NEWELL BARNEY

• BUCCANEERS •

- STUDENT HANDBOOK -

2024-2025

Home of the Buccaneers

"Anchored in Excellence"

The last page of the handbook needs to be read, completed, and returned to school.

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QCUSD MISSION & PRIORITIES -

Queen Creek
Unified School District

Our Vision: Queen Creek Unified School District supports the development of the whole child by modeling positive academic, social and emotional learning through an innovative and challenging curriculum. Learning is maximized by empowering the community, and its members, to partner with us to create safe and secure learning environments for all students. Queen Creek Unified School District expects their students to be successful, compassionate and productive in their learning so that the next generation of ethical citizens can lead our community both locally and globally.

Our Mission: Queen Creek Unified School District empowers each student to achieve excellence in all pursuits and lead with integrity.

Our Priority Areas and Goals:

Student Success	Safe and Healthy Environment	Exceptional Personnel	Effective Partnerships	Effective Operations and Systems
· Inspire all students to meet or exceed annual, individual, and academic goals. · Prepare all students for post-graduation opportunities, responsible citizenship, and competition in a global economy. · Empower each student with skills and tools that support being a confident, resilient, and healthy individual.	· Ensure a safe and secure environment. · Teach kindness, respect, and integrity. · Provide opportunities that result in meaningful connections, resiliency, and coping skills. · Raise awareness of mental health. · Enhance diversity related educational opportunities.	· Value and support all personnel. · Recruit and retain highly qualified, diverse personnel. · Maximize purposeful professional development to empower personnel. · Encourage new and innovative ideas that foster collaboration, efficiency, and growth within the work environment.	· Increase partnerships as a way to build mentoring opportunities, internships, and community business involvement. · Communicate effectively to promote involvement and maximize opportunities for collaboration with all stakeholders. · Ensure transparency by providing information used in the decision-making process.	· Optimize use of funds through fiscal responsibility. · Strategize use of resources through balanced planning. · Manage district systems efficiently through key performance indicators. · Continuously improve facilities and technology.

- Newell Barney College Prep -

PRINCIPAL'S WELCOME

Dear NBCP Buccaneer Families:

Welcome to Newell Barney College Prep! I am excited and honored to be a Buccaneer. Our teachers are dedicated to making sure that the learning that is happening in their classrooms is meaningful, collaborative, and meets the needs of our students. NBCP will be a positive school community where students feel safe and empowered to be leaders in our community.

We want to make sure you are informed of the policies, procedures, rules, and routines of NBCP. This handbook is designed to provide you with information about our school. To ensure that your student has a successful year, we encourage you to read and discuss the information provided in this handbook together.

We are looking forward to a great year with you and your student.

Sincerely,

Mr. Kevin Aikins
Principal
And the Newell Barney Faculty & Staff

MISSION STATEMENT

Newell Barney College Prep will empower all students to become life-long learners in a challenging and safe environment by fostering technical, social, and academic skills so students develop as well-rounded, self-motivated individuals.

VISION STATEMENT

Newell Barney College Prep will be a thriving, dynamic, and inspiring educational environment where every student is achieving at his or her maximum potential and will demonstrate the knowledge, skills, and values required for productive global citizenship.

- DISTRICT ADMINISTRATION -

Superintendent
Dr. Perry Berry

Associate Superintendent
Erika Copeland

Assistant Superintendent
Dr. Adam Wolfe

Board President
Jennifer Revolt

Board Vice President
Samantha Davis

Board Member
Patty Campbell

Board Member
Matthew Riffey

Board Member
James Knox

- OFFICE HOURS & GENERAL INFORMATION -

Home of the Buccaneers

Physical Address: 24937 S. Sossaman Road, Queen Creek, Arizona 85142
Attendance Line: 480-474-6707
Phone: 480-474-6700 **Fax:** 480-882-3181
District Website: www.qcusd.org
Website: barney.qcusd.org/Home

SCHOOL HOURS

Front Office Hours	8:00 AM - 4:00 PM
Teacher Work Day	8:00 AM - 4:00 PM
Student Schedule	8:50 AM - 3:45 PM
Early Release	8:50 AM - 1:45 PM

****Students are not allowed on campus prior to 8:30 am****
(Unless prior arrangements have been made with the teacher)

SCHOOL ADMINISTRATION

PRINCIPAL

Mr. Kevin Aikins 480-474-6703

OFFICE STAFF

Admin. Assistant	Deseree Mousseau	480-474-6704
Registrar	Eleen Smith	480-474-4543
Counselor	Kelsey Mingus	480-474-6709
Health Aide	Melinda Homewood	480-474-6713
Cafeteria Manager	Lorrie Yazzie	480-474-6720
Librarian	Gloria Chavez	480-474-6720

Transportation	480-987-5961
District Office	480-987-3935

SOCIAL MEDIA

Follow Us!

- https://twitter.com/nbjhbucs
- http://www.barney.qcusd.org/
- https://www.instagram.com/newellbarneyjh

- BELL SCHEDULES-

Newell Barney College Prep
Bell Schedules

Regular Bell Schedule

8:50 am - 3:45 pm Warning Bell 8:45 am

1	8:50 - 9:39 (49)
2	9:42 - 10:29 (47)
3	10:32 - 11:19 (47)
Lunch (4)	11:22 - 11:52 (30)
AH (5)	11:55 - 12:25 (30)
6	12:28 - 1:15 (47)
7	1:18 - 2:05 (47)
8	2:08 - 2:55 (47)
9	2:58 - 3:45 (47)

Early Release Schedule

8:50 am - 1:45 pm Warning Bell 8:45 am

1	8:50 - 9:27 (37)
2	9:30 - 10:04 (34)
3	10:07 - 10:41 (34)
LUNCH (4/5)	10:44-11:14 (30)
6	11:17 - 11:54 (37)
7	11:57 - 12:31 (34)
8	12:34 - 1:08 (34)
9	1:11- 1:45 (34)

Assembly Schedule

8:50 am - 3:45 pm Warning Bell 8:45 am

1	8:50 -9:31 (41)
2	9:34 - 10:15 (41)
3	10:18 - 10:59 (41)
LUNCH (4)	11:02 - 11:32 (30)
AH (5)	11:35 - 12:05 (30)
6	12:08 - 12:49 (41)
7	12:52 - 1:33 (41)
8	1:36 - 2:17 (41)
9	2:20 - 3:01 (41)
ASSEMBLY	3: 04 - 3:45 (41)

- POLICIES AND PROCEDURES -

ATTENDANCE AND TARDY POLICY

Arizona Law (ARS 15-803) states that EVERY person who has custody of a child between the ages of 6 and 16 years shall send the child to school for the full time school is in session within the school district in which the student resides.

Regular attendance is essential for success in school. A student not only misses work on the day of absence, but also is not prepared for the next day because of missed instruction. Tardiness is disruptive to the learning process. Instructional time is from 8:50 AM - 3:45 PM. Please do not take your child out of school early as this disrupts the learning of our students and could result in a half day absence. A picture ID (driver's license) will be required when signing your child out.

A written note or call to the attendance line explaining the absence or lateness must account for every absence or tardiness. Your call to us will save time and help protect your child. ***It is vital that we have one or more telephone numbers to contact you during the school day. If your contact numbers change, let us know right away.*** A student arriving after the late bell rings **(8:55 AM)** must report to the office to obtain a late pass which is then given to the teacher. This allows the office to correct the attendance report.

After a student has incurred 18 absences (for any reason), every absence thereafter will be reported as unexcused. Arizona Law (A.R.S. §15-901(A)(1)) defines an excused absence as being an absence due to illness, doctor appointment, bereavement, family emergencies and out-of-school suspensions. The Department of Education delegates the decision of family vacations as an excused absence to individual school districts and charter holders. All absences in excess of a cumulative 10% of the instructional days for the school year shall be reported as unexcused.

