

ECEP School Application Sample #1

School of Distinction

Q1: Please provide the following school information:

Name XXXX

Address XXXX

Grade Levels: High School

Number of Students Enrolled: XXXX

Phone Number: XXXX

Q2: Please provide the following information for the person submitting the application on behalf of the school:

Name: XXXX

Title/Position: Teacher

Phone Number: XXXX

E-mail Address: XXXX

Q3: Please provide the following information for the Principal of the school:

Name: XXXX

Phone Number: XXXX

E-mail Address: XXXX

Q4: Please provide the following information for a summer contact

Name: XXXX

Title/Position Teacher

Phone Number: XXXX

E-mail Address: XXXX

Q5: Any other person(s) you would like to recognize in assisting with the application process (Optional)

PAGE 3: Proven Practice #1: Classroom Instruction

Q6: Question #1: Explain the extent to which your school provides standards-based, student-centered and literary-rich instruction in civics, government, history, economics, geography, law and democracy. Cite specific evidence of how this instruction increases civic knowledge for your students.

As an excelling school, we are committed to providing an educational atmosphere that promotes the formal instruction of classes to prepare students not only for success but to help them realize what their responsibilities will be as citizens of their democratic communities. It is a renewal of each generation's civic outlook through our educational system.

Students must take and pass for graduation United States History, World History, United States Government and Politics, and Economics. A semester of World Geography will be added for the 2014-15 school year to better prepare our 9th grade students for their academic history classes and for their understanding of the world as they transition to adulthood. Our school offers students the opportunity to complete these courses in a variety of ways, along with electives that augment these required course topics and strengthen the values that define what it means to be civically engaged. The curriculum for both the U.S. History and U.S. Government classes cover the Constitution, and politics and elections, with a focus on how those before them have made an impact on this country for their benefit, and how they will be able to participate as well. Additionally, our School Board includes a high school student member on its board. This outstanding senior is chosen per their grades and participation in advanced classes. They attend board meetings, give reports and enter into topic discussions.

Our classroom lessons go well beyond the minimum book and lesson standards recommended by the Arizona Department of Education - <http://www.azed.gov/standards-practices/social-studies-standard>. Social Studies lesson planning and execution include bringing the class room alive with programs aimed at providing students with information and participatory programs on how they can increase their civic knowledge. Some specific examples:

- Veterans Day – CMSgt Craig Bergman, USAF retired, from the Joe Foss Institute spoke to multiple classes not only on recognizing military service for Veterans Day along with specific information on his service, but ways all

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citizens can help others benefit from their civic help and outlook. In the U.S. History and the U.S. Experience through War film classes, our Social Studies teacher does an annual lesson on Veterans Day, detailing its purpose and incorporating such topics as flag protocol and folding, sharing armed forces music, and creating a representation of the poem, In Flanders Field, complete with red poppies and their significance.

- Civil War visitors – Each fall members of the Captain Sherod Hunter's Arizona Rangers visit our school and share not only their interest in history but proudly related their own military service and how topics engage the audience.
- Border Patrol – Representatives spoke to a variety of classes and periods on their role in protecting our border and their purpose under the U.S. Constitution.
- Hooverville and Soup Line – Annually the U.S. History classes create a Hooverville from cardboard boxes to better realize what some in their great grandparents' generation had to go through to survive the Great Depression. A soup line provided by the teacher shows them how charitable organizations assisted the poor and unemployed as they do now.
- The Gettysburg Address – Social Studies and AV Tech students worked cooperatively to learn, film, edit and submit the recitation of Lincoln's famous speech 150 years ago.
- World History Penny Salon – Students are prepared to come to class as various philosophers (Voltaire, Rousseau, Montesque, etc.) to discuss their ideas and impact on the various social and political movements which occurred in the 18th century, such as the French and American Revolutions. Payment to participate was a penny – a penny for your thoughts.
- Economic classes – Students hear from a variety of presenters on personal budgets and taxes, home buying, and banking. Each year at least one of our seniors has won money for their essay on High School to Home Ownership sponsored by the local Association of Home Realtors.
- Constitutional and civic essays – Each year AP U.S. Government students write and enter state and national essay contests. One of our students has just been recognized for a patriotic essay submitted to the DAR (Daughters of the American Revolution). In a past competition, one of our students was honored in Washington D.C. by the Bill of Rights Institute for an essay entitled *Being an American*.
- Economic Summit – Seniors research and plan for a one-day summit to present their information on a country, participate in an economy and policy activity with all countries represented, dress as authentically as possible and share representative food dishes.
- Law Day – Our students yearly attend the program put on by the city's Superior Court. Each year there is a different topic. Last May it was Civil Rights. After the program students return to school and spend time discussing the topic and how they can put into practice the information they have learned. This past year's theme was "Why Every Vote Counts."
- Judges and lawyers to Mock Trial – To prepare students for regional and state competition, area judges and lawyers visit the class room to go over rules of evidence, prosecution and defense information, along with how the law affects them now and in the future. The class also visits the Superior Court in the fall to familiarize them with an actual court room and they sit in on a case, seeing first-hand how lawyers and judges and the jury interact.
- Anti-Bullying Video and Project H.E.A.L. - The Student Leadership class took on the task this year of helping the district Junior High School students understand the ramifications of bullying and the consequences that can occur.
- Red Cross Blood Drive – Through the Student Leadership class students organized, promoted, gave blood, and gained an understanding of how to positively contribute to local needs through an already established program.
- Student Body Officers – Campaign speeches and posters, ballots and elections are part of preliminary work students partake in to then spend the next academic year organizing, planning and working as officers for the school and respective classes. Students learn to run meetings, put on assemblies, organize community service activities, and participate in school activities.

The Social Studies teaching staff is certified as highly qualified and committed to guiding their students in becoming an educated and engaged citizenry. They not only have the advanced degrees and experience to teach their courses but often attend workshops and seminars, such as the Bill of Rights Institute, and the Joe Foss Institute, and the Thomas R. Brown Economic Foundation. This year the emphasis of our Professional Development was on Cooperative Learning. All the High School Social Studies teachers have always worked cooperatively with this focus on joint lessons and in incorporating shared topics within their classes. An example for this year, in March the Theater Department put on the play *Little Women* and lessons were planned in history on the Civil War, in English on the writing of Louisa May Alcott. The photography and art classes were included in the advertisement and promotion of the play, and many teachers awarded extra credit for attendance.

For professional development, teachers were encouraged to expand their cross curricular cooperation lessons. For example, the history and technology (audio-visual) departments completed a project that resulted in the submission and acceptance of a video to the Ken Burns, *Learn the Address* site. This particular endeavor resulted in a product that not only stressed their learning of an important aspect of our American history, but is now available for

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anyone to view and pass on to others the importance of memorizing primary sources as a lesson in civic understanding.

