UHS Policy Review

1. **Miscellaneous clean-up**
2. **~~I.A.3.1. – Requirements for Admission to UHS for Sophomores.~~**~~Sophomore admissions will only occur if there are seats available for students.  When seats are limited, UHS may only admit students based upon Sophomore priority (see I.A.3.2.).~~ Admission to UHS for 10th grade is based on achieving 50 points or more for qualified GPA and CogAT score.~~UHS reserves the right to determine the qualifying score for admission. However, the qualifying score shall never be below 50.~~

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| Rationale: The first part is no longer valid as we are required to take all students who qualify and choose to attend. The second part is redundant. I.A.2.2 |

1. ~~I.A.3.3. – Qualifying for Admission by Meeting GPA and Entrance Test Score Criteria.  Admission is based on meeting the test criteria and meeting a calculated GPA criteria based on first and second semester grades in 9th grade for a total of 50 admission points or more.~~

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| Rationale: Redundant. I.A.2.1-2.5 |

**~~I.A.3.4. – Grade Point Average (GPA).~~**~~Students must have a minimum cumulative GPA of 3.0 in the core classes – English, Social Studies, Mathematics, and Science to receive any admission points. In calculating GPA, no additional weight is given for advanced classes, such as AP, pre-AP, GATE, or honors. The cumulative GPA is calculated from final grades for the first and second semester of 9th grade.~~

~~Students not enrolled in TUSD schools are required to provide transcripts of grades.  If semester or quarter grades are not available, trimester grades will be used.  Schools that do not give grades must provide letter grades for the applicant to be eligible for admission.  Consideration cannot be given to non-TUSD applicants who do not submit transcripts.~~

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| Rationale: Redundant. I.A.2.3 |

~~I.A.3.5. – Entrance Exam. UHS administers one nationally-normed test – the Cognitive Abilities Test (CogAT). Students are awarded points based upon their score (see I.A.4.1.).~~

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| Rationale: Redundant. I.A.2.4 |

1. **I.A.7.1 - Additional Recruitment efforts.**  UHS conducts additional recruitment efforts in order to attract a broad and diverse pool of applicants.  Additional recruitment efforts will be developed by the UHS Principal with the advice and consent of the UHS School Council on an annual basis.
2. Targeted Student Outreach – Additional outreach, including letters to parents and home visits, to students taking advanced middle school classes in TUSD and to selected middle sites and programs.  Targeted outreach to students who score in the highest levels ~~of the AIMS and Terra Nova tests.~~

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| Rationale: APPROVED BY IC – “Of the standardized test administered by Tucson Unified School District to fulfill state testing requirements.” –suggested for entire policy document |

1. b) Outreach to site/program administrators and staff ~~– Each spring UHS will attend MS principal and counselor meetings to brief them on admission requirements and recruitment objectives.~~  Site staff will be encouraged to recommend students for admission.  UHS will meet with each ethnic studies program to explain admission requirements and recruitment objectives.
2. Community outreach – UHS representatives will visit parent meetings, ~~private~~ schools, and other venues upon request.

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| Rationale: APPROVED BY IC – “Each year UHS will connect with each middle or K-8 school’s counseling team to educate them on admission requirements and recruitment objectives as well as build relationship.” |

1. ~~I.A.7.2 - Application Records.  UHS will use existing district management systems to maintain an accurate and current list of all TUSD and non-TUSD UHS applicants.~~

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| Rationale – Unnecessary |

1. S**ection I.D. - Attendance Procedures: Reporting Student Absence.**

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I.D.1.

~~5. Teachers will submit roll within first 10 minutes of class to comply with state regulations.~~

~~6. Attendance may impact a student’s progress and affect their grades~~

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| Redundant - I.C.1 & policy from district/state |

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

~~Because of its~~ As a 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 and P.E., 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.~~

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| Rationale – Redundant I.Y.3.6 |

1. **~~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.~~

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| Rationale – Governing Board Policy. |

1. **~~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. 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.~~

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| Rationale: Modify -When calculating GPA related to retaking a course, the previous grade and course will remain on the transcript.  There will be a symbol added to both the original and new grade denoting that the class was repeated and that the original grade is no longer calculated into the student's GPA. Governing board policy |

1. **Section IV.K. - Procedures for Selecting a Principal at UHS or an Assistant Principal at UHS.**

**~~IV.K.1.~~**~~Write/Revise Job Description - Announcement - Advertisement.~~

**~~IV.K.2~~**~~After informing the Chair of the Personnel Committee, an administrative designee of UHS will announce that a Principal vacancy has occurred.  The School Council shall resolve to empower the Personnel Committee and a UHS administrative designee to fill the vacancy cooperatively.~~

**~~IV.K.3.~~**~~Upon the School Council resolution, the Personnel Committee Chair and a UHS administrative designee shall be responsible for contacting TUSD central administration and personnel department to inform them of the vacancy and to complete all of the necessary paperwork.~~

**~~IV.K.4.~~**~~The Personnel Committee will then select a screening team and an interview team according to the appropriate administrative regulations.  An administrative designee for UHS and the Chairperson of the School Council will be asked to serve as members of both groups.~~

**~~IV.K.4.1.~~**~~The Personnel Committee will give priority to members of the School Council, as the elected representatives of the constituencies that comprise the UHS community, in the selection of persons to serve on the screening and interview teams.  However, at least one member of the interview team will be a non-member of the School Council.  If members of the School Council are unable to serve, then the committee will ask non-School Council members to serve.~~

**~~IV.K.4.2.~~**~~At least 3/4 of each team shall be composed of members of the UHS community and must be representative of the UHS community.~~

**~~IV.K.4.3.~~**~~At least two appropriate alternates shall be selected for each team.~~

**~~IV.K.5.~~**~~Screening Team - Composed of at least four persons.~~

**~~IV.K.5.1.~~**~~The screening team will meet as a group to develop a screening document and a point system based upon the job description.~~