WHEN A STUDENT IS ABSENT OR TARDY

1. A parent/guardian should **call the attendance office as early as possible at 480-474-6721** to report an absence or tardy. Siblings and emergency contacts may not excuse absences.
2. A call will need to be placed within 24hrs of the absence in order to excuse absence.
3. Please leave the following information:
    - Student's first and last name
    - Student's school ID number
    - Date of absence(s)
    - Reason for absence
    - Your name and relationship to the student
    - Your telephone number
    - ***Please note that only district approved absences will be considered as excused.***
4. ***Please do not email teachers to excuse an absence. You can email a teacher to find out about work that your student may be missing.***
5. If the parent/guardian cannot call the attendance line, a note must be sent in upon the student's return to school, explaining the absence. Illness absences lasting three (3) days or longer may require a doctor's excuse.

TARDIES

In order for a student to be excused from class when he/she is late to school, the student must check in at the attendance desk to be signed in by a parent or legal guardian. Unexcused tardies may result in consequences according to the district discipline matrix.

HOMEWORK REQUESTS

Students that have missed school can request homework by contacting teachers via email.

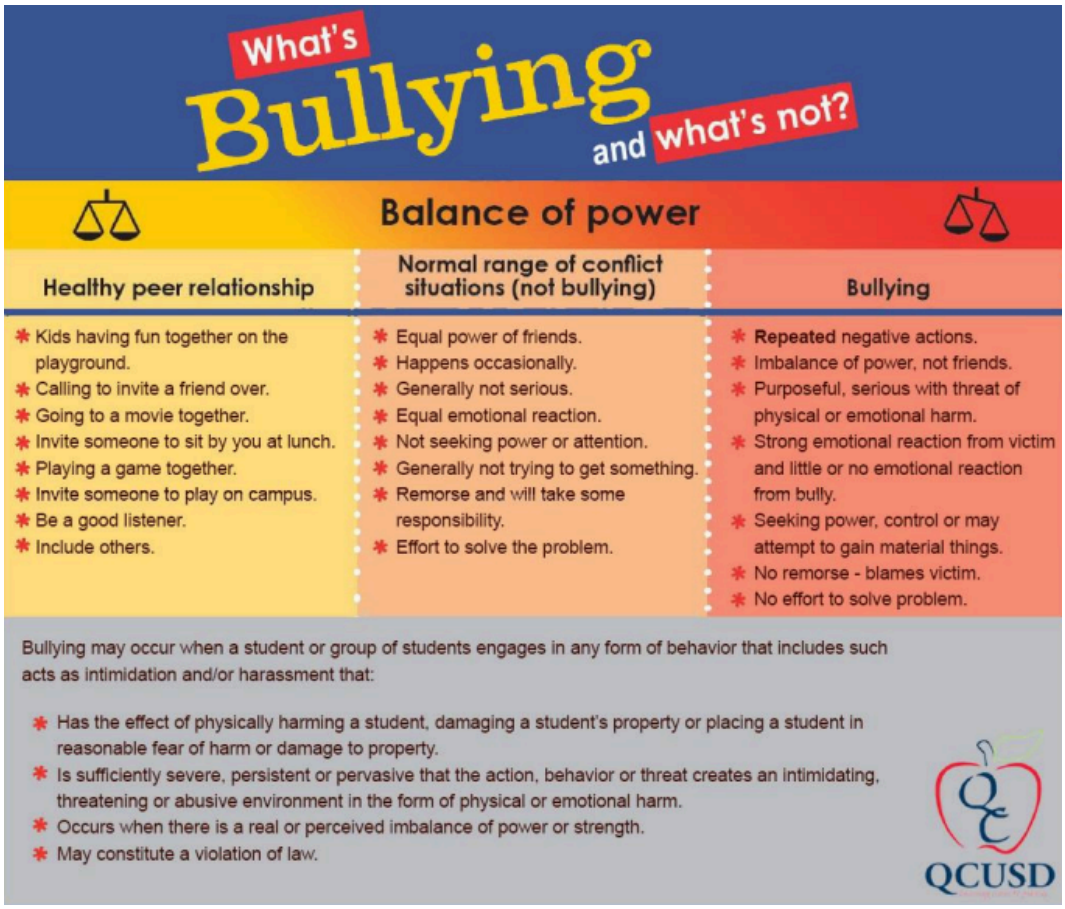
SIGN-OUT POLICY

Parent/guardian or an approved emergency contact must sign students out in the Attendance Office and show picture ID in order to pick up student(s). If multiple students are being signed out, each child must be signed out separately. Anyone other than the parent/guardian picking up students must be listed on the emergency information and 18 years of age or older. Students will not be called out of class until the parent/guardian/emergency contact has signed the student out with proper identification.

When a student misses instruction it cannot be replaced, so whenever possible try to schedule medical and dental appointments outside of school hours.

BULLYING

Bullying of any kind is not tolerated at Newell Barney College Prep. Bullying is defined as repeated acts over time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical (pushing, hitting, kicking, spitting, stealing); verbal (threats, taunting, teasing, name-calling); or psychological (social exclusion, spreading rumors, manipulating social relationships). Students are encouraged to tell an adult if they see any questionable behaviors. To help give our families a better understanding of what is and isn't bullying see the chart below:



CAFETERIA AND LUNCH

The NBCP cafeteria offers breakfast and lunch to our students. Free and reduced meal applications are available at your school, Queen Creek USD Administrative Office, or online at Queen Creek Unified School District. Applications will also be available to fill out online at **LINQ Connect** for the 2024-2025 school year. The site will provide you with your approval status once it is processed.

All meals are provided under the National School Breakfast and Lunch Program Federal guidelines. This means all meals are planned according to the requirements provided by USDA. All school meals must meet specific calorie targets, fat percentages, fiber, vitamin and mineral targets.

The cafeteria is also available to provide a sack lunch for field trips at the same cost as a normal school meal and includes (sandwich, fresh fruit, fresh vegetable, 100% juice box and milk).

Meal Prices

	Breakfast	Lunch
Full Pay	$1.75	$3.50
Free	$0	$0
Reduced	$0	$ .40
Adult	$1.75	$3.75

For more information on our Food and Nutrition Department, please refer to the QCUSD Family Handbook.

CAFETERIA RULES

Eating in the cafeteria can be a different type of experience for many children. Without parents there to remind them of polite manners, children easily forget. Cafeteria rules are consistent with rules across our school: be kind, be respectful, and show integrity. Please take time to review the expectations with your child.

- **Be Kind** by using inside voices, saying please and thank you, waiting your turn in line, and staying in your space
- **Be Respectful** by keeping hands, feet and objects to yourself, listening and following adult directions, using polite language, and keeping your area clean.
- **Show Integrity** by eating your own lunch, cleaning up after yourself, and reporting all accidents/incidents to an adult.

Students are only allowed to eat in the designated areas which include the cafeteria and the outside lunch area adjacent to the cafeteria. Students are NOT allowed into classroom areas during lunch without a pass from a teacher.

We will have a nut-free table for students with allergies. Please contact the school health office to inform them of your child's food allergies.

COMPUTERS

All Newell Barney College Prep students are provided with the opportunity to learn and use computer technology. Each student will be checked out a Chromebook to use at school and to take home. A use of technology agreement is included in the packet of sign-off sheets. The use of technology agreement must be reviewed and signed by both the parent and the student.

DROP OFF & PICK UP

The staff parking lot and bus loading areas cannot be used by parents to drop off or pick up their children for any reason. For the safety of your child and all our students at NBCP, please drop off and pick up in designated areas only.

Student DROP-OFF and PICKUP:

- NBCP students are to be dropped off/picked up in the back of the school. Please enter off of Sossaman Road near the fire station. Please drive all the way forward before letting your children out of the car. You will exit out onto Riggs Road. Follow the directions of staff. Don't stop until signaled to do so.
- Parents who need extra time (ex: to help students gather belongings or say goodbye) should pull all the way forward before letting their student out to help keep the flow of traffic moving.
- The staff parking lot and bus loading areas CANNOT be used by parents to drop off or pick up their children for any reason. For the safety of your child and all our students at NBCP, please drop off and pick up in designated areas only.

