



Vail School District
 Vail, Arizona
 Site Council
 Vail High School



AGENDA
 Regular Meeting
 Monday, January, 10, 2011
 In the Vail High School Conference Room

Regular Meeting

- 1. **Call to Order**
 - A. Pledge of Allegiance
 - B. Approval of Minutes
 - C. Reports
 - * Member Reports
 - * Administrative Reports
 - D. Call to the Public

Consideration and discussion of comments and concerns from the public. Those wishing to address the council as a result of public comment will be limited to the Chairperson directing members to study the matter or rescheduling the matter for future consideration or decision at a later date. Public comments are limited to 3 minutes. (Acknowledgement of Public Requests to Speak) The Council desires viewpoints of Parents/Staff/Students and considers the responsible presentation of the viewpoints to be viable to the efficient operation of the school. Any individual desiring to address the council shall inform the Council at this time. Comments and questions may deal only with topics on the agenda of the meeting.
 - E. Recognitions

Staff, Students, and/or members of the community may be recognized at this time. Special announcements may be presented at this time.

2. Old Business

- A. Enrollment Summary
 - B. School Day Structure 2011-2012
 - C. Off Campus Food
 - D. Salad Dressing
 - E. Yearbook
- INFORM
INFORM
ACTION
STUDY
INFORM

3. New Business

- A. Student Handbook
- STUDY

4. Adjournment

ACTION

Handwritten notes in blue ink:
 4134
 5-4-11
 ele
 1. 1/10/11 approval - put them out
 2. 1/10/11 approval - put them out
 3. 1/10/11 approval - put them out
 4. 1/10/11 approval - put them out
 5. 1/10/11 approval - put them out
 6. 1/10/11 approval - put them out
 7. 1/10/11 approval - put them out
 8. 1/10/11 approval - put them out
 9. 1/10/11 approval - put them out
 10. 1/10/11 approval - put them out
 11. 1/10/11 approval - put them out
 12. 1/10/11 approval - put them out
 13. 1/10/11 approval - put them out
 14. 1/10/11 approval - put them out
 15. 1/10/11 approval - put them out
 16. 1/10/11 approval - put them out
 17. 1/10/11 approval - put them out
 18. 1/10/11 approval - put them out
 19. 1/10/11 approval - put them out
 20. 1/10/11 approval - put them out
 21. 1/10/11 approval - put them out
 22. 1/10/11 approval - put them out
 23. 1/10/11 approval - put them out
 24. 1/10/11 approval - put them out
 25. 1/10/11 approval - put them out
 26. 1/10/11 approval - put them out
 27. 1/10/11 approval - put them out
 28. 1/10/11 approval - put them out
 29. 1/10/11 approval - put them out
 30. 1/10/11 approval - put them out
 31. 1/10/11 approval - put them out
 32. 1/10/11 approval - put them out
 33. 1/10/11 approval - put them out
 34. 1/10/11 approval - put them out
 35. 1/10/11 approval - put them out
 36. 1/10/11 approval - put them out
 37. 1/10/11 approval - put them out
 38. 1/10/11 approval - put them out
 39. 1/10/11 approval - put them out
 40. 1/10/11 approval - put them out
 41. 1/10/11 approval - put them out
 42. 1/10/11 approval - put them out
 43. 1/10/11 approval - put them out
 44. 1/10/11 approval - put them out
 45. 1/10/11 approval - put them out
 46. 1/10/11 approval - put them out
 47. 1/10/11 approval - put them out
 48. 1/10/11 approval - put them out
 49. 1/10/11 approval - put them out
 50. 1/10/11 approval - put them out
 51. 1/10/11 approval - put them out
 52. 1/10/11 approval - put them out
 53. 1/10/11 approval - put them out
 54. 1/10/11 approval - put them out
 55. 1/10/11 approval - put them out
 56. 1/10/11 approval - put them out
 57. 1/10/11 approval - put them out
 58. 1/10/11 approval - put them out
 59. 1/10/11 approval - put them out
 60. 1/10/11 approval - put them out
 61. 1/10/11 approval - put them out
 62. 1/10/11 approval - put them out
 63. 1/10/11 approval - put them out
 64. 1/10/11 approval - put them out
 65. 1/10/11 approval - put them out
 66. 1/10/11 approval - put them out
 67. 1/10/11 approval - put them out
 68. 1/10/11 approval - put them out
 69. 1/10/11 approval - put them out
 70. 1/10/11 approval - put them out
 71. 1/10/11 approval - put them out
 72. 1/10/11 approval - put them out
 73. 1/10/11 approval - put them out
 74. 1/10/11 approval - put them out
 75. 1/10/11 approval - put them out
 76. 1/10/11 approval - put them out
 77. 1/10/11 approval - put them out
 78. 1/10/11 approval - put them out
 79. 1/10/11 approval - put them out
 80. 1/10/11 approval - put them out
 81. 1/10/11 approval - put them out
 82. 1/10/11 approval - put them out
 83. 1/10/11 approval - put them out
 84. 1/10/11 approval - put them out
 85. 1/10/11 approval - put them out
 86. 1/10/11 approval - put them out
 87. 1/10/11 approval - put them out
 88. 1/10/11 approval - put them out
 89. 1/10/11 approval - put them out
 90. 1/10/11 approval - put them out
 91. 1/10/11 approval - put them out
 92. 1/10/11 approval - put them out
 93. 1/10/11 approval - put them out
 94. 1/10/11 approval - put them out
 95. 1/10/11 approval - put them out
 96. 1/10/11 approval - put them out
 97. 1/10/11 approval - put them out
 98. 1/10/11 approval - put them out
 99. 1/10/11 approval - put them out
 100. 1/10/11 approval - put them out



Vail School District
Vail, Arizona
Site Council
Vail High School



ANNOTATED AGENDA
Monday, January 10, 2011
In the Vail High School Conference Room

Regular Meeting

1. Call to Order

- A. Pledge of Allegiance**
- B. Approval of Minutes**
- C. Reports**
 - *Member Reports**
 - *Administrative Report**
- D. Call to the Public**
- E. Recognitions**

2. Old Business

A. Enrollment Summary

INFORM

Background:

Mr. Barger will present to the council the enrollment summary for January 2011.

Recommendation:

None at this time, inform item.

B. School Day Structure

INFORM

Background:

Mr. Barger will present to the council information on the proposed schedule for next school year.

Recommendation:

None at this time, inform item.

C. Off Campus food

ACTION

Background:

Mr. Barger will present to the council a policy for off campus foods.

Recommendation:

That the VAHS Site Council approve the policy as presented.

D. Salad Dressing

STUDY

Background:

Mr. Barger will present to the council information on the salad dressing served during lunch.

Recommendation:

None at this time, study item.

E. Year Book

INFORM

Background:

Mr. Barger will present to the council information on VAHS yearbooks.

Recommendation:

None at this time, inform item.

3. New Business

A. Student Handbook

STUDY

Background:

Mr. Barger will present the council information on a Student Handbook.

Recommendation:

None at this time, study item.

5. Adjournment

ACTION

MINUTES

Regular Meeting
Monday, December 13, 2010

1. Call to Order

Mr. Burns called the meeting to order at 4:37 p.m.

A. Pledge of Allegiance

Pledge was led by Mr. Burns

B. Members Present

Mrs. Silva
Mrs. Smith
Mr. Burns
Mr. Hill
Mrs. Meyers
Mrs. Whitlow
Mr. Vallone

C. Approval of Minutes

Mrs. Smith motioned to approve minutes as read. Mrs. Meyers seconds the motion.
Minutes were approved.

D. Reports

Request was made by Mr. Hill to have the minutes 24 hours in advance of next meeting.

