

Learning college research, writing in HS

By Morgan Falkner

Rio Rico High School

It's not unusual to hear Advanced Placement teachers extol the virtues of taking their class. But for RRHS teachers Margaret Shaw and Loree Johnson, the addition of AP Capstone to the menu of courses offered by College Board merits serious consideration for college-bound students.

"I think that every college-bound student would benefit from taking this course," said Johnson, who, in addition to teaching AP (Advanced Placement) English Literature and AP English Language and Composition, also co-teaches AP Research.

"By the time they finish both the AP Seminar and Research classes, they should be completely confident in their ability to conduct research and write a research paper.

SEE COLLEGE/ PAGE 14



Photo by Jennifer Alejos

Paul Groth and Diana Ochoa, a 5th grader, work out a grid method for a collaborative class mural. The district is adding to its STEAM team (Science, Technology, Engineering, Art and Mathematics) offerings.

STEM to STEAM, adding art and science

By Jennifer Alejos

Calabasas K-5

We're building up STEAM in the school district this year. Science, Technology, Engineering,

Art, and Mathematics are part of the STEAM team.

We're introducing two parts of our team this semester, art and science. Our lead coordinators are based at the elementary level for

our PreSchool through 5th grade students. Science is a new program for elementary, while art is continuing its 10-year-program.

SEE STEAM/ PAGE 13

Mt. View art alum chosen for museum program

By Mark Dittmar

Mountain View Elementary

In September, Mountain View alumnus Orquidea Campbell became one of only 14 high school students living in St. Louis to be selected to participate in the St. Louis Contemporary Art Museum's "New Art in the Neighborhood Program." Campbell, now 14 years old, is in ninth grade at Lafayette High School in St. Louis.

The New Art in the Neighborhood Program provides afterschool and weekend art instruction. Students use a variety of mediums to create work with a focus on social issues and then bring their art into the community.

"She's really excited," said her father, Stephen Campbell, who attributes much of the honor to the things she learned while studying art in Rio Rico.

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Details about Nov. 8 vote on budget

Superintendent's Letter



By David Verdugo

Superintendent

Santa Cruz Valley Unified School District

This fall Santa Cruz Valley Unified School District No. 35 will be conducting an M&O (Maintenance and

Operation budget) Override election. As you recall, our M&O Override election last year failed by a slight margin of only 42 votes. For this reason, the Governing Board has decided to pursue the override again Nov. 8, 2016.

First, I want to thank everyone who voted to support the override last year. We appreciate your support and involvement, and we promise to continue providing an excellent education to our children in Rio Rico, Carmen, Tumacacori, Tubac and Amado.

Second, I want to clarify that I am not writing this to solicit your vote; to do so would be a violation of state law. Instead, I am writing to inform you of the override: the purpose of an M&O

Override, and the amount and intended use of funds generated through the override.

M&O stands for Maintenance and Operations, which is the district's operating fund. The proposed M&O Override authorizes the district to spend above the state budget limit through local voter approval for the next seven years.

Currently the District has an existing five percent override that was authorized in the November 2010 election, and generated \$594,964 for the 2016-2017 school year. Since this will cease in 2018, the District is now seeking a seven percent override to generate approximately \$1.2 million annually for five years, decreasing by

one-third in each of the last two years.

The override is supported by a tax levy on the taxable property within the district. The proposed seven percent override is estimated to cost the taxpayer \$0.95 per \$100 of net assessed valuation for secondary property tax purposes. Thus the cost would be less than \$8 per month to you, the taxpayer, for a home taxed at \$100,000.

With voter-approved continued funding, the district would be able to provide a level of educational services and programs for students and the community not funded by the state, including the following:

- Full day kindergarten
- K-12 Media Center/Library

- Fine arts
- K-12 Counseling
- K-5 Electives
- Information Technology and Online Education
- Attracting and retaining highly qualified teachers
- Athletics (not to exceed 5%)

We are asking you to learn more about this issue, and discuss it with your family and community members. Most importantly, we encourage you to vote. The election will be held on Tuesday, Nov. 8.

Please take a moment to read more about this. Election information can be found on our website: www.scv35.org. If you have any questions, please contact me at (520) 375-8260.

SANTA CRUZ VALLEY UNIFIED SCHOOL DISTRICT No. 35

Board members can be contacted through the district office:
(520) 281-8282

or by writing to:

Santa Cruz Valley Unified School District No. 35
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Renteria takes helm at San Cayetano



By Len Johnson

San Cayetano Elementary

New San Cayetano Principal Mimi Renteria says she's "ecstatic" to be a principal in her home district.

If the students and staff at her school are any indica-

tion, she's a good fit for the job.

"She's really good with children and she knows how to talk to them," said fourth grade teacher Diego Martinez. "She communicates well."

Renteria graduated from Rio Rico High School in 2000 and taught in Nogales for three years. She returned to Santa Cruz Valley Unified School District and has never left.

She took the reins at San Cayetano in June after former principal Berenice Rodriguez left to head a school in Nogales.

"I learned so much from Mrs. Rodriguez," Renteria said. "Her leadership set a strong foundation that I will

work hard to uphold."

As dean of students and assistant to Rodriguez, Renteria learned school procedures and the district system. She wore many hats at San Cayetano, managing positive behavior programs, student academic interventions and special events, for starters.

"She's fantastic. She's taken on her new role wonderfully," said first grade teacher Erin Marski. "I feel supported by her and that she genuinely cares about her teachers and the kids."