EMERGENCY EVACUATION PLAN

Newell Barney College Prep has an Emergency Evacuation plan in effect. Fire drills occur on a monthly basis, and three or more lockdown practices occur annually. Bus evacuation drills are held twice a year for all students. Queen Creek Unified School District has adopted a proactive strategy for lockdown procedures known as ALICE: Alert, Lockdown, Inform, Counter, and Evacuate. The ALICE plan offers a different philosophy in response to school violence. ALICE encourages the use of technology and information so that staff and students can make life saving decisions during a time of crisis.

FESTIVITIES & CELEBRATIONS

It is a privilege for students to attend activities. Students must meet certain criteria in order to attend. This may include attendance, grades, and discipline records.

SEASONAL FESTIVITIES/CELEBRATIONS/DANCES/"End-of-the-Year" ACTIVITIES

At NBCP and QCUSD, our primary focus is teaching and learning. With that being said, we do participate in a variety of fun celebrations at our school. We have spirit days, seasonal activities and festivities to celebrate these special times of the year. They do not include student costumes during the school day. These types of events generally take place for a short period of time at the end of the school day or after school so that we can continue to focus on our mission of teaching and learning.

FIELD TRIPS/ADDITIONAL ACTIVITIES

Field trips are an earned educational privilege and are aligned with Arizona State Standards. Students attending a school related field trip must turn in a signed permission slip by the required due date, pay nonrefundable entrance fees, and follow school appropriate dress code and school policies. In addition, the schools may provide additional non-educational field trips for students who have met specific requirements for various programs/clubs.

CHAPERONING FIELD TRIPS

For information on chaperoning field trips, please see the **VOLUNTEERS** section of this handbook. Note: Due to liability, younger siblings and other adults not related to students will not be permitted to attend field trips. FOR SAFETY REASONS, ALL STUDENTS MUST RIDE THE BUS TO AND FROM THE FIELD TRIP WITH THEIR CLASS.

TAX CREDIT DONATION FOR FIELD TRIPS

Did you know you can make a tax credit donation to help cover field trip costs? Arizona State Law (A.R.S. 43-1089.01) allows you to get a dollar- to-dollar reduction when you give up to $400 (joint returns) or $200 (individual returns) to a public school for extracurricular activities. The earned funds from the tax credit program come directly to Newell Barney College Prep and can be used to help cover the cost of busing and admission for field trips. It's easy to participate! Just complete a tax credit form and return it to the school or district office with your check and you will receive a receipt for the amount you donate. Then when tax time rolls around you claim the credit on your state taxes. You can also complete this online.

FOOD/DRINKS POLICY

1. Students are encouraged to bring water bottles to school.
2. Water is the only acceptable beverage in the classrooms, hallways, and other learning areas.
3. Gum is not allowed to be chewed on campus or on buses.

4. Energy drinks are not allowed.

GRADING AND REPORT CARDS

QCUSD uses a Synergy grading program for grades and reports cards. Grades are taken on a weekly basis for assigned lessons, homework, quizzes, and tests. Parents can check grades at any time using their parent ID and login (see information below for Parent and StudentVue).

Teacher gradebooks will reflect 3 categories of grades: 40% Assessments, 40% Assignments and 20% Final. Teachers will assign a category to each assignment they enter. Grades are cumulative for each semester. Students are eligible to redo assigned tasks based on the teacher's discretion. Students must advocate for the redo within 2 weeks of the original grade posting and/or prior to the summative assessment for the unit. Note: Gradebook comment codes of late, missing and absent will automatically score the task as a 0 until a grade is entered.)

Report card grades are as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = below 60%

PARENT/STUDENTVUE

ParentVUE, allows parents and students to check current grades, homework and attendance online, anytime. Everyone is assigned their own password, so grades are always private. You may access ParentVUE from any computer with internet access.

IMPORTANT INFORMATION

- Midterm/progress reports are sent home at mid-quarter of each nine week grading period.
- Report cards are sent home or emailed through Synergy at the end of each quarter.

STUDENT HONORS

Newell Barney College Prep will recognize those pupils who qualify for Principal's List, and Honor Roll at the end of the year. A list will be published and students will be recognized and presented with a certificate at an end of year assembly.

HEALTH OFFICE

The school has a full time health aide to administer our health program. The health office is an emergency station and is not equipped to take care of any serious illness. Students who become ill or injured at school should report to the health office or other office personnel immediately. The health aide is not a doctor, so she cannot make a diagnosis regarding an illness. In instances where students are sick and need to go home it will be the parents' responsibility to make arrangements for their child.

The school Health Office is equipped to handle minor illnesses and injuries. The Health Office deals with illness and accidents that occur at school. Parents are requested to notify the Health Office if a student has a health problem.

Parents must keep emergency contacts updated with current contact numbers at all times. Please inform the office immediately should your contact information change.

SICK STUDENT POLICY

For the protection of all students, please do not send your child to school when ill:

- Any student with a temperature of 100.0 degrees or more shall not attend school until the student is fever-free 24 hours without the aid of fever reducing medication. If your child is sent home with diarrhea or vomiting, he/she may return to school only if symptom free for a minimum of 24 hours.

- Parents are requested to keep students home if the following symptoms are present: nausea and vomiting, diarrhea, elevated temperature, yellow or green nasal discharge, inflamed eyes with redness or drainage, and skin rash unless a note from their physician states that it is not contagious. If any of these symptoms occur while at school, the parent will be contacted and be required to take the student home.
- State law requires that students be excluded from school if they are suspected of having a communicable disease.
- Students who have had surgery or recent hospitalization should have a doctor's note to return the student to school and participate in PE. Contact the school Health Office for further information.

CHRONIC ILLNESS

The Health Office also helps coordinate care (during the school day) for students with a chronic illness/special needs. Parents/guardians should notify the Health Office if their student has a chronic illness. A chronic illness form must be updated yearly for attendance purposes. Please notify the Health Office if your student has any illness or severe allergies.

HEALTH SCREENINGS

Student health screenings are conducted through the school health office. These include hearing and vision as recommended/required by the State of Arizona. Other screenings may include height and weight, blood pressure, scoliosis, and lice. You may exempt your student from any screenings by giving written notice to the school health office. This notice must be given yearly. Important health and medical information may be shared with school personnel, on a need to know basis, related to the health and safety of the student.

IMMUNIZATIONS

House Bill 2295 – Chapter 208, 1990 Law requires that the pupil be suspended from school upon enrollment if documentary proof of immunization is not submitted, unless the student is exempt due to certification that immunization is detrimental to the student's health. This requires exclusion of students who lack documentary proof of immunization during outbreaks of communicable immunization and/or preventable diseases. Contact the school health office for more information.

For additional Information: http://azdhs.gov/documents/preparedness/epidemiology-disease-control/immunization/school-childcare/school-childcare-immunization-guide

MEDICATION

If it becomes necessary for a student to take ANY form of medication at school, a consent form must be completed and signed by a parent or guardian as well as a medical provider signature. The form can be obtained from the Health Office. The medication **must** be in its original pharmacy container and should state the **student's name, the dosage, and the times to be administered**. Expired medication will not be given. Only medication that needs to be given during school hours is permitted, including cough drops and Tylenol. ***An adult must bring medication in person directly to the health aide's office. No child may transport medication to or from school.*** All medication is kept in a locked cabinet and is dispensed through the health aide by responsible staff. Refer to the QCUSD Family Handbook for more information.

MEDICAL INSURANCE

Medical insurance is NOT provided by the school district.

HOMEWORK

Homework is not simply busy work assigned to children to keep them occupied at home. Homework assignments and studying serve several educational needs that are essential to receiving a complete education. Homework provides children with the opportunity to develop self-discipline, study habits, and time management skills. By completing homework, children learn how to be independent and responsible. In addition, homework helps to close the gap

between school and home; learning should happen at home as well as in school. Homework also helps students practice and apply what they have learned during the school day.

Homework for students at NBCP is designed to:

- prepare students for classroom instruction
- improve study skills
- supplement regular class work
- help broaden the scope of student knowledge

Each student will have a certain amount of homework during the school week and may have some on the weekends. A student with an excused absence will have **two days** for each day absent to make up all of the missing work. A student with an unexcused absence will be expected to do all the work and may (at teacher discretion) receive credit. Suspended students must take the responsibility of doing all assignments during their absence and turn in the work the first day back in school.

