, and 2014)~~. College Courses taken that would transfer to a 4 year institution~~s~~ may be substituted with prior DEPARTMENT CHAIR AND ADMINISTRATOR ~~administrative~~ approval. **(Res 23-15, 2-14-2012)**

**VI.AA.3. - Mathematics, 4 Years.** UHS Mathematics courses are to be selected fromHonors Algebra, Honors Geometry, Honors ~~Intermediate~~ Algebra **II**, ~~Regular~~ ~~Intermediate~~ Algebra **II,** Honors Pre-calculus I (semester), Honors Trigonometry (semester), Honors Pre-calculus II (semester), HonorsCalculus (semester), AP Calculus AB**,** AP Calculus BC, AP Statistics.

**VI.AA.3.1 -** Students who complete AP Calculus BC before the 12th grade will be encouraged to enroll in AP Statistics at UHS or more advanced courses elsewhere.

**VI.AA.3.2 -** District policy, developed by a math committee, prohibits more than one credit being granted for completion of both Algebra I and Honors Algebra I. If a student retakes Algebra, UHS will award one year of elective credit for the algebra course taken in eighth grade. Likewise, if a student takes both Honors ~~Intermediate~~ Algebra **II** and ~~regular Intermediate~~ Algebra **II**, UHS can only award one year of mathematics credit.

**~~Section VII.Z. - Advanced Placement Calculus AB.~~**

~~The School Council~~~~approves the course description for Advanced Placement Calculus AB and approves it for inclusion the UHS Math curriculum beginning in the 2000-2001school year.~~ **~~(Res 11-15, 10/12/99)~~**

**Appendix B - Proposed Changes to Science Department Policy**

**Section IV.D. Science Department**

**IV.D.1. Science Department Mission.** The mission of the University High School Science Department, a community of scholars dedicated to intellectual exploration and discovery, is to help develop citizens who know the joy of forging interconnections among the sciences, mathematics, arts, and humanities. We believe that scientific meaning is discovered, not prescribed, that the ability to discern and create connections is the essence of knowing, and that the process of education is more than merely the accumulation of facts.

**~~IV.D.2. Science Department Philosophy.~~** ~~The word “science” is derived from the Latin verb “scire,” which means to know, to discern, to distinguish. Indeed, that is what the University High School Science Department tries to impart to those students who choose to study science. Our methods vary, our emphases differ, but we are united in our efforts to enable students to leave UHS with a sense of science literacy, and at most, 40-50 college credits in the disciplines of biology, chemistry, and physics.~~

~~Definitions of science literacy vary with person and time. One early definition was “a comfortable familiarity with the development, methodology, achievements, and problems of the principal scientific disciplines.” More recent definitions have incorporated the interrelations between science and society and science and technology, the ethics and nature of science, conceptual knowledge, and science in the humanities. UHS science courses incorporate both of these definitions as basic tenets.~~

~~At any given time, a variety of opinions exist when the goals of science teaching are enumerated. Over time, changes in goals have influenced subsequent changes in science curricula and instructional techniques. Almost all goals we have discussed in science department meetings can be summarized into the following three student outcome goals: 1) to acquire scientific knowledge; 2) to learn the processes or methodologies of the sciences; and 3) to understand the applications of science, especially the relationships between science and society and science-technology-society.~~

~~Under this broadly-stated organization, our students should have some knowledge of the products of science, should have experience with and understand the methods of science, and should understand how science is a force in their world.~~

~~Science~~ *~~knowledge~~* ~~includes the range of accumulated observations and systematic information about the natural world. With specific reference to science curriculum, knowledge is often discussed using terms such as “facts,” “concepts,” “laws,” “principles,” and “theories.” Recently, the term “cognitive domain” has been used in describing the goal of knowledge in teaching. In science education, the aim of understanding conceptual schemes is an example of the knowledge goal.~~

*~~Method~~* ~~is a manner of acting, a predisposition to behave, perform, and think in certain ways toward an object or objects of study. Of particular importance are scientific methods as they have been variously described in the history of science education. Emphasis on laboratory experience, inquiry, discovery, and problem solving are examples of the method goal of science education. Certainly, the research methods in theoretical physics, observational astronomy, and field ecology vary considerably.~~

