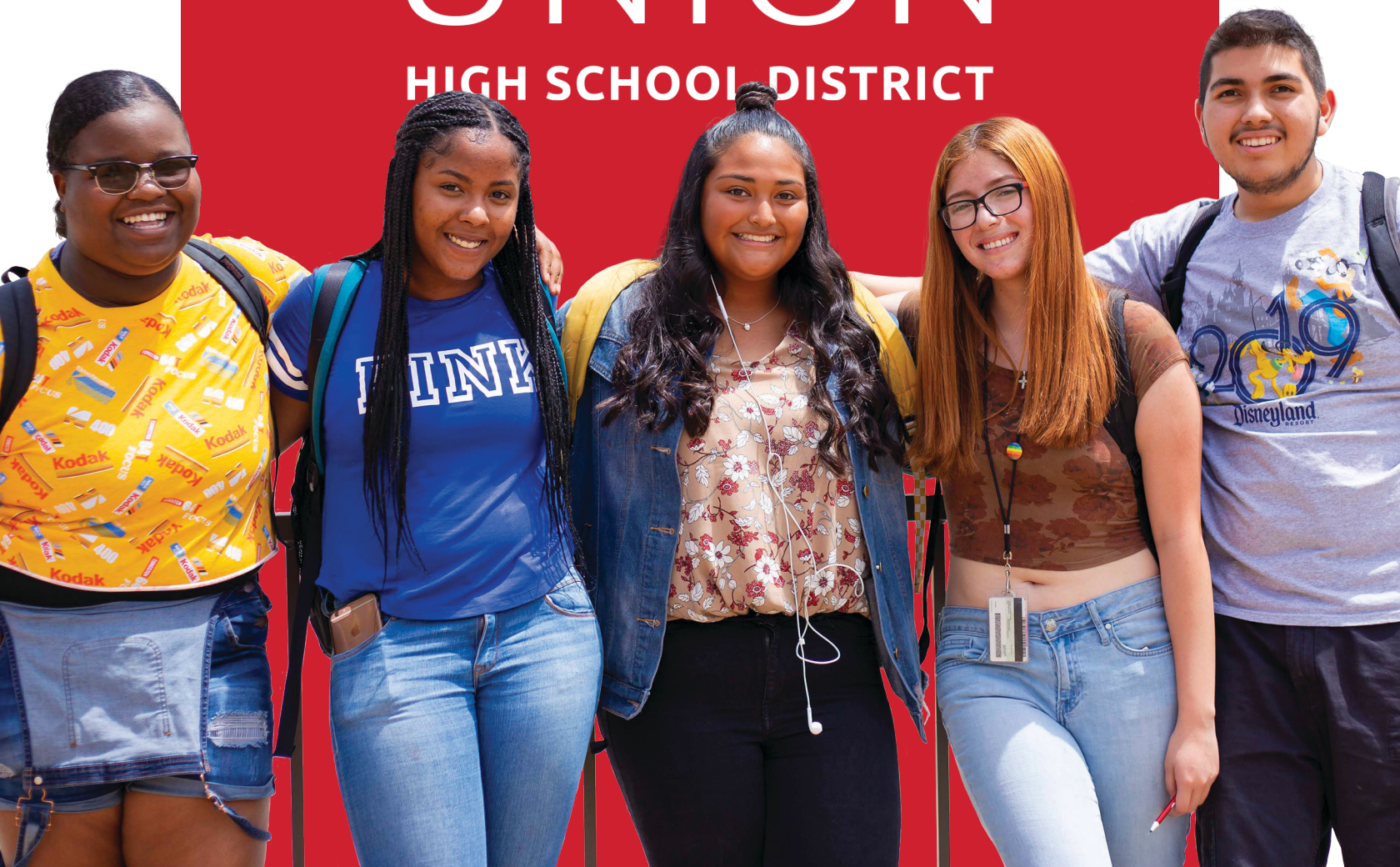


# 2021–2022 Handbook for Students and Families

PHOENIX  
**PXU**  
UNION

HIGH SCHOOL DISTRICT





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# Welcome to PXU

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(Superintendent's Message)
- 2** Our Governing Board
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## Superintendent's Message

### Students, Families, Community:

Thank you for choosing Phoenix Union, and for taking time to read and review our 2021-2022 Handbook for Students and Families. Our Handbook is designed to be a resource guide to help you and your child have a successful school year – your child's success is our success.

This past year has been the most challenging school year in recent history, if not ever. We are very grateful for our teachers who worked tirelessly this past year to deliver high quality virtual lessons. We also greatly appreciate the countless other staff who cooked and delivered food, provided virtual counseling sessions, distributed and serviced 30,000 laptops and several thousand hot spots, worked closely with students and families in crisis, and provided many other vital academic and non-academic services to our community.

Despite the challenging times, Phoenix Union has been preparing to have a very successful 2021-2022 school year. Our staff are eager to return. Our club sponsors, arts teachers, sports coaches, and elective and CTE teachers are ready to reconnect fully with students. Our campuses are clean and safe. We have high expectations for students and staff to follow health and safety protocols.

We are also fully aware that many of our students have spent several months in isolation and without consistent interaction with peers and educators. We are prepared to offer increased social emotional support, including counseling, social work, and even just simply unstructured time and activities on campus for students to reconnect.

Finally, we have expanded our online school, PXU Digital Academy, so that we can continue to effectively serve students and families who choose to remain in a remote or virtual setting. We know that this virus has caused many families to rethink in-person learning. Whatever form of education you choose, we are ready.

As I did last year, let me once again end by thanking you for helping us make Phoenix Union what it is today – a place of love, a place of hope, and a place of opportunity for all.

Sincerely,



Chad E. Gestson, Ed.D.

Superintendent

*"We are proud to continue our commitment to making the COVID-19 vaccine fully accessible to students and families. Please visit our website for details about ongoing vaccination events at a school near you."*



## Our Governing Board

Our Governing Board, elected by the voters of Phoenix Union, is committed to selflessly serving and supporting our entire community. The Board works closely and collaboratively with Superintendent Gestson and the Phoenix Union Executive Team to create a bold vision for our students, staff, and families. The Board is also responsible for recommending and adopting new and revised policies as well as approving the District's annual budget to ensure that Phoenix Union meets the goals of its Strategic Plan.



★ **Ms. Lela Alston**  
President, At-Large



★ **Mr. Stanford Prescott**  
Clerk, Ward 2



★ **Mr. Steve Gallardo**  
Member, Ward 5



★ **Mr. Aaron Marquez**  
Member, At-Large



★ **Ms. Stephanie Parra**  
Member, Ward 3



★ **Ms. Laura Pastor**  
Member, Ward 4



★ **Ms. Naketa Ross**  
Member, Ward 1



# Mission, Promise, and Values

The Phoenix Union High School District’s mission, promise, values, and strategic plan are the driving forces behind all that we do to support our students and families.

## PXU Mission

The mission of the Phoenix Union High School District is to prepare every student for success in college, career, and life.

## PXU Promise

Phoenix Union’s Schools of Opportunity Welcome, Love, and Inspire All Students to Go Places and Do Things that Matter.

## PXU Values



### Be Compassionate

We are humble, ethical, and treat others with respect, empathy, and kindness.



### Be Collaborative

We are better and smarter together, thrive in a culture of transparency, and seek win-win outcomes whenever possible in all decision-making situations.



### Be Committed

We choose Phoenix Union, our communities, and our students, knowing both the challenges and opportunities that exist in urban education.



### Be Courageous

We are bold in our convictions and make difficult decisions to better the lives of our staff, students, and community.



### Be Creative

We are entrepreneurial, innovative, and flexible.



### Be Conscious

We exist within a highly complex, political environment and make decisions that take into consideration the personal, professional, and political implications for all in our community.

## Our Strategic Plan

Our district's comprehensive Strategic Plan is inclusive of four distinct focus areas that allow us to continue thriving as a premier urban high school district.

# A

### **Achieving Readiness in College, Career, and Life**

Develop structures and supports that foster student learning and leadership.

# B

### **Building a Strong School Community**

Strengthen the knowledge, skills, and relationships within school communities to support student achievement.

# C

### **Creating a Culture of Excellence**

Build systems and processes and improve the customer experience to foster academic, personal, and professional excellence.

# D

### **Developing an Innovative Portfolio of Schools**

Improve, transform and expand innovative school models to meet the needs of all learners, and stay relevant in a choice-rich environment.

PHOENIX  
**PXU**  
UNION

# Focus Areas



# 10 Commitments



**College, Career,  
and Life-Ready  
Graduates**



**Quality Seats  
for All Students  
Guarantee**



**Freshman  
Success**



**Student  
Wellness and  
Connectedness**



**Campus &  
Community  
Safety**



**Staff Wellness  
and Support**



**Effective  
Leadership**



**Family & Community  
Support and  
Engagement**



**District  
Effectiveness,  
Efficiency,  
Service**



**Progressive Portfolio  
of Schools**



# 2021–2022 Calendar

## First Semester | Important Dates

July 2021	
Teacher In-Service (Duty Day)	Mon. — Fri., July 26 – 30
August 2021	
Classes Begin	Mon., August 2
September 2021	
Labor Day	Mon., September 6
40 <sup>th</sup> Day	Mon., September 27
October 2021	
End of 1 <sup>st</sup> Term	Fri., October 1
Fall Recess	Mon. — Fri., October 4 — 8
November 2021	
Veteran's Day	Thu., November 11
Thanksgiving Day	Thu., November 25
Thanksgiving Recess (No Classes)	Fri., November 26
December 2021	
Semester Exams	Tue. — Thu., Dec 14 — 16
End of 2nd Term/1 <sup>st</sup> — Semester/Report Prep	Thu., December 16
Winter Recess	Fri. — Fri., Dec 17 — 31

## Second Semester | Important Dates

January 2022		
Classes Begin		Mon., January 3
100 <sup>th</sup> Day		Fri., January 14
MLK/Civil Rights Day		Mon., January 17
February 2022		
Presidents Day		Mon., February 21
March 2022		
End of 3 <sup>rd</sup> Term		Fri., March 4
Spring Recess		Mon. — Fri., March 7 — 11
April 2022		
Cesar Chavez Recess		Fri., April 1
May 2022		
Senior Exams		Fri., May 13
Semester Exams		Tue. — Wed., May 17 — 18
180 <sup>th</sup> Day/Last Day of Classes		Wed., May 18
Graduation Day		Thu., May 19
(Look for final graduation ceremony schedule on our website)		
Duty Day (No Classes)		Thu., May 19
Report Preparation — (No Classes/Duty Day)		Fri., May 20
End of 4 <sup>th</sup> Term/2 <sup>nd</sup> Semester		Fri., May 20
Last Day of 9 Month Contracts		Fri., May 20
Number of Teaching Days		Count of Days
Term 1 - 44 Days 8.2.21 - 10.1.21		Days Taught 180
Term 2 - 46 Days 10.11.21 - 12.16.21	Sem. 1 - 90 Days	Teacher Duty Days 187
Term 3 - 43 Days 1.3.22 - 3.4.22		Holiday & Recess Teacher 28
Term 4 - 47 Days 3.14.22 - 5.18.22	Sem. 2 - 90 Days	Holiday & Recess Student 30
	180 Days	*Duty Days

Prepared by ITS on 02.28.2018/  
Governing Board Approved on 11.01.2018



# 2021–2022 Calendar

## July 2021

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26*	27*	28*	29*	30*

## August 2021

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

## September 2021

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

## October 2021

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## November 2021

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

## December 2021

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

## January 2022

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

## February 2022

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

## March 2022

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

## April 2022

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

## May 2022

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19*	20*
23	24	25	26	27
30	31			