**~~IV.K.5.2.~~**~~The team will screen all applicants’ files and employ the screening document and point system to grade each candidate’s file.~~

**~~IV.K.5.3.~~**~~The team will discuss the candidates before submitting the names of the persons to be interviewed to the Chair of the Personnel Committee who will then forward them to the interview team.  UHS does not get to choose its candidates~~

**~~IV.K.6.~~**~~The Chair of the Personnel Committee will reconvene the Personnel Committee to design interview questions and a point system based upon the job description.  The district mandates some questions~~

**~~IV.K.7.~~**~~Interview Team - Composed of at least six persons.~~

**~~IV.K.7.1.~~**~~The interview team will interview all available candidates whose names have been submitted to them from the screening team via the Chair of the Personnel Committee.~~

**~~IV.K.7.2.~~**~~The interview team will employ the questions and the point system based upon the job description developed by the Personnel Committee for each and every person who interviews for the open position.~~

**~~IV.K.7.3.~~**~~As a group, the interview team will total the scores of each candidate, discuss the candidates, and attempt to come to consensus on a final, prioritized list of their selection.  If the interview team reaches consensus on a top candidate, then that individual’s name will be recommended to the TUSD Governing Board to fill the Principalvacancy.  If consensus cannot be reached, then no recommendation will be made and the position shall be readvertised within 48 hours.  Then, the process outlined in this document will begin again at item IV.K.1.~~

**~~IV.K.8.~~**~~If all of the above procedures are followed, the Personnel Committee and its screening and interview teams will not have to submit their findings to the SchoolCouncil until the vacancy has been filled.~~

**~~Section IV.L. - Procedures for Selecting an Assistant Principal~~**

**~~IV.L.1.~~**~~Write/Revise Job Description - Announcement - Advertisement.~~

**~~IV.L.2~~**~~After informing the Chair of the Personnel Committee, the Principal of UHS will announce that an Assistant Principal vacancy has occurred.  The School Council~~~~shall resolve to empower the Personnel Committee and the UHS Principal to fill the vacancy cooperatively.~~

**~~IV.L.3.~~**~~Upon the School Council~~~~resolution, the Personnel Committee Chair and the UHS Principal shall be responsible for contacting TUSD central administration and personnel department to inform them of the vacancy and to complete all of the necessary paperwork.~~

**~~IV.L.4.~~**~~The Personnel Committee will then select a screening team, with District approval,~~~~and an interview team according to the appropriate administrative regulations.  The UHS Principal and the Chairperson of the School Council~~~~will be asked to serve as members of both groups.~~

**~~IV.L.4.1.~~**~~The Personnel Committee will include~~~~members of the School Council, as the elected representatives of the constituencies that comprise the UHS community, in the selection of persons to serve on the interview team.~~

**~~IV.L.4.2.~~**~~At least 3/4 of each team shall be composed of members of the UHS community and must be representative of the UHS community.~~

**~~IV.L.4.3.~~**~~At least two appropriate alternates shall be selected for the Interview~~~~Team.~~

**~~IV.L.5.~~**~~Screening Team - Composed of at least four persons.~~

**~~IV.L.5.1.~~**~~The screening team will meet as a group to develop a screening document and a point system based upon the job description.~~

**~~IV.L.5.2.~~**~~The team will screen all applicants’ files and employ the screening document and point system to grade each candidate’s file.~~

**~~IV.L.5.3.~~**~~The team will discuss the candidates before submitting the names of the persons to be interviewed to the Chair of the Personnel Committee who will then forward them to the interview team.~~

**~~IV.L.6.~~**~~The Chair of the Personnel Committee will reconvene the Personnel Committee to design interview questions and a point system based upon the job description.~~

**~~IV.L.7.~~**~~Interview Team - Composed of at least six persons.~~

**~~IV.L.7.1.~~**~~The interview team will interview all available candidates whose names have been submitted to them from the screening team via the Chair of the Personnel Committee.~~

**~~IV.L.7.2.~~**~~The interview team will employ the questions and the point system based upon the job description developed by the Personnel Sub-Committee for each and every person who interviews for the open position.~~

**~~IV.L.7.3.~~**~~As a group, the interview team will total the scores of each candidate, discuss the candidates, and attempt to come to consensus on a final, prioritized list of their selection.  If the interview team reaches consensus on a top candidate, then that individual’s name will be recommended to the TUSD Governing Board to fill the Assistant Principal vacancy.  If consensus cannot be reached, then no recommendation will be made and the position shall be readvertised within 48 hours.  Then, the process outlined in this document will begin again at item IV.L.1.~~

**~~IV.L.8.~~**~~If all of the above procedures are followed, the Personnel Committee and its screening and interview teams will not have to submit their findings to the School Council~~~~until the vacancy has been filled~~.

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| Rationale – Align with district guidelines for hiring  “IV.K.1 - When the principal or assistant principal position comes open at UHS, the personnel committee will rank and discuss the candidates the district sends prior to the interview.  IV.K.2 - The personnel committee will form an interview committee aligned to the district standard but ideally consisting of an administrative designee for UHS, the Chairperson of the School Council, no fewer than two additional members of the school council who are serving as elected members and 2 non-school council members for a total interview team no smaller than 6 persons.  IV.K.3 - The personnel committee will create the interview questions in accordance with the district’s guidelines.  IV.K.4 - The interview team will total scores, discuss each candidate, and attempt to come to a consensus. If a consensus cannot be reached, a new set of candidates will be requested.  IV.K.5 - In the case of assistant principal, the UHS administrative designee will be represented by the UHS principal and instead of the personnel committee chair (or school council chair) communicating candidates to the district, the UHS principal would do this. |

1. **~~Section IV.M. - UHS Registrar Job Description~~**

**~~IV.M.1.~~**~~The Registrar of University High School shall be a member of the school’s classified staff.~~

**~~IV.M.2.~~**~~The Registrar must have appropriate typing skills, knowledge of computers - including the Osiris and Sonora Programs, and an ability to work with the students, parents, alumni, faculty, staff, and administration of University High School.~~