Each teacher/grade level sets their own homework policy, which will be sent home the first week of school, please take time to review the policy with your child. If your child tells you that he/she does not have homework, please check their planner to verify.

Students are expected to read for at least 15 minutes each night.

Parents requesting homework for students who are absent may call the office before noon, and pick up any assignments between 2:30 and 4:00 p.m. If requested, assignments may be given to a sibling to take home. Classes will not be interrupted by a request for homework. Please allow the teachers appropriate time to prepare the assignments for your child.

LIBRARY SERVICES

The library opens at 8:30 AM and remains open until 3:00 PM. Students are encouraged to use the library as much as possible. From time to time it may be desirable for the student to visit the library during class time to do research. In such cases, the student should first get permission from the teacher and then, upon entering the library, inform the librarian about his/her particular need. Books must be returned in order to check out additional book(s).

Students must pay for lost or damaged books and materials.

LOST AND FOUND

Please put your child's name on clothing, backpacks, lunch boxes, and personal items brought to school. Taking some time to do so may save the cost of buying replacements. Found items are stored at school and eventually donated to charity if not claimed. Please visit the school office or the “lost and found” bin if something is lost at school. Students are asked to turn in any items they find on the school campus**.**

PARENT TEACHER ORGANIZATION

The PTO is made up of parents, staff, and community members who take an active role in the school. You can email PTO directly at newellbarneyptso@gmail.com for more information.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

PBIS (Positive Behavior Intervention and Support) is going to be our way of providing a safe and positive learning environment at our schools in our district. PBIS has been shown to increase academic achievement and student performance, decrease classroom disruptions and office discipline referrals and improve school climate and safety. Our QCUSD expectations for behavior are:

- **Be Kind**
- **Be Respectful**
- **Show Integrity**

The teachers will explain both the class and school rules to your child. We encourage you to review these again with your child. We believe it is important for parents and teachers to work together to help children be successful.

NBCP REINFORCEMENT MATRIX

	Be Kind	Be Respectful	Show Integrity
Classroom	● Be helpful. ● Speak positively. ● Include others.	● Keep hands and feet to self. ● Follow adult directions. ● Ask-answer questions.	● Use school appropriate language. ● Be on-task. ● Tell the truth. ● Have materials.
Courtyard	● Be helpful. ● Speak positively. ● Use 'please' and 'thank you.'	● Keep hands and feet to self. ● Follow adult directions. ● Be quiet near classrooms.	● Use school appropriate language. ● Tell the truth. ● Clean your area.
Hallway	● Be helpful. ● Speak positively. ● Use 'please' and 'thank you.'	● Keep hands and feet to self. ● Walk on the right. ● Keep walkways clear.	● Use school appropriate language. ● Tell the truth. ● Have a pass during class.
Cafeteria	● Speak positively. ● Wait your turn. ● Use inside voice.	● Keep hands and feet to self. ● Follow adult directions. ● Enter and exit orderly.	● Use school appropriate language. ● Clean your area.
Bathroom	● Speak positively. ● Wait your turn. ● Maintain privacy.	● Enter and exit orderly. ● Keep it quick. ● Flush toilet and wash hands.	● Use school appropriate language. ● Have a pass during class. ● Clean your area.

Positive reinforcement for appropriate behavior is the norm at Newell Barney College Prep. It is acknowledged by, but not limited to, the following:

1. Individual and group recognition by teachers, principals, and other staff (i.e. PBIS Doubloons, verbal compliments, etc.)
2. Using earned Doubloons at PBIS store.
3. Student of the Month
4. A positive visit to the Principal

STUDENT MANAGEMENT PROCESS

Updated 06/11/2023

Newell Barney Behavior Flowchart

What type of behavior is it?

Staff Managed INTERVENTIONS

Redirect
- Use proximity, other non-verbal cues or brief verbal cues to redirect student.

INTERVENTION 1
- Reteach expectation.
- Move student to another seat and/or have a quick 1-on-1 conference with student.
- Document behavior on tracking form.

INTERVENTION 2
- Reteach expectation.
- Send student to buddy room with reflection sheet.
- Staff e-mail or telephone call to parents by the end of the day.
- Document minor behavior on tracking form.

INTERVENTION 3
- Send student to office. Also send up ODR, Minor Behavior tracking form and Reflection form
- Staff telephone call to parents by the end of the day (e-mail only if call is unsuccessful).
- Office staff provides student support through the end of the class period.
- Student reports to the next class period when the bell rings.
- With an ODR, this now moves to "Administration Managed Behavior STEP 2."

Staff Managed

Disruption
- Talking Out of Turn
- Raised Voices
- Horseplay (ex: pushing, poking, wrestling, throwing small items, etc.)
- Student Disagreement

Defiance
- Not Following Directions (i.e. off-task, chatting, out of seat)
- Refusing to Work
- Arguing

Disrespect
- Missing Materials (planner, notebook, binder, equipment)
- Rude Behavior (verbal/nonverbal)
- Indirect Offensive Language
- Lying
- Stealing (little or no value)
- Destruction of minor property
- Misuse of Supplies
- Permissible Technology Misuse
- Gum Chewing
- Hats/Hoods
- Public display of affection

Administration Managed

- Intervention 3
- Ditching
- Cheating/plagiarism
- Vandalism
- Theft
- Safety Hazard
- Fighting/Physical Aggression
- Bullying
- Direct verbal/non-verbal abusive language
- Threats/Harassment
- Sexual harassment (verbal/nonverbal)
- Assault
- Endangerment
- Weapons
- Drugs/alcohol
- Tobacco/vape
- Technology Testing Violations (State/Benchmarks)

Administration Managed STEPS

STEP 1
- Staff sends student to the office with ODR.
- Staff calls the office to notify that the student is on the way or needs to be picked up.

STEP 2
- Administration determines consequence.
- Incident entered into ODR data system.

STEP 3
- Administration places copy of processed referral in mailbox
- Administration contacts parents with outcome.

PLEASE NOTE...

- Interventions start over every 3 weeks.
- Movement through the interventions occurs when the same behavior is exhibited in the same class within those 3 weeks.
- Remember to teach and review the Newell Barney School-wide Expectations and reinforce students who demonstrate those expectations.
- Tardy Policy: Students with 3 tardies (in any class) will receive a lunch detention for each tardy after that. Repeated issues will result in stronger consequences.

ODR = Office Discipline Referral

NEWELL BARNEY BUCCANEERS

Be Kind.
Be Respectful.
Show Integrity.

Be a Buccaneer!

SCHOOL UNIFORMS

Wearing neat, clean clothes helps children feel good about coming to school to learn. Students will be in school uniforms Monday, Tuesday, and Thursday except when designated as a school spirit day. Wednesday's are designated as college days and Friday's are NBCP spirit wear days.

SHIRTS

- Maroon polo
- Navy blue polo
- White polo
- ALL polos must either be plain (solid with no logo) or an NBCP polo purchased from the school.

PANTS, SHORTS, & SKIRTS

- Navy blue dress pants/shorts/skirts
- Khaki dress pants/shorts/skirts

ROMPERS & DRESSES

- Navy blue dress/romper
- Khaki dress/romper

DRESS CODE FOR SPIRIT DAYS

On School Spirit Days clothing that distorts the student's identity or disrupts the learning process will not be allowed.

- T-Shirts displaying alcohol, cigarettes, drugs, or any sexual connotations are not appropriate.
- See-through, spaghetti straps, bare-midriff shirts, or clothing which is backless or revealing is not suitable for school. Tank tops may be worn only if the shoulder straps are at least two inches in width.
- Short-shorts, ripped or torn jeans or sagging pants are unfit for school.
- Hats, of any kind, may not be worn in the building.
- Flip flops and backless sandals are discouraged for safety reasons.
- Heelies and slippers are not allowed.
- Students may be given a change of clothing in the health office if available.

When necessary, parents will be contacted for a change of clothing. Refer to the QCUSD Family Handbook for more information.