Administrative Reports

Mr. Barger reported on the Baskin Robbins' night Monday, December 6th. The school made over 130.00 dollars. Also that Pamper Chef brought in close to \$450.00 for PTSA .

E. Call to the Public

None

F. Recognitions

Mr. Barger recognized: the 1st grade for winning the EGEES party as part of the Pampered Chef fundraiser; Kyle Massingill was the student credited with the most sales; Kelly Thompson for the music presentations (last week K.1 and 7th grade and tonight's 2nd through 6th grade performance with the high schoolers); Wendy Smith for coordinating the Angel Tree program which adopted 9 families (Bikes donated clothes, etc.); and Mr. Still and National Honor Society who went to Rita Ranch left bags outside houses then went back the following Saturday and collected 612lbs of food. Mrs. Smith recognized Ms. Kaiser and Mrs. Rojo for the Middle Dance. Kids had lots of fun and it was very successful.

2. Old Business

A. Enrollment Summary

Mr. Barger shared with council enrollment numbers, and reviewed grade level caps.

B. Override Prop 404

Mr. Barger spoke to the impact of Prop 404 failing. When all ballots were counted, the proposition failed by 97 votes. The override funded positions in Art, Music, PE and helped to reduce class size. The impact to our school is that we will cut 2.7 positions. If we chose to increase class size we can limit that reduction to 1.5 positions.

C. 11/12 Calendar

Mr. Barger shared a proposed copy of the 11/12 calendar again it is H.S. we will not split. The district site councils all provided input and the majority preferred a calendar that had school resuming on Tuesday the 3rd of January. The benefit to that version has the break at 17 days instead of 14 days as we had favored at the last meeting.

D. 11/12 Enrollment Numbers

Mr. Barger shared district wide grade level averages. Kinder was above average and at every other grade we were below the district average. VAHS can increase students and minimize the reduction to teaching positions. Mr. Barger went into some classes surveying how many siblings coming in next year for Kinder. It is likely that 16 kinder positions may be taken by siblings of existing students leaving only a handful of spots for new families.

Recommendations approve increasing grades K-8 by two and establishing grades 9 and 10 at 65 and 50 juniors and seniors.

Mrs. Smith motioned and Mr. Vallone seconded the motion unanimously

E. Kinder Enrichment Fee Increase

We wanted full day kinder and funding was cut by the state. Parents made the decision to keep a full day program and call it Kinder Enrichment. The cost for district Kinder Cottage is \$2237 and we charge \$1600 dollars this year. The question is since the state cut the funding do we raise the cost? Do we set a higher fee? The tax credit program is still continuing. The next question is, are kids academically doing well? Kindergarten assessments were shared showing that students had a significant growth having current program and people are getting their moneys worth. The council discussed the merit of raising the cost as compared to the cost of the program. Since part of the funding provides a parapro, and the cost is still less than Kinder Cottage it was consider reasonable.

Recommendation: To increase the cost of Kinder Enrichment from \$1600 to \$2000 for the 2011-2012 school year.

Mrs. Myers motioned Second Mrs. Smith, motion passed.

3. New Business

A. School day structure 2011-12

Vail Academy, how do to move forward. We provide 24 credits, state requires 22. We need to go to minimum. State does not require P.E. or foreign language. maybe those could be an after school class with a Pima teacher this would get students college credit. We are looking at everything. Advisor Base does not work not meeting its initial intent. Advisor Base is going away next year. On block days what do we do with the 50 minutes that we gain? What may happen in the future is that we go to a 5 period school day no 6th periods. We are going to get budget hits from the state. They are likely going to cut us this year and next year. Next couple years more cuts. Reality, we need to change. It could be bringing Pima or JTed classes. This discussion will continue as time provides us more information.

B. I-10 Advertisement

The billboard on I-10 will be changed. It will be given to the UA Tech Park to Read "UA Tech Park Next Exit".

C. Off Campus Food

Parents come in and dropped off food (In and Out, McDonalds, etc.) We currently do not have a policy. Recommend that if parents want to eat with child it is ok but just dropping off. Not sending the right message. Conversation to be continued.

D. Salad Dressing

Mr. Barger is concerned with the fat content of Ranch Dressing. Many students are throwing away salads and using the ranch dressing to pour it all over their pizza or sandwich. What is the message? Ranch is free with a salad, but it can be purchased as a condiment, so kids opt for the free ranch with the salad and discard the salad. Conversation to be continued.

Adjournment: Mrs. Meyers motioned to adjourn the meeting was seconded by Mr. Vallone meeting was adjourned 5:46 p.m.

**OLD
BUSINESS**

POWER SCHOOL

School: Vail Academy & High School

Logout ?

Term: 10 11 Semester 2

> Enrollment Summary

Kaparoff Tricia

Functions

Setup

Enrollment Summary

as of 1/10/2011 (A)
Vail Academy & High School

Grade Level	TOTAL IN GRADE	Asian or Pacific Islander	Black or African American	Hispanic or Latino	American Indian	White (Not Hispanic)	Unclassified
	147	17	1	47	1	57	1
1	177	47	1	77	1	47	1
2	177	1	17	77	1	77	1
3	177	17	17	77	1	77	1
4	177	1	17	77	1	77	1
5	177	1	17	77	1	77	1
6	177	1	17	77	1	77	1
7	177	1	17	77	1	77	1
8	177	1	17	77	1	77	1
9	177	1	17	77	1	77	1
10	177	1	17	77	1	77	1
11	177	1	17	77	1	77	1
12	177	1	17	77	1	77	1
TOTAL	1467	177	177	777	177	1077	177

PEARSON

The School District recognizes that sound nutrition and optimal physical fitness is directly related to learning readiness, academic achievement, decreased discipline problems and improved physical and emotional well-being.

Life long healthy habits include education, the daily consumption of nutritious foods and regular exercise. Parents are important partners and have the most significant influence regarding their child's nutritional and lifestyle choices.

To ensure the health and well being of all students, the Board shall promote and monitor student wellness in a manner that the Board determines is appropriate in the following areas:

- **Nutrition Guidelines:** All foods available in each school during the day will have as a primary goal the promotion of student health and the reduction of childhood obesity. All guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture, as those regulations and guidance apply to schools.
- **Nutrition Education:** The goal is to influence students' eating behaviors by providing nutrition education that is appropriate for students' ages; reflects students' cultures; is integrated into health education or core curricula, and provides opportunities for students to practice skills.
- **Physical Activity:** The goals for physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities, to maintain students' physical fitness, to ensure students' regular participation in physical activity, and to teach students the short- and long-term benefits of a physically active and healthful lifestyle. All staff, not just physical education teachers, play an important role in promoting and modeling physical activity and healthy habits.
- **Other School-Based Activities:** The goal is to create a total school environment that is conducive to healthy eating and physical activity.
- **Evaluation:** A primary goal will be to regularly evaluate the effectiveness of this policy in promoting healthy eating and changing the program as appropriate to increase its effectiveness, and
- **Parent, Community and Staff Involvement:** A primary goal will be to engage family members, students, and representatives of the school food authority, the Governing Board, school administrators, and the public in development and regular review of this school policy.

The Superintendent is directed to develop administrative regulations to implement this policy, including such provisions as may be necessary to address all food and beverages sold and or served to students at school (i.e. competitive foods, snacks, and beverages sold from vending machines, school stores, and fund-raising activities and refreshments that are made available at school parties, celebrations and meetings), including provisions for staff development, family and community involvement and program evaluation. Regulations and exhibits created for the purpose of implementing this policy shall be considered, in effect, to be an extension of this policy.

Off Campus Food

In an effort to support the district's wellness policy and help students practice healthy decisions we are adopting a statement to address the delivery of fast food to our students on the school day.