"We have an incredible staff at San Cayetano," Renteria said. "We work hard and have high expectations, because we know our students deserve nothing less."

Renteria taught kindergarten, first and second grades at Mountain View Elementary. She coordinated the school's Title 1 program, which provides after-school tutoring and clubs at no cost to the district.

She went on to lead Mountain View's reading intervention program, as well as summer school there.

She has a degree in education and a master's degree in early childhood education and educational leadership and is just 34 years old.

"I have been given many opportunities and have gained a great deal of knowledge from my colleagues. I am eternally grateful," Renteria said.



Photo by Shannon Enciso

Principal Mimi Renteria, an experienced teacher and administrator, is a 2000 Rio Rico High School graduate.

Business skills program changes focus



By Morgan Falkner

Rio Rico High School

For RRHS business teacher Kit Rendon, the decision came down to pragmatism. For all but the first year of the 10 she's worked at the school, Rendon taught a business program geared toward training students to step right into an office management position upon graduating from high school.

A worthy goal, she will

say, but not necessarily one that pays off – at least not for most recent graduates seeking their first full-time job.

Rather, Mrs. Rendon reasoned, the school's business program should be one oriented toward an immediate payoff in the form of a solid entry-level position that, in time, could – depending on the person and his or her talents and inclination – parlay into the sort of managerial position at which the RRHS business program once aimed.

"I really felt like this was more of a stepping stone for our population to enter the workforce," Rendon said about the school's decision this year to adopt BOSAS, shorthand for the Business Operations Support and Assistant Services program. The new program focuses on teaching the acquisition of "employability skills" such as expertise in Microsoft



Photo by Valeria Cabello

RRHS business teacher Kit Rendon assists sophomores Chris Parra, left, and Chris Lopez during a recent first-period class.

Word, PowerPoint, Excel, and Access (a database program).

"The kids really need entry-level training for that first job," she said.

Right now her students

are immersed in learning the ins and outs of professional communication – the etiquette, formatting and professional language of workplace emails, for example.

"Professional language is important," she noted – and problematic, given student proclivities to texting and other informal means of communication.

SEE BUSINESS, / PAGE 7

Pride on view at RRHS's annual homecoming



Rio Rico High School's annual Homecoming Parade was held on the streets surrounding the school on Sept. 30. The RRHS junior class float, Dia de los Muertos, was named the best in the homecoming parade.

Photos by Carol Cullen



Other class floats were the freshman float, Polar Express, top; the sophomore float titled USA, middle; and the senior float with a Halloween theme.



During the homecoming football game, the Homecoming Court was announced. The king and queen were seniors Savannah Hobbs and Andres Estrella. Other royalty included juniors Yamini Verma and Andre Greene, sophomores Samantha Schadler and Kenny Lilley, and freshmen Taylor Lunderville and Caden Fanning.


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Patriot's Day formation is tribute to nation



Photo by Mark Dittmar
Mt. View patriots Ms. Shaynah Hintze and Jayden Madina, 7, participate in the school's annual Patriots' Day commemoration activities.



Photo by Tracy Hall

Mt. View Elementary School students show their colors during the school's recent Patriot's Day commemoration.



By Mark Dittmar

Mountain View Elementary
In September, Mountain View Elementary students recalled the events of Sept. 11,

2001, by holding their 10th annual Patriot's Day commemoration assembly. The school tradition began in 2007 and has served as a way for children to foster an appreciation and love for their country.

The day began when students gathered to watch a Sept. 11th documentary, recite the Pledge of Allegiance, and reflect on the events of 9/11 during a moment of silence.

Children also listened to the Mountain View school choir sing "The Star Spangled Banner" and heard inspiring messages from visiting local first responders and law enforcement officials.

"It made me proud of Amer-

ica," said Matthew Ramsower, a fifth grader and school president. "The people whose lives were sacrificed on 9-11 were the real heroes."

After the assembly, students -- wearing red, white, or blue shirts -- gathered outside to show their patriotism as they formed an American flag.

"It's an important tradition," said fifth grade teacher Tracy Hall, who annually photographs the human flag. "When I'm on the roof looking down I see both the past and the future in those colored shirts."

There will be no forgetting Sept. 11 at Mountain View Elementary School.

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The Bulletin
CREATING POSITIVE CHANGE IN THE COMMUNITY



Homework help, clubs offered after school



By Tonya Yanez

Calabasas School

Calabasas School is off to a great start this school year with the implementation of a newly improved 21st Century

afterschool program.

The program, "Calabasas Skills for Success," is designed to enhance students' academic performance, and give them an opportunity to join after-school clubs. The four-day-a-week program is open to any grades Kindergarten-8 student wishing assistance in any content area.

Afterschool sessions begin with a snack, followed by an hour of homework help or tutoring. Following the homework help, students participate in a club of their choosing. Clubs include cooking, art, science, STUCO, dance, Wii exercise, drama, and much more. The grant

includes bus transportation home.

There is also an opportunity for parents to get involved in one of two adult offerings: an English class to improve English speaking skills, and a GED study program.

Funded through a U.S. Department of Education 21st Century grant, Calabasas will receive a total of \$630,000 over five years: \$140,000 annually for the first three, then \$105,000 annually for the final two years.

For more information on how to get your student involved or become involved yourself, contact Calabasas at (520) 375-8600.



Photo by Tonya Yanez

Calabasas students in the yearbook club, one of many activities offered, work to plan projects for the year.