## June 2022

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

### Legend

	Legal Holiday
	Teacher In-Service
	Examination Day/Report Prep./End of Term
	End of Term/Report Prep
	Examination Days
	Recess for Students, 9,9.5, and appropriate 10-month employees

Prepared by ITS on 02.28.2018/Governing Board Approved on 11.01.2018



# 2021 - 2022 District Map

## Large Schools

**Alhambra High School**  
3839 W. Camelback Rd.  
Phoenix, AZ 85019  
Phone: 602.764.6002  
PXU.org/Alhambra

**Trevor G. Browne High School**  
7402 W. Catalina Dr.  
Phoenix, AZ 85033  
Phone: 602.764.8516  
PXU.org/Browne

**Camelback High School**  
4612 N. 28th St.  
Phoenix, AZ 85016  
Phone: 602.764.7001  
PXU.org/Camelback

**Central High School**  
4525 N. Central Ave.  
Phoenix, AZ 85012  
Phone: 602.764.7502  
PXU.org/Central

**Cesar Chavez High School**  
3921 W. Baseline Rd.  
Laveen, AZ 85339  
Phone: 602.764.4010  
PXU.org/Chavez

**Betty H. Fairfax High School**  
8225 S. 59th Ave.  
Laveen, AZ 85339  
Phone: 602.764.9000  
PXU.org/Fairfax1.

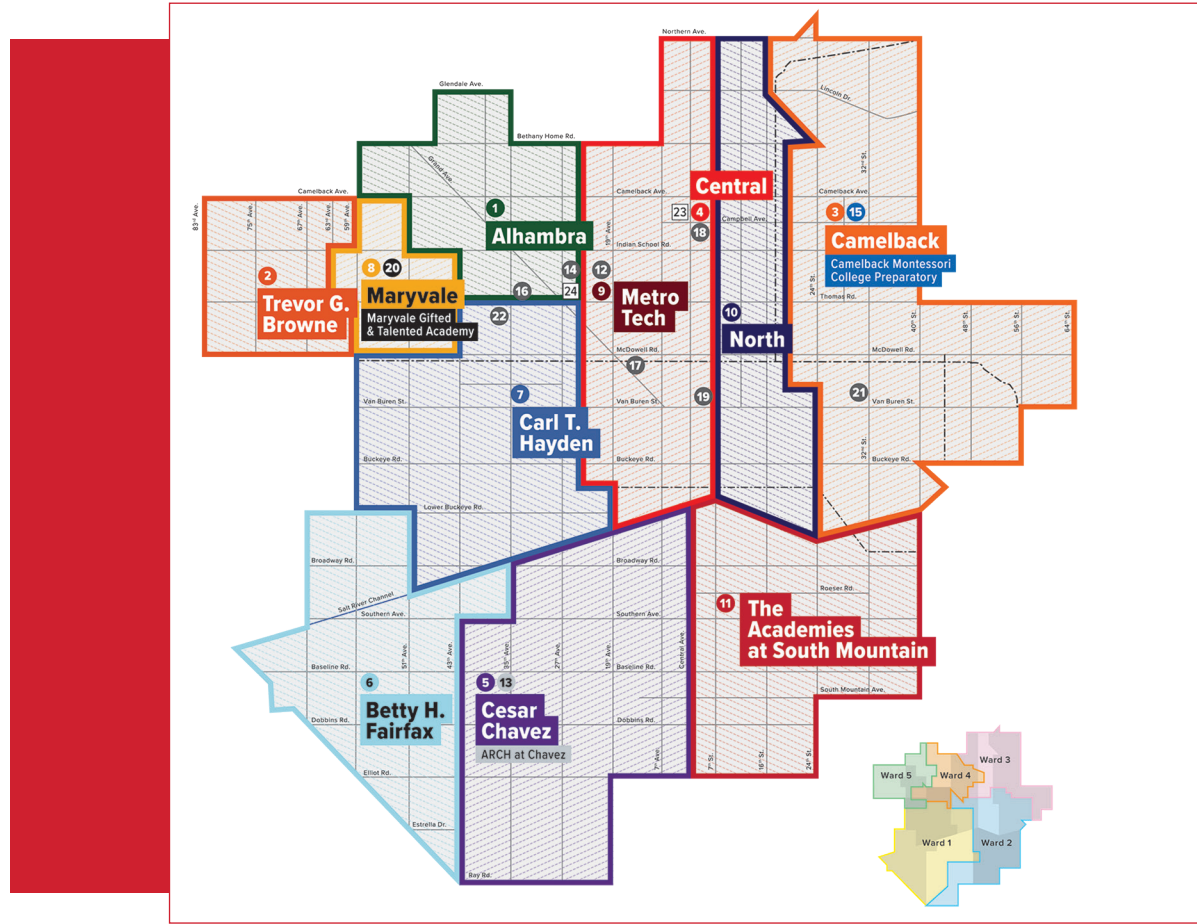
**Carl Hayden Community High School**  
3333 W. Roosevelt  
Phoenix, AZ 85009  
Phone: 602.764.3035  
PXU.org/Hayden

**Maryvale High School**  
3415 N. 59th Ave.  
Phoenix, AZ 85033  
Phone: 602.764.2009  
PXU.org/Maryvale

**Metro Tech High School**  
1900 W. Thomas Rd.  
Phoenix, AZ 85015  
Phone: 602.764.8008  
PXU.org/MetroTech

**North High School**  
1101 E. Thomas Rd.  
Phoenix, AZ 85014  
Phone: 602.764.6511  
PXU.org/NorthThe

**The Academies at South Mountain**  
5401 S. 7th St.  
Phoenix, AZ 85040  
Phone: 602.764.5001  
PXU.org/TheAcademies



## Small Schools

**Linda Abril Educational Academy**  
3000 N. 19th Ave.  
Phoenix, AZ 85015  
Phone: 602.764.00  
50PXU.org/Abril

**Bostrom High School**  
3535 N. 27th Ave.  
Phoenix, AZ 85017  
Phone: 602.764.1700  
PXU.org/Bostrom

**Camelback Montessori College Preparatory**  
4612 N. 28th St.  
Phoenix, AZ 85016  
Phone: 602.764.7001  
www.CamelbackMontessori.org

**Desiderata**  
2920 N. 34th Dr.  
Phoenix, AZ 85017  
Phone: 602.764.0800  
PXU.org/Desiderata

**Franklin Police & Fire High School**  
1645 W. McDowell Rd.  
Phoenix, AZ 85007  
Phone: 602.764.0200  
PXU.org/Franklin

**Phoenix Coding Academy**  
4445 N. Central Ave.  
Phoenix, AZ 85012  
Phone: 602.764.5700  
PXU.org/Coding

**Phoenix Union Bioscience High School**  
512 E. Pierce  
Phoenix, AZ 85004  
Phone: 602.764.5600  
PXU.org/Bioscience

**Phoenix Union Gifted & Talented Academy**  
3415 N. 59th Ave.  
Phoenix, AZ 85033  
Phone: 602.764.2009  
PXU.org/GandT

**Phoenix Union Wilson College Prep**  
3005 E. Fillmore  
Phoenix, AZ 85008  
Phone: 602.764.9600  
PXU.org/Wilson

**PXU Digital Academy**  
3701 W Thomas Rd,  
Phoenix, AZ 85019  
Phone: 602.764.1700  
PXU.org/PXUDigital

## Support Facilities

**Center for Educational Excellence**  
4502 N. Central Ave.  
Phoenix, AZ 85012  
Phone: 602.764.1100

**District Support Facility**  
2526 W. Osborn Rd.  
Phoenix, AZ 85017  
Phone: 602.764.1600

# Connecting With PXU

- 9** How to Get Involved In Your Student's School
- 10** Title I
- 11** How to Connect With Your Student's Teachers
- 12** How to Stay Informed
- 13** School Safety



## How to Get Involved in Your Student's School

Families can stay engaged in their student's education by participating in workshops and committees, or by volunteering at their school.

### Attend a Parent Meeting at Your Student's School

The Principal Parent meetings are a great way for the school principal to communicate and connect with Phoenix Union families. The meetings are an opportunity for engaging in open dialogue, sharing key district initiatives, introducing information and resources for parents to support their students' success, and provide tools for families to share information with the wider school community. Please contact your school directly to learn about scheduled parent meetings with the school's principal.

### Participate in American Dream Academy (ADA)

In partnership with Arizona State University, Phoenix Union offers an 8-week ADA program for families to gain the tools and confidence to join forces with schools and communities that ensure their students have successful academic careers and prepare them for a university experience. Please contact your school directly to learn about scheduled American Dream Academy sessions.

### Participate in Hispanic Mother-Daughter Program (HMDP)

The Hispanic Mother-Daughter Program is an early-outreach middle and high school program designed to increase the number of first-generation Arizona students who are qualified and prepared to enroll at Arizona State University through direct family involvement. For more information on how to get involved, please contact the HMDP office at 480.965.5838 or your student's campus counselor.

### Attend Parent Workshops

Parent-Family workshops are a free resource designed to inform and empower families as advocates and partners in their students' education. Workshops provide families with useful information to support their students' academic success, social-emotional wellbeing, and college and career readiness. Workshops will be offered virtually, at Phoenix Union campuses and at regional locations throughout the district. For more information, please contact the Principal's office at your school.

### Join the Redesigning School Safety PXU Participatory Budgeting Site-Level Committee

The Redesigning School Safety PXU Participatory Budgeting Site-Level committee meetings provide students, Parents/Guardians, and Staff with an opportunity to define what safety means to them, identify needs to feel safe, supported, and connected to individual campuses and the District. Stakeholders will propose ideas and determine how to spend their allocated budgets to redesign school safety at PXU. Visit the Participatory Budgeting page on the District website or contact the Principal's office at your student's school.

### Volunteer Opportunities

Volunteers are a key element in the success of a school. Students whose parents/guardians volunteer and/or engage in school activities have a more positive attitude and higher academic achievement. The Phoenix Union High School District welcomes a variety of volunteers. We recognize the valuable contributions that school volunteers, community partners, therapists, and other visitors make to the learning process and the educational goals of a school community. Please contact your school's Community Liaison to start the volunteer clearance process.



Please contact your school directly to learn about volunteer opportunities and other ways to become involved. You may also visit [www.pxu.org](http://www.pxu.org) for additional information about volunteering in our schools (in the Community tab, Volunteer at our Schools page).



## TITLE I

The purpose of Title I is to enable schools to provide additional opportunities for students to attain academic proficiency as outlined in the Arizona Academic Content standards and PXU curriculum. Title I programs support our district's Strategic Plan.