Parents bringing 'fast food' lunch to school for their children are limited to providing food for only their child. We encourage you to stay and enjoy lunch with your child. If you chose to drop the food off, please be advised that your student will be allowed to eat in the front office. We will not allow 'delivered' food to be shared or to be eaten in the cafeteria without a parent being present.

NEW BUSINESS

Vail Academy and High School



K-8

2010-2011

Student Handbook

9-12

11-12

Vail Academy and High School

(Physical Address)
7762 E. Science Park Drive
Tucson, Arizona 85747

(Mailing Address)
P.O. Box 800
Vail, Arizona 85641
(520) 879-1900

Fax: (520) 879-1901
<http://vahs.vail.k12.az.us>

Daily Hours of Operation 7:15 am – 3:45 pm

Dennis Barger, Principal
Julia Kaiser, Assistant to the Principal

VAIL SCHOOL DISTRICT

13801 E. Benson Hwy, Suite B
P.O. Box 800
Vail, Arizona 85641
(520) 879-2000

Calvin Baker, Superintendent
John Carruth, Assistant Superintendent
Debbie Hedgepeth, Assistant Superintendent

GOVERNING BOARD

Randy Kinkade, President

Margaret Burkholder, Clerk

Debbie King

Anne Gibson

Jim Coulter

SITE COUNCIL

Parents:

~~Jim Burns~~
~~Frances Massingill~~
TBD RH
TBD EG

Teachers:

~~Nancy Silva~~
TBD BF
TBD WS

Staff:

~~TBD~~ SW

Student:

TBD

Bell Schedule

Monday, Tuesday, and Friday

7:40-8:45	Announcements and Period 1
8:49-9:49	Period 2
9:53-10:53	Period 3
10:57-11:57	Period 4
11:57-12:36	Lunch
12:36-1:36	Period 5
1:40-2:40	Period 6

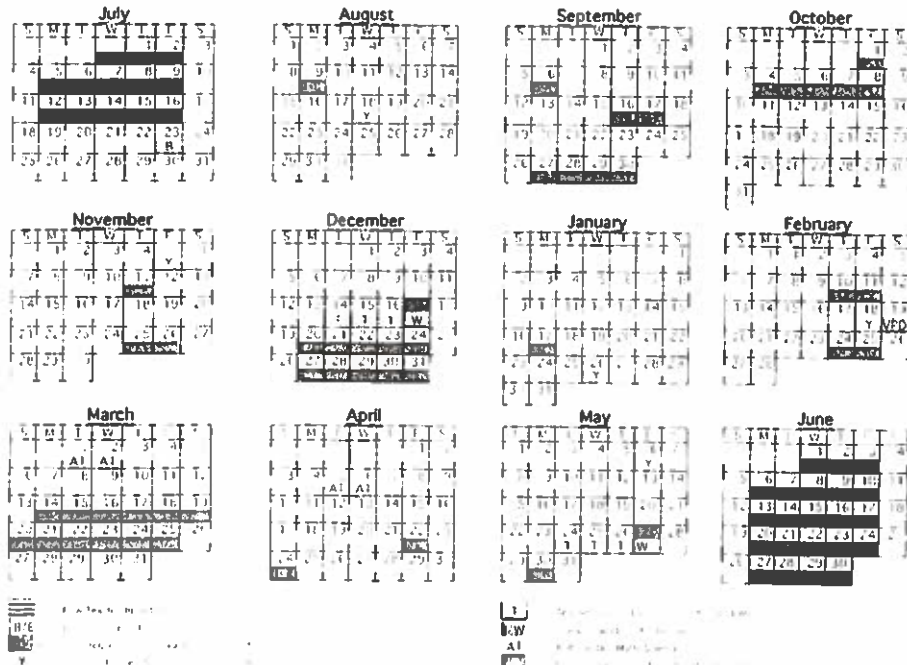
Wednesday and Thursday

7:40-9:30	Period 1 and 3
9:34-10:26	Advisory
10:30-12:15	Period 2 and 4
12:15-12:55	Lunch
12:55-2:40	Period 5 and 6



Vail Academy and High School 2010-2011 Calendar

Vail School District No. 20 Board approved 11/11/10
VAIL ACADEMY AND HIGH SCHOOL 2010-2011 CALENDAR Revised 11/29/10



7th and 8th Grade Bell Schedule

Monday, Tuesday, and Friday

Period 1	7:40-8:45
Period 2	8:49-9:49
Period 3	9:53-10:53
CBMs <i>DMS</i>	10:53-11:08
Lunch	11:08-11:57
Period 4	11:57-12:57
Period 5	1:01-2:01
Period 6	2:05-2:40

Wednesday and Thursday

Period 1/3	7:40-9:30
Period 2/4	9:34-11:24
Lunch	11:24-12:06
Advisory	12:06-12:46
Period 5/6	12:50-2:40

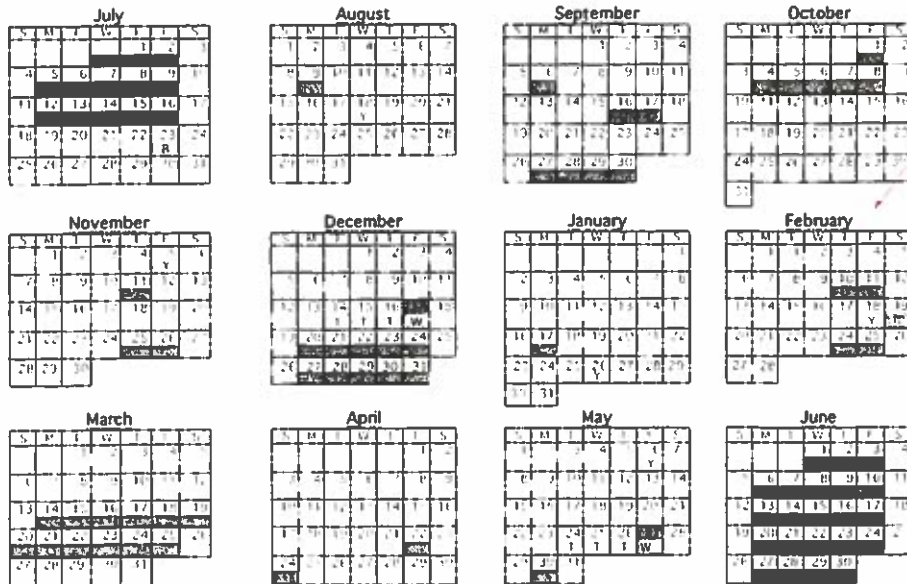
K-6 grade schedules will be determined by the teachers.



Vail Academy and High School 2010-2011 Calendar

Vail School District No. 20
VAIL ACADEMY AND HIGH SCHOOL 2010-2011 CALENDAR

Board approved 11/10/10
 Revised 6/29/10



NEW ONE

■ School Day
 ▤ Non-School Day
 ● Holiday

■ School Day
 ▤ Non-School Day
 ● Holiday

K-8 FACULTY & STAFF

Do we need a K-12

Dennis Barger	Principal
Julia Kaiser	Assistant to the Principal
Tricia Kaparoff	Office Manager/Principal Secretary/Volunteer Coordinator
Denise Paral	Health Aide/Secretary
Amanda Dombrowski	Counselor
Gary Denny	Behavioral Specialist
Terry Jensen	Technology Coordinator
Kerry Carlisle	Coordinator for Special Education Services
Linda Creason	Kindergarten
Christy Reller	1 st Grade
Stephanie Shupe	2 nd Grade
Amanda Stevens	3 rd Grade
Joy Carruth	4 th Grade
Jen Holt	5 th Grade
Laura Ambrose	6 th Grade
Beth Lehr	6 th Grade
Wendy Smith	7 th and 8 th Grade (Social Studies and Language Arts)
John Guerrero	7 th and 8 th Grade (Science and Math)

LIST
K-12
CLUBS

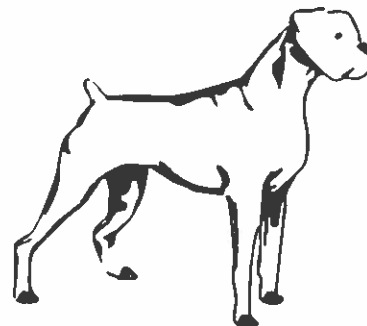
“VAHS LEARNS”

Vail Academy and High School is a small Learning community
that Encourages high academic and social Achievement.