~~The societal~~ *~~applications~~* ~~goal is an attempt to relate science and society, especially through the technological advances that have had an impact on our social world. The societal-applications goal implies that science curricula should have some connection to society and that students should develop understanding of science as it influences and is influenced by society.~~

~~Another way to view the goals of science teaching is to look at student learner outcomes for which we strive. They include (but are not limited to):~~

~~Cognitive Skills Outcomes: 1) Formulate questions and seek answers through the observation and interpretation of phenomena; 2) Solve problems and think critically in all disciplines of learning by analyzing, evaluating, and integrating data; 3) Judge the value and relevance of information (data) in presenting conclusion; 4) Demonstrate a core base of knowledge and skills in all disciplines of learning; 5) Demonstrate research and investigation skills; 6) Communicate effectively through spoken and written word;~~

~~Creativity Outcomes: 1) Think creatively and innovatively; 2) Demonstrate the use of intuition and imagination in the generation and solution of problems;~~

~~Personal Outcomes: 1) Demonstrate a healthy and positive self-concept; 2) Demonstrate the joy and excitement of life-long learning; 3) Demonstrate an appreciation of aesthetics, based upon observation and perceptions.~~

~~We strongly feel that we need to keep trying new ideas and techniques. Too many high schools are mired in disconnected, fact-loaded, assembly-line modeled curricula and pedagogy that bear no resemblance to the excitement of true scientific inquiry and discovery. Most schools move chaotically in all possible directions, not producing 1) science literacy for all students, 2) citizens able to understand issues based in science and technology; 3) citizens able to discriminate between scientific understanding and personal belief, 4) a capable work force for a modern technological society, 5) People with a joy and pleasure in understanding a complex universe and the individual’s role in it.~~

UHS science teachers try to produce graduates who have these characteristics. Currently, the Science Department offers courses in three science disciplines:

1. Biology: The science of life in all its manifestations, and of the origin, structure, reproduction, growth, and development of living organisms. UHS biology classes include the study of zoology, botany, anatomy & physiology, genetics, ecology, microbiology, cell biology/biochemistry, evolution, and human biology;

2. Chemistry: The science that includes the study of the structure, composition, and properties of substances and of their transformations. UHS chemistry classes include the study of inorganic and organic chemistry, physical chemistry, and biochemistry;

3. Physics: The science that includes the study of the laws governing motion, matter, and energy under conditions susceptible to precise observation. UHS physics classes include the study of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics.

Each discipline incorporates in the study of that particular discipline contemporary, historical, technological, and societal issues.

**IV.D.3.**  **Science Department Vision.**  The University High School Science Department faculty members have lofty goals. We aspire to base our science instruction on a set of principles - coherence, integration of the sciences, movements from concrete ideas to abstract ones, inquiry, connection and application, and sequencing which is responsive to how people learn - which will satisfy the above goals. We realize that not every student wants to become a rocket scientist. But we are trying to impart to every UHS student the background which will enable him/her to become an informed citizen, capable of discerning scientific opinion vs. fact, and able to become a rocket scientist or a research biologist if he/she wishes.

If University High School adopts graduation requirements which exceed the current 20 units, the Science Department would recommend that the science graduation credit requirement be increased from the current three units to four units.

We also recognize the importance of co-curricular activities, i.e., Science Fair participation, Science Olympiad, ~~Physics Olympiad, Chemistry Olympiad~~, UHS Science Club, Astronomy Club, Pre-Professions Health Club, STEM CLUB, ADVANCED RESEARCH METHODS INITIATIVE and the Arizona Envirothon. Students who participate in these events are, we feel, doing science as well as learning science and team dynamics.