### Program

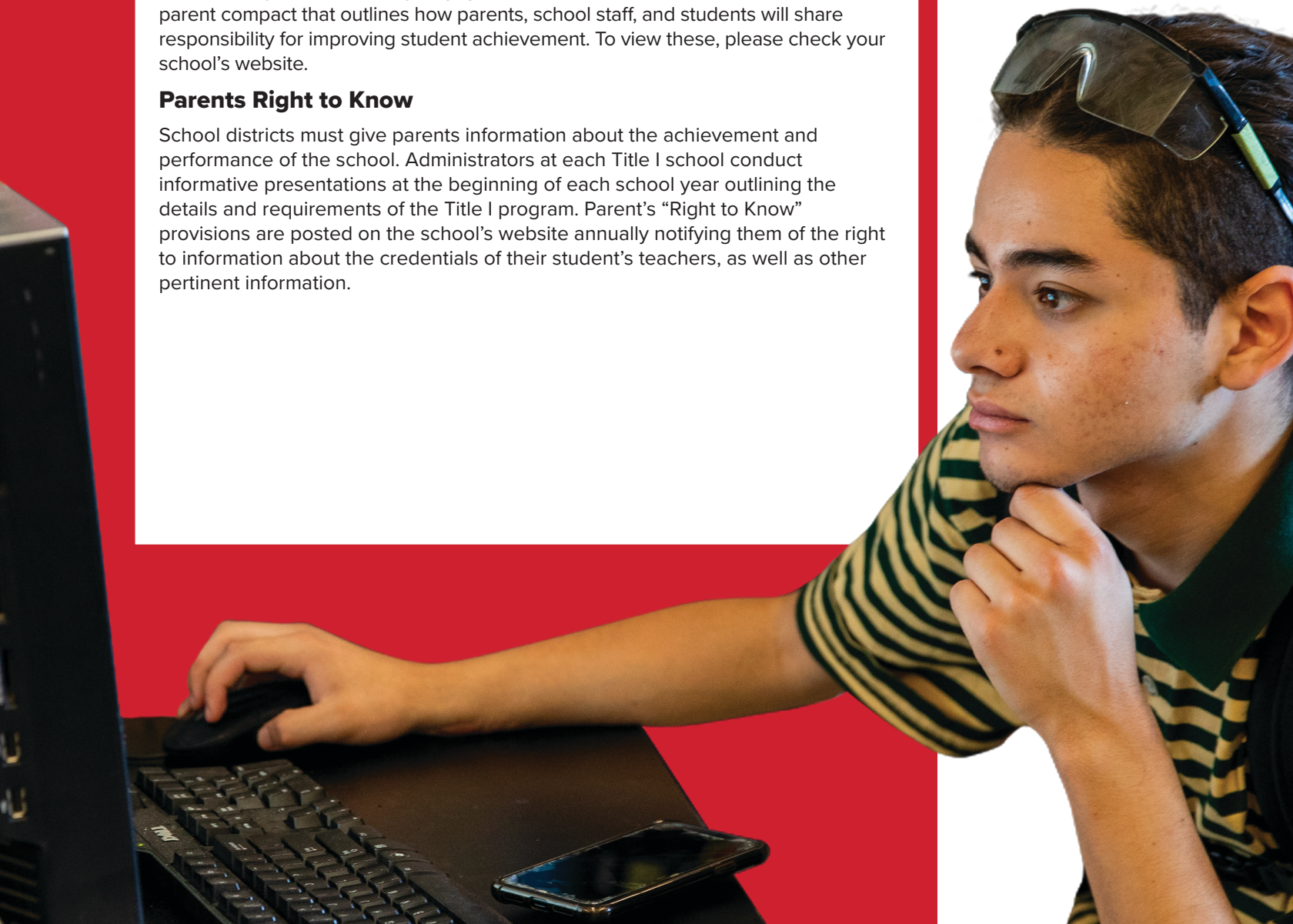
Title I funds are supplemental in nature and are allocated to schools based on specific criteria. Most PXU schools are designated as Title I schools. Each participating school has designed its own program to best serve the unique needs of students at that individual school, including grade levels and subject areas to be served, instructional models, staffing and school-wide reform efforts. Copies of each school's plan are available upon request from the State and Federal Programs office or the individual school.

### Family & Community Engagement

Parents are partners in their student's education. To ensure parents are included in the Title I program, the law defines the importance and requirements of parent involvement in Title I schools. One requirement is a district parent involvement policy. Additionally, each Title I school must jointly develop and distribute its own written family and community engagement plan and must develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for improving student achievement. To view these, please check your school's website.

### Parents Right to Know

School districts must give parents information about the achievement and performance of the school. Administrators at each Title I school conduct informative presentations at the beginning of each school year outlining the details and requirements of the Title I program. Parent's "Right to Know" provisions are posted on the school's website annually notifying them of the right to information about the credentials of their student's teachers, as well as other pertinent information.





# How to Connect With Your Student's Teachers

Teachers always appreciate the opportunity to meet you to discuss how you can work collaboratively to support your student's success.

## How To Prepare For Family-School Conversations

### Before The Conversation

Talk to your student. Questions can include:

- ▶ What do you like best about school?
- ▶ Which classes do you like? Which classes are harder for you?
- ▶ What is going well? What could be going better?
- ▶ What would you like me to share with your teacher?

### Review your student's schoolwork. Consider:

- ▶ Do I have specific concerns about my student's academic progress?
- ▶ Do I have questions about the curriculum?
- ▶ Do I have questions about how I can best support my student's work at home?
- ▶ Do I have questions about how my student is being assessed or graded?

### During The Conversation

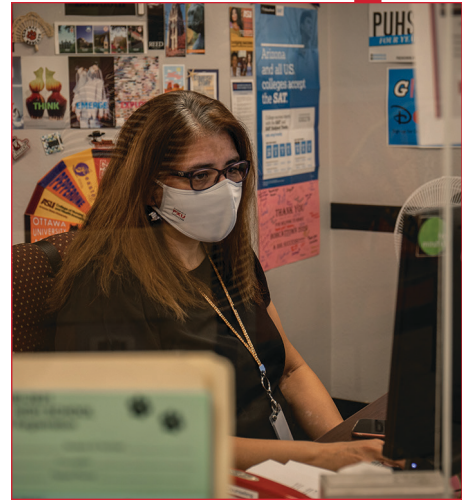
Ask your student's teachers:

- ▶ What are my student's strengths? Where does my student have room to improve?
- ▶ How does my student interact with other students and adults?
- ▶ What are the standards for my student's grade level? What should my student be able to do in [subject area] by the end of the semester or year?
- ▶ What can I do to support my student's learning at home?
- ▶ How is my student's effort and attention in class?
- ▶ How can I best communicate with you?

### After The Conversation

Talk to your student about the outcomes of conversation:

- ▶ Tell your student what happened during the conversation.
- ▶ Praise your student's strengths.
- ▶ Talk to your student about how to address areas for growth or improvement.
- ▶ Ask your student how you can continue to support their success in school.



Update your contact information with your school's front office to be sure you are receiving all the communication being sent by your school and Phoenix Union. This includes current email, phone, address, etc.



## How to Stay Informed

There are several ways to keep in contact with PXU and stay up to date with your student's progress.

### Parent Portal and Student Portal

ParentVue and StudentVue are online tools for Phoenix Union parents and students to stay informed and monitor student progress.

#### Grades and Assignments:

Review current grades and assignments.

#### Report Card and Schedule:

See report cards and schedules.

#### Attendance and Behavior:

Check attendance details, including tardiness.



Families can log on to the Parent and Student Portals at [parentvue.phoenixunion.org](https://parentvue.phoenixunion.org) from anywhere there is internet access or with the mobile app ("PXU") available for both iOS and Android. Students may log in using their Phoenix Union username and password.

To create a Parent Portal account, contact the Registration office at your student's campus to obtain a Parent Activation Key which automatically provides access to your student's information.

### Phoenix Union Website and Social Media:

- Visit PXU.org for districtwide news and updates.
- Follow Phoenix Union on social media:

 @PhoenixUnion

 @PhoenixUnionHS

 @PhoenixUnionHS



All Phoenix Union schools have websites and social media platforms including digital flyer distribution. Contact your school's front office to learn the best way to get updates and keep in touch.





## School Safety

Phoenix Union is committed to maintaining a safe and secure learning environment in all of our classrooms at every school. All members of our school community play a vital role in keeping our students safe. This page provides parents with information about our emergency procedures and can be a useful resource when discussing school safety with your students.

### In The Event Of An Emergency

The school staff will prioritize the safety and well-being of all students and staff. Staff will communicate with parents / guardians as soon as reasonably possible.

#### Evacuation

An evacuation is when students are sent outside of the school building to prevent harm or injury due to a hazardous situation inside of the school, such as a fire.

#### Lockdowns

A lockdown takes place when a hazardous threat or a possible hazardous threat has been identified inside of the building or in close proximity of the school. All exterior and interior doors are locked and students must remain in the school. No entry or exit to the school is allowed during a lockdown.

#### Reunification

Reunification is the process used to bring students and their parents together due to an emergency that has affected the school or a site in the vicinity of the school. Reunification can occur on the school campus or it can occur when students have been moved to an alternate location. During the reunification process, students can only be released to their parent/guardian or an adult listed as an emergency contact with the school. Adults picking up students must bring proper government issued photo identification, such as a driver's license, state ID card, military ID card, or passport.

### Ways Parents Can Support School Safety

#### Preparing For A School Emergency

- ▶ Talk to your student about school emergency procedures so they know what to expect in the event of an emergency or crisis.
- ▶ Update your student's emergency contact information as it changes. Students will not be released from school to unauthorized individuals.

#### If An Incident Occurs At Your Student's School

- ▶ If you are notified of a school lockdown at your student's school, do not go to the school. Stay in a location where you are able to be notified when additional information about your student's school situation becomes available. Students will not be released until the incident has ended or the scene is safe for release. Be prepared to pick up your student at a reunification site.

### What to do in the Event of A School Emergency

- ▶ Check the Phoenix Union High School District website at [www.PXU.org](http://www.PXU.org) and Phoenix Union social media channels for updated information.
- ▶ Tune into local TV and radio stations for school news alerts.
- ▶ Wait for an automated phone call that will notify you when it is safe to pick up your student and the location for pickup. (see next step)
- ▶ Listen for information regarding reunification with your student. Please remember to bring valid government identification with you to the reunification site.
- ▶ Do not go to your student's school. This will create traffic congestion that could interfere with the efforts of first responders.
- ▶ Do not call your student or your student's school. Excessive phone calls could interfere with emergency communications.



# Keeping Your Student on Track

- 14** Academics
- 15** Attendance
- 17** Behavior
- 18** Dress for Success
- 19** Expectations for Student Success
- 20** Restorative Practices at Home
- 21** Social Media and Digital Citizenship

## Academics

Phoenix Union's curriculum is based on Arizona's Academic Standards to ensure students are equipped for success. Our goal is to provide students a well-rounded education that will prepare them for success in our rapidly changing world.

Academic standards provide a clear understanding of what students are expected to learn in each content area. The standards define the skills in the content knowledge to ensure that students graduate from high school ready for success in college, and career with the collaboration, communication, and problem-solving skills vital to student success. The standards challenge students to move beyond memorization, to think critically, and to develop a deeper understanding of the most important skills for each content area.



### Here are tips you can use at home to support your student's learning:

- ▶ Get to know what your student is expected to learn in each class and talk with your student's teachers about learning goals.
- ▶ Help your student learn to persevere in solving problems. Encourage a trial-and-error process that involves multiple creative strategies for discovering solutions.
- ▶ Practice communication skills by talking with your student about their day, learning activities, and expectations, or how he or she is learning.
- ▶ Develop collaboration by working together to solve everyday problems.
- ▶ Sharpen critical thinking by asking your student to explain their answers, summarize a book, or analyze current events.
- ▶ Grow technology skills by collaborating in a digital environment and utilizing real-world tech communications, like self-checkout at the grocery store.
- ▶ Contribute to your student's learning through conversations with your school's principal and teachers.





## Attendance

Families play a key role in making sure that students arrive on time at school safely, every day, and that they understand why attendance is important for success in school, and on the job.



### Did You Know?

Students should attend class each day to stay engaged, to be successful, and to be on track to graduate.

Absences can be a sign that a student is losing interest in school, struggling with schoolwork, dealing with a bully, or facing other potentially serious difficulty.

By 9th grade, regular and high attendance is a better predictor of graduation rates\* than 8th grade test scores.

Missing 10 percent of the school year can drastically impact a student's academic success.

### What Families Can Do

Communicate with the School.