We foster Responsibility through Nurturing individual relationships for life long Success.

**VAIL ACADEMY AND HIGH
SCHOOL
BOXERS
DO THEIR PART**

Participate
A ccept everyone
be **R**esponsible and
Take initiative



In the
Vail Schools
We

Are Respectful
and Trustworthy

Care About
Each Other

Take Responsibility

In Vail,
Teachers

Reteach and Enrich

Ensure every minute counts

achieve success only when
students learn

Come together as a team

Have high expectations

of every student!

VAIL SCHOOL DISTRICT MISSION STATEMENT

It is the mission of the Vail School District to provide parents with safe and nurturing school communities, where their children can obtain a quality education.

GUIDING PRINCIPALS

OUR SCHOOLS ARE COMMUNITIES OF LEARNERS. We define a community as a place where each individual is important and has something valuable to contribute to others in the community. We believe that learning is a lifelong activity. We are all learners. We expect parents, staff members and volunteers to model this belief for students.

WE CARE ABOUT STUDENTS. We believe that each student should be given the opportunity to be educated in a physically and emotionally safe, personalized, and caring environment.

ONE OF OUR HIGHEST PRIORITIES IS KEEPING CLASS SIZES SMALL. Working with students in smaller groups increases opportunities for learning, personal attention, a sense of belonging and the development of a supportive classroom community.

WE ARE COMMITTED TO FISCAL RESPONSIBILITY. We are entrusted with using public resources to provide a quality education for our students. We carefully develop priorities based on student needs, legal responsibilities and cost-effective methods.

WE ARE RESPONSIBLE TO OUR LOCAL COMMUNITY. Our schools are the centers of the community. We actively seek community involvement. And, we respond to community needs.

WE RESPECT PARENTS AND THEIR VALUES. We operate on the behalf of parents. It is our responsibility to assist parents in the education of their children. We value parental involvement, and make every reasonable effort to address and respond to parental concerns.

SMALL SCHOOLS ARE THE BEST PLACES TO DEVELOP CARING COMMUNITIES OF LEARNERS. We like the atmosphere of a small school that has been developed into a positive, healthy community. We prefer small schools. We seek to create that small school atmosphere in all of our schools, regardless of the size that growth and economics may force them to become.

WE BELIEVE LEARNING EXTENDS WELL BEYOND THE CLASSROOM. Our educational program is enriched and extended with opportunities such as: field trips, recreational activities, academic competitions, and club activities.

WE UPHOLD TRADITIONAL VALUES SUCH AS RESPECT, PERSONAL AND SOCIAL RESPONSIBILITY, HONESTY, AND HARD WORK. We model socially responsible behavior, expect it from each student and make it part of our curriculum. We believe these traditional values have served our society well in the past, are cherished by our community, and are important to our future.

WE ARE CONTINUALLY IMPROVING. We are never content with the status quo in our operations or in our curriculum methods. We recognize that we live in a changing world and we respond to those changes. And, we are constantly looking for better and more efficient ways to accomplish our mission.

WE VALUE OUR EMPLOYEES. We specifically and carefully select our staff on the basis of their ability to carry out the mission and guiding principles described above. We hire the best people suited for the task. We respect their expertise and depend on them to work with parents to make our vision for a community of learners a reality.

Notice of Nondiscrimination

Vail Unified School District #20 does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans With Disabilities Act may be referred to the Superintendent, Calvin Baker, Assistant Superintendent, John Carruth, 13801 E. Benson Hwy. Vail, AZ 85641, 520.879.2000.

Aviso de No Discrimination

El Distrito Escolar Unificado de Vail # 20 no discrimina a base de raza, color, origen de nacionalidad, sexo, edad, religion, información genética, o inhabilidad en admisión o acceso a, o tratamiento de personas o empleo en, sus programas educacionales o actividades. Si usted tiene preguntas o algun otra cuestión sobre Titulo VI, Titulo VII, Titulo IX, Sección 504 ud. puede digerirse con al Superintendente Sr. Calvin Baker, Superintendente Sr. John Carruth, 13801 E. Benson Hwy., Vail, AZ 85641 520.879.2000.

VAIL SCHOOL DISTRICT NO. 20
"Where Education is a Community Effort"

**RAISING EXPECTATIONS
HIGH SCHOOL**

REWARDS

1. Students who meet or exceed the standards on the reading, writing or math sections of the AIMS test will receive a ribbon or pin for each test.
2. Students who meet or exceed the standards on all three sections of the high school AIMS tests on the first attempt will receive a Governing Board plaque.

REQUIRED INTERVENTIONS

- A District assessment will be given to all students taking Algebra, Geometry, Freshman and Sophomore English prior to the end of each quarter. Any student who "Falls Far Below" the district assessment standard will be required to complete 12 hours of remediation for each deficient area.

Remediation will include one or more of the following:

1. Tutoring
2. Intersession courses
3. Summer school
4. Saturday school
5. Additional academic courses in lieu of Specials or Electives
6. Private or Commercial Tutoring

ATTENDANCE POLICY

Regular school attendance promotes learning and achievement. Consequences will be given for excessive absences. Refer to the student handbook for the specific site requirements (see page 19).

CONSEQUENCES

In high school, students must pass a class in order to receive the credit necessary for graduation.

High School AIMS results will be posted on student's permanent transcripts.

NOTES

- Individual schools may choose to implement complementary positive and negative consequences for all testing programs.
- Special Education students requiring interventions will be referred to the IEP team

Students will be treated as individuals and principals will have the authority to make exceptions.

VAIL SCHOOL DISTRICT NO. 20
"Where Education is a Community Effort"

RAISING EXPECTATIONS

The following policies were enacted to focus attention on the value of academic achievement and to increase accountability.

GRADES 3 THROUGH 8

REWARDS

1. Students who "meet" the reading, writing or math sections of the AIMS test will receive a ribbon.
2. Students who pass all sections of the AIMS tests, reading, math, and writing (when the writing section is required*) and "exceed" the standard on one or more tests will receive a plaque.
3. Students who "exceed" all sections of the AIMS tests, reading, math, and writing (when the writing section is required*) will receive a trophy.

REQUIRED INTERVENTIONS

1. A District Assessment will be given to all students for math and reading prior to the end of the first three quarters.
 - Any 3rd - 5th grade student who does not meet the district assessment standard will be required to complete 12 hours of remediation for each deficient area.
 - Any 6th - 8th grade student who falls far below the district assessment standard will be required to complete 12 hours of remediation for each deficient area.
2. If at the end of the 1st, 2nd, or the 3rd grading period a student has an F in a core course (math, language arts, reading, science or social studies), the student will be required to successfully complete a minimum of 12 hours of remediation for each failing grade.
3. If at the end of the 4th grading period a student has an F in a core course, the student will be required to successfully complete 12 hours of remediation for each failing grade during the summer break. Eighth grade students who fail a core course in the 4th quarter will not be

*Currently, writing is required in grades five, six and seven.

permitted to participate in promotion ceremonies.

Remediation may include one or more of the following:

1. Tutoring
2. Intersession courses
3. Summer school
4. Saturday school
5. Additional academic courses in lieu of Specials or Electives
6. Private or Commercial Tutoring pre-approved by the principal

EXCESSIVE ABSENCES

Regular school attendance promotes learning and achievement; therefore, students who have nine or more days of excused or unexcused absences in a semester will be required to complete 12 hours of remediation.