SOCIAL MEDIA

It is becoming increasingly popular for students to post material on social media websites such as Facebook, Snapchat, Instagram, and Twitter. Please be aware that material posted, either at home or at school, could be viewed as harassment or disruptive to the educational environment. **This is not limited to the above named sites alone**. Material sent via email, text messaging, voicemail or any other electronic means, could be viewed as harassment or disruptive to the educational environment. Conduct off campus during non-school hours could lead to the disruption of the educational environment. In cases where it is harassment, or leads to the disruption of the educational environment, students will be subject to disciplinary action.

SITE COUNCIL

The Site Council is made up of parents, community members, staff, and the principal. It is designed to take an active role in advising the principal on decisions concerning the school. If you are interested in serving on the Site Council, please contact the office.

SPECIAL EDUCATION

Queen Creek Unified School District provides a variety of special education programs and services to our students. In keeping with state and federal mandates, the type of special education program which best meets each student's individual educational needs is determined at a meeting attended by district personnel and the student's parents or guardians. Our main goal is to serve our students in the least restrictive setting possible. Services are provided for all identified students ages 3-22. Parents/students who desire further information on these programs and services should refer to the QCUSD Family Handbook.

STUDENT TRANSPORTATION

BUS RIDERS

Your child's transportation information can be found by visiting the QCUSD website and clicking on the "Bus Route Information" link. Simply type in your address and you will receive pick-up and drop off times, bus stop location, route number, and bus number. If you have any questions, please contact the Transportation Department at 480-987-5982 between 7:00am and 3:30pm.

For a safe and enjoyable ride to and from school children should be reminded frequently about the rules for good behavior on the bus. The following rules apply when riding a bus to and/or from school:

- **Be Kind** by using quiet voices, respecting others' property, keeping hands, feet and unkind words to self, and waiting in line to load/unload the bus.
- **Be Respectful** by walking to and from the bus, sitting with backs and bottoms on seats, following adult directions, and remaining seated while the bus is in motion.
- **Show Integrit**y by keeping the bus clean, keeping the aisle clear, and report incidents to an adult.

Students are NOT allowed to ride a bus other than their assigned bus route, or get on or off at a different stop unless a written request or phone call is received from the parent/guardian and is signed by the office. All requests should be received by the front office by 2pm. Please reach out to the front office for these requests and not to your child's teachers. In the absence of a written request or a phone call, the student will be put on his or her regular bus.

SCHOOL TRANSPORTATION DISCIPLINE PLAN

It is essential for all students to exhibit good manners and behavior while in a school vehicle. Any infraction which jeopardizes the safe transportation of any passengers will be reported directly to the transportation and/or school administration for disciplinary action. Consequences may range from assigned seat to loss of bus privileges.

The Transportation Department will administer all infractions and disciplinary measures that occur on the bus and/or at bus stops.

TECHNOLOGY

The district provides student access to technology devices and internet service for educational purposes. Students have the opportunity to use technology to help them prepare to work, live and contribute to our connected society.

QCUSD encourages students to use technology to:

- Facilitate creativity and innovation
- Support collaboration
- Support communication
- Understand technology operations and concepts
- Seek knowledge and extend research
- Publish creative content
- Increase technology literacy

More information concerning the acceptable and unacceptable use of the internet and other technology can be found in the QCUSD Family Handbook.

TELEPHONE

Students are **NOT** permitted to use the office or classroom telephones for any personal calls except **in an emergency and with staff permission.** If a student receives a call, s/he will be called out of class only in the case of an emergency. Generally, telephone calls for students will be handled between classes, during lunchtime, or after school.

CELL PHONES & SMART WATCHES

Cell phones and smart watches are not to be used during the school day. Students with cell phones or smart watches will be asked to turn them off once the first bell rings at school. If a student is caught using a cell phone or smart watch during the school day, the device will be taken away and a parent will be required to come and pick it up at the school. If you'd like to talk with your child's teacher, please call either before classes begin or after the students are dismissed. If you call during class hours and leave a message with the office (480) 474-6720, the teacher will return your call within 24-48 hours.

TOYS, TRADING CARDS, TABLETS, DEVICES, & RADIOS

Toys, trading cards, radios, CD players, I-Pods, cell phones, and any type of electronic game/ devices are not allowed on campus. Students will be given a reminder to put the items away and to leave them at home. If these items are still a distraction, they may be taken from students and kept in the classroom/office until a parent comes to pick up the item. The school is not responsible for theft or damage of items brought to school by students. Repeat offenses may result in further consequences.

VISITORS

Parents are always encouraged to visit our campus, see programs in action, and visit with teachers. For the protection of our students, all visitors are required to check in at the office and wear a visitor's badge/sticker while in the building. Prior to being admitted to the building the office will check with the teacher to announce your arrival.

Unplanned visits before or after school are disruptive to the teachers' prep time. In addition, the unplanned visits during instructional time are disruptive to the classroom learning environment. Children from other schools and younger siblings are not allowed to visit in the classroom; please do not ask for an exception to this restriction.

We ask that you have teacher approval prior to entering a classroom. Classroom observations should be scheduled with the teacher and principal, and should not exceed one hour. The visit should be scheduled 24 hours in advance and the purpose should be shared with the teacher and principal. The teacher will not be able to conference with a parent while students are in class. Conferences must be scheduled for another time. The parent must report back to the office and sign out and return the visitor's pass prior to exiting the school.

VOLUNTEERS

Queen Creek Unified School District welcomes and needs parent and community volunteers.. If you are a parent or legal guardian interested in volunteering in **the library or chaperoning a field trip**, please fill out a volunteer form online. There are also many ways to help on your own time if you are not able to come to school during the day. Please contact your students' teachers if you would like to help. If you are **not a parent or legal guardian** of a NBCP student and would like to volunteer at the school, **or if you are a parent/legal guardian interested an extended-length field trip**, you must apply via the District's website as a volunteer, and must undergo fingerprinting and a criminal background check before being approved by Human Resources.

Core Course Selections

MAT710A & MAT710B	Accelerated Math 7	One Year-2 Semesters

This course is intended to be taken after completing Accelerated Math 6. This is an accelerated course that includes the 2nd portion of the Math 7 standards and all of the Math 8 standards. The course is designed for a student preparing to take Algebra 1 during their 8th grade year. Students will develop an understanding of expressions, equations and inequalities, including modeling bivariate data with linear equations and solving linear equations and systems of linear equations. Students will explore the concept of functions and use them to describe quantitative relationships. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, congruence, and the Pythagorean Theorem. Topics in statistics and probability will also be explored. The standards of mathematical practices and modeling with mathematics are embedded into this course.

MAT820A & MAT820B	Algebra 1 - HS	One Year-2 Semesters

This course is intended to be taken after completing accelerated Math 7. Junior high students may receive high school elective credit by successfully completing both semesters with a "C" or higher. Failure to earn a grade of a "C" or higher in both semesters may result in the student taking Algebra I again during their Freshman year. Credit will be recorded onto the students' high school transcript with junior high letter grades attached. These grades will be counted into the student's cumulative grade point average and will fulfill an elective credit requirement toward graduation. Accelerated math opportunities are intended to provide students access to higher levels of math in high school, not replace high school math instruction. All students are required to take math all four years of high school. This course is accelerated for students who have proven their exceptional interest, ability, and industry in mathematics. It is designed to deepen and extend understanding of linear and non-linear relationships by comparing and contrasting them with each other. Students will apply models to data that exhibit a linear trend. In addition, students will engage in methods of analyzing, solving and using exponential and quadratic functions. Emphasis will be on the application of the functions studied. This accelerated course uses the state standards as a guideline for its curriculum and prepares students for advanced study in mathematics and science. A graphing calculator is recommended for this course.

MAT830A & MAT830B	Geometry - HS	One Year-2 Semesters

This high school course is available to students who have completed Algebra 1.Credit will be recorded onto the students' high school transcript with junior high letter grades. These grades will be counted into the student's cumulative grade point average and will fulfill an elective credit requirement toward graduation.Accelerated math opportunities are intended to provide students access to higher levels of math in high school, not replace high school math instruction. All students are required to take math all four years of high school. This course develops understanding of informal explanations of circumference, area and volume formulas. Criteria will be established for congruence and similarity of geometric figures based on rigid motions, constructions, dilations and proportional reasoning. Students will prove geometric theorems and solve problems involving right triangles. Students will need a compass and protractor. The course uses the state standards as a guideline for its curriculum and prepares students for advanced study in mathematics and science.