**~~IV.M.3.~~**~~The Registrar must also be willing to promote a positive relationship between the school and the public at-large.~~

**~~IV.M.4.4.~~**~~To print 5 sets of schedule cards for students every quarter and 3 sets of schedule cards for every schedule change made;~~

**~~Section IV.N. - Attendance Clerk / Technician Job Description.~~**

**~~IV.N.1.~~**~~The Attendance Clerk / Technician shall be a member of the classified staff of University High School.~~

**~~IV.N.2.~~**~~The Attendance Clerk / Technician must have appropriate typing skills, knowledge of computers - including the Osiris Program, and an ability to work with the students, parents, faculty, staff, and administration of University High School.  The Attendance Clerk / Technician must also be willing to promote a positive relationship between the school and the public at-large.~~

**~~Boost Director~~**

**~~IV.Y.3.  Desired Qualifications.~~**~~Available and willing to volunteer to assist in planning and preparation of materials and activities prior to beginning of program. To qualify for a paid BOOST position, a student should have completed at least one BOOST session as a volunteer.~~

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

**~~VI.V.1.~~**~~The School Council~~~~supports 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.~~

**~~VI.V.2.~~**~~The School Council~~~~approves 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.~~

**~~VI.V.3.~~**~~A.P. Environmental Science shall be the required Science course for all UHS Freshmen beginning with the 2016-2017 school year.~~

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| Rationale - Remove |

1. **Section VI.C. - Summer School, On-Line, and Correspondence Courses.**

~~University High School does not recognize high school courses taken from summer school, on-line, or by correspondence with the following exceptions: Health, Physical Education, and Algebra II (non-honors) through TUSD summer school.~~

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| Rationale – “University High School does not recognize high school courses taken from non-UHS summer school sites, online, or by correspondence with the following exceptions: Health and Physical Education, with administration’s approval.” |

1. **~~Section VII.K. - Compensation for the School Council Chair.~~**

~~The SchoolCouncil supports a .2 FTE to be allotted to the Chair of the SchoolCouncil.  That .2 FTE will be a planning period scheduled at the same time as the Department Chair’s planning period so the SchoolCouncil Chair, if not a Department Chair, can attend meetings as a member of the Instructional Council Sub- Committee.~~

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| Rationale – District mandates otherwise |

1. **Automobiles**

~~Only Seniors and Juniors are allowed to park vehicles on campus. Students who drive cars to school are expected at all times to abide by state, county, and city traffic laws. Parking stickers may be obtained through the Rincon Business Office for a fee.  Student parking for Juniors and Seniors is the South Lot.  Students may park in the North Lot but should always be aware the gates are locked from 8 A.M. to 2 P.M.  Sophomores are not permitted to park on campus.  The parking lot is off limits during the school hours. No one is permitted to sit in vehicles during the school day (before school, after school lunch period, or between classes).  Violation of parking regulations will lead to restriction of campus parking.~~

~~The maximum speed limit for all vehicles on the campus is set at 5 miles per hour.  Persons who violate this speed limit, drive vehicles using loud mufflers or other unnecessary noise, and those persons who operate their vehicles in a careless and imprudent manner so as to endanger life and property, will be subject to loss of parking privileges.~~

~~The following areas are reserved for faculty and staff parking: The North Lot and the entire area east of the campus.~~

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| APPROVED BY IC “UHS administration, at their discretion and through the finance office, will disseminate the limited parking permits as available to UHS students. UHS students who do not adhere to the guidelines of the school risk losing their opportunity to park on campus.” |

1. **Department Chair Policy**

**~~Social Studies~~**

**~~IV.B.5. Department Chair Election Policy~~**

**~~IV.B.5.1.~~**~~Beginning with the 2021-2022 school year, the department will elect a chair to serve a one-year term.~~

**~~IV.B.5.2.~~**~~The Department Chair will choose a meeting date in April to hold the elections, and give at least two weeks’ notice of such meeting to all members of the department. All members of the department will be on the initial ballot unless they give written notice to the Department chair with one week’s notice prior to the election date that they would like their name removed from the ballot.  The Department Chair will provide paper ballots at the election meeting for every department member. Department members will vote on their ballot and hand it back to the department chair.  The Department Chair will randomize the ballots and count them with another department member present. If a department member is not able to be present at the election meeting, they may turn in their written ballot to the Department Chair up to the end of the school day prior to the day of the election meeting.~~

**~~IV.B.5.3~~**~~In the event of a tie, the two department members who received the most votes will be put on a new ballot and the department shall vote again at the same meeting on the new ballot.  For the purposes of a run-off ballot, the votes of department members who turned in their votes prior to the election meeting will only be counted if they are for a person eligible in the run-off.  If an early vote is for a person other than a person on the run-off ballot, their vote shall not be given to any run-off candidate. In the event of a tie in a run-off election, the Department Chair shall flip a coin at election meeting to determine the winner.~~

**~~IV.B.5.4~~**~~For all elections, a quorum of 66.0% of the department members eligible to vote shall be required to hold the election.  Any votes cast in writing as described above shall count toward quorum. A majority of greater than 50.0% of the votes shall decide any election.~~

**~~IV.B.5.5~~**~~Each department member may cast one vote in an election.~~

**~~IV.B.5.6~~**~~These procedures may be amended by a 2/3 vote at any regular meeting with a quorum as described above.  One week’s written notice of such a vote shall be given to all department members by the Department Chair. Such vote may be in writing or verbal at the meeting, and department members must be present to vote.~~

~~IV.B.5.7   The department chair shall serve on the UHS School Council as a voting or non-voting member.~~