7th graders benefit from drug avoidance program

By Tonya Yanez and Teresa Sprigg

Calabasas School

Calabasas School embarked on a new project this year, the "Healthy Families, Healthy Youth" program. The activity, designed for the entire family, is intended to prevent drug abuse and addiction through education and training.

The afterschool program, offered twice in September, was available to all seventh grade Calabasas students and their families. Parents and youth attended individual sessions, followed by a joint session in which the family discussed issues and developed a family plan. At the end of the evening, families enjoyed a dinner provided by the program.

Close to 60 attended the first session, while the second session drew nearly 90 participants.

Calabasas program officials included director Diane Chamberlain and facilitators Clarissa Fuentes, Claudia Tolano, Amanda Maken, and Tiffany Brookman.

"All of the staff members have done an exceptional job reaching out to both students and parents and their presentations have been spot on," said Chamberlain.

Calabasas is the only participating school in Santa Cruz County this year. The "Healthy Families, Healthy Youth" program is sponsored by the Governor's Office of Youth, Faith and Family and the Office of the Santa Cruz County Superintendent of Schools.



Photo by Adriana Valeria Garcia

Calabasas staff has been supportive of the HF/HY program. Facilitators who run the program are, from left, Tiffany Brookman, Amanda Maken, Clarissa Fuentes, Teresa Sprigg, Diane Chamberlain, Claudia Tolano and Principal John Fanning.

Chain gang tackles 11th season at RRHS

By Len Johnson

San Cayetano Elementary

They've had numb fingers, wet clothes and at times, they admit they're just plain tired.

But after 11 seasons, four women known as the sideline "Chain Gang" are still moving first-down chains for the love of the game.

"Football is by far my favorite sport and doing the chains gives us the best seat in the house," said Julieta Quiroz, Santa Cruz Valley Unified School District Human Resources Manager. "Sometimes my legs hurt. Sometimes it's freezing, but it's totally worth it."

The job is tougher than it looks. The gang has to watch every play and have an exact mark of the ball. They take cues from officials and need to be able to move quickly up and down the field.

The group got together back in the 2004-05 season. Like a rock band, it had founding members—Blanca Lizarraga, from the district's payroll office, and Blanca Vega, from human resources. Both of Vega's sons played football for Rio Rico High School.

Quiroz and Dora Meza, who used to work for SCVUSD but now works for another district, joined the two Blancas shortly after.

They move down the

sidelines seamlessly, their posts and chains in rhythm with the flow of play. They try to keep everyone in the group safe. Although they've never been hurt by action on the field, they've almost accidentally knocked out each other.

"It's hard not to cheer for our team, since we are a part of the officiating crew, but Dora used to do cartwheels when we scored," said Vega. "I didn't get out of the way fast enough and got plowed into, so now when I set up I always look for an escape route."

The gang resides mostly on the opponents' sidelines. It takes a thick

skin to stay mentally strong.

"Whiny coaches are the worst," said Vega. "There can be foul-mouthed players and at the beginning of the season when it's hot, the smell kind of hits you from everywhere."

Quiroz said she doesn't mind being on the opposing side because it allows her to face her beloved home crowd. The support of the fans inspires her in good times and bad, but she acknowledges that the visitors' sidelines can get testy.

During a recent overtime victory over Tucson's Rincon High School, the Chain Gang cheered as the Hawks came from behind.

Referees know the gang and often don't give the group instructions.

The gang shows a unity as strong as the two teams on the field. They eat together, break at halftime to check phone messages and chat, and assess the team's best plays. Lizarraga is in her 13th season.

"The players hit hard and they can take a hit. Sometimes I don't know how some of them get up. We can hear their frustrations and excitement."

They say they plan to keep on moving the chains as long as they can. "Someone asked me if someone had to die to get on the chain gang," Vega said. "I told them 'yes'."



Photos by Len Johnson

Left: Julieta Quiroz, Dora Meza, Blanca Vega and Blanca Lizarraga, from left to right, provide needed experience during Rio Rico High School football games.

Above: Dora Meza has a close watch on the ball and referee.

BUSINESS

Continued from Page 3

"You gotta keep the emojis out!" she said with the sort of big-hearted laugh for which her RRHS colleagues know her. More fundamentally, she added, "I notice a lot of grammar issues" with student-written communication.

"I love BMAS (Business

Management and Administration), but at the same time I want to give kids their next step up rather than one five years down the line," Rendon said. Now, a couple of months into the arguably more practical – that is, for high school graduates seeking their first job in the workforce – BOSAS program, "It feels a little different, but I like it."

The two-year program for sophomores through seniors, like the one it replaced, has

at the end of it the prospect of certification to demonstrate to potential employers the job applicant's mastery of typical workplace software programs.

"Employers are looking for people who can get the job done and take the bull by the horns," she noted, adding that there are currently 86 RRHS students enrolled in the program. The students will take CTE (Career Technical Education) state tests in the fall and next spring

to check for mastery (starting next year, the test will be administered only in the spring).

To help teach BOSAS students the marketable skills that lie at the heart of the program, the school recently purchased a site license for Jasperactive, an individualized and interactive program designed to better prepare students for the Microsoft certification they will need to show potential employers.

CTE Director Michelle

Poppen agrees that the new business program's approach is good for the students.

"BOSAS aligns more closely with the practical application of how a business operates on a daily basis," she said. "Because of this, students are able to bridge the skills learned in the classroom to a workplace environment, thus making it easier to see how those skills interact in a real-world experience."