Students have the option to take United States Government or a more intensive course through Advanced Placement. Students enrolled in the government classes are seniors and many are turning age eighteen. There is discussion about registering to vote, and the requirement for Selective Service. Many have excitedly brought to class their new voter registration card with a vision of participating in our democratic process for the rest of their lives. Developed within the framework of the Economics class is an all-day Economics Summit where student groups have worked and planned to present their project, emphasizing how various economies impact their government structure, including the United States. Foreign Aid and Diplomacy are discussed and students create displays that include geography, history, the prospect of travel, and the culture of their assigned country. Students especially enjoyed coming to the Summit in their country's attire and sharing representative food dishes in a unique pot luck setting.

Students may enroll in United States History or a Dual Enrollment U.S. History format where student receive both high school and college credit through Pima Community College. The World History offering is the same as U.S. Government – general and Advanced Placement. Our school also offers two one-semester film classes on The American War Experience through Film and The Westward Movement through Film. These courses emphasize the American Experience through hard work and commitment to a cause. The war experience class covers the U.S. role in all our wars and the importance of service to America, not only in the military but as an involved citizen. This coming year we have added World Geography to our course catalog, understanding how vital it is to know where countries and landmarks are in appreciating our world and current events.

Our Student Leadership and Mock Trial classes emphasize the academic and practical understanding of the Constitution. The Pledge of Allegiance is a daily part of our school announcements. Students learn court room procedures, Roberts Rules of Order, participate in election programs, watch and discuss The State of the Union, and learn how laws and government processes impact our local appreciation of civic knowledge. Judges and lawyers come into the class room each semester to share the law and trial procedures with our students who will be our future lawyers, judges, and future jury members. U.S. Government classes also put on a Mock Trial, learning the roles of judges, lawyers, witnesses, and jury.

Q7: Question #2: List frequency of this instruction within the social science subjects in question #1 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Frequency of activities:

The weekly class schedule involves 246 minutes of instruction in each class per week. Our High School provides three days of a regular schedule of 52 minutes per class, and one ninety minute block class on Tuesday or Wednesday which allows for more in-depth instruction on specific subjects. In addition, students spend additional time on election activities, such as getting their fellow students to register to vote when they turn eighteen, Student Body Officer Elections, Mock Elections and the Arizona KidsVote project, Constitution Day (September 17), Mock Trial regional and state competitions, essay contests on voting and civic topics, the Veterans Heritage Project interviewing veterans to capture their service recollections for the Library of Congress (one of our students on this project received a scholarship last May because of work on this project). Boxes and posters are often visible in the class room for community service projects such as collecting 161 gently used coats in December for Homeless Veterans), over 800 pounds of canned goods for the Community Food Bank and the daily Pledge of Allegiance in home room class. Holiday cards were created and signed for military personnel. In 2013 we organized a celebration in history classes for the whole school of Arizona's Centennial with students submitting Arizona flags offered in different mediums. We continued in 2014 this state recognition of our unique history for its 101st year.

Q8: Question #3: Explain the extent to which your school addresses civic learning concepts in non-social science subjects.

Non-Social Studies Classes:

As explained in the Social Studies segment, the Audio-Visual (AV) department worked with Social Studies on the Learn the Address video of the Gettysburg Address. Social Studies, Theater, English, Photography and Art worked cooperatively on lessons and promotion of the production of Little Women. The Civil War was not the only theme of the play, but that of supporting the community and family as they went off to war and of the ability of women to write and support the political and social causes of ending slavery and advocating universal suffrage.

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All subjects at our school listen to the daily announcements in Home Room for information and the reciting of the Pledge of Allegiance. Discussion of current events for the various subjects occurs and all classes cooperate in school-wide elections. Classrooms often have collection boxes or bins in them for the various canned food, coat, and toy drives. Many teachers will support these drives by giving extra credit for student donations. Chemistry organized the coin drive for water purification kits for the third world. JTED and FFA send students to competitions for public speaking and leadership topics.

Information is shared weekly at Professional Development for the teaching staff so that all will know how they can support students in civic learning – whether it is volunteering in the community or structuring class room discussions on voting, legislation, or community events. Our counseling office has a website and provides information to students on scholarships, essay contests, and community programs open to them. All subjects support the various civic learning programs by allowing students to participate. Student Leadership organizes assemblies with topics of interest to student learning and civic participation.

Q9: Question #4: List frequency of this instruction within non-social science subject areas in question #3 (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Frequency: Announcements are daily. Discussions in class rooms and Professional Development are weekly. Collections and programs are each semester as scheduled.

Q10: Question #5: List the number and grade level of students impacted by this practice.

Number of Students participating: 485

Percentage of overall enrollment: 100%

PAGE 4: Proven Practice #2: Discussion of Current Events and Controversial Issues

Q11: Question #1: Explain how discussions of current local, national and international issues and events important to your students are incorporated into courses at your school. Cite specific evidence of how these discussions increase civic knowledge for your students.

Current local, state, national, and international issues and events are not only the domain of the Social Studies and Student Leadership classes at our High School. Our school has a class in audio-visual technology that produces announcements for the home room teacher to show. In addition to the Pledge of Allegiance and school news, weather and a current event story is included.

In Social Studies classes we emphasize current events, especially primary and general elections, along with discussion of bills, laws, and the workings of our three branches of government. Students are not only encouraged to register and vote when they turn eighteen but we discuss the importance of a life-long commitment to exercising civic responsibilities. Students are engaged in discussions of current events and how they affect them now and in the near future as they go on to college and work – immigration, college tuition, the economy, home prices, jobs and employment, health care, Medicare and Medicaid (and how they will pay for it and will they receive it), jury duty, international and domestic travel, taxes, Supreme Court cases, military choices, and international/domestic terrorism.

Advanced Placement U.S. Government students keep a current events journal and have weekly assignments to research and write on various assigned topics. Each fall these same students write a variety of essays for published contests. These contests offer students the chance to write on various issues relating to citizenship and current events. We have been fortunate to have students win and place in local and state essay contests each year. Last year three students won recognition from The Fleet Reserve Association on voting for the first time. We have had several students win certificates and checks from the Arizona ACLU writing on current issues. Several years ago one

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of our students won a national contest through the Bill of Rights Institute with an essay "On being an American." This year one of our students won the local DAR patriotic essay contest with a cash prize and luncheon and the forwarding of the student's work to the state level for further review.

In the Student Leadership class students tackle and debate issues on such topics of tolerance and acceptance. The Student Leadership has promoted for the student body, activities on positive thoughts, gender acceptance, and tolerance. Students this year produced a film and went to the junior high in our district to present information about anti-bullying. They have also been involved in assemblies such as "Rachel's Challenge" to end gun violence in schools, and have supported the local "Youth on their Own" to help young people in our community finish high school. Our students have learned through two blood drives this year how important a life-long commitment to giving blood helps not only persons in medical need but the greater community as well. With all of this, it is as John Adams so insightfully wrote: "Children should be educated and instructed in the principles of freedom." With such freedom, our students are learning responsibility.