SCI730A & SCI730B	Accelerated Science 7/8	One Year-2 Semesters

This course is available for 7th and 8th grade students. It will cover the standards of both 7th and 8th grade science in preparation for Physical Science (HS course). The course is aligned with the Arizona State Standards and is designed to further our understanding of inquiry and the scientific method as it applies to each core concept. In this course, students will gain a better understanding of the world around them through Earth Science, Physical Science, and Life Science. Throughout all content, students will also learn that our understanding of the world changes as new technologies and discoveries are made.

SCI830A & SCI830B	Physical Science- HS	One Year-2 Semesters

This one year course is designed to expose students to Earth and space concepts, chemistry, and physics. Students will be exposed to concepts concerning the composition of the Earth and its atmosphere, as well as the processes that shape Earth's surface and climate. The impact of energy in Earth systems will also be explored and how that energy and matter have changed throughout geologic time. Students will investigate planetary bodies, their motion, their characteristics as well as their evolution. In chemistry and physics, students will be able to demonstrate how the structure of atoms gives rise to patterns and properties seen in the periodic table and explain how chemical reactions occur and what impacts the rate of these reactions. Finally, students will evaluate and apply Newton's Laws, explain reaction rates and what fields impact objects within them.

SOC710A & SOC710B	**Honors Social Studies 7**	**One Year-2 Semesters**

In addition to the topics covered in 7th grade Social Studies, this course will include more in depth study of all the social studies state standards focusing on critical thinking skills and collaborative work. In honors class, a greater emphasis is placed on independent reading, analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes.

SOC810A & SOC810B	**Honors Social Studies 8**	**One Year-2 Semesters**

In honors class, a greater emphasis is placed on independent reading, analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes. Honors classes may include independent research projects, summer reading lists, and possible service learning opportunities.

ENG710A & ENG710B	**Honors Language Arts 7**	**One Year-2 Semesters**

In honors class, a greater emphasis is placed on analyzing, developing, and demonstrating critical and reflective thinking skills. A greater amount of class discussion, using the Socratic Method, with opportunities to defend ideas and positions is a cornerstone of all honors classes. Honors Language Arts 7 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to: short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will begin honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

ENG810A & ENG810B	**Honors Language Arts 8**	**One Year-2 Semesters**

In addition to the topics covered in 8th grade Language this course will include more in depth study of all the language arts state standards focusing on critical thinking skills and collaborative work. Honors Language Arts 8 is an integrated reading, writing, speaking, listening, and grammar curriculum. Essential reading strategies, language acquisition, and speaking and listening skills will be emphasized. Students in this course will deeply study literary elements, vocabulary in context, and text structures by reading texts from literary genres including, but not limited to: short stories, novels, poetry, and nonfiction selections. An emphasis will also be placed on reading and analyzing informational and functional text. Additionally, students will continue honing skills in the areas of research, citing sources of information, quote/evidence integration in writing, grammatical structures of writing, and the steps of the writing process.

ENG720A & ENG720B	**Structured English Immersion (SEI) Writing**	**One Year-2 Semesters**

A Writing course for secondary English language learners. The content of the course is based on the specific teaching/learning objectives derived from the Arizona K-12 English Language Proficiency Standards. This course is intended to accelerate language acquisition and prepare students for the mainstream classroom, where they will be ready to access the content of instruction that is then driven by the Arizona English Language Arts Standards

Newell Barney College Prep Elective Offerings

Please note that some courses may not be offered due to enrollment and staffing.

Fine Arts

ART700	**Art I**	**One Semester**

Art I course includes basic instruction in painting, drawing, ceramics and various media (printmaking, paper mache, repurposed art, etc). Students gain knowledge and learn new skills through engaging, hands-on experiences as they express individual creativity and make original works of art. Each studio project is inspired by a brief study of specific artists or artworks (past and present), art styles, aesthetics, and/or processes and techniques. Lessons align with State and National Core Visual Arts Standards and often include cross-curricular connections with core academic areas. *No prerequisites or skill/experience levels required.*

ART705	**Art II**	**One Semester**

PreRequisite: Art I

Art II course offers students a learning experience similar to the Art I course (see description), with increased levels of artistic and academic expectations appropriate for this grade level. Lessons provide an in depth progression into drawing, painting and printmaking. Art II students are challenged to build on current artistic knowledge and skill levels.

STEM

ARO700	**Automation and Robotics**	**One Semester**

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

ARO705	**APP Creator**	**One Semester**

Prerequisite: ARO 700 Automation and Robotics

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

DES700	**Design and Modeling**	**One Semester**

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

GRE700	**Green Architecture**	**One Semester**

Prerequisite: DES700 Design and Modeling

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.

MED800	**Medical Detectives**	**One Semester**

Prerequisite: DES700 Design and Modeling

Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

World Language

SPA820A & SPA820B	Spanish I - HS	One Year-2 Semesters

Junior high students may receive high school credit for Spanish I by successfully completing both semesters with a "C" or higher. Credits will be recorded onto the students' high school transcript with letter grades attached. These grades will be counted into the students' cumulative grade point average. Students will learn basic vocabulary related to people, places, things and actions close to their own lives. They will express themselves in phrases, short sentences and memorized material exhibiting an emerging control of the most common basic grammatical forms and structures. Their written language will reflect what they can say. Students will gain an understanding and appreciation of the diversity of language and cultures.

SPA830A & SPA830B	Spanish 2 - HS	One Year-2 Semesters

Junior high students may receive high school credit for Spanish I by successfully completing both semesters with a "C" or higher. Credits will be recorded onto the students' high school transcript with letter grades attached. These grades will be counted into the students' cumulative grade point average. Students will continue to learn vocabulary related to people, places, things and actions close to their own lives. Students will speak and write extemporaneously using short sentences and sentence strings on topics within their experience with the language. They will describe and answer questions; engage in simple conversations; and carry out simple realistic functions. In their written language, students will practice expressing their ideas more accurately using correct spelling and punctuation. Students will continue to gain an understanding and appreciation of the diversity of language and cultures.

Physical Education

PHE700	Physical Education (Boys)	One Semester

Lockers and locks are provided by the school. There is a $5.00 lock replacement fee for lost locks.

This course covers basic skills which are taught through individual and team activities. Emphasis is placed on lifetime physical fitness through a daily exercise and fitness program. Areas of emphasis include: responsibility, sportsmanship, character, socialization, rule knowledge and more. Active participation and appropriate dress is required daily. PE uniform is mandatory.

PHE800	Physical Education (Girls)	One Semester

Lockers and locks are provided by the school. There is a $5.00 lock replacement fee for lost locks.

This course covers basic skills which are taught through individual and team activities. Emphasis is placed on lifetime physical fitness through a daily exercise and fitness program. Areas of emphasis include: responsibility, sportsmanship, character, socialization, rule knowledge and more. Active participation and appropriate dress is required daily. PE uniform is mandatory.

FIT700	Fitness/Weights (Boys)	One Semester

This course is designed to teach students the knowledge and skills that are necessary to create and maintain a healthy lifestyle. Students will explore a variety of activities including weight-training, aerobic activities, and team sports that will promote fitness and can be used in achieving life-long wellness. PE uniform is mandatory.

FIT800	Fitness/Weights (Girls)	One Semester

This course is designed to teach students the knowledge and skills that are necessary to create and maintain a healthy lifestyle. Students will explore a variety of activities including weight-training, aerobic activities, and team sports that will promote fitness and can be used in achieving life-long wellness. PE uniform is mandatory.

Performing Arts

BND700A & BND700B	Cadet Band	One Year-2 Semesters

A training oriented performance ensemble made up of standard band instruments. This ensemble is recommended for students that are still new to an instrument or students who would like to learn a new instrument. Fundamental playing and technical skills as well as music theory will be studied. This ensemble will prepare and perform concerts each semester, some of which may be outside school hours. Students will be required to provide their own instrument and concert attire. Attendance is required at all scheduled performances.

