**Policy Issues Referred to the Instructional Council by the School Council**

1. **Proposed expansion of the number of sections of Film Analysis courses.** Stated below are the existing policies.

**Section VI.FF. - ~~Television and~~ Film Analysis.**

**VI.FF.1.** This course will be an elective in the English Department.  It will be open to students in grades 11 and 12.  It will be a one year, one credit course.

**~~VI.FF.2.~~** ~~This course will be limited to one section and could meet during zero or 7~~~~th~~ ~~period if necessary.~~

**VI.FF.3.** The content of the course will focus on “reading” films/television programs with a focus on form, style, and production across genres and time periods.  The course will include dramatic as well as documentary mediums.  In many respects, this course will resemble a humanities elective course with an emphasis on analysis and critical thinking.

1. **Reading Component.** The course has an adopted textbook, screenplays, director memoirs, film guides and reviews as well as research studies.
2. **Writing Component.**  Students will write reviews of selected works, short screenplays, and single director synthesis essays. **(Res 29-21, 12-13-2016)**

**Rationale:**

Film Analysis is the official name of the course in the TUSD course catalogue and policy should reflect such.

Film Analysis will be available for multiple sections if the student interest exists. There is currently not a cap on the number of sections available for any other course on campus. The current district process allows student choice to drive what course opportunities are available for students.

1. **Approval of application process for Senior Instructors**

Students interested in serving as a Senior Instructor will complete the Senior Instructor Application during the assigned window of time. Completing an application or meeting all Senior Instructor guidelines does not guarantee that a student will be made a Senior Instructor.

**Rationale:**

This document allows for an organized method for collecting student applications who wish to be senior instructors. This allows for teachers to have a common format to recruit from as well as a clean process for the office to schedule students into classes.

1. **Policy Revision for Retaking Classes on Transcripts**

***Section I.CC. - Policy for Retaking Classes for the Purpose of Improving the GPA.***

***I.CC.1.*** *At times it becomes necessary, in the case of a failing grade, or desirable, in the case of a low but not failing grade, for a student to retake a course.* ***In order for the student to replace the grade on his / her transcript for the purpose of improving the GPA at University High School, the student must take the course with the same TUSD course code number.***

***I.CC.2.*** *The student may not take a similar course in TUSD, summer school, correspondence, Pima College, University of Arizona, or other institutions and expect the course to automatically replace the grade of a course taken previously at UHS.* **REPLACE THE FORMER GRADE IN GPA CALCULATION, HOWEVER THE PREVIOUS GRADE WILL REMAIN ON THE TRANSCRIPT.  THERE WILL BE A SYMBOL ADDED TO THE OLD GRADE DENOTING THAT THE CLASS WAS REPEATED AND NOT CALCULATED IN THE STUDENT’S TRANSCRIPTS.**

***I.CC.3.*** *Occasionally, exceptions should be made to substitute a similar course for the grade on a transcript. However, the exception should only be granted in advance with the written permission of the Department Chair, Counselor, Registrar, and an Administrator.* ***(Res 9-37, 1/13/98)***

**Rationale:**

It is currently against district and state policy to drop a course and grade entirely from a transcript. The new class will replace the old class in GPA calculation and an insignia of some sort will notify college admission officers that a student repeated the class and to not use the old grade as part of the GPA calculation.

1. **Add AzMerit Scores to UHS student transcripts.**

PROPOSED POLICY LANGUAGE

**AZMERIT SCORES**

**AZMERIT SCORES ARE A REFLECTION OF 9, 10, AND 11 STATE REQUIREMENT LEVELS FOR ENGLISH AND MATH. BECAUSE THESE ARE A STATE REQUIREMENT, STUDENT SCORES WILL BE PART OF A STUDENT’S OFFICIAL RECORD.**

**Rationale:**

AZMerit Scores are part of a student’s academic record and because of this will be included in student transcripts beginning with AZMerit testing.

1. **Application of Results-Based Funding and Freshman House Program.** Existing related policy language below.