Our Spanish and World History classes teach about various cultures helping students as they meet others and travel. By examining current events in countries outside of the United States, they will be able to better accept and communicate with others and serve as Arizona Ambassadors of what is best about our citizens. Our drama department puts on productions that involve importance issues. For example, last year they put on a play about women nurses in Vietnam, and then through the help of our librarian, had veteran nurses who had served in Vietnam discuss their experiences in a post-play forum. English classes read a variety of works on issues and events such as civil rights and bullying. The art and photography classes promote the importance of diversity in our lives through their visual interpretations of current events.

Our Social Studies Department is a member of IZZIT.org. This site allows faculty to receive a daily current event for sharing and discussion. The daily posting includes reference to the complete article and topic, along with sample class room discussion questions. IZZIT also provides yearly a DVD to teachers on specific topics to use as lessons in the class room. Some DVDs acquired through this site have been on:

- Property – who owns what?
- The Drew Carey Project – traffic congestion in urban areas
- A volunteer military or draft?

In both government and economic classes current events are a regular part of the curriculum. As student groups research their countries for the Economic Summit – over a 10 week period they must find, summarize and discuss a minimum of 10 current events for their country. This semester some of the countries and current events are on South Korea, South Africa, Sweden, Nicaragua, Kuwait, Uganda, and Australia. As always, there is a wide variety of interesting and pertinent current events, whether it is following the border issue between North and South Korea or the court system in South Africa.

Government and economic classes share current event topics not only for what is going on in the world, such as currently the Ukraine, but how current event topics impact their lives. For debate, discussion, and reports, some of the recent topics have been on:

- Healthcare – what if my parents don't carry my coverage?
- E-Cigarettes – how will the supply and demand shift change based on the popularity of e-cigarettes. (Topics also discussed after some students caught smoking e-cigarettes on campus – health impact, legal impact, social impact, cost impact.
- SB 1062 – students pulled up the proposed bill, discussed (point / counterpoint), and then discussed the result of the governor's veto.

Learning how keeping current on events and issues that affect students today provides them with a strong foundation for seeking the truth and balance on information that will be important to them throughout their lives. It is vital to provide this lesson in school so that they can make better decisions as adults.

Q12: Question #2: List the name and grade levels of the courses participating in this practice.

World History - grades 9 and 10

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AP World History - grades 9 and 10
U.S. History - grade 11
Dual Enrollment U.S. History - grade 11
U.S. Government - grade 12
AP U.S. Government - grade 12
Economics - grade 12
World Geography - grade 9 beginning 2014-1015
Student Leadership, grade 9-12
Spanish, grades 9-12

Q13: Question #3: List the frequency of this practice (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Frequency: Discussions of current local, state, national and international issues take place each day. Debates and lengthier discussions are on a weekly to monthly basis. The frequency of special events, such as plays, visiting other schools, and assemblies are scheduled each semester. The library has a display case that is frequently changed to illustrate current topics and issues of interest to our student body.

Q14: Question #4: List the number and grade levels of students impacted by this practice.

Grades 9-12
485 (100%)

PAGE 5: Proven Practice #3: Service-Learning

Q15: Question #1: List and briefly describe the academic objective(s) and correlated community service project activities for each Service-Learning component.

Our school's Vision Statement states that our students will "become contributing members of society in an ever-changing world." These are nice words but how do we make certain our students do contribute? We do so by teaching, by example, and by active participation. Like so many other schools we do service projects, but what sets us apart is how we link the formal curriculum and classroom instruction with the community service or Service-Learning programs.

Within our formal instruction most teachers have incorporated a service unit which enhances the understanding of the lesson. For example, we offer a Student Leadership course in which they have lessons on how their learning of the Constitution and promoting of the general welfare can be illustrated by doing various community services projects. One such lesson this year was the Red Cross Blood Drive. Students contacted the local Red Cross to get information about drives and to schedule the event. They reserved an area on campus and got out public service announcements and posters for the blood drive date. They signed up fellow students, teachers, and parents. Blood was drawn, and after the event the class discussed the positive contributions of the drive. Those that gave blood received a donor card with information on how their blood contribution helped others. Discussion of this led to scheduling a second blood drive at the school. This demonstrated to those involved how service can make an important impact on others. These students are taking great pride in their ability to help their fellow citizens.

The Community Based Instruction Program at our High School is a community orientated study program designed to address the challenges faced by students who have severe and profound needs. The program consists of both an academic and skill study component. Subjects such as science, physical education, and the arts, fulfill the academic side, while an outside work study opportunity facilitates job acquisition skills. In addition, students and faculty take many field trips into the community to practice and solidify skills and knowledge learned in the classroom. The professionals within the program strive to provide a highly individualized educational/work learning opportunity to all students within the program. Service-learning has allowed interested students to enroll for class periods to be peer tutors with the students. They read to them, help them with their camera in photography, assist them in dance or

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aerobic classes, or in whatever way needed to provide companionship and support during the day. The students and their peer tutors reap the benefit of acknowledging what challenges lay ahead and how they both will better adapt as adults because of this mutual experience.

Community service projects provide the basis for students to learn not only lessons but life-long compassion and concern for others. History, government and math classes have collected coats for homeless veterans. Theater classes, JTED, and the National Honor Society collected canned goods for the Community Food Bank. Science classes collected coins for clean water in Third World Countries. All of these endeavors have been highlighted in our Principal's Newsletter that goes out weekly to the general and interested community.

While there were many opportunities for student-learning programs this year, we have listed the top programs for 2013-2014:

Anti-Bullying Video and Project H.E.A.L.

Description: The Student Leadership class took on the task of helping local Junior High School students understand the ramifications of bullying and the consequences that can occur. A group of student leaders created a video, which was made up of multiple students telling their own personal bullying story and experience. Then, they shared the final product with the Junior High School students during a bullying awareness assembly. The students also created an anti-bullying website called Project H.E.A.L. (Help Everyone Appreciate Life), viewable during fall semester. This project allowed students to encourage others and to help kids realize the true value of their lives. These projects were both created in hopes of promoting awareness of this specific problem in schools. Throughout the process, the students had the opportunity to understand and master many of the leadership standards that are involved in being a student leader.