**~~IV.B.6  Minimum Requirements.~~**~~1) 24 semester units in a Social Science discipline which includes Geography, Economics, History, Political Science, or Psychology; or in a Fine Arts discipline which includes Music, Music Theory, Dance, Art History, or Studio Art; or in a P.E. discipline which includes Health and Physical Education and 2) Willingness to work with the School Council~~**~~.~~**

**~~IV.B.6.2.  Desired Requirements.~~**~~1) Experience teaching gifted students; 2) Master’s Degree in a Social Science, Fine Arts, or P.E. discipline; 3) Knowledge of and experience in teaching Advanced Placement courses; 4) Willingness to participate on the School Council; and 5) Gifted Endorsement~~**~~.~~**

~~IV.B.6.4.  This process may be amended by the SS/FA/PE Department with a 2/3 vote of the voting members of the SS/FA/PE Department.~~

**~~Section IV.C. - Modern Languages Department.~~**

**~~IV.C.2.  Department Chair Qualifications and Selection Process.~~**~~Upon the vacancy of the Department Chair of the Modern Languages Department, the members of the Modern Languages Department will meet to select the successor.  The meeting will  occur within at least one week of the formal announcement of the resignation of the Department Chair.  A quorum is 2/3 of the persons assigned at least one Modern Language class.  There will be no absentee voting except for extenuating circumstances.~~

**~~IV.C.2.~~**~~If the Department Chair is unavailable, the Senior member of the department who teaches at least 4/5 in the department will call and conduct the meeting.~~

**~~IV.C.3.~~**~~In the selection of the Department Chair, any teacher who teaches Modern Languages classes at UHS will have one vote.  An administrator will also have a vote in the event of a tie.~~

**~~IV.C.4.~~**~~The Modern Language Department Chair must have a Master’s Degree in a discipline within the department and be~~~~willing to participate on the School Council as a voting or non-voting members.~~

**~~IV.C.5.~~**~~Each teacher in the department retains the right to have a Department Chair from the M.L. field.~~

**~~IV.C.6.~~**~~These procedures may be amended by M.L. Department with a 2/3 vote of the voting members of the M.L. Department.~~

**~~IV.C.7.~~**~~The Department Chair will serve a two-year term.~~

**~~IV.C.8.~~**~~The Department reserves the right to conduct a recall election.~~

**~~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 thechairmanship shall inform other department members.  These candidates must be teaching at least two periods of Science classes to be eligible.~~

**~~IV.D.5.3.~~**~~Atimely 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.~~

**~~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.~~

**~~IV.E.4. Counseling Department Chair.~~**~~The Counseling Department Chair is the Counselor with the most seniority.~~

**~~IV.E.5. UHS Counseling Department Chair Job Description.~~**

**~~IV.E.5.1.~~**~~The Counseling Department Chair~~~~shall be a member of the Instructional Council~~~~and shall attend all School Council meetings as a voting or non-voting member.~~

**~~IV.E.5.2.~~**~~The Counseling Department Chair~~~~must be familiar with gifted education; be willing to work in a Site-Based Decision-Making School; have excellent written and verbal communication skills; be experienced in college admissions counseling; be familiar with various high school placement and college admission tests, test preparation, and testing procedures; have guidance experience in stress management, personnel decision-making, crisis intervention, and conflict resolution; have extensive knowledge of and familiarity with local, state, and national colleges; be familiar with student scholarships and scholarship opportunities; have suitable computer expertise; and knowledge of college search programs.~~

**~~IV.E.5.3.~~**~~The Counseling Department Chair must have Secondary Certification, and the Counseling and Guidance Endorsement.~~

**~~IV.E.5.4.~~**~~The Counseling Department Chair~~~~will have the following responsibilities: 1) To be available for students who require individual guidance; 2) To be responsible for monitoring the progress of UHS Seniors - making sure they fulfill requirements to facilitate an on-time graduation; 3) To assist with registration of students in courses for the following school year; 4)~~~~To ensure access to the latest scholarship and college information to the students of UHS; 5)To be responsible for providing assistance to UHS students in the process of college and scholarship applications by writing letters of recommendation and by verifying test scores, grade point average, and policy regarding class rank; 6) To co-ordinate with the school administration by attending biweekly administrator/counselor meetings and by working on preregistration and registration of students for the next year’s courses; 7)To make evening presentations to parents, students, and prospective students of UHS at the request of the Executive Committee and / or the UHS Administration; 8) To advocate for students’ developmental needs.~~

**~~IV.F.2.  Mathematics Department Chair Selection.~~**

**~~IV.F.2.1~~**~~Upon the announcement of the Math Department Chair’s transfer or resignation, the position of acting chair will be filled by the most Senior member of the department.  The acting chair will serve for a maximum of five weeks from the date the department chair position becomes vacant, while a new chair is selected by the department.  The acting chair is the department member who has been teaching in the Math Department at UHS the longest.  The acting chair will have one period free to conduct department business.  Within one week of the filling of the teaching position vacancy created by the transfer / resignation of the department chair, a meeting will occur to select the new department chair.  A quorum is defined to be 2/3 of the department.~~

**~~IV.F.2.2.~~**~~If the department chair is unable or unwilling to conduct these meetings, the acting chair of the department will call and / or conduct them.  The acting chair will conduct the election.~~

**~~IV.F.2.3.~~**~~Each teacher will have one vote per class taught within the department.  The administrator who evaluates the department will have one vote if needed to break a tie.~~

**~~IV.F.2.4.~~**~~Each math teacher reserves the right to have a department chair from the discipline of math.  This is to preclude the combining of the math department with any other department, under a single chair, without the consent of the math department members.~~

**~~IV.F.2.5.~~**~~This procedure may be amended by a 2/3 vote of math department members, with each department member receiving one vote per class taught in the department.~~

**~~IV.F.2.6.~~**~~The math department members reserve the right to recall the department chair upon the petition of 2/3 of the members, with each member receiving one vote per class taught in the department.~~

**~~IV.F.2.7.~~**~~The department chair will serve for a 3 year term.  A department chair may choose to run for re-election without limit.~~