Ensure that your student's school has the most updated contact information and knows how to reach you.

Talk to teachers, administrators, and/or support staff if you notice sudden changes in your student's behavior; these could be related to something going on at school.

Check your student's attendance on ParentVue to ensure that absences are accurately recorded.

### Make School Attendance a Priority

Talk about the importance of arriving to school every day on time and being punctual for all classes; make that the expectation.

Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.

### Help Your Teen Stay Engaged

Find out if your student feels engaged by his or her classes and safe from bullies or other threats.

Stay on top of academic progress and seek help from teachers or tutors, if necessary.

Encourage meaningful after-school activities, including sports and clubs.

### Read and Familiarize

Read and familiarize yourself with our full attendance policy on page 48.

\* [Attendance Works Flyer \(PDF\)](#)







## What We Will Do

- ▶ Make school attendance a priority.
- ▶ We will make attendance a priority by ensuring your student feels safe and connected while at school.
- ▶ We will educate our students about expectations and policies for student success.
- ▶ Facilitate interventions and supports.
- ▶ If your student falls behind in attendance, we will respond appropriately based on the number of absences to support your student in getting back on track.

## Attendance Definitions

**Attendance:** A student is to be counted present if (a) they are in attendance more than half a class period or (b) if they are participating in a school-authorized activity.

### Types of Absences:

#### Excused (EXC)

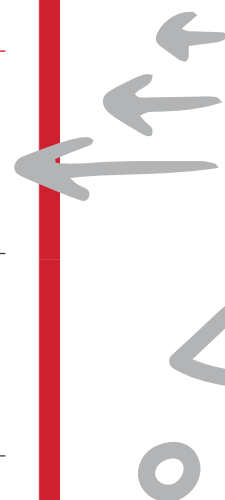
A health care professional (doctor, dentist, health plan, etc.) or parent, legal guardian or person responsible for a student must verify student absences, with submittal of a signed excuse stating the reason for the absence upon the student's return to school. Parents are to call the school's attendance office, if possible, on or before the day of the absence.

#### Extra-Curricular Activity Absences (BRO)

Students are allowed to attend an extra-curricular activity upon being brown slipped from affected classes. An activity will be coded as "Brown Slip (BRO)", which is an excused absence for a school related or school sponsored event. Extra-curricular activities include, but are not limited to field trips, athletic games and student activities

#### Unexcused (ABS)

An absence in which the student is out of school that does not qualify as excused or brown slipped. When a parent or guardian does not call in to report an absence, the absence will be marked unexcused. The Principal can determine or change the absence from unexcused to excused or from excused to unexcused.



## Behavior

In keeping with our core values, it is Phoenix Union's commitment to resolving behavioral incidents with compassion. Our District leverages restorative practices to shape students' development of social and emotional skills needed to be successful at school and in the community.



### Roadmap For Success

Our District's framework for Positive Behavior Interventions and Supports (PBIS) and the Student Code of Conduct are roadmaps guiding expected student behavior. Our PBIS framework details the behavioral expectations and supports all students need to achieve social, emotional, and academic success. The PXU Student Code of Conduct, designed to address students whose behaviors impede their success at school, identifies the consequences, interventions, and supports schools offer when responding to student behavior incidents.

**PREVENT** behavior incidents by setting clear expectations, fostering positive relationships with all students, and developing the students' social-emotional skills.

**CALM** the situation when behavior incidents arise and ensure all individuals are safe.

Seek the student's perspective and **REFLECT** together on the reason for the student's behavior.

Work collaboratively with staff, student(s), and families to **RESTORE** the harm done and address the underlying cause(s) for the behavior.



Read our full behavior policy and our student code of conduct on page 51.



## Dress for Success

Phoenix Union recognizes that each student's mode of dress and appearance is a manifestation of personal style and individual preference. We will not interfere with the right of students and their parents to make decisions regarding their appearance except when their choices affect the educational program of the school or the health and safety of others.

### The Phoenix Union Student Dress for Success Guidelines are as follows:

#### Students Must Wear:

- ▶ Bottoms
- ▶ Clothing that covers private body parts [genitals, buttocks, chest or nipples, and navels (belly button)] with non-see-through material
- ▶ School IDs
- ▶ Shoes, must have hard soles
- ▶ Tops
- ▶ Masks, worn at all times unless otherwise noted or permitted

#### Students May Wear:

- ▶ Clothing with images/logos that adhere to dress code guidelines
- ▶ Dresses, pants, shorts, skirts, sweatpants
- ▶ Fitted or tight pants including skinny jeans, non-see-through leggings or yoga pants
- ▶ Hats and any other head coverings that allow the face and ears to be visible to school staff and Hoodie sweatshirts (no hoods worn on head in class)
- ▶ Religious headwear and other religious head/face coverings
- ▶ Ripped jeans, as long as underwear is not exposed
- ▶ Strapless/sleeveless tops or dresses, if worn under a non-see-through garment
- ▶ Tank tops, including tops with spaghetti straps and/or off the shoulder sleeves

#### Students Cannot Wear:

- ▶ Gang identifying clothing or tattoos
- ▶ Hate speech, profanity, nudity or pornography
- ▶ Images or language depicting alcohol, drugs, drug paraphernalia (or any illegal item or activity)
- ▶ Pajamas, slippers, or house shoes \*except on approved spirit days and footwear must have hard soles\*
- ▶ Violent images or language
- ▶ Visible underwear (waistbands or straps on undergarments worn under clothing are allowed)

\*Specialized programs may require specialized attire\*

The Dress for Success guidelines provided on this page serve as Phoenix Union's Dress Code Policy



## Expectations for Student Success

We believe that civic engagement, extracurricular activities, and student-led initiatives cultivate active minds and foster school pride.

### Social Expectations

Act with respect, integrity, and compassion | Make informed decisions regarding the well-being of yourself and others | Demonstrate responsibility for your actions | Act conscientiously with the interests of the larger community in mind | Broaden your knowledge of, and respect for, world cultures.

### Academic Expectations

Attend all classes on time and be prepared | Be responsible for doing all classwork and homework | Attend tutoring when needed | Ask questions and ask for help when needed.

### Behavior Expectations

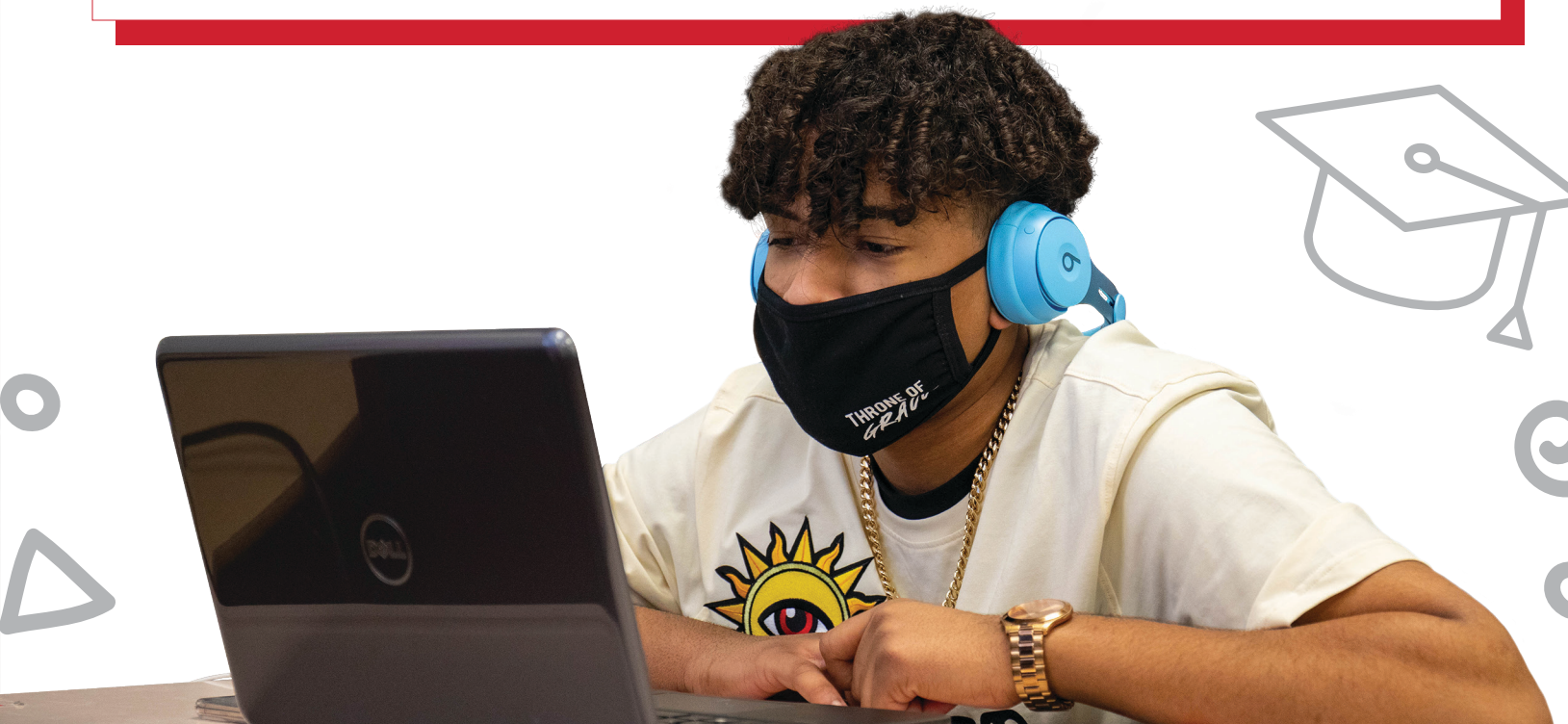
Demonstrate appropriate behavior on campus, in the classroom, online, and in person that is considerate of other students, teachers, and staff | Be compassionate, collaborative, and conscious | Be aware of and observe all district, classroom, and campus directions and expectations | Be responsible for your actions | Be your best self.

### Civic Expectations

Demonstrate a combination of knowledge, skills, values and/or motivation to make a difference | Cultivate an awareness of contributing to the common good | Advocate for positive change through active participation in the democratic process | Join the Participatory Budgeting Steering Committee, be a change agent by submitting an idea for campus improvement and/or vote for a favorite proposal | Be exposed to and participate in civic engagement opportunities.

### Extracurricular Activities Expectations

PXU students will be provided with the opportunity to enhance their overall educational experience and success through participation in interscholastic activities. Students will gain valuable life-lessons in teamwork, leadership and service while also developing character, integrity and friendships as a result of engagement in events and competitions.





# Restorative Practices at Home

Restorative Justice is a collaborative approach to problem solving that is focused on repairing harm and strengthening relationships. Here are a few strategies parents can use to introduce and reinforce restorative practices at home.

## On An Ongoing Basis:



### Check In

Find a regular time to check in with your student about how they are doing, things that are on their mind, etc. Ask open-ended questions and show curiosity about what they are interested in and/or concerned about.



### Create Clear Expectations

Be explicit about your expectations for behavior inside and outside of home. Provide a rationale to explain why certain rules are in effect.



### Model Vulnerability

Model vulnerability at home by owning your mistakes and showing the process you go through to repair it. Model vulnerability simply by sharing feelings with your student.



### Celebrate Success

Restorative Justice operates from the belief that every person has inherent value. One way to remind your student of their value is by setting aside time to celebrate their successes – academic and otherwise.

## In Response To Conflict:



### Engage in Conversation

When you and your student are ready, engage in a conversation about why they made the choice they did.

Ask questions to understand their point of view. Try not to judge, interrupt, or respond while they are sharing.

Summarize what you heard your student say. This shows them that you are listening instead of making assumptions or judgments.