AZ Standards

Communication:

- 1.1 - Students communicate effectively in large and small groupings
- 1.4 - Students effectively use various mediums of communication

Organization and Managerial Skills:

- 2.1 - Students demonstrate self-organization
- 2.2 - Students plan and implement organized projects

Character Development:

- 3.1 - Students take responsibility for personal actions and acts ethically

Decision Making:

- 5.1 - Students understand the processes for making decisions
- 5.4 - Students will gain empowerment by making decisions they make

Group Process:

- 6.1 - Students will be able to effectively interact in a variety of groups and settings

Conflict Resolution:

- 7.1 - Students understand and utilize strategies for resolving conflicts

Citizenship:

- 8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

- 9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

Youth on Their Own Fundraiser

Description: The students collected nearly \$400 to be donated to the "Youth on Their Own" food pantry. Most of the money collected was in coin and students had to use their math skills to count and tally their totals. By involving the entire student body the students were able to understand that there are other teens in our community who are in need of food and assistance just to remain in school. This was a student led initiative that allowed them to use the leadership strand of the Arizona curriculum.

Communication:

- 1.1 - Students communicate effectively in large and small groupings
- 1.2 - Students listen effectively
- 1.4 - Students effectively use various mediums of communication

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Organization and Managerial Skills:

- 2.1 - Students demonstrate self-organization
- 2.2 - Students plan and implement organized projects

Goal Setting:

4.1 - Students will understand and participate in the process of setting, achieving and evaluating goals

Decision Making:

- 5.1 - Students understand the processes for making decisions
- 5.2 - Students understand the roles of being a leader and being a follower
- 5.4 - Students will gain empowerment by making decisions they make

Group Process:

- 6.1 - Students will be able to effectively interact in a variety of groups and settings

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

"Toys for Tots"

Description: The National Honor Society organized a school-wide toy drive benefiting "Toys for Tots." This is a foundation created by the U.S. Marine Corps to provide new toys for kids during the Christmas holiday, and to send a message of hope to the less fortunate children that will assist them into becoming responsible, productive and patriotic citizens. The students were able to encourage the whole student body to actively participate in this charity event. Classes collected the toys. Students worked together to decide on the collection dates, to create posters and service announcements, sort and count the toys, and to assist the Marine Corps in filling their truck when it came to the school. We increased the number of toys collected this year by 60%.

Decision Making:

- 5.1 - Students understand the processes for making decisions
- 5.4 - Students will gain empowerment by making decisions they make

Group Process:

- 6.1 - Students will be able to effectively interact in a variety of groups and settings

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

Tutoring at nearby Junior High School

Description: Students from our Leadership class and our chapter of the National Honor Society volunteer every week to help tutor the students at our Junior High School in Math, Spanish and Language Arts. This not only benefits the students receiving the tutoring but the tutors learn this subject better. It helps all involved see the benefit of engaging each other in the learning process and provides incentive for the younger students to look forward to helping others when they reach high school.

Communication:

- 1.1 - Students communicate effectively in large and small groupings
- 1.3 - Students listen effectively

Character Development:

- 3.1 - Students take responsibility for personal actions and acts ethically

Goal Setting:

4.1 - Students will understand and participate in the process of setting, achieving and evaluating goals

Citizenship:

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8.1 - Students understand ways to positively contribute to local, national and global communities

American Red Cross Blood Drive

Description: The Student Leadership class was in charge of organizing a Blood Drive for students, faculty and the public. The students worked with the American Red Cross and helped with advertising and the promotion of the event. Students worked tables during lunch to encourage others to sign up for the Blood Drive, which was held on campus. Students made certain the drive went smoothly on the day scheduled and discussed the outcome and impact such an activity made on the local community. They kept detailed records for organizing not only a second blood drive but for those planning drives next year and after.

Communication:

1.4 - Students effectively use various mediums of communication

Organization and Managerial Skills:

2.1 - Students demonstrate self-organization

2.2 - Students plan and implement organized projects

Character Development:

3.1 - Students take responsibility for personal actions and acts ethically

Goal Setting:

4.1 - Students will understand and participate in the process of setting, achieving and evaluating goals

Decision Making:

5.1 - Students understand the processes for making decisions

5.4 - Students will gain empowerment by making decisions they make

Group Process:

6.1 - Students will be able to effectively interact in a variety of groups and settings

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Incoming Freshman Night

Description: Multiple students volunteered their time during the lunch periods to encourage Junior High School students to get involved at the High School level. They were able to hand out flyers, mingle with the young teenagers and answer questions about high school. This was a great way for the students to act as role models and take the initiative to effectively communicate and interact in a positive manner. Some of the finest student leaders were chosen to give speeches to the incoming freshman and parents pertaining to our school's activities. Tables were set up in the lobby with club and service information opportunities. Student Leadership and Honor Society Students gave tours of the campus on the night of the event showing with pride their school. This event not only helps junior high students see their step into high school as a continuation of their learning career but encourages them to volunteer and become involved in a high school that encourages a service-learning environment.

Communication:

1.1 - Students communicate effectively in large and small groupings

1.3 - Students listen effectively

1.4 - Students effectively use a variety of mediums of communication

Organization and Managerial Skills:

2.1 - Students demonstrate self-organization

2.2 - Students plan and implement organized projects

2.3 - Students demonstrate effective meeting skills

Character Development:

3.1 - Students take responsibility for personal actions and acts ethically

Group Process:

6.1 - Students will be able to effectively interact in a variety of groups and settings

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8.1 - Students understand ways to positively contribute to local, national and global communities

Recycling

Description: The Leadership students are in charge of the recycling program at our school. They collect all of the recycling bins from each classroom on a weekly basis. They see how this active participation helps define waste and how they can positively impact our environment.

Organization and Managerial Skills:

2.1 - Students demonstrate self-organization

Character Development:

3.1 - Students take responsibility for personal actions and acts ethically

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

"Go Bald for Cancer"

Description: This project was led by a group of our finest high school leaders. From a national ad in the Wall Street Journal, students and teachers decided to wear bald caps in order to support the awareness of cancer during the month of October. Fees collected paid for the bald caps and the donations went to the local chapter of the American Cancer Society. Class awareness of the effects of radiation and chemotherapy was woven into science lessons that day.

Organization and Managerial Skills:

2.1 - Students demonstrate self-organization

2.2 - Students plan and implement organized projects

Goal Setting:

4.1 - Students will understand and participate in the process of setting, achieving and evaluating goals

Decision Making:

5.1 - Students understand the processes for making decisions

5.4 - Students will gain empowerment by making decisions they make

Group Process:

6.1 - Students will be able to effectively interact in a variety of groups and settings

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Coats for Veterans

Description: The National Honor Society was in charge of collecting used and new coats to give to veterans around the holiday season. Our High School collected 163 coats. Discussions ensued in classes about the impact such a gift would make to those who gave service to this country. Teachers in all curriculum offered extra credit for coats.