**~~Section IV.G.  English Department Chair Selection.~~**

**~~IV.G.1.  Time of Selection.~~**~~Within one week of the transfer or resignation of the department chair, a meeting will be held to select the new department chair.  A quorum for this purpose will be two-thirds of the teachers in the department.  If a transfer or resignation occurs during summer break or a holiday, the meeting will be held within the first week after the school year has resumed.~~

**~~IV.G.2.  Voting.~~**~~Each English teacher will have one vote.  In case OF a tie in the election, each teacher will have one vote per English class taught at that time.~~

**~~IV.G.3.  Qualifications.~~**~~The English Department Chair shall be selected from the English Department faculty.~~

**~~IV.G.4.  Amendments.~~**~~This procedure may be amended by vote of two-thirds of the department members, using the voting procedure described above in IV.G.2.~~

**~~IV.G.5.  Deposition.~~**~~The English Department members reserve the right to depose the department chair upon the petition of two-thirds of the members, using the voting procedure described above in IV.G.2.~~

**~~IV.G.6.  Length of Term.~~**~~The department chair will serve a three year term. A department chair may choose to run for re-election without limit.~~

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| Proposed Unified Process  **IV.B. Department Chair Election Policy**  **IV.B.1.**  Beginning with the 2021-2022 school year, the department will elect a chair to serve a TWO ~~one~~-year term.  **IV.B.2.**   The Department Chair will choose a meeting date in April to hold the elections, and give at least two weeks’ notice of such meeting to all members of the department. All members of the department will be on the initial ballot unless they give written notice to the Department chair with one week’s notice prior to the election date that they would like their name removed from the ballot.  The Department Chair will provide paper ballots at the election meeting for every department member. Department members will vote on their ballot and hand it back to the department chair.  The Department Chair will randomize the ballots and count them with another department member present. If a department member is not able to be present at the election meeting, they may turn in their written ballot to the Department Chair up to the end of the school day prior to the day of the election meeting.  **IV.B.3**   In the event of a tie, the two department members who received the most votes will be put on a new ballot and the department shall vote again at the same meeting on the new ballot.  For the purposes of a run-off ballot, the votes of department members who turned in their votes prior to the election meeting will only be counted if they are for a person eligible in the run-off.  If an early vote is for a person other than a person on the run-off ballot, their vote shall not be given to any run-off candidate. In the event of a tie in a run-off election, the Department Chair shall flip a coin at election meeting to determine the winner.  **IV.B.4**   For all elections, a quorum of 66.0% of the department members eligible to vote shall be required to hold the election.  Any votes cast in writing as described above shall count toward quorum. A majority of greater than 50.0% of the votes shall decide any election.  **IV.B.5**   Each department member may cast one vote in an election.  **IV.B.6**   The result of an election may be amended by a 2/3 vote at any regular meeting with a quorum as described above.  One week’s written notice of such a vote shall be given to all department members by the Department Chair. Such vote may be in writing or verbal at the meeting, and department members must be present to vote.  ~~IV.B.5.7   The department chair shall serve on the UHS School Council as a voting or non-voting member.~~  IV.B.7 The English, CTE, Counseling, and World Languages Departments will elect chairs on the applicable odd years and the Math, Social Studies, and Science will elect chairs on appropriate even years.  IV.B.8 In the event that a department chair is vacated, an immediate election will be held to fulfill the remainder of the current term. |

1. **Department Chair Rights on School Council**

~~IV.B.5.7   The department chair shall serve on the UHS School Council as a voting or non-voting member.~~

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| Rationale – Remove. Social Studies, World Languages, and Counseling all have this written into their department chair policy. There is concern that though members may not be voting, they could tilt the equity of voice at school council and negate the intent of the state law related to the make up of a school council. All UHS stakeholders are welcome to attend school council meetings without being members. |

1. **Separation of Policy, Advocacy, and Course Selection – Move items out of policy and into courses description or advocacy documents**
2. **1.A.2. - Purpose of Admission Policy.** The purpose of the admission policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.
3. **Section IV.V. - Better Opportunities for Our Students in Transition (BOOST) Program.**

**~~IV.V.1.  English Objectives and Activities.~~**~~The English component will include activities designed to assess reading and writing skills for strengths and deficiencies, give experiences in composition similar to those assigned early in the freshman year, introduce vocabulary in freshman English to discuss composition and literature, and to explore reading selections that complement and give background for future assignments.~~

~~We will include a writing sample which will serve as a basis for evaluation of individual writing skills. Reading assignments and discussions will complement the Freshmen English curriculum.~~

**~~IV.V.2.  Counseling Objectives and Activities.~~**~~The second component of this program would consist of a peer group tutoring / advising segment.  Each student would be assigned to a group which would meet one hour per day.  Leading the groups would be UHS minority upperclassmen who have been extensively trained prior to the start of the program.~~

~~It is our hope that by providing this opportunity early in the student’s high school career, a large percentage of minority students will seek out and find success in TUSD’s more challenging academic / college preparatory programs.~~

~~Among the activities and topics to be included are: study skills; note-taking skills; listening skills; test-taking skills; knowledge of graduation requirements; peer counseling; mathematics and English tutoring; suicide prevention; stress management; communication skills; and critical thinking skills and peer group sessions to allow for building social skills and improving personal interactions.~~

**~~IV.V.3.  Evaluation.~~**~~Since the goal of BOOST is to increase minority participation and success in programs for gifted students, evaluation should be based on evidence that this outcome is occurring.~~

~~All TUSD high schools will be surveyed to determine the numbers of minority students who enrolled in honors or GATE classes in 1988-89 and 1989-90.  We will also determine how many completed the courses and what their grades were in these courses.~~