Diversity seen in 4 new RRHS teachers

By Morgan Falkner

Rio Rico High School

So much for it being a dry heat. First-year RRHS economics teacher David Jordan packed up and left his home in Michigan for the supposedly arid Rio Rico climate – arriving here one day before starting work – only to discover he'd left something behind that he didn't think he'd need.

"I drove 2,000 miles from Michigan and arrived the day before I started (teaching)," Jordan began. But he "left the umbrella in Michigan, expecting a dry heat, only to find out it was mon-

soon season." Aside from that and leaving behind his Chihuahua, Chico, the Eastern Michigan University graduate has found teaching here, his first anywhere, to be rewarding and full of surprises.

"The reaction of students when they realize they use economics every day" remains a source of amusement for Jordan.

Jordan joins three other newcomers to RRHS and is already anticipating taking advantage of some of the perks that Southern Arizona has to offer.

"My nephew is

hashing out a plan to fly out for MLB (Major League Baseball) spring training," he said. "Weekends are spent watching Michigan football or any Detroit sports team." Unlike many other high school social studies teachers, RRHS managed to land someone with a bachelor's degree in economics.

Joining Jordan in the Social Studies Department this year is Scottsdale native Jefferson Laffey. This will mark Laffey's seventh year teaching. His most recent gig was in Mexico.

"My wife and I moved here recently



Photo by Valeria Cabello

New RRHS world history teacher Jefferson Laffey holds forth with class of freshmen.

from Hermosillo, Sonora, where we both taught high schoolers and enjoyed the great food and Kino Beach," Laffey said. "I spent a great deal of effort practicing my Spanish over the years and now it's my wife's turn to buck up and get prepared to teach in English." His wife, who's from Mexico, is fluent in Portuguese.

Laffey's passion for his content area, history, is obvious.

"I love world history because it gives me an excellent excuse to collect lots of old junk and investigate any historical topic that catches my fancy," Laffey explained. Like fellow department newbie Jordan, Laffey has discovered something about Rio Rico: it's got verticality.

"I have already become acquainted with the hills around Rio Rico High School as I got myself lost (and desperate) after trying to follow the cross country Hawks on one of their daily jogs up Mt. Everest."

Sharing Michigan roots, although not in the same department, is new band teacher Quinn O'Donnell. O'Donnell's college education was at Western Michigan, and the job she accepted here is her first as a teacher.

"In addition to music, I also enjoy training for triathlons, reading, drinking coffee, and finding puns and other bad jokes that I can tell the band," she said. As in the following:

"Knock, knock.
"Who's there?"
"Yo-da-lay-hee."

"Yo-da-lay-hee-who!"

The students actually yodeled, according to O'Donnell.

The school's new art teacher didn't have to trek from the upper Midwest or across a border to get here. Roma Lamor has been a graphic designer for the last 32 years, the last 15 of which were at the University of Arizona.

"I'm thrilled to be using my Art Education degree that I received from Boise State University," she said, adding that she still lives in Tucson "and am really enjoying the beautiful drive down each day to Rio Rico High School. So far I'm really impressed by how welcoming and

See **TEACHERS** / Page 11



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Coatimundi student praised for volunteer hours



By Reneé Curren

Coatimundi MS

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity.

During a September board meeting, SCVUSD board members recognized Rio Rico High School JROTC students who had earned the Presidential Service Volunteer Awards. Among them was a Coatimundi Middle School alumnus who performed a total of 160 hours of volunteer service while enrolled as an eighth grade student at Coatimundi Middle School.

José Chacon, now a RRHS JROTC Cadet, received the Youth Silver Medal. Ninety-two of his 160 hours were credited to his service performed with the CtMS National Junior Honor Society.

Receiving the Young Adult Bronze Medal, certificate, and letter signed by the President of the United States for their hours of service at RRHS, were: Catherine Demotica (145 service hours), Vaughn Francisco (146.5 service hours), Yuliana Diaz (163.5 service hours), and former JROTC student and RRHS graduate

Jenny Martinez (128 service hours).

Chacon said his motivation came from a desire to be a good example for new members of the National Junior Honor Society and to prove that NJHS student members strive to improve their community without expectations of reward or compensation.

"A major motivation for me to volunteer was the feeling of pride and satisfaction helping out my community," said Chacon.

The volunteer services Chacon performed included setting up equipment and furniture for school events (band concerts, ceremonies, and other after-school events), calling donors about blood drives, cleaning up following events, and planning and preparing for penny drives. He followed a personal passion of wrestling by joining the team and earning volunteer hours as an athlete. He also cleaned and landscaped for his neighbor.

Chacon acknowledged those that encouraged and supported him as a National Junior Honor Society student member.

Claudia St. Clair, his coordinating eighth grade teacher, "worked so hard to ensure the NJHS had a successful year, supervising everyone in every service opportunity we had."

He thanked his family "who encouraged me to continue as a role model to others" and especially his younger sister, Francia, who looks up to him.

"I believe absolutely anyone can accomplish anything they want to accomplish with enough determination, motivation, hard work, and effort," he said.



Photo by Renee Curren
JROTC members face the audience after receiving their presidential volunteer awards. Standing, left to right, are 2016 graduate Jenny Martinez, C/LTC Catherine Demotica, Yulianna Diaz, 1LT Vaughn Francisco, and C/PV2 José Chacon.