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

Echoing Hope Ranch

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Description: Members of The National Honor Society came up with a fundraising idea in order to help out a local organization called "Echoing Hope Ranch." This specific ranch provides a community where teens and adults with autism have the opportunity to participate in ranching and farming activities. NHS students coordinated a See's candy drive to raise money. Information on the sale was discussed through daily announcements in Home Room. Our school donated the profits (\$600.00) to this specific organization.

Decision Making:

- 5.1 - Students understand the processes for making decisions
- 5.4 - Students will gain empowerment by making decisions they make

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

Ronald McDonald House

Description: Members of The National Honor Society organized the collection of pop tabs to support the Ronald McDonald House Charities (RMHC). This organization was created to find and support the programs that directly improve the health and well-being of children and allows parents to stay at the site while their children undergo medical procedures. Students put containers in each classroom in order for the student body to collect their pop tabs from soda, soup and other aluminum cans. The funds generated from recycling these aluminum gems help offset the expenses of RMHC. Last year our school came in fifth in the Pop Tab Challenge in our County. This year we gave 98 pounds of pop tabs amounting to 124,166 tabs. This shows students that projects that help the community are on-going.

Did you know?

- 1,267 Pop Tabs makes one pound
- 150 pounds funds one family to stay one night
- 4,500 pounds pays for an average electric bill for one month
- Approximately \$5,000-\$8,000 is raised each year through Pop Tab recycling * Statistics based on an average price of \$0.60 per pound.

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

Canned Food Drive

Description: Several clubs, such as the FFA, Thespians and NHS, and classes at our school have put together food drives during this past school year in order to benefit local food banks. It has provided a great opportunity for the whole school to give back to those that are less fortunate and teach students that the need for food assistance is not only at holiday times but throughout the year. They discuss the types of items needed and encourage the collection on non-perishables such as toilet paper and diapers. We also collect pet food because everyone should be able to provide for "friends."

Citizenship:

8.1 - Students understand ways to positively contribute to local, national and global communities

Diversity:

9.1 - Students are knowledgeable and respectful of the many groups that exist and how diverse they can be

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School of Distinction

Q16: Question #2: Provide a brief description of the reflection activities that link the academic objectives and community service activities for each of the Service-Learning components you listed for Question #1.

Anti-Bullying Video and Project H.E.A.L

Exposing Junior High students to the many issues that surround bullying can help them understand what their actions do to others. The video empowered the students with the knowledge of how to voice their opinion, to stand up for themselves and to realize how they can change the situation. By doing this students are using their skills and knowledge to change their school and community environment. The reach was the Student Leadership classes (75) and all the students at the junior high (345 seventh and eighth graders). Stopping bullying allows for a positive learning environment.

Youth on Their Own Fundraiser

The entire student population of 485 was exposed to the issues of poverty and that there are hungry teens out there without the means to support themselves - many who live in our community. This issue was relevant to them and they took action to collect funds to give to this organization. The students developed an awareness of ways to positively influence their local community. They are aware that there are a few students at our school that would not be attending if it was not for Youth on Their Own. Knowing this encourages students to reach out and find such viable solutions as supporting this cause.

"Toys for Tots"

The reach was 485 (the full student body) students. Student groups worked together to encourage all the students to bring in new toys during our drive. Collaborating within their groups enabled them to establish a goal and a clear direction in which to strive for. Understanding the needs of the community and reacting in a positive way allowed the students to learn how to appropriately relate to a variety of different groups and know that their action helped someone else believe that there are people who care about them.

Tutoring at local Junior High School

Students feel confident that they are helping another student learn and develop their studying skills. The students recognize and develop methods to serve others. Tutoring has become a volunteer job that comes with responsibility, pride, accountability, and ownership. We have about 7-12 students that tutor two times per week. The amount of students in need of tutoring ranges from 5-15. This solution to an educational need can be seen in the immediate lessons and in the positive student success it promotes – not only this year but in the future when they might become tutors.

American Red Cross Blood Drive

The Student Leadership class worked with the American Red Cross, and organized a Blood Drive for students, faculty and to public. There were 75 students who participated in this event, along with 15 faculty members. Learning about the impact such a drive made, the students planned a second Blood Drive and look forward to making this an annual event at the school.

Incoming Freshman Night

The Student Leadership class did a recap of the event, and concluded that they were able to effectively communicate with the incoming High School students in a positive way. Also, they been able to answer questions and encourage them to look forward to getting involved in extracurricular activities at the High School level that will result in continuing service-learning projects.

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School of Distinction

Recycling

Recycling is a great way for the student body to help improve the community. This simple action is a process to change waste materials into new products to prevent waste of potentially useful materials, which reduces air pollution. Recycling is a key component of modern waste reduction and a great way to give back to the community.

"Go Bald for Cancer"

The students were able to raise money for cancer research, and show awareness of the severity of cancer and its effects on others. The students chose a specific day coinciding with the national effort and wore bald caps in order to show their support for this specific cause. Students really got a lot out of this particular event, and they were able to encourage other students and faculty on campus to get involved. It was a visual and discussible lesson in each class room.

Coats for Veterans

The students were able to donate coats to those veterans in need during the holiday season. Students were able to gain a lot from this project because they felt like they were truly making a difference in someone's life and recognizing the service the veterans have given us. Teachers offered extra credit in core subjects and discussed in their classes the impact a warm coat can make.

Echoing Hope Ranch

The members of NHS were able to make a donation to the Echoing Hope Ranch, in order to support teens and adults with autism. This was a great chance for the students to do a fundraiser in order to benefit a good cause in the local community, especially in light of the fact that many of them know our own former student who is residing there now.

Ronald McDonald House

Each year, the NHS has donated their aluminum pop tabs in order to help the RMCH provide for families that are staying at the facility while their children undergo medical treatment. Discussions center on stories about how their own families have or might need to use the site in the future.

Canned Food Drive

The canned food items that have been donated throughout the year go directly to the Community Food Bank to help benefit families that are in need. Most of the food collected is around the holiday season but students do collect at other times and understand the need is always there.

Q17: Question #3: List the teacher or facilitator for each Service-Learning component and their grade level(s)/course(s).

The Student Leadership class (STUCO) enrolls 75 students in three sections, grades 9-12. These students organized and coordinated the following - Anti-Bullying Video, Youth on Their Own Fundraiser, Food Drive, Tutoring at local Junior High School, American Red Cross Blood Drive, Incoming Freshman Night, Recycling and "Go Bald for Cancer."

Race for the Cure, "Toys for Tots", Coats for Veterans, Echoing Hope Ranch, Ronald McDonald House, Canned Food Drive (Social Studies and NHS)

Support of all faculty and the administration is important for the success of these events.

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Q18: Question #4: List the percentage (%) of classroom teachers in the school participating in this practice.