Help your student brainstorm how the situation can be improved.



### Use Restorative Consequences

Work with the student and others who were impacted to create a plan for what the student must do to make it right.



### Identify Allies

Working with your student, identify other adults (e.g. teacher, other family member) who may be able to support your student in the process of restoration.



### Take Care of Yourself

When our students misbehave (either toward us or someone else), it impacts us as well. Don't be afraid to take some time and give yourself some space before addressing a situation.

The full script on restorative conversations is on page 66.

# Social Media and Digital Citizenship

Phoenix Union strives for our students to engage technology and social media as digital citizens in order to communicate, work collaboratively, conduct research, and create original work.

## What Is Digital Learning?

### Collaboration

Working from beginning to end with a variety of partners online and in person to create a finished product.

### Communication Skills

Enabling healthy peer-to-peer communication with and without the aid of technology.

### Digital Literacy

Utilizing digital network to research, evaluate, and implement contextual analysis.

### Innovation

Creating, building or collaborating on unique works that enhance not only the student's learning but the betterment of a digital space.

### Online Citizenship

Engaging the online global community to find our voice and inspire in healthy ways.

### Project Based Thinking

Planning, building, and sustaining critical thinking practices that enhance the students' learning and integrity.

## What Families Can Do

The responsible use of technology and social media is something that families can help us do in order to ensure our students are safe and making positive choices.

### Engage Social Media and Conversation

Have regular discussions with your student about the content of their social media.

Create a family digital media contract that includes time limits, consequences, and usage parameters signed by all people in the family.

### Set Boundaries and Stay Informed

Continually monitor your student's interactions and activity on social media.

Be honest and verbalize your own strategies for managing the time you spend online, on your phone, and on social media accounts.

Collaboratively set time limits on games and apps with your student.

Visit [smartsocial.com](https://smartsocial.com) to keep track of every app ever made and how they are used.

[CulturesofDignity.com](https://culturesofdignity.com) is a great resource to teach kids about boundaries.

You can also visit [HumaneTech.com](https://humantech.com) & [YouthAwarenessandSafety.org](https://youthawarenessandsafety.org) to learn more about dangers and resources.



# Programs and Services

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# Athletics, Activities and Clubs

Interscholastic activities, athletic programs, and clubs offered at Phoenix Union place high priority on the overall quality of the educational experience.

## AIA Sports Available at Phoenix Union

### District-Wide:

Boys' Baseball | \*Basketball | \*Cross-Country | Football (except @ Metro Tech) | \*Golf | \*Soccer | Girls' Softball | \*Tennis | \*Track and Field (except @ Metro Tech) | Boys' & Girls' Volleyball | \*Wrestling (except @ Metro Tech)



### School-Specific Sports:

**Badminton:** Alhambra, Carl Hayden, Central, Cesar Chavez, Maryvale, Trevor Browne

**\*Swim and Dive:** Alhambra, Camelback, Central, Betty Fairfax, North

## AIA Activities Available at Phoenix Union

Chess	Robotics	Spirit Lines
Esports	Speech and Debate	Theater
JROTC		

\*Boys and Girls Teams

NOTE: Students who attend small schools may participate in AIA sports and activities at their home campus.

## Clubs Available At Phoenix Union

Academic Decathlon	District	Newspaper
Aerospace Club	Exito	PE Club
African American Club	Fashion Club	Peer Leadership
Ambassador Club	Fellowship of Christian Athletes	PEOPLE
Animal Care Awareness	French Club	Poet Society
Anime	Future Business Leaders of America	Recycling Club
Art National Honor Society	Future Educators of America	Rho Kappa Honor Society
Asian Club	Future Medical Leaders	Robotics
Astronomy	G.S.A.	Rock Club
Athletics Club	Graffiti Busters	Runners Club
Auto Club	Green Club	Science Club
AVID	Green Shovel	Science, Technology and Research
AZ Career Association	Guitar	Skills USA
Band	Hackey Sack Club	Spanish Club
Be A Leader	Hiking Club	Spanish Honor Society
Best Buddies	Hip Hop Squad	Special Olympics
Black Student Union (BSU)	Historically Black College Club	Speech/Debate
Blue Planet Society	History Club	Spirit Line
Broadcast Journalism (BTV)	Interact	Spoken Word Poetry
CARE	International Club	Stand and Serve Step Team
Central Foodies	International Genetic Engineering	Student Government
Cheer Club	Machine iGEM	Student Against Drunk Drivers
Chess Club	Jewelry Club	Teen Arts Guild
Close Up Team	JROTC	TGB "La Familia"
Community Skills	Key Club	Thespian Honor Society
Composing Lions	KLYN	Thespians
Cooking Brigade	Lion Pride	Vocational Training Club
Cub Care/Future Educators of AZ	Lions at Peace	Women to Women
Culinary Club	Lions for Christ	Writers Ink (Poetry)
Dance	Los Leones de Español	Yearbook
DECA	M.E.Ch.A	Yoga/Fitness
Diabolo (Yo-Yo)	Manzana Ladies	Youth Alive
Digital Photo	Masque and Gavel	Zumba Club
Drama Club	Media Club	
E-Tech	National Honor Society	
Eco-Spartans	Native American Club	
Elevate Phoenix Union High School	Native American Youth Council	

Note: This is a sampling of many of the clubs our schools offer. Check with the school of your choice for a list of their clubs.

## Civic Engagement

In Phoenix Union, we believe that civic engagement and student-led initiatives cultivate a culture of school connectedness by providing opportunities for real world learning and fostering school pride. Civics education provides a critical opportunity to build civic knowledge and empowers students to be socially conscious. Students are encouraged to participate in civic engagement through activities such as voter registration, volunteerism, advocacy, social emotional learning, and voter participation.

Across PXU, students participate annually in National Voter Registration Day, Participatory Budgeting, and other youth-led initiatives.

In 2016, Phoenix Union launched the first Participatory Budgeting process in the US. Students utilize district funds, engage in a democratic process, elevate student voice, and provide an opportunity for real world learning.

Civic engagement is defined as, “working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values, and motivation to make a difference.”

In July of 2020, the District did not re-sign its annual Intergovernmental Agreement (IGA) with the City of Phoenix for School Resource Officers. Instead, the largest school participatory budgeting initiative in the nation was launched to revisit and even rethink school safety. The District has allocated \$1.2 million to the Redesigning Safe Schools PXU Participatory Budgeting process. Three separate, but complimentary participatory budgeting processes have launched to empower the PXU community to re-imagine school safety. The student-driven process has been allocated \$500,000, the staff-driven process received \$500,000 and the parent/guardian-driven process received \$200,000.

“To teach kids the process is one thing, but to engage them, and have them lead the process, is another.”

— Dr. Chad Gestson,  
Phoenix Union  
Superintendent



### What is Participatory Budgeting?

Participatory Budgeting is a democratic process that gives students the power to decide how to spend school district funds to improve their schools. A Student Steering Committee is empowered to engage their peers through the following stages of the PB Process:



**Idea Collection** – This phase requires a 2-step process: The first is to identify the needs and issues (Needs Assessment). The second is identifying the solutions (Idea Collection).

District Steering committee members host Needs Assessment conversations, which provide meaningful opportunities for school community members to focus on needs for physical, social and emotional safety and brainstorm ideas for project proposals.



**Proposal Development** – With the support of site sponsors and district staff, change agents (student, staff and/or parent/guardian volunteers) work in teams to review and sort ideas collected from their school community. District Steering Committee members will turn ideas into project proposals through research, vetting, and collaboration. Planners and practitioners work with district staff to approve projects for the final ballot.



**Campaign & Vote** – District Steering committee members, site committee members and Change Agents share the final project proposals with their school communities. Stakeholder groups are encouraged to share their ballot initiatives (project proposals) with flyers, virtual presentations, video ads, social media and/or school newsletters and newspapers. District Steering committee members plan a district-wide vote where stakeholder groups decide on which ballot initiatives to fund.



**Implementation & Evaluation** – District Steering committee members along with all students, teachers, parents, planners, and practitioners involved in the PB process monitor the implementation of projects, then celebrate and evaluate the process for the next cycle.

Participatory Budgeting is building strong school communities by developing students, parents/guardians and staff who are empowered, informed and engaged. School community members are able to shape their school experience by participating in an inclusive and transparent decision-making process, ensuring resources go where they are most needed.

For more information about Redesigning Safe Schools PXU Participatory Budgeting, visit our District website at [pxu.org/PB](https://pxu.org/PB)



## English Language Acquisition

Every student's primary language is an asset that, combined with English language skills, leads to success in school and life.

English Language Development (ELD) programs feature instruction by qualified teachers and dedicated English Language Development support staff to help English learners develop knowledge in core content areas while they learn English.

PXU implements research-based Structured English Immersion (SEI) Models that provide English Language Development (ELD) instruction to English learners (EL) as required by Arizona Revised Statute (A.R.S.) §15-756.01. These models include integrated ELD instruction and targeted ELD instruction.

In PXU, we believe that all staff are responsible for the academic success of our English learners by following the four non-negotiable principles from the Arizona's Language Development Approach. These Principles are:

- ▶ Asset-based Behaviors and Expectations
- ▶ Integrated Instruction in Disciplinary Language and Content
- ▶ Targeted and Explicit Language Instruction
- ▶ Assessment, Monitoring, and Feedback



## Exceptional Student Services

Phoenix Union offers a variety of supports and services to help students with exceptionalities. We value working collaboratively with the student, family, school personnel, and state/community agencies, when applicable, so that all students can make progress in our schools and programs.

### Special Education

All Phoenix Union comprehensive high schools, specialty schools, and programs provide a continuum of services that align with the educational mission of the school to meet the unique needs of students with disabilities. We honor the requirements under the Individuals with Disabilities Education Act (IDEA), including following procedural safeguards to protect the rights of students and their families.

Working with the student and family, eligibility is determined through a formal evaluation process that uses criteria associated with specific disabilities. Within this evaluation process, families are provided information regarding their student's eligibility.

Phoenix Union staff convene the Individualized Education Program (IEP) team for those eligible under the IDEA. Working collaboratively with parents as partners, the IEP team reviews, and revises as needed, a plan on an annual basis to describe the specially designed instruction, related services, and transition services to be provided to students to help them reach their annual goals.

If you believe your student may qualify for special education services, please contact your school's Exceptional Student Services office to inquire about information on the process.