~~Next, we will ascertain the numbers enrolled in 1990-91, the numbers who complete their courses, and the grades they earned.  We will then determine which students were involved in BOOST and compare them with those who did not participate in BOOST.  In addition, we will compare enrollment figures in all honors and GATE classes in 1990 with the two previous years to determine if larger numbers of minority students are enrolling due to their belief in their ability to succeed after experiencing Project BOOST.~~

~~As a follow-up component, we will survey each student at the conclusion of BOOST and at the conclusion of first semester to determine how they perceive the worth of their experience with BOOST and to ascertain if they would recommend the opportunity to other students.~~

**~~IV.V.4.~~**~~The Executive Committee agrees to appropriate $18,000 to initiate the BOOST Program in the Summer of 1991.~~

**~~IV.V.5. Student Selection.~~**~~The Executive Committee supports the revision and expansion of BOOST to include all incoming freshmen students to UHS.  The Executive Committee also supports the creation of an “upper division” BOOST Program.~~

**~~IV.V.6.~~**~~BOOST shall adopt a curriculum unit that focuses on a~~~~historical perspective of figures whose dishonesty led to their downfall, with emphasis on cheating and plagiarizing.~~

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| Rationale – Revise and add to advocacy. If we followed the above guidelines in revision we would need to ensure an English/Writing component, a counseling/tutoring component, and a method for evaluating the effectiveness of the BOOST program. –  Write something to include in advocacy document. We should bring the survey back. |

1. **Section IV.B. - Department of the Social Sciences, the Fine Arts, and Physical Education.**

**IV.B.1.  Department Mission.**The mission of the University High School Department of the Social Sciences, the Fine Arts andPhysical Education, 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, the social sciences, the arts, and the humanities.  By  offering a discipline-based curriculum designed specifically for academically focused and intellectually gifted students, the Department trains students to be scholars as well as enlightened citizens of a diverse community.

**IV.B.2.  Department Philosophy.**The Department believes the disciplinary approach best serves the delivery of curriculum.  Contrary to the idea that an academic discipline is a narrow body of knowledge that students must memorize, the University High School Department of the Social Sciences, the Fine Arts, and Physical Education views an academic discipline as the teaching of specific interpretation, synthesis, and application skills which give meaning to the world body of knowledge.  Each academic discipline interprets the world body of knowledge in a different manner.  By adopting this approach to curriculum and instruction, each teacher in the Department will train students in the particular academic methods of his/her discipline of specialization to find meaning, and hopefully truth, in the analysis of the world body of knowledge.  Indeed, student creativity will come from unique application of the disciplinary course of study.  Moreover, because each discipline employs the same world body of knowledge, although each one emphasizes different parts of that body, all disciplines overlap in their interpretations of that  body of knowledge.  Therefore, all disciplines are inherently “interdisciplinary.”  Since each discipline is an area of special skill and knowledge which requires highly trained professional instructors, the Department expects its members to be expert in at least one of the disciplines.  Because training students in the higher level thinking skills of each discipline’s approach requires teachers with training and expertise in a discipline, the Department members need to exercise control over the four-year curriculum and selection of colleagues who teach the individual courses.  The following briefly highlights basic definitions of some of the varied disciplines:

1) Economics: How individuals, households, businesses, and governments make decisions about the allocation of resources;

2) Political Science: How individuals and groups relate to institutions;

3) History: How individuals and groups relate to their past: Historiography;

4) Psychology: How individuals relate to themselves:

5) Art History: How individuals relate to the past and present through the study of art;

6) Studio Art: How individuals create beauty and meaning from their environment; and

7) Geography: How individuals and groups distribute activities on the Earth in response to the environment.

Truthfully, without the discipline acting as a thesis for the course of study, no axis exists for the development of instructional approaches to curriculum which trains higher level thinking skills in students.  Since each discipline approaches the world body of knowledge with a different thesis, or academic approach, the course acts as a training ground for students’ minds in studying issues with a specific academic perspective.  The Department believes that without the discipline, the student cannot experience a true course of study in pursuit of truth.  The result: The disciplines produce Disciplined Scholars.

**IV.B.3.  Department Vision.**The Department of the Social Sciences, the Fine Arts, and Physical Education would like to develop a four-year course of study based upon the disciplines in the Social Sciences and increase the number of electives which would satisfy the one-year Fine Arts requirement.  The Department would like to see Advanced Placement courses predominant in its curriculum because the A.P. Exams act as an indicator of students’ mastery of a discipline.

**IV.B.4.  Department Description.** By resolution of the School Council, UHS has established the Department of the Social Sciences, the Fine Arts, and Physical Education.  The Department offers courses in the disciplines commonly placed within the humanities, social studies and social sciences, the arts, and P.E..  Currently, the Department offers the following courses: AP Human Geography**,**A.P. United States Government and Politics, A.P. European History, A.P. United States History, A.P. Microeconomics, A.P. Macroeconomics, A.P. Psychology, A.P. History of Art, A.P. Studio Art, Dance, Music, Band, A.P. Music Theory, Health, and P.E.  Because of the predominance of college level Advanced Placement courses, the Department naturally has adopted a disciplinary approach which mirrors the A.P. curriculum. The Department also believes that Student Government (Student Council / S.A.B.) should become a course at UHS, and should count toward the Social Sciences Honors Endorsement.  As a course within the Department, Student Government’s teacher/sponsor should meet the qualifications of a teacher in the Department.

The SchoolCouncil has determined that A.P. History of Art may fulfill the one credit Fine Arts graduation requirement. A.P. Studio Art, instituted as a UHS course during the 1997-1998 school year, also may fulfill the Fine Arts requirement.  Because the teachers who have taught these courses have been licensed in social studies, the SchoolCouncil has placed these courses within the Department.  TheDepartment believes, however, that A.P. History of Art and A.P. Studio Art should not be included as part of the requirements for the Social Sciences Honors Endorsement.  The Department advocates further development of a Fine Arts curriculum which may stand alone as a separate department with its own department chair and Honors Endorsement.