Anti-Bullying Video: 5%
Youth on Their Own Fundraiser: 100%
"Toys for Tots": 100%
Tutoring at local Junior High School: 5%
American Red Cross Blood Drive: 25%
Incoming Freshman Night: 100%
Recycling: 100%
"Go Bald for Cancer": 75%
Coats for Veterans: 25%
Echoing Hope Ranch: 50%
Ronald McDonald House: 100%
Canned Food Drive: 100%

Q19: Question #5: List the number of students in the school impacted by this practice.

Nearly 20% of the student population at our school is directly involved in Leadership and Student Council Service-Projects. On top of that, an estimated 100% of students have been or are currently involved in helping out with these specific Service-Learning projects, such as donating canned goods or toys, volunteering their time outside of school and contributing in some way, shape or form with the projects. These students gain civic knowledge and skills and connect with the community. It has been proven in studies that involvement improves overall academics and has a positive influence on the school environment as a whole.

Anti-Bullying Video: 450
Youth on Their Own Fundraiser: 485
"Toys for Tots": 75
Tutoring at local Junior High School: 25
American Red Cross Blood Drive: 75
Incoming Freshman Night: 35
Recycling: 485
"Go Bald for Cancer": 115
Coats for Veterans: 30
Echoing Hope Ranch: 45
Ronald McDonald House: 485
Canned Food Drive: 450

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School of Distinction

PAGE 6: Proven Practice #4: Extracurricular Activities

Q20: Question #1: List all extracurricular program names at your school with brief description and include frequency of activities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.).

Clubs and Activities:

Members: 30-35 Grades: 9-12

Art Club meets once a week throughout the school year. Students work on personal art projects and community service projects such as face painting at various district events such as Fall Festival and donating their artwork and their time and expertise of face painting for auction at local community events. Students also do community artwork murals. Last year one TVHS student, and this year two TVHS students had their artwork chosen for the local Festival of Books poster. This now annual event is held each March and has given great visibility to the Art Club and our talented students.

Cheerleading or Spiritline:

Members: 15 cheerleaders and 1 mascot Grades: 9-12

Students meet every day during the Fall and Winter sport seasons. The students participate in different fundraisers for cheerleading as well as do hours of community service. Captains are chosen by their peers and are expected to help create cheers and choreography as well as teach them to the squad. They help school spirit by being positive about school and supporting the various athletics.

ChemClub:

Members: 22 Grades: 10-12

Students meet at least once a month throughout the school year or as needed to prepare for different activities. ChemClub students are a part of the American Chemical Society. This year ChemClub students broke into two teams to work with our district's elementary schools in October to teach third graders about Polymers using a variety of hands-activities. Students also participate in a fundraiser called Coins for Clean Water, where the coins collected go to purchase water purifying packets that are distributed to developing nations. Students perform in chemistry shows that they write and produce for the community. In April 2014, ChemClub members volunteered at the local Earth Day Festival. They collaborated with the Southern AZ local section of American Chemical Society, to deliver hands-on activities on the theme of "Wonders of Water". Our students worked side-by-side with older colleagues from the University of Arizona and Pima Community College -East chemistry clubs. The presentation was very well received by the public and we had lots of fun working with the younger kids coming to the display. It was a great opportunity for our students to perform service to the community.

DECA:

Members: 30 Grades: 9-12

Students in this organization are members of the Career Technical Student Organization (CTSO) and participate in entrepreneurial competitions. The organization also promotes staying in school through the participation in career and technically oriented courses. This year our DECA team made it to Nationals for the first time.

Future Farmers of America (FFA):

Members: 90 Grades: 9-12

Students who participate in this group develop their potential for premier leadership, personal growth and career services through agricultural education. They attend competitions and field trips to enhance their knowledge surrounding agriculture. Students learn responsibility, leadership and team work in this program. This year students hosted a petting zoo for the student body during lunch so students could see the animals that members work with and to recruit new members. They volunteered and sold programs at the local rodeo in February. Members raised money for the Oklahoma tornado victims and their animals.

Gay and Straight Alliance (GSA):

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School of Distinction

Members: 10

Grades: 9-12

Members meet every other week throughout the school year. The goal of the group is provide a safe place for any student to feel comfortable about themselves. Students have leadership roles and discuss how to talk with people about "hot button topics" with others in a calm and respectful manner. Every year we ask students to participate in the Day of Silence each spring to bring to the silencing effect of anti-LGBT bullying and harassment in schools.

National Honor Society (NHS):

Members: 69

Grades: 11-12

Students in the National Honor Society have been inducted due to their grade point average of 3.00 and higher, demonstrate leadership ability, conduct community service and are of good character. Students meet once a month throughout the school year. NHS students at our High School participate in a variety of community service project including fundraisers for local charities such as Echoing Hope Ranch, a local organization dedicated to helping individuals who are autistic. Students also collect pop tabs from soda cans for the local Ronald McDonald House. Members volunteer at the district's biggest fundraiser, the Fall Festival to work elementary class-sponsored booths so parents could spend time with their young children. Parents were extremely impressed and grateful for their willingness to help out in this way! NHS students also formed a team each year to participate in the Southern Arizona Susan G. Komen Race for the Cure to bring awareness about breast cancer.

Outdoor Adventure Club:

Members: 20

Grades: 9-12

Students meet every other Tuesday throughout the year to plan different explorations around our area. Students also plan on going to Yellowstone National Park this summer. Students hike and also go to indoor rock climbing clubs for practice. The goal of the Outdoor Adventure Club is to enrich student learning with outdoor adventures including hiking, camping, and other outdoor activities while teaching organizational skills, outdoor ethics, stewardship, communication skills, and teamwork.

Science Bowl:

Members: 7

Grades: 10-12

Students meet every Wednesday throughout the school year. Students perform advanced science labs, participate in the Chemistry Olympiad and compete in the Science Bowl. This year students are starting a new program where fellow students, faculty and community members can bring old batteries to school. The Science Bowl students then make sure they are recycled properly.

Skills USA:

Members: 25

Grades 9-12

Skills USA meets once a month throughout the school year. Skills USA is a national nonprofit organization serving teachers, high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations. Students at our school learn architectural drafting, web design, as well as other technical applications that will help students in the work force after graduation.

Thespian Troupe:

Members: 31

Grades: 9-12

Thespian Troupe members meet every other week throughout the school year. Students help with drama productions (building and setting up sets, ushering, etc.), fundraisers and events with the district's junior high that include theatre workshops, performing plays, and donating items to the local Junior High Drama class. Troupe members also attend State and Regional festivals in which they compete for awards and opportunities to continue to Nationals. The Troupe also spearheads the Thespian National Food Drive TOTS (Trick or Treat so Kids can Eat) in October and have enlisted the help of Stuco and NHS to partner with us. Troupe members also participate in the Southern Arizona Susan G. Komen Race for the Cure as well as other community service fundraisers.