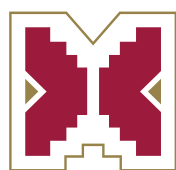


Photo by Ronnie St. Clair
Left: José Chacon in uniform holds his Silver Medal Awards and is joined by his parents, Mr. and Mrs. Chacon, left, and his teacher, Claudia St. Clair.



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To register to vote, please visit the Santa Cruz County Recorder's Office or call to request a voter registration form.

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Last Day to Register for November Election: October 10, 2016

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Para registrarse para votar favor de pasar a la Oficina del Registro Público o llamar para pedir la forma de registro de votante.

Puede también registrarse por medio de internet en: servicearizona.com o co.santa-cruz.az.us/287/Recorder.

Para tener derecho al registro en el Condado de Santa Cruz se necesita: Ser ciudadano de los Estados Unidos; residente del Condado de Santa Cruz por lo menos 29 días antes de la Elección; si usted va a cumplir 18 años de edad el día de o antes del día de la Elección; no haber sido convicto(a) de felonía o delito mayor o de traición, o que se le hayan reintegrado sus derechos-para más información, favor de comunicarse a nuestra oficina al (520) 375-7924 o puede visitar nuestro sitio web a co.santa-cruz.az.us/287/Recorder; y que no se le haya declarado ser persona discapacitada (Estatuto 14-5101 de Arizona)

Miércoles, 12 de octubre del 2016 hasta el Viernes, 04 de noviembre del 2016: Votación Anticipada

Estará Disponible — Oficina del Registro Público, 2150 N. Congress Dr., Suite 101, Nogales, Arizona (lunes a viernes, 8 a.m. - 5 p.m.)

Votos anticipados pueden entregarse en la Oficina del Registro Público y en cualquier de las casillas de votación hasta las 7:00 p.m. el día de la Elección.

Último día para registrarse para la elección de noviembre: 10 de octubre del 2016

Votación anticipada estará disponible: 12 de octubre del 2016

Último día para solicitar una boleta anticipada por correo: 28 de octubre del 2016

ASISTENCIA PARA VOTANTES: Una junta electoral especial puede ser enviada a la residencia del elector si están enfermo o discapacitado comunicándose a nuestra oficina para más información

MILITAR Y CIUDADANOS ESTADOUNIDENSES QUE VIVEN FUERA DE LOS ESTADOS UNIDOS: Debe completar un formulario de inscripción y en ausencia Solicitud de Tarjeta Postal Federal (FPCA) que están disponibles en todos las embajadas y consulados de los Estados Unidos en todo el mundo. La forma puede ser devuelta a nuestra oficina por correo, fax, y correo electrónico. Para más información, hable a la Oficina Del Registro Público o visite nuestro sitio web co.santa-cruz.az.us/287/Recorder.



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TEACHERS

Continued from Page 8

wonderful everyone has been here. I'm having a great time getting to know the

students. I truly love teaching."

School Principal Shelly Vroegh said the beginning of school has demonstrated that the four new hires were good ones.

"Our new teachers have been a wonderful new addition to our staff," Vroegh said. "They bring many different talents and experiences to Rio Rico High School."



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NOGALES INTERNATIONAL

Playing 'Taps' is a privilege for student musicians

By Reneé Curren

Coatimundi MS

On Monday, Sept. 12, students, teachers and staff at Coatimundi Middle School took a few moments at the beginning of the day, as they have done in previous years, to recognize with honor the Americans who lost their lives in the historic terrorist attack on Sept. 11, 2001.

At the end of morning announcements, teachers were reminded to leave their doors open so every classroom could hear Taps played by student trumpeters standing in each hall after a recital of the events of that day have been read.

Playing Taps, that melancholy 24-note melody played at military and memorial services, is a privilege earned by three students through the audition process. After auditions come learning and practice. The students prepare for Taps first by listening to a recording of the music played by a member of the military, then discuss as a group its purpose and meaning.

According to the U.S. Department of Veteran Affairs, Taps is the last of several revisions of a French bugle call that signaled the end of the day for soldiers in active duty.

It was accepted during the Civil War and played at the funeral of Confederate General Thomas "Stonewall" Jackson to replace the three rifle volleys over a grave that may have given their position away. By 1891, Taps became a requirement for the infantry and is now customary.

Band Director Aimee Wallace said playing Taps for the 911



Photo by Rosemary Valdez

Eighth grader Luis Rivera plays Taps for fellow students in their classrooms. He, Juliana Espinosa and Pierre Ahumada were chosen for the honor after an audition.

memorial announcements is an anticipated privilege students are excited to perform. Eleven eighth grade students auditioned this year.

The three student trumpeters who played with pride this year were Pierre Ahumada, Juliana Espinosa and Luis Rivera. It is comforting to know that patriotism is practiced by students annually in such simple and historically rich traditions.

District teacher of the year builds on successes

By Renee Curren

Coatimundi MS

Jennifer Fischer, Coatimundi Middle School's sixth-grade Science and Social Studies teacher, was awarded the District Teacher of the Year for 2015-2016. The recognition hasn't changed much about what she does or who she is.

She quotes Pablo Picasso, "The meaning of life is to find your gift. The purpose of life is to give it away." In her own words, "I found my gift and I give it away daily. I'm a teacher."

Fischer's experience started in second grade then jumped to sixth. She has taught sixth grade Science and Social Studies at CtMS since 2012 and said one of her greatest joys comes when previous students return to tell her they still use the color-coded method of note-taking she taught them in sixth grade. However, her greatest feeling of accomplishment comes when a student accidentally calls her Mom.