1. **Section IV.C. - Modern Languages Department.**

**IV.C.1.  Mission Statement.**The  University High School Modern Languages Department is committed to providing a language learning environment in which students will be able to attain communicative competency and proficiency.  Students will participate in learning experiences in language acquisition and cultural sensitivity and awareness that will prepare them for their educational and career goals as well as for the real world.  Students will engage in creative self-expression, as well as student-directed and target language-based activities.

1. **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.

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 facultymembers 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 cocurricular activities, i.e., Science Fair participation, Science Olympiad, UHS Science Club, Astronomy Club, Pre-Professions Health Club 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, 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.

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

A Science teacher at University High School should:

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

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

3.  Be highly qualified.

1. **Section IV.E. - Counseling**

**IV.E.1. Philosophy.**To provide advocacy, support, and guidance to the “individual” student as it relates to the mission of a college preparatory curriculum.

**IV.E.2.  Description.**Students receive group and individual guidance that attends to their three domains of learning: educational / academic; career; and personal / social.  These include, but are not limited to, academic planning; college selection / admission; testing; financial aid/scholarships; career guidance; support groups; and community referrals for resources / personal growth.

1. **Section IV.H. -RHS / UHS Library Mission Statement.**[Field]

The mission of the Rincon/University High Schools Library is to provide an educational information environment conducive to the curricular and developmental needs of students at both Rincon and University High Schools, and to ensure that the students and staff of both schools are effective users of ideas and information.

1. **VI.D.1.  Description.**University High School was accredited as a College Preparatory School by AdvancED North Central Accreditation.  The Administration, Faculty, and School Council have developed a four-year program that will prepare students for college entrance, and that every UHS student is expected to complete.

**Section VI.BB. – AP with We365 Service Learning.**

The School Council directs the UHS administration and Instructional Council to investigate the opportunity to implement the new AP with We365 Service Learning Modules within selected AP courses.

**Section VI.CC. – UHS AP Institute.**

The School Council directs the UHS administration and Instructional Council to create a UHS AP Institute with workshops presented by UHS teachers. This inaugural institute would take place in July 2015.

**Section VI.DD. – Penguin Pathways Project.**

The School Council approves the creation of the Penguin Pathways Project (PPP) event to be held annually during the fall semester. The inaugural event will be held Friday, September 16, 2016.

The goal of the program is to support students in becoming fulfilled individuals with healthy habits. The PPP will do this by supporting students in discovering their personal interests and passions, providing resources and information for students to explore these interests and passions, and helping students understand how their decisions and choices can support them in achieving their personal goals, all while reinforcing the importance of self-care and providing strategies for creating a balanced life.

The event will focus on the changing needs of students at each grade level through a targeted mix of small informational sessions, panel discussions, individual activities, and chances to connect with mentors and volunteer and job-related opportunities.

**Section VI.EE. – United States Military History**

**VI.EE.1.**The School Council approves a United States Military History course for inclusion in the UHS curriculum and course offerings beginning with the 2017-2018 school year. The course shall be open to students in grades 10, 11, and 12 as a one year (two semester) elective Social Studies course. Students may earn one credit for completing the full year course.

**VI.EE.2.** The United States Military History course shall incorporate the Veterans Heritage Project. As part of the Veterans Heritage Project, students shall conduct interviews with military veterans and write narrative articles for publication about each veteran’s experience.

**VI.EE.3.**The Veterans Heritage Project Club shall continue separately from the course for students who wish to participate in the project but are unable to enroll in the United States Military History course.

**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.**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.

**Section VI.GG. – Leadership Theory/Student Council.**

**VI.GG.1.**This course shall be offered to UHS students in grades 9-12 beginning in the 2017-2018 school year. It shall be limited to one section during the regular school day. There will be no limit to the number of students who may enroll in the course for that one section. The teacher shall agree to waive consensus limits for this course.

**VI.GG.2.**This course shall be a full year, one credit course that students may take for up to four year and four total credits. It shall be an elective course in the Social Studies Department.

**VI.GG.3.**This course shall incorporate leadership theory analysis, guest speakers who will facilitate discussion about the application of leadership theory within specific fields of interest, event coordination to improve the identity of UHS students, town hall meetings so that UHS student body can voice wants and needs, advocate on behalf of the student body through the Principal’s Committee, continued involvement with the surrounding community through service projects, continued support of the faculty, staff and student body at UHS by the acquisition of equipment to improve the learning environment and student achievement.

**IV.GG.4.** A club shall convene outside of the bell schedule and be open to students who cannot take the class. The advisor of the club shall function as a co-advisor with the teacher of the class. A third advisor shall take on the responsibilities of Grad Night liaison with UHS Student Council. Therefore, UHS Student Council shall have three advisors, one for the class and two for the club.

**Section VI.HH. – AP Spanish Literature.**

The School Council supports the inclusion of AP Spanish Literature in the UHS course offerings beginning in the 2017-2018 school year.

**Section VI.II. – AP Music Theory.**

The School Council supports the inclusion of AP Music Theory in the UHS course offerings beginning in the 2017-2018 school year.

**Section VI.JJ. – Engineering 102**

**VI.JJ.1. Prerequisite:**Completion of AP Physics 1 or AP Physics C with a grade of C or higher. Completion of 11th grade math course with a grade of C or higher.

**VI.JJ.2. Co-requisite:**Enrollment in a math course at the level of Honors Trigonometry/Honors Pre-Calculus or higher.

**VI.JJ.3 Grades:**12 (other students may be considered with prior approval from Engineering teacher.)

**VI.JJ.3 Credits Earned:**Successful completion of the year-long course will be counted as one (1) Elective Credit at University High School, and as three (3) credit hours at the University of Arizona under the title ENGR102HS upon admission to the university and payment of tuition.

**VI.JJ.4.**This course is offered as a dual credit opportunity through the University of Arizona. It is designed as a project-based introduction to multiple engineering disciplines. In addition to required projects to meet the University of Arizona requirements for credit, other projects will be selected to reflect the engineering disciplines requested by the students enrolled in the course.