CONSEQUENCES

Students who fail to successfully complete required remediation will be retained.

NOTES

- Individual schools may choose to implement complementary positive and negative consequences for all testing programs
- Special Education students requiring interventions will be referred to the IEP team
- Students will be treated as individuals and principals will have the authority to make exceptions
- Any retention decision may be appealed to the Governing Board, as per board policy

5/11/10

General Rules and Regulations

Hazing

JICFA

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person enrolled, accepted for or promoted to enrollment, or intending to enroll or be promoted to District schools within twelve (12) calendar months. For purposes of this policy, a person as specified above shall be considered a "student" until graduation, transfer, promotion, or withdrawal from the District school.

"Hazing" means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, and in which both of the following apply:

- The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm, or personal degradation.

"Organization" means an athletic team, association, order, society, corps, cooperative, club, or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.

It is no defense to a violation of this policy if the victim consented or acquiesced to hazing.

In accord with statute, violations of this policy do not include either of the following:

- Customary athletic events, contests, or competitions that are sponsored by an educational institution.
- Any activity or conduct that furthers the goals of a legitimate educational curriculum, a legitimate extracurricular program, or a legitimate military training program.

All students, teachers, and staff shall take reasonable measures within the scope of their individual authority to prevent violations of this policy.

Students and others may report hazing to any professional staff member. Professional staff members must report the incident to the school administrator or next higher administrative supervisor, in writing, with such details as may have been provided. A failure by a staff member to inform the school in a timely matter an administrator or next higher administrative supervisor of a hazing allegation or their observation of an incident of hazing may subject the staff member to disciplinary action in accord with District policies. The staff member shall preserve the confidentiality of those involved, disclosing the incident only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law. Any instance of reported or observed hazing, which includes possible child abuse, or violations of statutes known to the staff member shall be treated in accord with statutory requirements and be reported to a law enforcement agency.

To assure that students and staff are aware of its content and intent, a notice of this policy and procedure shall be posted conspicuously in each school building and shall be made a part of the rights and responsibilities section of the student handbook. Forms for submitting complaints are to be available to students and staff in school offices.

Disposition of all reports/complaints shall be reported to the Superintendent. The Superintendent will determine if the policies of the District have been appropriately implemented and will make such reports and/or referrals to the Board as may be necessary.

All violations of this policy shall be treated in accord with the appropriate procedures and penalties provided for in District policies related to the conduct and discipline of students, staff, and others.

Student concerns, complaints, and grievances

JII-EB

Students may present a complaint or grievance regarding one (1) or more of the following:

- Violation of the student's constitutional rights,
- Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities,
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability,
- Harassment of the student by another person,
- Intimidation by another student.
- Bullying by another student.
- Concern for the student's personal safety,

Provided that:

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District, and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act. The guidelines to be followed are:
- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or professional staff member.
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

Complaints by middle or high school students may be made only by the students on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student. A parent or guardian who wishes to complain should do so by completing the forms following Policy KE on Public Concerns and Complaints.

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.

Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.

Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

When district officials have a reasonable belief or an investigation reveals that a reported incident may constitute an unlawful act, law enforcement authorities will be informed.

Sexual Harassment

Sexual harassment is unwanted, unwelcome behavior of a sexual nature. Sexual harassment is any act or comment (of a sexual nature) that makes another person feel uncomfortable. Schools are required by law to maintain an environment free from sexual harassment.

Sexual harassment takes many forms. Here are a few examples:

- Displaying gender-offensive items, photos, posters, etc.
- Inappropriate gestures, touching, or groping.
- Sexual remarks, suggestions, or spreading rumors.
- Pressure for unwanted activities or encounters.
- Offensive jokes, language, teasing, whistles, or catcalls.

STUDENT ATTENDANCE POLICY

Philosophy Students, parents, and educators recognize the importance of attendance and punctuality at school.

Policy

Arizona law charges the parent or guardian with responsibility for the student's consistent school attendance. The Superintendent will enforce the laws regarding attendance, with consideration for the variables that affect children and families. The superintendent will place emphasis on prevention and correction of the course of absenteeism.

Compulsory Attendance Ages

It is unlawful for any child who is at least six but not yet sixteen years of age to fail to attend school during the hours that school is in session, unless such child is excused pursuant to:

- A.R.S. 15-802 verifiable records are kept for the reason for excuse from the duties prescribed.
- A.R.S. 15-901 for children with disabilities.
- The child being provided instruction at home.
- The child being accompanied by a parent or a person authorized by a parent.

Attendance Records

Teachers will take attendance at the beginning of each class. The name of any absent student will be entered in Powerschool.

*To DO
Tardy - elem
def - in seat?
in room?*

Procedure

1. Student shall be in physical attendance in the classroom in which they have been assigned. Students will be counted absent on a period-by-period basis whenever they are not physically in attendance.
2. Students will be considered absent from class if they are not in attendance within the first 10 minutes of a 60-minute class, or 15 minutes of a 95-minute class.
3. Students may not leave during the school day without first checking out through the attendance office. **Leaving campus without permission is 3 days of Out of School Suspension.** It is the responsibility of the parents/guardians to give permission by note or phone call, prior to a student leaving campus.
4. Parents/guardians need to contact the front office in the event the student is going to miss class. When a student returns to school after an absence, a note of explanation from the parent must be submitted or a phone call received within 2 days following any absence. Doctor's statement regarding student illness will be accepted in place of a parent/guardian note. If verification is not received within the 2-day period, the absence remains recorded as unexcused.

Absences

Attendance is essential in order to earn credit in a class. **Students are responsible to see teachers for work missed during any absence.** Students may be in danger of losing credit if they do not make up missed work.

Student absences must be reported to the front office by a parent. **The attendance number is 879-1903.** If a phone is not available, a note from a parent will be accepted. Documented absence reports will be accepted the day of the absence or within 48 hours from the student's return to school.

Loss of Graduation Credit (This applies to middle school students taking HS courses)

According to Board Policy and Raising Expectations, students who reach **7 non-school related absences** in any one class **may** fail or lose graduation credit in that class. Loss of credit or failure of a class is at the discretion of the teacher and administration.

Students who reach **13 non-school related absences** in any one class **will** lose graduation credit in that class automatically.

Appeal Process

A parent may appeal loss of credit, *if* there are extenuating circumstances beyond the control of the student. An appeal committee composed of one administrator, one site council member and one teacher will hear the appeal. If the committee has verified that extenuating circumstances exist, the credit may be granted. Documents will be supplied to the administration which will contain an explanation of the circumstances. Students must begin the process by acquiring a "Support or Decline Credit" form from the front office.

Add 3 tardy in 1 class = Sat Sch

Students who reach **13 non-school related absences** in any one class **will** lose graduation credit in that class automatically.

Appeal Process

A parent may appeal loss of credit. If there are extenuating circumstances beyond the control of the student. An appeal committee composed of one administrator, one site council member and one teacher will hear the appeal. If the committee has verified that extenuating circumstances exist, the credit may be granted. Documents will be supplied to the administration which will contain an explanation of the circumstances. Students must begin the process by acquiring a "Support or Decline Credit" form from the front office.

H.S.