"My students know who I am," said Fischer. "They know my expectations. They know that they are loved. They know they are

safe. They know I will be back tomorrow. Simply, I love being a teacher."

Fischer graduated in 2004 with a bachelor's degree in Elementary Education. She is still inspired by the graduation gift from her husband that reads, "To the world you may be one person, but to one person you may be the world."

"I read this quote daily to remind me that every day, every year, I can be a student's one person in their world that helps them become who they are meant to be."

Besides being a full-time classroom teacher, Fischer has also taught the Gifted class for three years and is an advocate and advisor for grades 6-8 Gifted students.

She has been a mentor for new teachers in the district for four years; all her mentees are still currently teaching in the district. Her classroom has been a model classroom for new teacher orientations and she has served as her section team leader for CtMS' successful A+ School of Excellence™ application process.

She is also on the selection/review committee for National Junior Honor Society, manages Student

Council (STUCO), and has chaperoned the eighth grade trip to Disneyland for three years.

"I have really never put words to my philosophy of teaching. To be honest, I've always just done it," said Fischer. Her teaching style is direct, mixed with open-ended questioning, and her classes are strategic and well-planned. She encourages students to "wait for it. I do everything for a reason." One of her favorite moments is when the light bulb goes on and they say, "Oh, that's why."

Fischer finds it important to lead by example. She builds an environment that is safe to make mistakes in and take emotional and academic risks. Her students know she makes mistakes and that they can count on her to admit them and apologize. She allows students to ask their own questions so they can solve their own problems.

Fischer communicates high expectations and facilitates student accountability and success, requiring each one to keep an academic journal filled with color coded content notes, essential questions, key vocabulary, text evidence and video notes,



Photo by Carol Cullen

High expectations along with a safe classroom in which to make mistakes are part of Jennifer Fischer's method of teaching.

drawing diagrams with captions, labs using the Scientific Method, lesson summaries, and reflection paragraph responses.

She also practices project-based learning and proudly displays models, posters, and brochures in her classroom and in the school library.

It's no wonder Principal Lerona Dickson says Fischer's classroom is like walking into one of those teaching videos where everything happens just the way it is supposed to. Congratulations, Jennifer Fischer! We're glad you're teaching in our district!



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STEAM

Continued from Page 1

The lead coordinator for science is Elizabeth Bond, a former fourth grade teacher at Mountain View. Jennifer Alejos is overseeing the art program, formerly the elementary art teacher at Calabasas Pre-kinder to 8.

With three schools to lead,

who is teaching? Who wants to teach a kindergartener how to paint? Who wants to teach a fifth grader about mechanical movement? The district has sought the best paraprofessional aides who are taking on those roles. They are learning how to follow lesson plans, manage classroom materials and students.

At Mountain View, Jennifer de la Rosa is a gem in the art department.

“Art is extremely important in [the] role it plays in our growth as individuals and as a community,” said de la Rosa. “It is all around us to motivate us, to be innovative thinkers, and to find joy in the small things.”

This year has been like a dream-come-true for her, and she said art is amazing and she’s proud and honored to be helping out this year. Her two young children are the center

of her life and her goal is to enrich their childhood with wonderful opportunities and culture.

Graphic arts

At San Cayetano, Paul Groth is bringing in an amazing graphic arts background to the art program. “I see kids doing more and more digital art in the future,” said Groth. “I hope I can help get some of

them interested in it.”

He enjoys interacting with the kids each day and is proud when he sees them excelling in their art. He and his family moved here from Michigan and his wife, Danielle, is a kindergarten teacher at San Cayetano.

For science, Molly Johnson is taking charge at San Cayetano. At Calabasas, Claudia Guevara is energizing the science program.



Left: Jennifer de la Rosa facilitates student-led lesson demonstrations to parents at Mountain View's Showcase Night.

Right: Molly Johnson demonstrates the properties of liquids after going through a lesson on solids and liquids.

Photos by Jennifer Alejos



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COLLEGE

Continued from Page 1

This is something that most students really struggle with in college.”

The way AP Capstone works is that students take AP Seminar their junior year, then AP Research as seniors. The first course builds a foundation of skills that, in students’ senior year, are refined in the course of crafting a 4,000- to 5,000-word research paper.

“AP Seminar is a critical-thinking course,” began Shaw, who also teaches AP Environmental Science. “It’s an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives.

Students read, collect and analyze information of all types in order to craft and communicate evidence-based arguments. These ‘arguments’ take the form of discussion, written work, and multi-media presentations. Students work both individually and in teams.

“In addition, the course provides opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their own interest and curiosity.”

Having built a conceptual framework their junior year, students are then prepared, in AP Research, to dive into the various parts that constitute the entire research process. By the time students finish their research project, they have immersed themselves in a topic of their choosing and produced original scholarship – just the sort of skill university admissions departments crave when weighing student enrollment applications.

“The AP Capstone program is more than (just)



Photo by Valeria Cabello

AP Seminar teacher Margaret Shaw interacts with, from left to right, juniors Jessie-Marie Alvarez, Delanie Rendon and Kayla Coronado. College-level research and writing skills are taught in the AP Capstone program.

a couple of courses,” Shaw noted. “More so than any other courses that students could take at a high school level, AP Seminar and AP Research truly embody the college-level experience.”