**IV.D.4.**  **Science Department Description.** By resolution of the Executive Committee, UHS has established the Science Department. The Science Department currently offers courses in the three disciplines listed above. The following courses are currently offered: Honors Biology, Advanced Placement Biology, ~~Honors Chemistry,~~ Advanced Placement Chemistry, Research Methods (Advanced Placement Chemistry Lab)**,** ADVANCED PLACEMENT PHYSICS 1 & 2, ~~Honors Physics, Advanced Placement Physics B (Algebra-based)~~, and Advanced Placement Physics C (Calculus-based), Advanced Placement Environmental Science, and Advanced Research Methods.We realize that the strong emphasis on the Advanced Placement curriculum gives a recognized evaluation of the UHS science curriculum and strongly urge this continuance. **(Res 10-25, 10/13/98)**

**IV.D.5. Science Department Chair Selection.** When a vacancy occurs in the position of Science Department Chair, the following procedure shall be instituted:

**IV.D.5.1.**  The vacancy shall be announced in a Science Department meeting, or by written notification to all Science Department members.

**IV.D.5.2.**  All persons who are interested in the chairmanship shall inform other department members. These candidates must be teaching at least two periods of Science classes to be eligible.

**IV.D.5.3.**  A timely election shall ensue. Each science teacher who teaches at least two science classes shall have one vote. An administrator shall have one vote in case of a tie.

**IV.D.5.4.**  The UHS Science Chair shall be Highly Qualified and shall be willing to participate on the School Council by attending its meetings. The Chair must be willing to serve on School Council committees. **(Res 7-2, 5/9/95)**

**IV.D.5.5.** Each science teacher reserves the right to have a department chair from the disciplines of science.

**IV.D.5.6.** This procedure may be amended by the Science Department members by a two-thirds (2/3) vote.

**IV.D.5.7.** The Department reserves the right to conduct a recall election. **(Res 4-22, 11/3/92)**

**IV.D.6. Science Teacher Guidelines**

~~An ideal~~ A Science teacher at University High School should:

1. Becertified with a major or 30 units in a particular science discipline (biology, chemistry, physics);

~~2. Have at least three years experience in teaching biology, chemistry, or physics in a high school;~~

~~3. Be familiar with University High School;~~

~~4. Have had experience in working with a college preparatory curriculum and with highly motivated students;~~

5. Have had a firm foundation in laboratory experience with students and in setting up labs for students;

~~6. Have earned a Master’s Degree or higher in the discipline;~~

7. Be highly qualified;

~~8. Have attended an AP Institute;~~

~~9. Have a strong interest in Site-Based Decision-Making school governance.~~

**(Res 10-19, 8/25/98; Res 1-25, 10/13/98)**

**Appendix C - Proposed Changes to Summer School, Online, and Correspondence Course Policy**

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

Because of its special function and college preparatory status, University High School does not recognize high school courses taken in summer school, on-line, or by correspondence. Except for Health, P.E., and Economics ~~(for the classes of 2012, 2013, and 2014 only)~~, UHS will not allow summer school, on-line, and correspondence classes to substitute for any course required for graduation. Also,students may not use summer school or correspondence courses and grades to remove themselves from an academic probation list or prevent them from being exited. The only coursework to be considered for the probation or exiting policy will be coursework done at University High School during the fall or spring semesters. Students may take summer school courses for credit for other reasons. An exception can be made for students who wish to receive or replace a grade for (non honors) Algebra II taken through TUSD summer school.  **(Res 23-15, 2-14-2012)**

**Appendix D - Proposed Changes to Compensation for Letters of Recommendation Policy**

**Section V.A. - Compensation for Letters of Recommendation.**

**V.A.1.** ~~Teachers will be provided with “Loss of Planning” compensation as determined in the TUSD/TEA Consensus Agreement for Letters of Recommendation written for students during the academic year.~~ WHEN ADEQUATE FUNDS ARE AVAILABLE, TEACHERS WILL BE PROVIDED WITH “LOSS OF PLANNING” COMPENSATION FOR LETTERS OF RECOMMENDATION WRITTEN FOR STUDENTS DURING THE ACADEMIC YEAR. Teachers must provide the names of all students for whom they have written at least one letter of recommendation on the form adopted by the School Council. The forms must be turned into the Principal’s Secretary. **(Res 2-27, 3/5/91)**

**V.A.2.** Reimbursement will be on a per student basis starting with the 9th student through the 30th student. A teacher may be compensated for no more than 22 total students. **(Res 10-13, 5/21/98) (Res 20-12, 2-10-09)**