**Section VI.L. - A.P. Human Geography**

A.P. Human Geography is the required Freshman Social Studies course that fulfills the District Multicultural Studies requirement**. (Res 27-33, 3/10/2015)**

S**ection VI.V. - Advanced Placement Environmental Science.**

**VI.V.1.** The School Councilsupports the inclusion of A.P. Environmental Science in the TUSD curriculum. It instructs the Principal to advocate for an AP Environmental Science course description to be developed and adopted by the TUSD Board. **(Res 8-52, 2/11/97)**

**VI.V.2.** The School Councilapproves the adopted A.P. Environmental Science TUSD course description and approves of the inclusion of the course in the UHS curricular offerings beginning with the 2000-2001 school year. **(Res 10-41, 12/8/98)**

 **VI.V.3.** A.P. Environmental Science shall be the required Science course

 for all UHS Freshmen beginning with the 2016-2017 school year. **(Res 28-17,**

 **11/10/15)**

 PROPOSED POLICY LANGUAGE

**UNIVERSITY HIGH SCHOOL FRESHMAN HOUSE PROGRAM**

1. **FUNDING. THE INITIAL FUNDING FOR THE FRESHMAN HOUSE PROGRAM WILL COME FROM THE RESULTS-BASED FUNDING GRANT. THE FUNDS WILL PURCHASE A TOTAL 2.4 FTE (12/5) TO BE AWARDED AS COMMON TEAM PLANNING PERIODS FOR TWELVE TEACHERS, FOUR WHO TEACH AP ENVIRONMENTAL SCIENCE, FOUR WHO TEACH AP HUMAN GEOGRAPHY, AND FOUR WHO TEACH FRESHMAN HONORS ENGLISH.**
2. **FRESHMAN HOUSES. EACH HOUSE WILL HAVE THREE TEACHERS, ONE ENGLISH, ONE AP ENVIRONMENTAL SCIENCE, AND ONE AP HUMAN GEOGRAPHY WHO WILL SHARE COMMON STUDENTS DURING THE COURSE OF THE SCHOOL DAY. THE PURPOSE OF THE HOUSE PROGRAM IS TO PROVIDE ACADEMIC MENTORSHIP AND INDIVIDUAL ATTENTION TO INCOMING FRESHMEN AT UHS. THE GOAL OF THE PROGRAM IS TO IMPROVE STUDENT RETENTION ON BOTH THE ACADEMIC AND SOCIAL LEVELS. A LONG-TERM GOAL OF THE HOUSE PROGRAM IS TO COORDINATE THE CURRICULUM AND INSTRUCTION AMONG THE THREE DISCIPLINES SO STUDENTS MAY UNDERSTAND THE RELATIONSHIPS AMONG GEOGRAPHY, SCIENCE, THE LANGUAGE ARTS.**
3. **COMMON / HOUSE PLANNING PERIOD.**
4. **IN ADDITION TO THE REGUARLY SCHEDULED INDIVIDUAL PLANNING PERIOD, HOUSE TEACHERS WILL BE PROVIDED WITH A COMMON / HOUSE PLANNING PERIOD. THIS PLANNING PERIOD SHALL BE USED TO MEET AS A TEAM TO DISCUSS INDIVIDUAL STUDENTS IN THE RESPECTIVE HOUSES, TO DEVELOP COURSE SYLLABI THAT COORDINATES TESTING DATES AND DATES OF MAJOR PROJECTS IN EACH CLASS, AND, IN THE LONG TERM, COORDINATES THE CURRICULA OF THE THREE COURSES.**
5. **EACH YEAR, THE UHS ADMINISTRATION SHALL REVIEW THE EFFECTIVENESS OF THE HOUSE PROGRAM AND MAKE A RECOMMENDATION TO THE SCHOOL COUNCIL FOR ITS CONTINUANCE, ELIMINATION, OR PROPOSE AMENDMENTS TO THE PROGRAM.**
6. **VISION FOR IMPLEMENTATION IN THE 2018-2019 SCHOOL YEAR.**