SCHEDULE CHANGE POLICY

1. Student will see the counselor in order to initiate a change. The counselor will review the student's request and design a course of action.
 - a) A request by a senior to have fewer than six classes will require that a "Petition to Take Less Than Six Classes" form be completed first.
 - b) A request to change teachers (the same class but different teacher) will not be honored unless there has been communication between the parent and both teachers, such as a parent/student/teacher conference or a phone conversation. At the option of the parent, teacher, or student, they may request an administrator or counselor to be present for the conference.
 - c) A student may not initiate a schedule change that includes adding a course beyond the required cut-off dates. Semester classes may be added to a student's schedule after the first 15 days of that semester. Exceptions to these cut-off dates will be made for classroom changes.
2. The student will be responsible for contacting teachers and a parent for signatures on the schedule change form.
 - a) The schedule change form is given to all teachers for purposes of notification. All teachers must sign the form before it is returned to the counselor. A teacher may refuse to sign if he/she believes the student will cause the teacher to exceed the class/student load.
 - b) An administrator's signature is required whenever class size is over the cap, a teacher change is made without a conference, or a class is to be added after the 15 day rule.
3. The completed schedule form is returned by the student to the counselor.
4. The counselor will instruct the student to follow their new schedule the following school day.
5. The registrar will make the schedule change in the computer and put a copy of the official drop and add forms in the teachers' mailboxes within 48 hours.

VAIL ACADEMY AND HIGH SCHOOL STUDENT CONDUCT AND DRESS CODE

Vail High School is located on the property of the University of Arizona Tech Park in a stand alone building built to open for the 2010-2011 school year. The goal of the school is to develop positive relationships with the business community in the park in order to provide unique opportunities for our students to interact with business professionals. To foster these relationships, it is important that students present an image that is appropriate to a business environment. This includes behavior, clothing, hairstyles, jewelry, and an overall appearance that is acceptable to such an environment. All clothing shall be within the guidelines of decency and professionalism as appropriate for this school and its setting.

Student Conduct

Student conduct will be within the guidelines of district policy and the Vail Academy and High School Code of Conduct. Any violation of these policies or the Code of Conduct will be submitted to the school administration for review and/or disciplinary action if necessary. Once again, the goal of the school is to foster responsibility through relationships with our local community. Students' behavior, in and out of school, can dramatically affect the success of these relationships. Appropriate conduct also applies to student behavior within the school and classroom so that the educational experience is not disruptive but maximized.

Public Display of Affection

Public displays of affection (i.e., hugging, kissing, etc.) are not allowed within the buildings or on campus. ~~Outside of the campus buildings, only handholding is allowed.~~

Electronic Devices and Cell Phones

Electronic device such as CD players, cassette players, MP3 players, iPods, digital cameras, electronic games, etc. are not to be used at all while inside the school. Cell phones and pagers are to be turned off or placed on silent mode while inside the school. If these devices are utilized or displayed at any other time, they may be secured by the school staff and held until the student retrieves the device after school from the school administration (disciplinary action may be taken). A second time that a student has an electronic device confiscated a parent will need to pick it up from the school. If a student has a 3rd violation with electronic devices, the student will receive school consequences deemed appropriate by administration and the device will be held by the school until the end of the semester.

Electronic device and cell phone usage is allowed before and after school. High school students may be allowed to use these devices at lunch as long as doing so is not disruptive to those around them.

Food and Drink

Only bottled water will be allowed in classrooms. No other food or drink is permitted.

Student Arrival & Departure

Due to the need for students to be supervised, it is requested that no students arrive on site earlier than 7:15 a.m. Any student who remains after school must be under the supervision of the school staff.

K-8
9-12

Recording of others? -?

S.M.
Discussion

* Parking Policy - where
PARENT PARKING LOT
DRIVING

Dress Code and Grooming

Students are expected to dress appropriately while on campus and during all school-sponsored activities as they are a direct reflection of Vail Academy and High School. The parameters for appropriate dress and grooming are set forth below. Students who violate the dress code will be sent to the school administration to correct any deficiencies by calling a parent to bring appropriate attire and/or receiving an unexcused absence until the student complies with the dress code. **The school administration shall be the interpreters of proper attire.**

No garment worn may be cut-off, ragged, frayed, torn, or have holes. All clothing should be neat, clean, and in good repair. Also, clothing may not display language/logos of a sexual nature or depict graphic images of physical violence. At no time will clothing display profanity, profane/obscene gestures, or promote alcohol, drugs, or tobacco. Gang-related clothing, accessories, or personalization on items of clothing, belt buckles, or one's self are not permitted. **Finally, all clothing shall be sufficient to conceal undergarments at all times including boxer shorts and bra straps.**

*zlem
need
patches?*

Pants/Shorts: All students are required to wear neatly tailored pants/shorts/skirts/jeans with hems or cuffs and a waistband that are worn on the natural waist. Shorts must reach mid-thigh (4 inch inseam) All pants/shorts/skirts/dresses must be appropriately sized (not baggy, excessively tight, and not touching the ground). Students are not allowed to wear pajamas or slippers.

Shirts/Blouses/Dresses: Students are required to wear neatly tailored shirts/blouses/dresses. All shirts/blouses/dresses must be appropriately sized (not baggy or tight), must cover the shoulder and back areas (minimum of 2 inches wide), may not expose the midriff when arms are raised, and be designed in such a way as to not expose any cleavage. Shirts and blouses must extend to below the waistband whether the student is sitting, standing or walking through the halls with a backpack. In addition, shirts and blouses may not extend more than 6 inches below the belt line. Halter-tops and spaghetti straps are not allowed.

Outerwear: Sweatshirts, pullover or cardigan style sweaters, and jackets and coats may be worn throughout the day. Hoodies may be worn but the hood may not be worn in school.

Footwear: For safety reasons, all shoes must provide some type of protection to the foot of the student. Open back shoes require a strap that secures the shoe to the heel of the student. Shoes designed to have shoelaces must have laces in place and the laces must be tied. The maximum heel height is 2 1/2". Flip-flops, slippers, elevator shoes, and stiletto heels are not acceptable.

Headwear: No hats, caps, stocking caps or other head coverings may be visible in school or on campus. This also includes bandannas, hair nets, and scarves worn as headgear, except when worn for religious purposes, medical reasons or cold weather. All caps must face forward when on the Science and Technology Campus.

Hair: Students' hair must appear neatly groomed and clean. Hair may not be dyed an unnatural color(s), be an ornamental cut, or be stained/streaked/bleached in unnatural colors. All staining/streaking/bleaching must appear natural and compliment the hair color (i.e., no dramatic contrasts). All students' hair must be neatly groomed. Beards, goatees, and sideburns must be neatly trimmed. All hairstyles, coloring, or ornamentation deemed by the school administration to be outlandish, inappropriate or gang-related are prohibited.

Jewelry/Accessories: Jewelry should be worn in moderation. Students may wear modestly sized necklaces and/or bracelets as long as the number is not excessive. Large wallets that extend outside the pants or shirts are prohibited. Chain jewelry, wallet chains, key chains, dog collars, metal studded collars and bracelets, and chain belts, are not permitted. No sunglasses are to be worn on the face while in any building on campus. For safety reasons, low-hanging and oversized earrings are not permitted. **Earrings and studs and other piercing jewelry may be worn only in the ear and the number may not be excessive. Lip rings, Eye brow rings, and nose piercings are not allowed at any time. No gauged ears are to be visible on campus.**

tunnels?
button? - JK

Makeup/Cosmetics: Makeup/cosmetics should be worn in moderation and present an image that is appropriate to a professional business environment.

Special Dress Days: Spirit days may allow for a different set of standards when approved by administration. Dress will be according to the themes dictated by the special days.

Tattoos: Tattoos must be covered.

Lost and Found

The front office maintains lost and found articles. Students may inquire there for lost items. Items found by students should be turned into the front office. At the end of each quarter, items will be donated to charity.

Saturday School

Vail Academy and High School reserves the right to implement Saturday School from 7:30 am to 11:30 am as a consequence for poor academic performance, violations of the code of conduct or students with tardy and absence counts that exceed the acceptable limit.