BND710A & BND710B	Concert Band	One Year-2 Semesters

Placement is by teacher recommendation/audition.

A training-oriented performance ensemble for middle school students with at least one year experience playing a band instrument. Fundamental playing and technical skills specific to instrument families (brass and woodwind) and music theory will be studied. This ensemble will prepare and perform concerts each quarter, some of which may be outside of school hours. Students will be required to provide their own instrument and concert attire. Attendance is required at all scheduled performances.

BND720A & BND720B	Symphonic Band	One Year-2 Semesters

Placement is by teacher recommendation/audition.

Symphonic band is a performance oriented ensemble made up of a select group of 8th grade band students. Rehearsals focus on advanced musical concepts and playing techniques to meet the needs of the advanced band student. The Symphonic Band will perform at several concerts, community functions and festival performances throughout the year. Attendance for these performances is mandatory. Students will be required to provide their own instrument and concert attire.

GUI700A & GUI700B	Guitar I	One Year-2 Semesters

Intro to Guitar is a class for beginning instrumentalists with little to no experience playing an instrument. The course will cover basic note reading skills, music theory, chords and playing techniques associated with guitar. Students will be required to provide their own instrument.

GUI715A & GUI715B	Guitar II	One Year-2 Semesters

Prerequisite: Guitar I or placement by teacher recommendation/audition. Students must be able to read music.

Guitar II continues to develop the students' understanding of the fundamentals of music, but begins to introduce more advanced guitar-playing techniques. This class is oriented more toward students that have had some prior music experience. Focus will be on advanced music reading, exploring chord patterns and strumming techniques. Ensemble performance is an integral part of the class and students will have an opportunity to perform in small groups as well as the large ensemble. The Guitar Ensemble may perform at several concerts, community functions and festival performances throughout the year. Attendance for all of these scheduled performances is mandatory. Students are required to provide their own instrument and performance attire.

ORC700A & ORC700B	Cadet Orchestra	One Year-2 Semesters

This course is designed for students who would have very little or no experience in orchestra. This course will cover note reading, posture, performing individually and in a group, as well as a survey of music in context to today. Music played will be a wide variety, ranging from classical to pop contemporary music. Instruments played in orchestra are violin, viola, cello, and bass. Students are expected to provide their own instruments. Cello and bass players are expected to have an instrument at home to practice, but will be allowed to play a school cello or bass during class. There will be around four concerts per year. All students are expected to perform in every performing opportunity.

ORC715A & ORC715B	Concert Orchestra	One Year-2 Semesters

Prerequisite: Teacher recommendation and/or audition This course is designed for students who would have one to two years of experience in orchestra. Students should be able to fluently read their notes on the A and D Strings. This course will cover note reading, posture, performing individually and in a group, as well as a survey of music in context to today. In addition, this course will involve shifting and scales that are one and two octaves. Music played will be a wide variety, ranging from classical to pop contemporary music. Instruments played in orchestra are violin, viola, cello, and bass. Students are expected to provide their own instruments. Cello and bass players are expected to have an instrument at home to practice, but will be allowed to play a school cello or bass during class. There will be around four concerts per year. All students are expected to perform in every performing opportunity.

ORC720A & ORC720B	Symphonic Orchestra	One Year-2 Semesters

Prerequisite: Teacher recommendation and/or audition This course is designed for students with two to three years of playing experience. This orchestra is the showcase orchestra for the school. They will travel and perform at festivals and at the high school. Students in this course will be expected to perform their music with high quality and in a shorter amount of time. This course will cover advanced note reading, scales of two to three octaves, posture, performing individually and in a group, as well as a survey of music in context to today. Music played will be a wide variety, ranging from classical to pop contemporary music. Instruments played in orchestra are violin, viola, cello, and bass. Students are expected to provide their own instruments. Cello and bass players are expected to have an instrument at home to practice, but will be allowed to play a school cello or bass during class. There will be around four concerts per year. All students are expected to perform in every performing opportunity.

Additional Electives

AVD700A & AVD700B	AVID 7	One year-2 Semesters

The 7th grade AVID Elective course builds upon the foundational components of the AVID philosophy. Students will refine short-and long-term goals and, as a result, begin to understand the value in taking charge of their actions. They will start working on intrapersonal and interpersonal skills as well as formal and informal speech. Students will complete self-evaluations and peer evaluations related to reading, writing, organization, and speaking. In broadening their writing practice, students will begin considering audience, purpose, and form in their writing. Students will take an active role in their learning, understanding the roles of all members in assignments and collaborative lessons. They will expand their knowledge base regarding note-taking in relation to studying and test preparation. Students will be exposed to various field trips, guest speakers, and research to increase their knowledge of college and career options. Students enrolled in AVID courses are scheduled into at least 1 class of rigor; including honors or other identified courses.

AVD800A & AVD800B	AVID 8	One year-2 Semesters

The 8th grade AVID Elective course is the year of preparation for high school. Students will regularly exhibit and utilize the skills and strategies learned in the 7th grade AVID course. They will refine previous goals, focusing on their transition to high school as part of a college-preparatory path. Their writing will focus on completing all steps of the writing process and varying style, word choice, vocabulary, structure, and voice. Major writing assignments include persuasive, expository, descriptive, and timed writing. Students will transition from active learners to leaders. Other areas of focus include increasing the use of technology and building upon test-preparation and test-taking knowledge. Students will broaden their experience with analyzing text and utilizing appropriate reading strategies in various settings. They will become more involved in guest-speaker presentations and field trips, particularly as they relate to preparation and prior knowledge. Students will also participate in college-preparatory testing and build connections with the high school they will attend. Students enrolled in AVID courses are scheduled into at least 1 class of rigor; including honors or other identified courses.

CEP700	Career Exploration	One Semester

This **required 7th grade course** exposes students to academic success strategies, financial literacy, and college & career exploration. While utilizing best practice academic strategies, students will explore their interests, aptitudes, and skills to compete in the workplace as well as learn about their individual learning and personality styles to find possible career matches. Students will explore a variety of college and career options, engage in numerous research projects, and use the steps in the decision-making process to develop their college and career plan through the MajorClarity Platform. This will guide them to make appropriate decisions about high school level courses, post-secondary education and training, and career fields

JOU800	Journalism	One Semester -OR- Two Semesters

This course creates a volume of student school memories. These students will not only have a hand in creating the yearbook but gain an understanding of layout and design. They will learn the journalism code of ethics, interviewing skills, and how to transfer their interviews into a written document with photography in a newspaper format. Students in this class are creative, original, and hardworking. Photographers, graphic artists, and budding writers are encouraged to apply. Competent writing skills, which includes spelling and grammar, as well as, computer literacy are preferred.

SLC700A & SLC700B	**Student Leadership**	**One Year-2 Semesters**

** Limited positions available per grade level
Students choosing to be involved in student leadership and developing strong skills do not want to pass up this opportunity to get involved! Seventh and eighth graders will work together to study famous leaders, develop leadership and communication skills, provide community service opportunities, run school events, and implement projects from beginning to end. Students interested in being student council class ambassadors, class representatives or officers must register for this course.

SLW800A & SLW800B	**Student Leadership (WEB) 8th Gr**	**One Year-2 Semesters**

** This course includes attendance at 2 summer training days and 1 summer day for incoming student orientation. As WEB leaders, eighth graders will work to provide a quality experience for seventh graders transitioning into the middle school environment. WEB leaders will learn various leadership skills, explore their strengths and weaknesses, mentor 7th graders, and work on events that improve the overall school culture. As WEB leaders, students will learn and practice real-world communication skills as they are required to reach out to their assigned seventh graders throughout the school year. It is essential that WEB leaders mark the required summer days for their personal leadership development as well as creating bonds with their assigned seventh graders.