**IF FRESHMAN ENROLLMENT REMAINS SIMILAR TO RECENT PAST YEARS, UHS PROJECTS 12 SECTIONS EACH OF AP ENVIRONMENTAL SCIENCE, AP HUMAN GEOGRAPHY, AND FRESHMAN HONORS ENGLISH. FOUR TEACHERS IN EACH DEPARTMENT SHALL TEACH THREE SECTIONS OF THAT DEPARTMENT’S REQUIRED FRESHMAN COURSE EACH IN THE HOUSE. ONE TEACHER FROM EACH DEPARTMENT WILL BE A MEMBER OF HOUSE TEAM, RESULTING IN FOUR DIFFERENT HOUSES. UHS ADMINISTRATION SHALL ENSURE THAT EACH OF THE HOUSES HAS APPROXIMATELY THE SAME NUMBER OF STUDENTS AND THAT CLASSES ARE BALANCED. EACH HOUSE TEACHER SHALL HAVE THREE CLASSES IN THE HOUSE, ONE INDIVIDUAL PLANNING PERIOD, ONE HOUSE PLANNING PERIOD, AND ONE OTHER ASSIGNED COURSE TO COMPLETE THE FULL-TIME SCHEDULE.**

**Rationale:**

As the school continues to grow due to recruitment efforts, it is important to support all students who entire the school with PBIS and MTSS strategies. Freshmen students are the most vulnerable to failing or withdrawing from UHS and the additional support from core academic teachers will help students acclimate to both the social and academic culture at UHS. Teachers during the common plan period will be able to develop common assessments as well as assess students together and identify gaps in learning for individual students who need support. Teachers will have paid time during the day to create interventions of support for students and find ways to promote each content area’s reading and writing standards. Each “house” will also be able to collaborate on common notetaking and study skills, academic integrity and other elements that are important for freshmen to learn and get support in.

**RESULTS BASED FUNDING 2017-2018 SCHOOL YEAR**

**AS PER A.R.S. §15-249.08, UNIVERSITY HIGH SCHOOL WILL RECEIVE $243,000 IN RESULTS BASED FUNDING IN THE 2017-2018 SCHOOL YEAR. TO SUPPORT SCHOOL GOALS, THE FUNDING WILL BE SPENT IN THE FOLLOWING WAYS DURING THE SPRING OF 2018:**

* **TEACHER BONUSES**
* **UHS FRESHMAN HOUSE (To be implemented in 2018-2019 school year)**
* **COMPUTERS ON WHEELS (4)**

**Results-Based Funding Accounting and Expenditure Reporting**

**1. In accordance with A.R.S. §15-249.08, monies received must be allocated directly to enhance, expand or replicate the school site that generated the Results-Based Funding, and must not supplant monies budgeted or received from any other source that are generally provided to that school.**

**2. The majority of the monies received must be used for teacher salaries, to hire teachers, and to provide for teacher professional development.**

**3. A portion of the monies received may be used for the expansion and replication of that school site as a quality school model.**

**4. The monies must be used to sustain and replicate results:**

**a.) to serve more students on a waiting list at a school with a letter grade designation of A or B,**

**b.) to increase salaries for teachers, school leaders and other classroom staff,**

**c.) to close the achievement gap in high-poverty schools.**

**Rationale:**

Currently, UHS does not own any Computers on Wheels (COWS). There is a need to expand technology and access for students so that common formative assessments (CFA), benchmarks, AZMerit Testing as well as access to 21st century learning and research can be done at school.

As per the statute and values of UHS, the teachers deserve a raise for their extraordinary efforts. The current raise is based on funding all teachers who do not teach an AP Math, Science or English class to receive results based funding raise, as teachers who taught an AP Math, Science or English class in 2016-2017 will receive an AP bonus this spring. The AP bonus has firm language that the ½ of that bonus MUST go to that classroom teacher and cannot be applied as a bonus to other teachers. The rationale of this policy would be to make sure ALL teachers get a bonus based on the smallest predicted AP teacher bonus payout as the lowest the bonus will be. The other half of the AP bonus is intended to pay back students who passed the AP exam. This will leave approximately $55 per test that is available for additional spending. The intention is to consider spreading that additional $55 per test around the rest of the campus to ensure teachers get as close to a similar bonus as possible.

We ask that this policy be approved as a general policy as we want to wait until we receive firm confirmation about AP bonuses to make sure all teachers receive a bonus.