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School of Distinction

Sports/Athletics: Athletics enable goal-setting experiences, develops a team-work ethic, builds confidence, requires self-discipline, motivates the maintenance of good grades, and adds a fun dimension to the high school experience.

Baseball:

Players: 26

The baseball team competes at the Junior Varsity (JV) and Varsity levels during the spring season.

Boys and Girls Basketball:

Players: 18

Players: 18

The boys team competes at the JV and Varsity level during the winter season. The girls also compete at the Varsity level during the winter season.

Cross-Country:

Boys: 20

Girls: 8

Participating in Cross Country builds school spirit/pride, promotes physical and social health. Some of the team participates in Tech Trek, a fundraiser for the district's Educational Enrichment Foundation, every year. Parents are a valuable support for the team and the sport helps further the student/parent bond. Some teachers are visible in their support of the team.

Football:

Players: 33

The football team competes at the JV and Varsity level during the Fall season.

Golf:

Players: 11

The golf team competes at the Varsity level during the Spring season.

Boys and Girls Soccer:

Players: 38

Players: 20

Both teams compete at the JV and Varsity levels during the winter season.

Softball:

Players: 18

Softball competes as the JV and Varsity levels during the Spring season .

Swimming:

Players: 30

Both Girls and Boys Swim Team compete during the Fall season. We have team captains and the student athletes learn to work together despite the individual aspects of our sport. Personal responsibility and ownership of one's own choices is stressed.

Tennis:

Boys: 11

Girls: 9

The tennis teams compete at the Varsity level during Spring season.

Volleyball:

Players: 35

The volleyball team competes at the JV and Varsity level during the Fall season.

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School of Distinction

List frequency of activities (i.e. daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.)

Art Club meets once a week over the entire school year.

DECA meets once a month over the entire school year.

Thespian Troupe meets once a week over the entire school year.

National Honor Society meets once a month over the entire school year.

Skills USA meets once a month over the entire school year.

FFA meets once a month over the entire school year.

GSA meets every other week over the entire school year.

Outdoor Adventure Club meets every other week over the entire school year and has a summer trip.

Science Bowl meets once a week over the entire school year.

ChemClub meets during class with one class a month is dedicated to the club and after school as needed.

Each sport either practices or has a game every school day during their given season, as well as some Saturday practices and tournaments as allowed by AIA.

Q21: Question #2: List the number of students participating in each program listed in Question #1.

Clubs and Activities:

Art Club: 30

DECA: 30

Drama Troupe: 38

National Honor Society: 69

Skills USA: 25

FFA: 90

Outdoor Adventure Club: 20

GSA: 10

Science Club: 8

ChemClub: 22

Sports:

Football-33

Girls Volleyball- 35

Cross Country- boys 20; girls 8

Swimming- 30

Spiritline/Mascot- 16

Boys Basketball- 18

Girls Basketball- 18

Boys Soccer- 38

ECEP School Application Sample #1

School of Distinction

Girls Soccer- 20

Baseball- 26

Softball- 17

Golf- 11

Boys Tennis- 11

Girls Tennis-9

PAGE 7: Proven Practice #5: Student Participation in School Governance

Q22: Question #1: List school governance opportunities/positions with brief descriptions of how students participate in the management of their own classrooms and school. *Be sure to note any specific governance opportunities that are systemic and/or student-initiated.

School Governance Opportunities/Positions & Descriptions:

- Student Leadership Council (STUCO)
 - o Contributes input to establish/manage school policies
 - o May recommend changes/adjustments to school policies
 - o Leads and manages student activities (homecoming, dances/courts, spirit assemblies, elections, etc.)
 - o Directs and manages community service opportunities (blood drives, etc.)

Student Council students are enrolled in one of three sections of Student Leadership class (75-80). This class is open to students in grades 9-12. This full year elective provides an opportunity to develop the characteristics of leadership and team building. Students gain additional skills in communication, organization, management skills, public speaking, and goal setting. Activities outside of regular class time are required.

- Student Representative to School Board – provides student perspective to School Board to inform and influence district policies and direction. Student chosen is a highly motivated, mature and advanced academically member of the senior class.
- A High School student is on the Governor's Student Advisory Board and travels to Phoenix every 2-3 months to meet with the Superintendent of Arizona's Department of Education and other students to discuss important issues related to education in our state. We are in the process of nominating a student to serve for the 2014-2015 year.
- The Superintendent took three student officers to Phoenix in February to meet with state legislators and discuss educational issues. The officers included the Student Body Vice President, the Student Body Treasurer, and the Senior Class President.
- Class Officers –
 - o One or more of the following positions are each year offered via ballot for each of the four classes: President, Vice President, Treasurer, Secretary. In addition there are student body officers chosen by the student population as a whole and they work on their behalf.
 - o All officers are responsible for leading class activities and disseminating information to all class members

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- National Honor Society (NHS)
 - o Directs and manages numerous community service opportunities (food/toy drives, Race for the Cure, coat drive, pop tabs, etc.)
 - o Recruits service contributions from entire student body
- Student Representatives are chosen to be on staff hiring committees – one student selected to serve on hiring committee for each position, usually during spring and summer

Grades Offered to:

- STUCO – grades 9-12
- Student Representative to School Board – Senior only
- Class Officers – per appropriate grade level
- NHS – Juniors and Seniors only (students may apply to join end of Sophomore year)
- Student Representative for Hiring Committees – Sophomore through Senior, selected by the administration with faculty input

Q23: Question #2: List frequency of school governance opportunities (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) for your students.

Frequency of Activities:

- Student Leadership / STUCO – Daily class, and monthly Board Meetings
- School Board Student Representative – Monthly, usually a Thursday evening
- Class Presidency Meetings:
 - o Senior – Bi-monthly
 - o Junior – Monthly
 - o Sophomore – Monthly
 - o Freshmen - Weekly
- NHS
 - o Monthly meetings, 3rd Thursday
 - o Service projects as required (toy drive, food drive, race-for-the-cure, etc.)
- Student Representative for Hiring Committees – As required, one per committee

Q24: Question #3: List the number and grade levels of students at your school participating in each governance opportunity.

Governance Program Leadership:

- Student Leadership / STUCO and each class (Freshmen through Senior) has a faculty sponsor to provide oversight and direction. Each class elects officers annually to fill each of the following positions: President, Vice President, Treasurer, and Secretary (last two positions may be combined in some cases, as needed).
- NHS utilizes the same leadership structure as above, but additionally has a second Vice President and a Public Affairs officer
- Student Representative to School Board – Selected by school administration and NHS Advisor to represent all students at School Board meetings

Numbers of Students:

Student Leadership / STUCO – 85 members
Class Leadership – 22 members

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School of Distinction

NHS – 64 members
NHS Leadership – 6 members
School Board Student Representative – 1

**All 485 students at our school are encouraged to actively participate in elections, assemblies, and other student activities – including class meetings; and to provide requested input at any time to influence school policies via class and student leaders.