Special Education Resource Program

Special Education individualized programs and services are available to students identified with a disability. State and federal laws and guidelines regulate eligibility for special education programs. Multi-disciplinary teams, including administrators, teachers, counselors, psychologists, parents, and students participate in developing these individualized education programs (IEP's). Specialized accommodations in regular education classes are also developed for qualified students. Services in fourteen disability categories are available in a variety of environments, including inclusion, resource, and self-contained programs. Related services such as speech, OT, PT, Adaptive PE, counseling, transportation, hearing, and vision are also available to students who qualify for these services.

RMT800A & RMT800B	**Math 7**	**One Year-2 Semesters**

This course is a study of individual instruction in basic math concepts, adding, subtracting, multiplying, dividing, and development of higher math skills. Students work on modified grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

RMT810A & RMT810B	**Math 8**	**One Year-2 Semesters**

This course is a study of individual instruction in basic math concepts, adding, subtracting, multiplying, dividing, and development of higher math skills. Students work on modified grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

RMT815A & RMT815B	**ELA 7**	**One Year-2 Semesters**

This course is designed for students with special needs to improve their reading and writing skills as determined appropriately by the IEP team. The course is a study of reading skills and writing skills and designed to meet state curriculum standards. The major areas are vocabulary and reading comprehension, writing paragraphs, letter writing, spelling, and essay composition. Students work on grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

RMT825A & RMT825B	**ELA 8**	**One Year-2 Semesters**

This course is designed for students with special needs to improve their reading and writing skills as determined appropriately by the IEP team. The course is a study of reading skills and writing skills and designed to meet state curriculum standards. The major areas are vocabulary and reading comprehension, writing paragraphs, letter writing, spelling, and essay composition. Students work on grade level material in a classroom environment with a smaller student to teacher ratio. Curriculum and pace of instruction is individualized to meet each student's IEP needs.

RSO815A & RSO815B	**Study Skills 7**	**One Year-2 Semesters**

This elective course will assist students in developing study skills, personal responsibility, and time management for success in their regular course work. Students are provided with direct assistance with study skills and school work completion. Curriculum is designed to meet the individual IEP needs of each student in the course at the time.

RSO825A & RSO825B	**Study Skills 8**	**One Year-2 Semesters**

This elective course will assist students in developing study skills, personal responsibility, and time management for success in their regular course work. Students are provided with direct assistance with study skills and school work completion. Curriculum is designed to meet the individual IEP needs of each student in the course at the time.

Special Education SAILS Program

Students Achieving Independent Life Skills. "SAILS" program has Life Skills classrooms for students with mild to moderate levels of disability. This classroom follows the same QCUSD objectives as all other classrooms. The classroom provides for hands-on learning as appropriate.

2024-2025 QCUSD Family Handbook
Acknowledgement of Receipt

This form is to be returned to the designated teacher or school staff member within two (2) school days of the date the form is received by the student. The NBCP Handbook can be found at: https://barney.qcusd.org/College-Prep

Student Name: _____ Grade: _____

NBCP Handbook

Student and Parent/Guardian: I have been provided access to and/or received the NBCP Student Handbook. I acknowledge that I have been given the opportunity to read and review it with my child/parent/guardian. I understand that I am expected to comply with all provisions that apply to me. I understand that I may contact the school administration if I have any questions pertaining to the information in the NBCP Student Handbook.

Technology Acceptable Use Policy

Student: I have read and agree to abide by the Technology Acceptable Use Policy rules and guidelines. I understand that access to computers and internet resources is provided for educational purposes only and I must not use the technology resources to send or request offensive or illegal material. I understand that if I violate the rules and guidelines for technology resources, my access privileges may be revoked and school and/or legal action may be taken as a consequence.

Parent/Guardian: I have read the Technology Acceptable Use Policy rules and guidelines. I understand that school access to computers and internet resources is provided for educational purposes only. While the District has taken precautions to minimize access by students to inappropriate material, I understand that it is impossible for the District to completely restrict access to such material and will not hold the District responsible if my child accesses such material either directly or indirectly. I hereby give permission to the District to permit my child to use District owned computer and internet access.

Student Violence, Harassment, Intimidation, Bullying, & Hazing Policies

Student and Parent/Guardian: I have read the information, including what is related to Student Violence, Harassment, Intimidation, Bullying, and Hazing, in the Family Handbook and understand the consequences for violating these policies.

Equal Educational Opportunity and Non-Discrimination

Student and Parent/Guardian: I understand that in accordance with Governing Board Policy 1-201, the rights of a student to participate fully in classroom instruction shall not be abridged or impaired because of race, color, religion, disability, pregnancy and parenting, sex, national origin, veteran's status, genetic code, political affiliation, or any other reason not related to the student's individual capabilities.

Bus Rules and Consequences

Student and Parent/Guardian: I have been provided access to and/or received the QCUSD Family Handbook where the rules and consequences for bus behavior are described. I acknowledge that I have been given the opportunity to read and review the bus rules and consequences with my child/parent/guardian. I understand that I am expected to comply with all provisions that apply to me whenever I am a passenger in District-provided transportation. I understand that I may contact the Director of Transportation or the school administrator if I have any questions pertaining to the information in the Family handbook.

Rules posted on all QCUSD buses:

1. Observe the same conduct as expected in the classroom.
2. Be courteous; no yelling, screaming or profane language.
3. Be on time at the pick-up location. No running, pushing or shoving on or off the school bus.
4. Do not eat or drink on the bus. Water bottles, used appropriately, are allowed.
5. Remain seated while the doors of the bus are closed.
6. Do not vandalize the bus. Skateboards, longboards, and scooters are not allowed on the bus.
7. The driver or aide is authorized to assign seats. Follow the direction of the driver or aide at all times.
8. Stay sitting in your seat, facing forward.
9. Keep all body parts and objects inside the bus and to yourself. Do not throw items on or off the bus.
10. No glass bottles, pets, insects, reptiles, weapons, chemicals, or drugs/alcohol/tobacco are allowed on the bus.

My signature below attests that I have been provided access to and/or received a copy of the Family Handbook Technology guidelines, Bullying, Harassment, Intimidation, and Hazing Policies, Student Violence Policy, Bus Rules and Regulations, and the Equal Educational Opportunity Policy of Queen Creek Unified School District. I have been provided the opportunity to read and review them with my child/parent/guardian. Failure to sign this form does not preclude students from the responsibilities and/or consequences outlined in the Family Handbook.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date:_____

Newell Barney College Prep
Student-Parent-Teacher Compact

Newell Barney College Prep will rigorously challenge students to achieve their academic potential. We will achieve this objective with the support of students, parents and teachers.

Student Agreement:
As a student, I will share the responsibility to achieve my academic potential by:

1. Coming to school every day on time and prepared to learn.
2. Always being prepared to work to the best of my ability.
3. Completing all assignments on time and asking for help when needed.
4. Showing respect for myself, my school and other people.
5. Being kind towards myself, my school and other people.
6. Showing integrity at all times.
7. Correctly wear my uniform on the required days.

Parent/Guardian Agreement:
As a parent/guardian, we will support our child's academic achievement by:

1. Ensuring my child attends school and is on time every day.
2. Ensuring my child is prepared with the necessary materials and is ready to learn.
3. Monitoring my child's schoolwork and grades while maintaining open communication with my child's teacher.
4. Providing before/after school transportation when needed for OPTIONAL activities offered before/after school.
5. Attending student-led parent conferences and parent-teacher conferences.
6. Make sure the student is wearing uniform correctly on all required days.

Teacher Agreement:
As a teacher at NBCP, we will support your child's academic achievement by:

1. Providing high quality curriculum and instruction in a supportive and effective learning environment.
2. Communicating expectations, instructional goals, and grading system with students and parents through student-led conferences, progress reports, and additional communication when necessary.
3. Addressing the different learning styles of my students.
4. Showing respect, kindness and integrity towards parents, students, and staff.

I have read the Student-Parent-Teacher compact in detail. I understand and agree to abide by the conditions set forth in this document in regards to attendance, curriculum, homework and grading expectations, behavior and discipline. By signing this, I am acknowledging my willingness to do my part to ensure my success at Newell Barney College Prep School.

_____ _____

Student Name (print) Student Signature Date

_____ _____

Parent/Guardian Name (print) Parent/Guardian Signature Date