Summer School

on-line courses — AZVA or Primavera

Vail School District's Summer School Program supports the mission to develop all students' qualities necessary to fulfill their roles as life long learners in a democratic society. The Summer School Program supplements the regular school program classes for enrichment as well as remedial purposes. Summer School information is available in the Counseling Office. **It is difficult to acquire and refine necessary skills in such a short, condensed three-week per semester summer school session. Therefore, core area subjects such as English, Math, Social Studies, and Science may only be taken for remedial purposes.**

PowerSchool® Grade and Attendance Management

With PowerSchool®, a student or parent can easily and quickly check on grades, missed assignments, attendance, and graduation progress any time from any Internet-connected computer. Parents and students keep much closer tabs on progress using PowerSchool®, and communication with individual teachers via e-mail improves the home and school connection.

High school students are not allowed on the playground equipment.

BASIC REQUIREMENT FOR GRADUATION AND ENTRANCE TO ARIZONA UNIVERSITIES

To be eligible for **unconditional** admission, Arizona residents must meet one of the following qualifications:

1. Top 25% class rank
2. 3.0 unweighted GPA in the required courses (on a 4.0 scale)
3. 1040 SAT score
4. 22 composite ACT score

(You must also complete the course-work requirements listed below).

You may be admitted **conditionally** if you have:

1. No more than one deficiency in any two subjects listed in course work and
2. Top 50% class rank or
3. 2.5 minimum unweighted GPA in the 16 required courses

Conditional students may be required to participate in an academic assistance program.

VAHS GRADUATION REQUIREMENT

CLASS OF 2011	CLASS OF 2012	CLASS OF 2013	CLASS OF 2014
English: 4 credits	English: 4 credits	English: 4 credits	English: 4 credits
Math: 3 credits	Math: 3 credits	Math: 4 credits	Math: 4 credits
Science: 3 credits	Science: 3 credits	Science: 3 credits	Science: 3 credits
Social Stud: 3 credits	Social Stud: 3.5 credits	Social Stud: 3.5 credits	Social Stud: 3.5 credits
Fine Arts: 1 credit	CTE/Fine Arts: 1 credit	CTE/Fine Arts: 1 credit	CTE/Fine Arts: 1 credit
Electives: 5 credits	Electives: 5 credits	Electives: 3.5 credits	Electives: 3.5 credits
CTE: 2	CTE: 2	CTE: 2	CTE: 2
Health: .5	Health: .5	Health: .5	Health: .5
SEP: .5	SEP: .5	SEP: .5	SEP: .5
TOTAL: 22	TOTAL: 22	TOTAL: 22	TOTAL: 22

2015



SENIOR PROJECT GRADUATION REQUIREMENT

The purpose of the Senior Project at Vail Academy & High School is to serve as a comprehensive, culminating project that helps seniors prepare for life after high school. Student presentations are made to members of the local business community and may serve as an opportunity for students to network and build useful presentations skills needed in today's marketplace. It is a graduation requirement for the Vail School District. Please see some sample senior exit projects (SEPs) on our website at VAILHS.net. Our standards are high: students must initiate an actual project (i.e., building or producing something) or serving in a leadership role in the community. Job shadowing and reporting on what someone else is doing is not considered a valid project. The entire project consists of three (3) main parts:

The Research Paper

The research paper portion of the Senior Project is a seven to ten page paper with a variety of reference types including an interview with an expert in their field. The paper is due in early December and graded by graduate students at the University of Arizona.

The Portfolio

The portfolio portion is a comprehensive documentation of the actual project completed by the student. Due in April, it is graded by the faculty and staff of VAHS.

The Presentation

Finally, students have the opportunity to explain to others what their project was and what they learned from doing it. Also due in April, it is graded by teachers, parents and community members.

POST HIGH SCHOOL PLANNING

The Vail High School Education Advisor assists in providing up-to-date materials and information so that students are kept informed about dates, procedures, materials, and activities related to career and educational planning. References, resource materials, and other services are available in the VAHS counselor's office.

National Merit Scholarship

The National Merit Scholarship program, a prestigious award, is based on scores achieved on two tests. The PSAT (Preliminary SAT) is used as a pre-qualifier: selection is then made based on SAT scores and a competitive application process. Sophomores are strongly encouraged to take the PSAT, offered in early fall, as a practice for the test in their junior year. Juniors are strongly encouraged to take the SAT.

College Readiness

College-bound student will need to take either the ACT or the SAT. Students are advised to take these tests in the spring of their junior year and to meet with a counselor for a college-planning appointment. During the senior year, students should apply for admission to colleges, college scholarships, and/or financial assistance. Students interested in military academics and/or ROTC scholarships should begin applying during the second semester of their junior year. Student should see their counselor for specific information on testing dates, application forms, deadlines, and admission requirements.

Arizona Board of Regents High Honors Tuition Waiver Scholarship

Seniors who meet the following requirements will receive full tuition waivers to any of the state universities:

1. Students must complete all 16 core competency courses by graduation with a "B" or better.
2. Students must have a minimum cumulative GPA of 3.5 on a 4.0 scale or rank in the top 5% of his/her class.
3. Students must score "Exceed the Standards" on all 3 sections of the AIMS test or score "Exceed the Standards" on 2 of the AIMS tests and "Meet the Standard" on 1 of the AIMS tests and receive a score of 3, 4, or 5 on two Advanced Placement tests.

DISTINCTION POINTS

For the purpose of determining the grade point average of students attending VAHS, the following scale will be issued: A=4, B=3, C=2, D=1, and F=0.

Vail High School recognizes that some courses are designed to be more challenging; however, we will not have a traditional weighted grade formula. Through Honors, Advanced Placement, and Dual Enrollment, students can have accelerated opportunities with a chance to benefit their GPA. Students enrolled in accelerated courses will have their GPAs calculated as all students' grades are done. However, students who are enrolled in these courses will be given 'Distinction Points' if they earned an A, B, or C in the class. The 'Distinction Points' are as follows:

Honors/Dual Enrollment	.03
Advanced Placement	.05

Below find two sample students enrolled in the same courses. Student #1 has weighted grades and student #2 has regular grades with distinction points.

Student # 1		Student # 2	
Math (H)	4.03	Math (H)	4.0 + .03
English (H)	4.03	English (H)	4.0 + .03
PE	4.00	PE	4.0
Art	4.00	Art	4.0
History (AP)	4.05	History (AP)	4.0 + .05
Biology (AP)	4.05	Biology (AP)	4.0 + .0
$24.16 / 6 = 4.026$		$24 / 6 + .16 = 4.16$	

Students who transfer from another school will have their GPA determined using VAHS guidelines. The sending school also must list on the transcript, in the course name, designations such as Advanced Placement or Honors to receive consideration for distinction points.

Distinction Points will be used to determine the Valedictorian and Salutatorian, as well as the determination of the Standard of Excellence, High Honors and Honors distinction. This will be determined at the end of the eighth semester. Students must have completed at least 4 semesters (including the final two) of their high school credits from Vail to be considered for Valedictorian and/or Salutatorian.

All requests for class rankings will be determined using distinction points unless a college specifically asks for an un-weighted ranking. Official transcripts will display both un-weighted and distinction GPA's and rankings.