This was a point of emphasis at Johnson’s AP Research training, held in Ft. Worth, Texas, in July. Students who complete the two-year program are ready to embark on college-level research without feeling intimidated, even lost. And professors won’t have to hold them by the hand as they maneuver their way through the research process.

Fun, skills are part of classes

Current AP Research student Areli Diaz agreed that the two-year program is vital for college-bound students, “because research is a big part of whatever field you’re going into,” she said. “Being able to research is pretty important.”

Given the rationale behind Common Core, the set of educational beliefs shaping the curriculum of most states in America,

AP Capstone represents a vital component for those students who are college-bound. At the heart of Common Core, which in Arizona has resulted in the adoption of AzMERIT testing as a replacement of the AIMS test, is the belief that American high school students are entering colleges and the workforce unprepared.

Johnson explained that she was less than thrilled with the prospect of a week-long training for a course that, on its face, might sound boring.

“I thought before I attended the training that it is important for students to learn to write research papers, but I didn’t think it would be a fun class for students to take,” she said. “However, after the training, I was excited about teaching the course because I could see that not only is the class extremely valuable because students learn important skills, but it is a fun class.”

And because the course is content neutral, “Students have the opportunity to research a subject that is interesting to them, includ-

ing science, art, literature, music, and history, and to work with experts in their chosen subject. The way that the course is structured, they are guided every step of the way so that it is not overwhelming.”

According to the school counseling department, there were seniors who wanted to take AP Research this year, but were prevented from doing so because AP Seminar is a prerequisite. In order to spread the word about the promise AP Capstone represents for college-bound students, the school faculty was briefed on the program in August.

Teachers were encouraged to reach out to freshmen and sophomores who, given their post-high school plans, are likely candidates for AP Capstone. In addition, at a recent meeting in the RRHS library attended by the parents of freshmen and sophomores, AP Capstone was discussed. Counselors, too, are on the lookout for any students they think might profit by taking the two-year program.

(Note: The writer co-teaches AP Research at RRHS.)

ART ALUM

Continued from Page 1

During the years she studied art in SCVUSD35, Orquidea learned about the elements and principles of art, and experimented with a variety of mediums. Her work was published on YouTube, hung in local shows, and in Tubac’s prestigious Hal Empie Gallery. She also was awarded Mountain View’s Animation Award upon transitioning to the middle school.

“Orquidea was really good,” remembers her classmate, Laura Robles, who is a freshman at Rio Rico High School. Her former Mountain View fifth grade teacher, Mark Gilbreath, agreed. “She had talent, drive, family support, and a teachable spirit,” he said. “I’m not at all surprised she was chosen.”

“I’m very grateful for the opportunity my daughter had while living in Rio Rico,” said Stephen Campbell, “and equally thankful for the residents of District 35 who support the arts.”

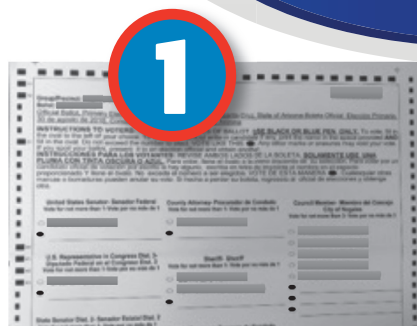
SCVUSD35 was able to provide children like Orquidea instruction from certified art teachers because of its Override funding. Override funding is also used to support the district’s music, counseling, and all-day kindergarten programs.



Contributed photo

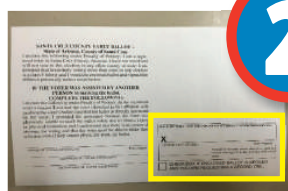
Orquidea Campbell, who attended Mountain View Elementary School, poses with a watercolor from her portfolio. Now a high school freshman in St. Louis, she was selected as one of 14 students accepted into the St. Louis Contemporary Museum of Art’s “New Art in the Neighborhood Art Program.”

VOTE IT - SIGN IT - SEAL IT - SEND IT

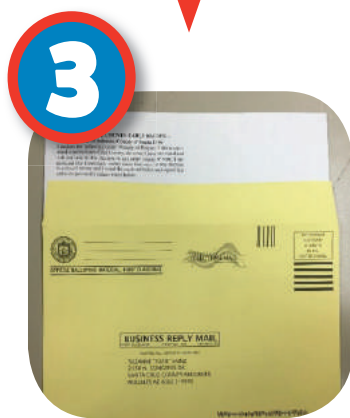


Step 1: Vote your ballot. Fill in the oval

Note: Read the instructions provided for you.



Step 2: Place ballot into white affidavit envelope provided. Sign signature box on the outside of the envelope.



Step 3: Seal envelope and place white envelope into the provided outgoing yellow secrecy envelope. Seal outgoing envelope.



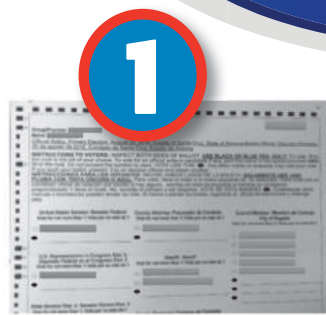
Step 4: Mail out ballot!
Note: Make sure your name and address are written on the top left corner.