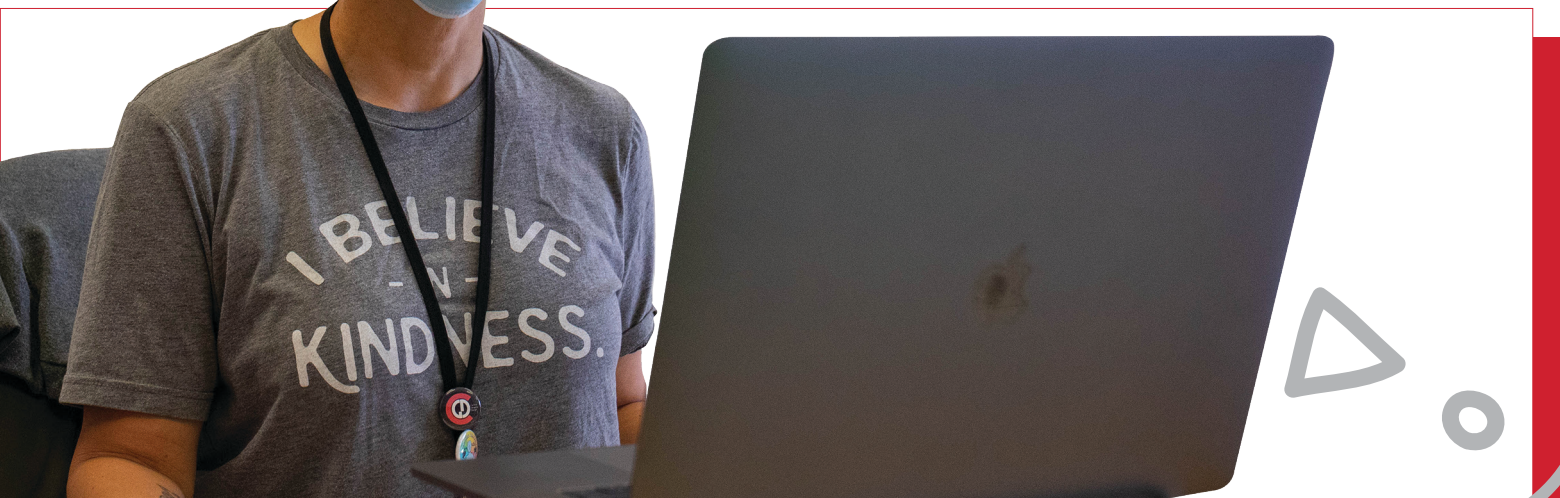
### Section 504

Phoenix Union personnel follow the guidelines and regulations set forth in Section 504, a federal civil rights law, to assure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If you believe your student may qualify for protections under Section 504, please contact the Assistant Principal of Instruction (API), or Principal if your student is enrolled at one of our schools, to inquire about an evaluation for considerations of Section 504 protections, supports, and services.

### Gifted

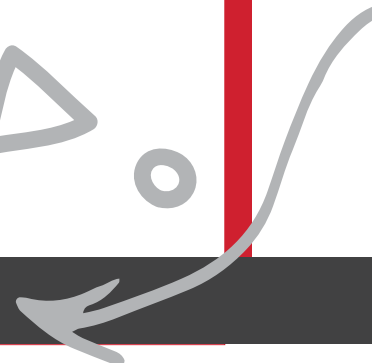
Phoenix Union provides a rigorous curriculum and learning experience for the gifted learner. We know that gifted students are gifted all day, not just for a segment of the day. We recognize gifted learners need a variety of pathways to enhance their unique potential as a gifted student.

Phoenix Union provides an assessment to all incoming 9th graders to assess for giftedness in verbal, nonverbal, and quantitative measures. For those eligible, we provide rigorous academic components to enrich the gifted learner but also ensure social emotional learning needs of our students are met. Gifted Facilitators are readily accessible to train teachers about the unique needs of gifted students as well as answer any questions a student or parent may have about gifted education. At each comprehensive campus, specialty school and program, teachers are prepared to scaffold instruction and differentiate learning goals to meet the needs of those identified as gifted.



For more information and resources, visit [pxu.org/ESS](https://pxu.org/ESS)

You may also view our Gifted Guide and direct contact information to your campus at [pxu.org/giftedprograms](https://pxu.org/giftedprograms)





## FOSTER STUDENT ASSISTANCE AND STUDENT SERVICES



Every Student Succeeds Act (ESSA) contains key provisions to promote educational stability and success for students in foster care. PXU has implemented policies and procedures to ensure that students in foster care maintain enrollment and/or are immediately enrolled in the student's PXU school of origin. A Best Interest Determination (BID) meeting will be requested when a foster change of placement occurs, including instances when PXU is the new school of residence, to ensure school selection is determined in the best interest of the student.

The Family and Community Engagement Manager works collaboratively with the Department of Child Safety as the PXU Foster Point of Contact. The Office of Family and Community Engagement coordinates all foster student enrollments, foster student assistance and supports and ensures ESSA provisions related for foster student are implemented.

Through our partnership with FosterEd, FosterEd Liaisons are co-located in PXU campuses to provide increased access to foster students receiving intensive services, in addition to advancing school-wide and district-wide supports for all PXU students in foster care. Students receive intensive, responsive, and universal tiered interventions and supports through a collaborative education team approach. For more information about FosterEd, visit [FosterEd-Arizona](https://www.fostered-arizona.org/).







## Information for Parents:

### MCKINNEY-VENTO HOMELESS ASSISTANCE AND STUDENT SERVICES

The McKinney-Vento Homeless Education Assistance Improvement Act of 2001 defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. Eligible students may qualify for certain rights and protections under the federal McKinney-Vento Act.

At Phoenix Union, we are committed to supporting all students, including students and families experiencing homelessness and/or unaccompanied youth. PXU provides an educational environment that treats all students with dignity and respect. Every student experiencing homelessness shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless students and unaccompanied youth, applies to all services, programs and activities provided.

We work diligently to ensure students have everything they need to be successful and strive to eliminate barriers including, but not limited to the following:

- ▶ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ▶ Enroll in school and attend classes while the school gathers needed documents.
- ▶ Free breakfast and lunch
- ▶ Assistance with school fees, fines and supplies
- ▶ Support with basic needs (i.e., food boxes, toiletries, clothing, etc.)
- ▶ Shelter resources
- ▶ Transportation if applicable

If you believe your student may be eligible or are in need of assistance, please contact the appropriate campus Community Liaison below or the Family and Community Engagement Manager and District McKinney-Vento POC for assistance at 602-764-1304:

Campus	Community Liaison	Phone Number	Email
Alhambra	Cynthia Mungarro	764-6038	<a href="mailto:mungarro@phoenixunion.org">mungarro@phoenixunion.org</a>
Browne	Blanca Avalos	764-8540	<a href="mailto:bavalos@phoenixunion.org">bavalos@phoenixunion.org</a>
	Hector Trujillo	764-8544	<a href="mailto:htrujillo@phoenixunion.org">htrujillo@phoenixunion.org</a>
Camelback	Rosa Dominguez	764-7427	<a href="mailto:rdominguez2@phoenixunion.org">rdominguez2@phoenixunion.org</a>
Central	Ciara Aguilar	764-7545	<a href="mailto:caguilar@phoenixunion.org">caguilar@phoenixunion.org</a>
Chavez	Ann Acosta	764-4046	<a href="mailto:aacosta@phoenixunion.org">aacosta@phoenixunion.org</a>
Fairfax	Gabrielle Frias	764-9117	<a href="mailto:gfrias@phoenixunion.org">gfrias@phoenixunion.org</a>
Hayden	Suree Leyva	764-3043	<a href="mailto:sleyva@phoenixunion.org">sleyva@phoenixunion.org</a>
Maryvale	Carolyn Burrell	764-2124	<a href="mailto:cburrell@phoenixunion.org">cburrell@phoenixunion.org</a>
	Griselda Fregoso Arias	764-2249	<a href="mailto:gfregoso@phoenixunion.org">gfregoso@phoenixunion.org</a>
Metro Tech	Krystal Rogers	764-8048	<a href="mailto:krogers1@phoenixunion.org">krogers1@phoenixunion.org</a>
North	Kayla McDaniel	764-6520	<a href="mailto:kmcdaniel@phoenixunion.org">kmcdaniel@phoenixunion.org</a>
South	Britt James	764-5053	<a href="mailto:bjames1@phoenixunion.org">bjames1@phoenixunion.org</a>
Bioscience	Lionilla Gariepy	764-5606	<a href="mailto:gariepy@phoenixunion.org">gariepy@phoenixunion.org</a>
Bostrom	Leticia Avina	764-1678	<a href="mailto:avina@phoenixunion.org">avina@phoenixunion.org</a>
Franklin	Sandra Ocotitla Martinez	764-0237	<a href="mailto:somartinez@phoenixunion.org">somartinez@phoenixunion.org</a>
LAEA	Esemonkarnah Wreh	764-0050	<a href="mailto:ewreh@phoenixunion.org">ewreh@phoenixunion.org</a>
PCA	Martin Jenkins	764-5706	<a href="mailto:mjenkins@phoenixunion.org">mjenkins@phoenixunion.org</a>
Wilson	Enoel Navarrete	764-9610	<a href="mailto:enavarrete@phoenixunion.org">enavarrete@phoenixunion.org</a>

## Food and Nutrition Services

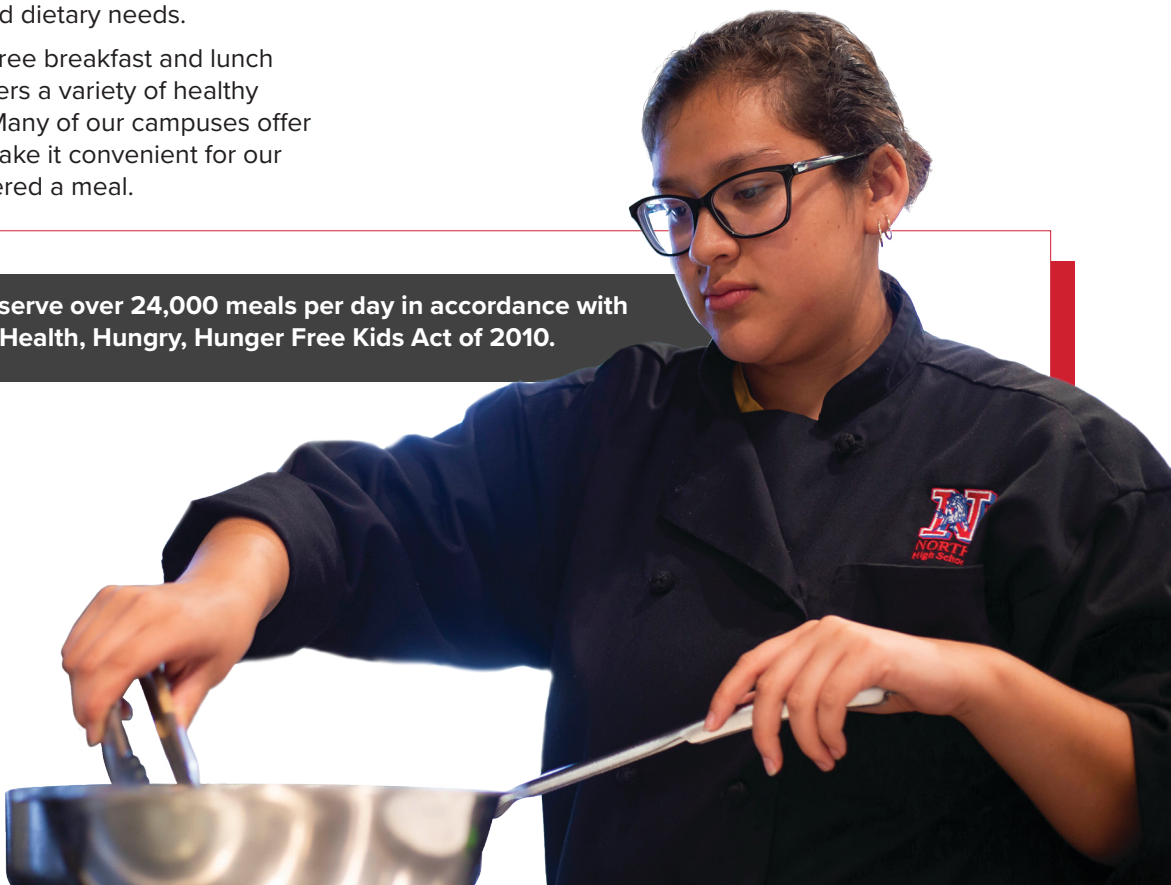
The mission of the Phoenix Union Food Service Department is to support student achievement and growth by providing nutritious meals and encouraging students to make healthy choices.

At Phoenix Union, we ensure our students are offered a variety of nutritious, delicious, and convenient school meals that cater to a variety of tastes and dietary needs.