WORK TO DEFINE
K-8 H, HHR, 4.0

ACADEMIC HONESTY

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work that is not their own. Common examples of academic dishonesty include, but are not limited to, the following:

- Using hidden notes, copying from another student, or helping another student during a test.
- Receiving or giving test questions or answers to a member of another class.
- Submitting another student's work** as one's own.
- Copying or stealing another student's work and submitting it as one's own or permitting another student to copy one's work.
- Stealing or accepting stolen copies of tests or answers.
- Changing answers and seeking credit on a test after the test has been graded and returned.
- Changing the results on performance examinations, e.g. a physical fitness test.
- Falsifying information for applications, e.g. college, scholarships, National Honor Society, etc.
- Using computers, electronic devices and programmable calculators in violation of guidelines established by the teacher.
- Using help such as notes, books, experts or purchased services in violation of guidelines that are established by the teacher.
- Resubmitting the same or a similar research paper, project, essay or assignment in two or more different courses without the permission of the teacher.
- Soliciting answers.
- PLAGIARIZING:** Presenting material taken from another source without adequate documentation:
- Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, or other projects.
- Failing to cite with quotation marks the written words or symbols of a source or author.
- Copying or paraphrasing words with ideas from any source, including literary criticism or study aids, without acknowledgment.
- Failing to cite the source of words, ideas, etc., which is quoted, paraphrased, or summarized in a student's oral or written work.
-
- The following acts are considered Academic Dishonesty:
 - CHEATING** – Cheating includes the actual giving or receiving of an unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.
 - PLAGIARISM** – Plagiarism includes the copying of the language, structure, idea and/or thought of another and representing it as one's own original work.
 - FALSIFICATION** – Falsification includes the verbal or written statement of any untruth. (Violations in this category may result in additional disciplinary action beyond the steps outlined for honor code violations.)
 - STEALING** – Stealing includes acquiring another's possessions without right or permission. (Violations in this category may result in additional disciplinary action beyond the steps outlined for honor code violations.)
 - FORGERY** – Forgery includes the illegal copying of another's name or signature. (Violations in this category may result in additional disciplinary action beyond the steps outlined for honor code violations.)
 - ATTEMPTS** – Attempts toward completion of any act described above would constitute a violation and may be punishable to the same extent as if the attempted act has been completed.

Note: Studying with other students to prepare for class assignments or examinations is not academic dishonesty unless such actions are prohibited or limited by the teacher.

* A test is any examination, ranging from a quiz to a final.

** Work is defined as a homework assignment, paper, project, report, take-home test, or any other work that the teacher has intended the student to complete independently.

HOMEWORK POLICY

It is the policy of Vail Academy & High School to provide homework to its students under the following conditions:

1. A student will be out of school for 3 or more days due to excused reasons (ex. illness, injury, chronic medical condition, death in the family, etc.).
2. A student is considered homebound per Governing Board policy and all necessary documentation has been completed and filed with the main office.

All work provided to the student may be turned in for full credit as long as the student and/or parents contact the appropriate teacher to arrange for the work to be turned in as soon as possible. Final decision on the awarding of full credit on homework lies with the teacher and/or administration of the school.

Students who are out of school for any other reasons are expected to make arrangements with teachers promptly after their return to complete all necessary work missed while absent and submit it to the teacher as arranged with the teacher. Failure to submit homework in a timely manner may result in full or partial loss of credit.

18 YEAR OLD STATEMENT

The Vail School District's Mission Statement is to provide parents with safe and nurturing environments for their children. This does not end when a student reaches the age of 18. The school will continue to communicate with parents until such time as an adult student provides evidence that they are living independently on their own. At such time the school will notify parents of its intent to work solely with the student, if the student has made such a request in writing.

Code of Conduct

(Rev. 5/08)

Level I: 1 point

Dress code infractions
Excessive tardiness
Inappropriate behavior
Using profane or vulgar language
Misuse of cell phones or other electronic devices
Excessive public display of affection
Ditching – 1st offense
Possession of matches/lighter
Unauthorized fundraising
Not having agenda or ID
Inappropriate grade level interaction

Minimum Consequences
Administration negotiated consequence
Teachers negotiate consequence with student or parent
Detention
1 day of suspension

Level II: 2 points

Disrupting the educational environment/Disorderly Conduct
Accessing inappropriate Internet sites/Violating Acceptable Use Policy
Possessing obscene materials
Gambling, Vandalism or Intimidation
Offensive language with reference to race, religion or gender (1st offense)
Bullying/Cyber bullying (1st offense)
Sexual harassment (1st offense)
Defiance/uncooperative behavior
Ditching – (repeated)
Cheating/plagiarism
Leaving school without permission
Inappropriate grade level interaction (Documented/Repeated)

Administrator negotiated consequence
3 days of Suspension

Level III: 3 points

Inappropriate or vulgar language directed at a staff member
Creating a physically hazardous condition
Destruction of property
Stealing
Gang activity (Gang unit may be notified)
Hazing/Initiation
Bullying/Cyber Bullying (Documented/Repeated)
Sexual harassment (Documented/Repeated)
Offensive language with reference to race, religion or gender (Documented/Repeated)
Fighting
Selling, using, or possessing tobacco
Attempt to commit a crime
Threats/Intimidation toward staff members

5 days of Suspension
Law Enforcement may be notified

Level IV: 5 points

Creating a danger to the educational environment (ex. pulling a fire alarm)
Selling, using, possessing, or distributing alcohol, drugs, or other controlled substances or paraphernalia
Selling, using, or possessing weapons, simulated weapons, fireworks, or other dangerous instruments

10 day out-of-school suspension
pending long-term hearing
Law Enforcement will be notified

- *Each infraction will result in a point value based upon the category. If a student accumulates more than a total of 5 points during any one school year the student may be suspended for 10 days pending a hearing, the administration may recommend a long-term suspension.*

Nineteenth-Century Literature

In this section of the list, works from Spanish America become more numerous. Ricardo Palma's "El alacrán de Fray Gómez" is a beautiful tale that might even be said to foreshadow the magical realism that characterizes some Latin American literature in the twentieth century. Another addition to the list, Rubén Darío, is one of the founders of Modernismo, the first literary movement said to have spread from Latin America to Spain instead of vice versa. He thus represents, in a sense, the passing of the torch of literary leadership from Spain to Spanish America. Darío also represents Central America in the panorama of authors on the list.

- Alas, Leopoldo (Clarín), "Adiós, Cordera"
- Bécquer, Gustavo Adolfo, Rima IV ("No digáis que agotado su tesoro")
 - Rima XI ("Yo soy ardiente, yo soy morena")
 - Rima LIII ("Volverán las oscuras golondrinas")
- Darío, Rubén (Félix Rubén García Sarmiento), *Cantos de vida y esperanza*: Otros poemas, VI ("Canción de otoño en primavera")
 - Cantos de vida y esperanza*: Otros poemas, XLI ("Lo fatal")
 - Cantos de vida y esperanza*, VIII ("A Roosevelt")
- Espronceda, José de, "Canción del pirata"
- Heredia, José María, "En una tempestad"
- Larra, Mariano José de, "Vuelva U'd. mañana"
- Martí, José, "Dos patrias" ("Dos patrias tengo yo: Cuba y la noche")
 - Versos sencillos*, I ("Yo soy un hombre sincero")
- Palma, Ricardo, "El alacrán de Fray Gómez"
- Pardo Bazán, Emilia, "Las medias rojas"

Twentieth-Century Literature

The twentieth-century readings expose students to a select group of works that represent various countries and perspectives. In addition to authors from Spain, Mexico, the Caribbean, the Southern Cone, and Central America, an American writer of Hispanic heritage, Sabine R. Ulibarri from New Mexico, is included because of the importance of Hispanic contributions to the culture of the United States. His story "Mi caballo mago" captures the quality of life in a small, Spanish-speaking village in northern New Mexico at the time of the author's childhood and also shows that the cultivation of magical realism was not entirely confined to Latin America per se.

The list not only reflects geographical variety in the selection of authors, it also reflects diversity in gender and ethnicity. For this reason, the Afro-Cuban poetry of Nicolás Guillén, as well as the works of a number of significant women writers, such as Alfonsina Storni from Argentina, Julia de Burgos from Puerto Rico, and Rosario Castellanos from Mexico, are included. The works of these authors can be linked to readings from