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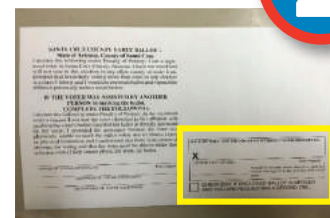


VOTE - FIRME - SELLE - MANDE

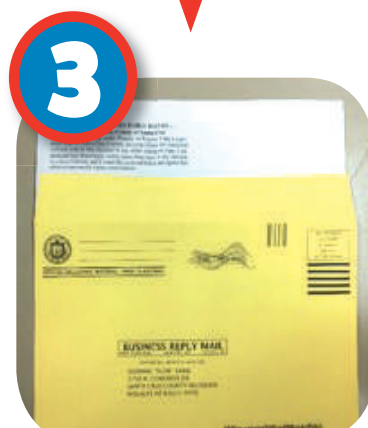


Step 1: Vote su boleta. Llene el círculo.

Note: Lea las instrucciones proporcionadas para usted.



Paso 2: Coloque la boleta en el sobre blanco de declaraciones juradas proporcionada. Firme la caja de la firma en la parte exterior del sobre.



Paso 3: Sella el sobre y coloque el sobre blanco de declaraciones juradas dentro del sobre amarillo proporcionado. Selle el sobre de salida.



Step 4: Mande su boleta!
Note: Asegúrese de que su nombre y dirección estén escritos en la esquina superior izquierda.



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General Election – November 08, 2016

Early Voting Sites

October 12 thru November 04, 2016: Santa Cruz County Recorder's Office, 2150 N. Congress Dr., Nogales, AZ From 8:00 a.m. to 5:00 p.m.

Saturday, October 22, 2016: Tubac Community Center, 50 Bridge Rd., Tubac, AZ From 9:00 a.m. to 12:00 p.m.

Saturday, October 22, 2016: Santa Cruz County Public Works Department, 275 Rio Rico Dr., Rio Rico, AZ From 2:00 p.m. to 5:00 p.m.

Saturday, October 29, 2016: Patagonia Town Hall, 310 McKeown Avenue, Patagonia, AZ From 9:00 a.m. to 12:00 p.m.

Saturday, October 29, 2016: Sonoita Firehouse, 3173 AZ-83, Sonoita, AZ From 2:00 p.m. to 5:00 p.m.

Early ballot drop off at any Early Voting Site listed or at our office until November 08, 2016 or at any polling place on Election Day before 7:00 p.m.

ASSISTANCE TO VOTERS: A SPECIAL ELECTION BOARD MAY BE SENT TO THE VOTER'S RESIDENCE IF YOU ARE ILL OR DISABLED. PLEASE CONTACT OUR OFFICE AT (520) 375-7924 FOR FURTHER INFORMATION.

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Elección General - 08 De Noviembre Del 2016

Sitios De Votación Anticipada

12 de octubre hasta el 04 de noviembre del 2016: La Oficina del Registro Público, 2150 N. Congress Dr., Nogales, AZ de 8:00 a.m. a 5:00 p.m.

Sábado, 22 de octubre del 2016: Centro Comunitario de Tubac, 50 Bridge Rd., Tubac, AZ de 9:00 a.m. a 12:00 p.m.

Sábado, 22 de octubre del 2016: Obras Publicas de Santa Cruz, 275 Rio Rico Dr., Rio Rico, AZ de 2:00 p.m. a 5:00 p.m.

Sábado, 29 de octubre del 2016: Edificio Municipal de Patagonia, 310 McKeown Avenue, Patagonia, AZ de 9:00 a.m. a 12:00 p.m.

Sábado, 29 de octubre del 2016: Estación de Bombero Sonoita, 3173 AZ-83, Sonoita, AZ de 2:00 p.m. a 5:00 p.m.

Entregué su boleta de votación anticipada en cualquier de los sitios de votación anticipada enumerados; o en nuestra oficina hasta el 08 de noviembre del 2016 o en cualquier casilla de votación el día de la elección antes de las 7:00 p.m.

ASISTENCIA PARA VOTANTES: UNA JUNTA ELECTORAL ESPECIAL PUEDE SER ENVIADA A LA RESIDENCIA DEL ELECTOR SI ESTÁN ENFERMO O DESCAPACITADO CONTACTANDO A NUESTRA OFICINA PARA MÁS INFORMACIÓN AL (520) 375-7924

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DON'T FORGET TO VOTE!!

EARLY BALLOTS GOING OUT

OCTOBER 12, 2016

* Permanent Early Voting List (PEVL): To automatically receive an Early Ballot for each election for which you are eligible. Please call the recorder's office at (520) 375-7924 or visit our website at servicearizona.com or co.santa-cruz.az.us/287/Recorder under "Permanent Early Voting List Request"

**Deadline to Request an Early Ballot or to
Request to be placed on the PEVL: October 28, 2016**



Note: Early Ballot's will be sent in a green envelope as shown above.

NO SE OLVIDE VOTAR!!

**BOLETAS ANTICIPADAS SALIENDO
12 DE OCTUBRE DEL 2016**

*Registro Permanente de Voto Anticipado (PEVL): Para automáticamente recibir una boleta anticipada para cada elección a la cual sea elegible. Favor de marcar a la Oficina Del Registro Público al (520) 375-7924 o visitar el sitio web servicearizona.com o co.santa-cruz.az.us/287/Recorder debajo de "Permanent Early Voting List Request"

**Ultimo Día para solicitar una Boleta Anticipada o para solicitar que se le
agregue a la lista PEVL: 28 de octubre del 2016**



Nota: Boletas Anticipadas serán enviadas en un sobre verde como muestra arriba



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