**VI.JJ.5.**Students enrolling in the course are expected to enroll as a non-degree seeking student at the University of Arizona and pay the reduced tuition amount in order to receive three (3) credit hours from the University of Arizona under the title ENGR102HS.

1. **Section VII. – Advocacy Resolutions**

**Section VII.A. - Modular Bell Schedule.**

The School Councilsupports a modular bell schedule for each and every full week of school with one-hour morning conference periods and 95-minute classes on Wednesdays and Thursdays.  The odd-numbered periods will meet on Wednesdays and the even-numbered periods will meet on Thursdays.  In weeks in which the Wednesday / Thursday schedule is interrupted by a 1/2 day or holiday, the Executive Committee supports a sequential schedule of 45-minute classes with a one-hour morning conference period on those days.

**Section VII.B. - Credit for Service on School Council.**

The SchoolCouncilsupports the awarding of professional development credit for increased pay stipends and state recertification to education employees who serve on school councils.

**Section VII.C. - University High School Vision.**

University High School is a college preparatory selected-enrollment public school, which provides a challenging, intellectual education creatively satisfying education for a diverse population of academically focused students.

Scholastically, University High School demonstrates achievement and excellence through college preparatory accreditation AdvancED.  Students consistently achieve high scores on standardized and advanced placement tests, earn admission to prestigious colleges, and win respected scholarships and awards.  Students also participate in challenging academic, fine arts, and athletic competitions earning state and national awards.

Instructionally, a highly qualified and dedicated faculty guides students toward the goal of lifelong learning and responsible citizenship.  The curriculum at University high School challenges students with collegelevel courses in a variety of disciplines, which help them to realize their intellectual potential and apply their skills in real world situations.  The educational program provides opportunities for creative expression, the development of technological skills, and preparation for careers in the global economy of the 21st century.

Socially, University High School fosters the celebration of diversity in the acceptance of self and others.  The school community offers social support and acceptance for academically focused students of all ethnic groups, encourages risktaking, allows for freedom of expression, expects ethical and responsible behavior, and provides an enriched atmosphere in which all students can pursue the realization of their personal goals.

Administratively, University High School incorporates shared decision making to involve all stakeholders in supporting the mission and vision of the school. Students, parents, alumni, staff, and administrators are actively involved in the school process through participation in such organizations as the Student Activities Board, Parents’ Association, and SchoolCouncil.  In addition, administrators are engaged in the learning process, support reflective change based on research, and provide leadership through a cooperative process.

**Section VII.D. - University High School Vision, Mission**

**VII.D.1. UHS Mission Statement:**University High School is a special function high school which serves students who are academically focused and intellectually gifted and provides curriculum and social support not offered in the comprehensive high school.

**VII.D.2. Vision Statement:**University High School will be a grades 6 or 7-12 regional school that serves academically talented college bound students on its own site. UHS will have its own school site with a middle school. UHS will be the premier regional college preparatory school that serves academically focused and intellectually gifted students by providing a rigorous and challenging curriculum and by offering programs that reflect the diverse backgrounds, talents, and cultures of our students with a supportive school wide community.

**VII.D.3. Accreditation Status:** University High School having met the requirements established by the Advanced Accreditation Commission and Board of Trustees, is accredited by AdvancED. In 1992, UHS became the first public school to attain college preparatory status from the North Central Association. UHS has maintained accreditation since 1992.

**VII.D.4. Advanced Placement Emphasis:**The Advanced Placement curriculum, as designed by the College Board, is the central focus of the University High School curriculum.

**VII.D.5.**University High School is accredited as an official high school, not a district program. University High School shall never be considered as a “program” of another high school or split into satellite campuses.

**Section VII.E. - Partnership with Grand Canyon University**

The UHS School Council supports in principle an academic partnership with Grand Canyon University. The School Council instructs the UHS Administration to negotiate a Memorandum of Understanding (MOU) with all deliberate speed and place the MOU on the School Council agenda for approval.

**Section VII.H. - UHS Diversity Pledge.**

The staff at University High School believes that an inclusive community of learners fosters students’ academic and personal goals.  To that end, we will enhance skill development and offer academic challenges for all students regardless of their ethnic, cultural, or linguistic backgrounds.  We will demonstrate sensitivity to students’ unique needs by encouraging a variety of teaching and learning strategies.  We will model fairness, personal integrity, and excellence of endeavor, for all students.

**Section VII.I. - School Council Membership.**

The Executive Committee supports the continuation of its membership with its current constituent groups at 28 total members.  To assure quality representation from the diverse groups that are part of the UHS community, the Executive Committee supports and strongly urges the UHS Parents’ Association to select 2 persons of targeted minority background and StudentCouncil to select 2 students of targeted minority background when electing / selecting their Executive Committee representatives each year.

**Section VII.K. - Compensation for the School Council Chair.**

The School Council supports a .2 FTE to be allotted to the Chair of the School Council.  That .2 FTE will be a planning period scheduled at the same time as the Department Chair’s planning period so the SchoolCouncil Chair, if not a Department Chair, can attend meetings as a member of the Instructional Council Sub- Committee.

**Section VII.L. - German Program.**

The School Council advocates for a full four-year German program at University High School.  The German teacher should have a full-time contract and the Advanced Placement German course should be a separate course - not combined with another German course for administrative efficiency.

**Section VII.M. – Four-Year Course of Study**

Each department – English, Mathematics, Social Studies, Science, and World Languages – shall allow students to meet its department’s portion of the University High School graduation requirements within eight (8) semesters of study.

**Section VII.N. – Shared Campus with Rincon High School**

**VII.CC.1. Dress Code.**UHS supports and will adhere to the dress code as established by ~~Rincon High School.~~ The TUSD Governing Board

**VII.CC.2. Bell Schedule.**UHS supports the adoption of the modular bell schedule for the shared campus.