Every day, we are proud to offer free breakfast and lunch to all students. Phoenix Union offers a variety of healthy options for breakfast and lunch. Many of our campuses offer a grab and go breakfast cart to make it convenient for our students and ensure they are offered a meal.

Visit the Food and Nutrition Services website at **pxu.org** for more information on our breakfast or lunch programs, or go to Nutrislice and choose your school to see what is on the menu. Nutrislice also offers a look at the nutritional content of all of our food and it shows allergens by item.

We serve over 24,000 meals per day in accordance with the Health, Hungry, Hunger Free Kids Act of 2010.



## Transportation

The mission of the Phoenix Union Transportation Services Department is to provide safe, equitable, and efficient transportation services to our students.

### City Bus Passes

Phoenix Union schools provide city bus passes for those who meet the eligibility criteria. To inquire about city bus passes for your student, please contact your school's community aide or administrator.

### Enrollment Zones

District and specific school boundaries can be found at this link (<https://www.pxu.org/Page/195>).

### Magnet Programs

Transportation is available to students who are enrolled in a Magnet Program and live outside the attendance boundaries of that school and within the boundaries of the district.

### Transportation Information

Information for standard, special needs, and magnet transportation as well as campus pick-up and drop-off locations and contact information can be found by visiting [pxu.org/transportation](https://pxu.org/transportation).



## Student Health Services

Our top priority in providing health services on our campuses is to keep your student safe and healthy in a nurturing school environment.

Our committed staff has received the appropriate training and certification to support families in the following areas: assist with identification, education, and nursing care management of students with health problems and special education needs; serve as a school liaison to help families know of and use available community resources; and provide first aid measures and request emergency 9-1-1 when needed according to the District's designated medical physician standing orders. For your child's safety and well-being, we ask your child to stay home when sick and seek further medical advice.

### Specialized Health Care

Phoenix Union supports students requiring specialized health care during school hours. If your student requires specialized care, please contact the campus immediately. Depending upon the unique needs of your student, a continuum of services and supports exist in Phoenix Union to help your child while engaging in the high school curriculum and experience.

### School Immunizations

Immunization records (or exemption forms) are required upon enrollment. The laws and rules governing school immunization requirements are Arizona Revised Statutes §15-871-874; and Arizona Administrative Code, R9-6-701-708. Students must have proof of all required immunizations in order to attend school.

#### **West Valley Immunization Clinic**


1850 N. 95th Ave., Suite 184,  
Phoenix, AZ 85037  
602-506-6767

#### **East - Mesa Clinic**

635 E. Broadway Rd.  
Mesa, AZ 85204  
602-506-2660

#### **Central - Roosevelt Clinic**

1645 E. Roosevelt St.,  
Phoenix, AZ 85006  
602-506-6767

 Visit <https://whyimmunize.org/where-to-go-for-your-shots/> for more information regarding vaccines.



### Medications

If a student requires medication at school, the parent or guardian must provide written permission for each school year and must bring medications to the school in the original container dispensed by the pharmacy with the attached medication pharmacy label to include the student's name, medication name, dosage, route, and frequency. If it is an over-the-counter medication, it must be brought to school in the original sealed container with all warnings and directions intact. The emergency student health information form is required every school year.

It is very important to your student's safety and well-being, that the parent or guardian notify the school anytime there is a change in physician orders, medications, and/or in the student's medical condition. For more information or questions regarding the safety or well-being of your student, please contact the school campus administration or health office.



## Expectations for Health, Wellness, and Safety

In situations like the COVID-19 pandemic, it is normal to feel sad, worried, confused, scared, or angry.

Know that these emotions are normal during a pandemic and that you are not alone in feeling this way. Talk to someone you trust like your family, teacher, or community members so that you can help keep yourself and your school safe and healthy (physically, mentally, emotionally and socially).

1. Ask questions, educate yourself, and get information from reliable sources.
2. Protect yourself and others.
  - ▶ Wash your hands frequently, always with soap and water for at least 20 seconds.
  - ▶ Remember to not touch your face.
  - ▶ Wear your mask at all times unless otherwise noted or permitted.
  - ▶ Practice social distancing, staying at the safe and designated distance from peers and staff.
  - ▶ Do not share cups, eating utensils, food, or drinks with others.
3. Be a leader in keeping yourself, your school, family, and community healthy
  - ▶ Share what you learn about preventing the virus with your family and friends, especially with younger children and/or siblings.
  - ▶ Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members.
4. Do not stigmatize (label, bully) your peers or tease anyone about being sick; remember that the virus does not follow geographical boundaries, ethnicities, age, ability or gender.
5. Tell your family member, a staff member, or a caregiver if you feel sick, and ask to stay home.
6. Access the [PXU website](#) to stay up to date on any changes to school calendars, breakfast and lunch schedules, and other school information that will assist families with a safe and healthy school experience.



# Student and Family Services

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and Community Resources

## Student and Family Services

The Student and Family Services Division is a multi-department division that provides comprehensive wrap around services to our students and their families. We believe that students are most successful when they feel safe, supported, and connected at school. We provide a variety of resources, supports, interventions, and connection opportunities as well as maintain strong partnerships in our community so the needs of our students and families are met.

### Office of Student Connectedness

We believe that athletics, activities and club participation can play a significant role in PXU's mission of preparing every student for success in college, career and life. Extracurricular activities develop the whole student, providing learning opportunities and experiences beyond the classroom. These activities often reveal and strengthen new skills, while improving grades, attendance, motivation, graduation and post-secondary attendance. It is PXU's goal to encourage and support 100% student participation with affordable athletics, quality coaches, multiple activities and clubs, dedicated sponsors and state of the art facilities.

Link to PXU Athletics webpage:

<https://phoenixunion.sportsengine-prelive.com/home>

pg. 19 Expectations for Student Success

pg. 22 Athletics. Activities and Clubs

pg. 38 NCAA Eligibility Information for Prospective College Athletes

### Office of Student Success

The Office of Student Success supports campus communities' efforts to foster safe, supportive, and inclusive learning environments. Through the implementation of the PXU Student Code of Conduct, the Office of Student Success establishes and reinforces clear expectations for student behavior and support. We work collaboratively with school leaders to ensure all behavior incidences are addressed restoratively. The Office of Student Success is committed to ensuring all student behavior incidences are addressed equitably and with consideration of students' needs and rights.

pg. 51 Student Code of Conduct

pg. 68 Student Due Process

### Support Services

Our department supports students with social, emotional, behavioral, and mental health interventions and supports. If your student is struggling with any significant life changes and it's causing them emotional or mental distress, please contact the social worker at your student's school to access supports and services for them. We offer an extensive menu of intervention services and we have a team of caring support service experts at each campus and at the district office that can help your student or get you connected to one of our many service partners in the community.

Link to PXU Support Services Page webpage:

<https://www.pxu.org/SFS>





## Family and Community Engagement

The Office of Family and Community Engagement (FACE) oversees and coordinates Community Liaisons who serve as the primary campus contact for connecting students and families to both campus level resources, such as food boxes, toiletries, clothing, etc. and provides community resource information and referrals. Community Liaisons certify and support McKinney-Vento students and can assist with eliminating enrollment barriers.

The Family and Community Engagement Manager oversees the Falcon Family and Community Resource Center, district-level partnerships, volunteer clearance, immigration support, Participatory Budgeting and is the McKinney-Vento and Foster Point of Contact for Phoenix Union.

Link to Volunteer At Our Schools webpage: <https://www.pxu.org/Volunteer>

Link to the Participatory Budgeting webpage: <https://www.pxu.org/PB>

Link to the Family and Community Engagement webpage: <https://www.pxu.org/SFS>

pg. 24 - Civic Engagement

pg. 9 - How to Get Involved in Your Student's School

pg. 28 - McKinney-Vento Services

pg. 41 - Important District Resources

## Academic Support

The Office of Academic Success provides wrap-around services that include a successful transition from middle school to high school, a robust Freshman Year Experience, academic/social emotional counseling services and navigation of post-secondary opportunities. We support Assistant Principals of Registration and Registrars with enrollment, master scheduling and dual enrollment needs. Additionally, we oversee the Foreign Exchange program and co-facilitate the Marks and Grading Manual committee.

Counseling Directory:

<https://www.pxu.org/CounselingDirectory>

Prepare for Your Future webpage:

<https://www.pxu.org/PrepareForYourFuture>

## Student Services

The Office of Student Services supports Attendance Interventions, Dropout Prevention, the facilitation of summer school, serves as the contact for Refugee and Migrant students. As part of Student Services, the Student Liaisons support the work of attendance through student re-engagement outreach and navigating the attendance flow chart. Additionally, Student Services collaborates with the Diversity Leadership Alliance and Opportunities for Youth.

pg. 48 - Attendance

pg. 49 - Absence Prevention Chart



## Office of Safety and Security

Phoenix Union is committed to maintaining a safe and secure learning environment at every school every day. All members of our school community play a vital role in keeping our students safe when emergencies occur. The Office of Safety and Security supports the District and our campuses by providing emergency operations planning and response; threat assessment training and support; event safety planning; and Security Staff training and support. (pg. 13 - School Safety)

## REQUIREMENTS FOR GRADUATION

## PXU Graduation Requirements

## Entrance Requirements for Arizona Universities

English	4.0	4.0
Social Studies	3.0	2.0
Mathematics	4.0	4.0
Laboratory Science	3.0	
Health Education <sup>1</sup>	0.5	
Fine Arts <sup>2</sup>		1.0
Or Career and Technical Education <sup>3</sup>	1.0	
World Languages		2.0
Electives	6.5	
TOTAL	22.0	
	Credits***	Credits***

### Notes:

1. Students may receive a waiver for meeting the Health course requirement of graduation after passing the entire year of Health Careers 1-2 – Nursing Assistant or after passing the Junior Reserve Officer Training Corps (JROTC) Introduction to Leadership Education & Training first year (LET1) and Intermediate Leadership Education & Training second year (LET2).
2. Visual and Performing Arts courses are offered in the following areas: Art, Dance, Theatre Arts and Music.
3. Career and Technical Education courses are offered in the Career and Technical Education areas: Business/Technology Education, Family and Consumer Sciences and Industrial Technology Education.

\*Please refer to page A5 of the Course Catalog for a more detailed explanation of specific entrance requirements.

\*\*Arizona's Measurement of Educational Readiness to Inform Teaching (AzMERIT)

All Students must participate in AzMERIT end course assessments in English and Math courses as directed by the State Board of Education. (Further details are on page VI.)

## PLANNING A FOUR-YEAR PROGRAM: XELLO

An ECAP (Education and Career Action Plan) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's academic and career goals. The ECAP is developed with the involvement of students, parents and school personnel working together to guide the student in his/her choices and educational experiences. The ECAP should be revisited and updated on a yearly basis throughout high school and the postsecondary years.



# Prepare For Your Future



## College Process

We are here to help you through the college process.

Set up an appointment with your counselor or visit [www.pxu.org/PrepareForYourFuture](http://www.pxu.org/PrepareForYourFuture) to learn more.

## Phoenix Union High School District Four Year Plan

### Highly Selective University Plan

Freshman	Sophomore	Junior	Senior
H English	H English	AP English	AP English
H Geometry	H Algebra 3-4	H Pre-Calculus	AP Calculus
H Biology	H Chemistry	H Physics	AP Science
H World Language	AP World History	AP World History	AP Gov/Econ
Fine Art	H World Language	H World Language	AP World Language
Health/Elective	Elective/CTE Program	Elective/CTE Program	Elective/CTE Program
AP Human Geography			

Recommendation: Enroll in the most rigorous coursework available (High GPA, high class rank, and high test scores required.)