In each class room students are encouraged to demonstrate leadership skills. In Mock Trial, each team has a captain. In Applied Biology and JTED classes students are expected to take leadership roles. The Drama Classes have representatives from Thespian Troupe enrolled and use their leadership skills in classes for drama practice and set design.

PAGE 8: Proven Practice #6: Simulations of Democratic Processes

Q25: Question #1: List the opportunities that exist at your school for students to participate in simulations of democratic processes and procedures. Cite specific evidence.

Mock Trial is offered as an elective Social Studies class. Students may take it all four years of high school. Those enrolled learn not only the trial process, but they study the Constitution and the Federal Rules of Evidence. They learn correct court room behavior, the importance of serving on a jury when they are eligible and called, and how to address the officials of the court. In addition to learning a case and competing against other high schools in the region, taking on both the prosecution and defense sides, student attend Law Day each May. A Mock Trial team from our school has attended the Arizona State competition held at the Sandra Day O'Connor Federal Building the last two years.

After regional and state competition the Mock Trial class spends time writing originals cases and performing them. Students divide themselves into writing teams and then as a group choose a team captain and decide on the different parts each must write – affidavits, exhibits, jury instructions, charges, etc. One student takes on the task of collecting and collating the case material for copying. Cases are then distributed to other teams and students read and choose parts to portray. This helps them learn teamwork, deadlines, responsibility, and planning. Writing the case takes analytical thinking to include points for conviction or acquittal. It increases their civic knowledge by writing a realistic civil or criminal case and shows their understanding of the trial process. Students also serve as jury members as in a real court room.

Advanced Placement and General U.S. Government classes present mini-mock trials, simulating the court room process. Government classes also simulate how bills become laws, as well as the primary and national electoral election process. We often use the ICivics website to play simulated programs in debating bills, hosting elections, and addressing important government issues. U.S. History classes learn about the electoral process using the election of Thomas Jefferson as the example. The government teacher and several students went to listen to Justice Sandra Day O'Connor speak. These simulation and first-hand approaches help instill in the students an appreciation of our democracy at work and moves learning from strictly the text to action.

Student Council is run under the parliamentary system of Roberts Rules of Order. Each class is responsible for electing officers, and there is also a general election to choose student body officers. These officers fulfill their prescribed duties and attend leadership simulations with other schools. Clubs on campus are conducted under Roberts Rules of Order. Each sport team (football, baseball, softball, basketball, cheer, etc.), hold elections for team captains.

Through Social Studies, students participate in the Arizona KidsVote for presidential and state simulated elections. Students mark ballots and are involved in the counting and viewing of returns. This is an important teaching tool for our democratic election process and in raising our students' civic literacy. For Law Day, May 1, Mock Trial and Government students will simulate having a bill become a law.

FFA attended the District Leadership CDE Day in April. Students competed to demonstrate their knowledge in the following categories:

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- Parliamentary Procedure CDE
- Conduct of Meetings CDE
- Extemporaneous Speaking CDE

Our students entered in these categories placed high enough to go on to state competition in May. Many of these same students are in student Council and the National Honor Society, lending their expertise to other groups and classes at our High School.

The end-of-year JTED-FFA Banquet includes a business meeting organized and chaired by the students. Officers follow Roberts Rules of Order and demonstrate their effectiveness to conduct the meeting and their focus on civic values, including the Pledge of Allegiance. Sports banquets follow the same format for business meetings and recognizing their players.

Teachers participating: 24

Percentage: 80%

Q26: Question #2: List the frequency of simulations of democratic processes and procedures (i.e., daily, weekly, bi-weekly, monthly, quarterly, one-time, etc.) at your school.

Frequency: Student body and class elections take place each spring, except for the freshman class in the fall. Team captains are chosen each team season. Simulations of trials and elections occur during the lesson planning each semester, frequency determined by competition deadlines, and state and national elections.

Number of student participating: 485

100% of students vote in elections – frequency varies with elections

Q27: Question #3: List the number and grade levels of students participating in each simulation.

Mock Trial, 24-32 students, grades 9-12

Student Leadership, 75-80 students, grades 9-12

Mock Elections, KidsVote, 485 students, grades 9-12

Class and Team elections, 485 students, grades 9-12

JTED, 90 students, grades 9-12

PAGE 9: Professional Development

Q28: Question #1: List school-sponsored (e.g., webinars, paid conference registrations, substitute coverage, travel expenses, etc.) civic-related professional development opportunities your faculty attended from August, 2013-April, 2014, that addressed any of the six proven practices in civic

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**learning. Please provide the following information for each professional development opportunity:
Title, Date, Organization, Number of Faculty Attended, Number of hours per person**

Excellence in Civic Engagement School Recognition Ceremony September 17, 2013
Hosted by the Arizona Department of Education Sheraton Crescent Hotel, Phoenix, AZ 3 Hours
Attended: one teacher, one student, and principal

VOTE Series (Voices on the Economy) Topic: The Environment September 21, 2013
Instructor: Amy Cramer, Hosted by the Thomas R. Brown Foundation on the University of Arizona Campus
7 hours Attended: one teacher

Teaching Economics Using Media and Active Learning October 19, 2013
Instructor Dirk Mateer, Hosted by the Thomas R. Brown Foundation on the University of Arizona Campus
7 hours Attended: one teacher

Breakfast with an Economist October 26, 2013
Hosted by the Thomas R. Brown Foundation 1.5 hours
Attended: one teacher

Economics Book Club Book: The Invisible Hook October-November, 2013
Hosted by the Thomas R. Brown Foundation, led by Virginia Stanek 16 hours
Attended: one teacher

American Civic Values January 30, 2014 Hosted by the Bill of Rights Institute with the Joe Foss Institute
Arizona History Museum, Tucson, AZ 7 hours Attended: one teacher

AASC State Convention January 23-25, 2014 Hosted by Arizona Association of Student Councils
Sabino High School, Tucson, AZ 15 hours
Attended: one teacher

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VOTE Series (Voices on the Economy) Topic: Market Power February 8, 2014

Instructor: Amy Cramer, Hosted by the Thomas R. Brown Foundation on the University of Arizona Campus

7 hours Attended: one teacher

VOTE Series (Voices on the Economy) Topic: Deficits and Debt April 12, 2014

Instructor: Amy Cramer, Hosted by the Thomas R. Brown Foundation on the University of Arizona Campus

7 hours Attended: one teacher

Excellence in Civic Engagement Conference April 25, 2014

Hosted by the Arizona Department of Education Black Canyon Conference Center, Phoenix, AZ 8 hours

Attended: one teacher – and presented 2 workshop sessions