### In-State University Plan

Freshman	Sophomore	Junior	Senior
English	English	English	English
Algebra 1-2	Geometry 1-2	Algebra 3-4	Math
Science	Science	Science	Science (STEM)
World Language	World Language	US History	Gov/Econ
Elective	Elective/CTE Program	Elective/CTE Program	Elective/CTE Program
Health Elective		Elective	Elective

Recommendation: Honors/AP/IB/Dual Enrollment are highly encouraged and fourth year of science is strongly encouraged if considering a STEM field. Dual Enrollment is also encouraged as it allows students to receive transferable college credits while in high school.

### Community College Plan

Freshman	Sophomore	Junior	Senior
English	English	English	English
Algebra 1-2	Geometry 1-2	Algebra 3-4	Math
Science	Science	Science	Science (STEM)
World Language (opt.)	World Language (opt.)	US History	Gov/Econ
Elective	World History	Elective/CTE Program	Elective/CTE Program
Health Elective	Elective/CTE Program	Elective	Elective

Recommendation: Honors/AP/IB/Dual Enrollment are highly encouraged and fourth year of science is strongly encouraged if considering a STEM field. Dual Enrollment is also encouraged as it allows students to receive transferable college credits while in high school.





## ✓ **My College Checklist**

- ☐ Submit College Applications
- ☐ Send transcripts for admissions
- ☐ Check email for important messages (i.e. admission status)
- ☐ Complete the FAFSA Application
- ☐ Apply for scholarships
- ☐ Go to student portal to complete holds
- ☐ Submit housing application and select meal plan, if applicable
- ☐ Review financial aid status
- ☐ Accept/Decline aid
- ☐ If selected for verification, you must submit requested documents
- ☐ Sign-up for orientation
- ☐ May require enrollment deposit or deferment to sign up
- ☐ Attend orientation and register for classes



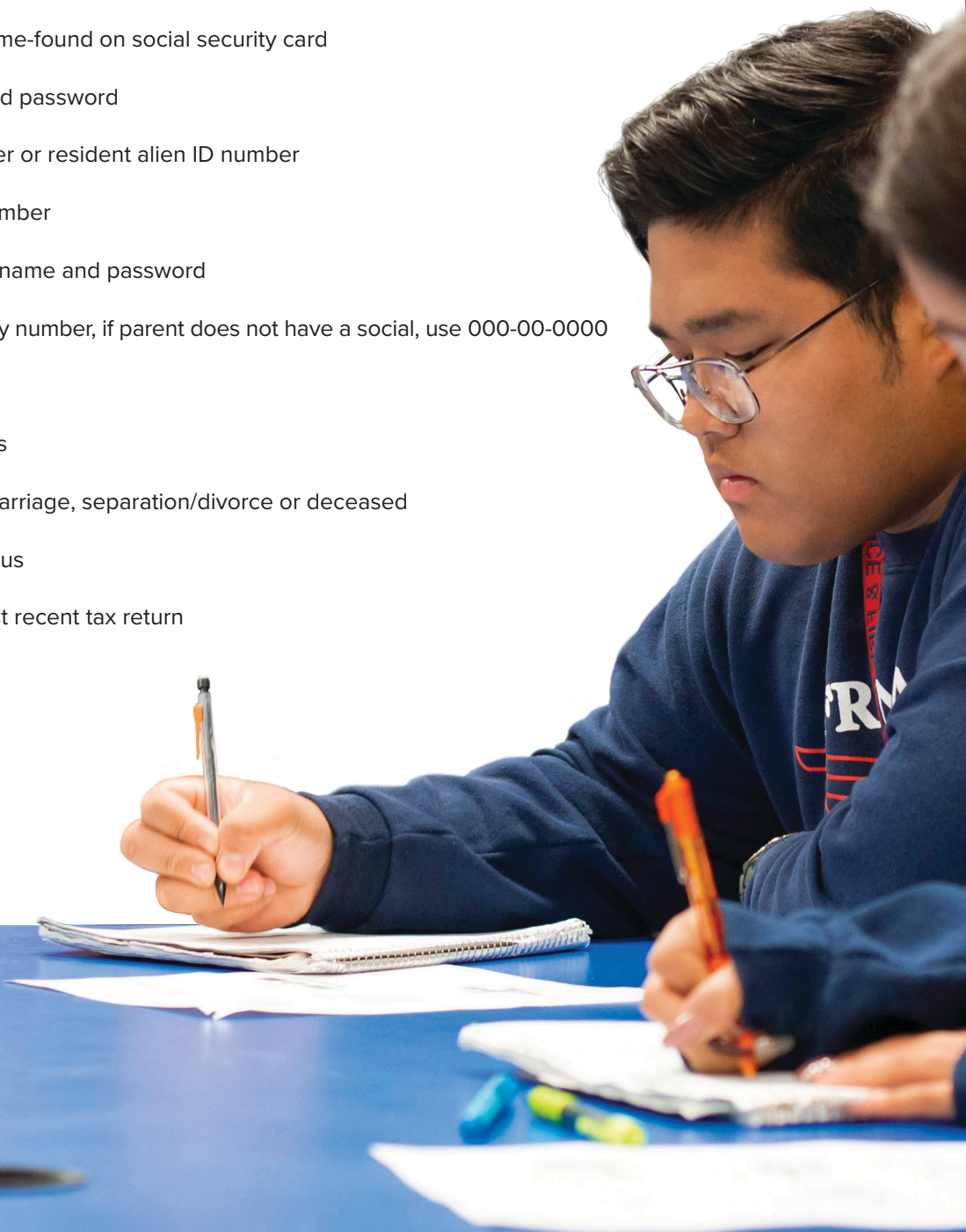
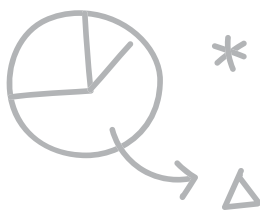
## Financial Aid (FAFSA)

Each year, the federal government provides more than \$150 billion in financial aid (grants, work-study, & loans) to students for post-secondary education. Filling out the Free Application for Federal Student Aid (FAFSA) is the first step in funding your post-secondary education! Many colleges and career schools use your FAFSA information to award you more financial aid from their institution. This could mean even more money for you, so fill out your FAFSA now!

Set up an appointment with your counselor or visit <https://www.pxu.org/FAFSA> to learn more.

### ✓ FAFSA Checklist

- ☐ Student legal first and last name-found on social security card
- ☐ Student FSA ID user name and password
- ☐ Student social security number or resident alien ID number
- ☐ Home address and phone number
- ☐ Parent/Guardian FSA ID user name and password
- ☐ Parent/Guardian social security number, if parent does not have a social, use 000-00-0000
- ☐ Parent/Guardian date of birth
- ☐ Parent/Guardian marital status
- ☐ Parent's month and year of marriage, separation/divorce or deceased
- ☐ Parent/Guardian tax filing status
- ☐ Copy of Parent/Guardian most recent tax return







# NCAA Eligibility Information for Prospective College Athletes

## Academic Standards

### Division I

To play sports at a Division I school, you must graduate from high school and meet ALL the following requirements:

1. Complete 16 NCAA core courses:
  - ▶ 4 years of English
  - ▶ 3 years of math (Algebra 1 or higher)
  - ▶ 2 years of natural/physical science (including one year of lab science if your high school offers it)
  - ▶ 2 years of social science
  - ▶ 1 additional year of English, math or natural/ physical science
  - ▶ 4 additional years of English, math or natural/ physical science, social science, foreign language, comparative religion or philosophy
2. Complete 10 NCAA core courses, including seven in English, math or natural/ physical science, before your seventh semester.
3. Earn at least a 2.3 GPA in your NCAA core courses.
4. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division I sliding scale.





## Division II

To play sports at a Division II school, you must graduate from high school and meet ALL the following requirements:

### Before August 1, 2018

1. Complete 16 NCAA core courses.
2. Earn at least a 2.0 GPA in your NCAA core courses.
3. Earn an ACT sum score of 68 or an SAT combined score of 820.

### After August 1, 2018

1. Complete 16 NCAA core courses.
2. Earn at least a 2.2 GPA in your NCAA core courses.
3. Earn an ACT sum score or SAT combined score that matches your core-course GPA on the Division II sliding scale.

### Core Courses for Division II

To play sports at a Division II school, you must complete these NCAA core courses:

- ▶ 3 years of English
- ▶ 2 years of math (Algebra 1 or higher)
- ▶ 2 years of natural or physical science (including one year of lab science if your high school offers it)
- ▶ 2 years of social science
- ▶ 3 additional years of English, math or natural or physical science
- ▶ 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy.





## Division III

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletics receive some form of merit- or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions standards.

### Grade 9

#### Plan

- ▶ Start planning now! Take the right courses and earn the best grades you can.
- ▶ Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at [eligibilitycenter.org](http://eligibilitycenter.org).

### Grade 10

#### Register

- ▶ Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- ▶ If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

### Grade 11

#### Study

- ▶ Check with your counselor to make sure you are on track to graduate on time.
- ▶ Take the ACT or SAT and make sure we get your scores by using code 9999.
- ▶ At the end of the year, ask your counselor to upload your official transcript.

### Grade 12

#### Graduate

- ▶ Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
- ▶ Request your final amateurism certification after April 1.
- ▶ After you graduate, ask your counselor to upload your final official transcript with proof of graduation.





## Important District, Campus, and Community Resources

### Campus Community Resource Centers:

Campus Community Liaisons (CL) serve as the coordinator for the Campus and Community Resource Centers on our campuses. They provide a variety of resources and connect students and families to community organizations. They also oversee campus Clothing Banks and Food Pantries that are open for students and families in need of clothing, shoes, toiletries, food, etc. Please connect with your campus Community Liaison who is available to support your needs and complete an assessment to identify available resources.

**Call your school's front office to get in touch with your Campus Community Liaison.**

#### **Linda Abril Educational Academy**

Main Line: 602.764.0050

#### **Betty H. Fairfax High School**

Main Line: 602.764.9000

Attendance: 602.764.9002 & 602.764.9003

#### **Alhambra High School**

Main Line: 602.764.6002

Attendance: 602.764.6040

#### **Franklin Police & Fire High School**

Main Line: 602.764.0200

Attendance: 602.764.0270

#### **Bioscience High School**

Main Line: 602.764.5600

#### **Carl Hayden Community High School**

Main Line: 602.764.3000

Attendance: 602.764.3300

#### **Bostrom High School**

Main Line: 602.764.1700

Attendance: 602.764.1703

#### **Maryvale High School**

Main Line: 602.764.2000

Attendance: 602.764.2070

#### **Trevor G. Browne High School**

Main Line: 602.764.8500

Attendance: 602.764.8900

#### **Metro Tech High School**

Main Line: 602.764.8000

Attendance: 602.764.8025 (A-M) & 602.764.8026 (N-Z)

#### **Camelback High School**

Main Line: 602.764.7000

Attendance: 602.764.7019

#### **North High School**

Main Line: 602.764.6500

Attendance: 602.764.6595

#### **Central High School**

Main Line: 602.764.7500

Attendance: 602.764.7700

#### **Phoenix Coding Academy**

Main Line: 602.764.5700

Attendance: 602.764.5704 (Eng.) & 602.764.5704 (Spa.)

#### **Cesar Chavez High School**

Main Line: 602.764.4000

Attendance: 602.764.4100

#### **The Academies at South Mountain**

Main Line: 602.764.5001

Attendance: 602.764.5012

#### **Desiderata**

Main Line: 602.764.0800

#### **Phoenix Union Wilson College Prep**

Main Line: 602.764.9600





## Immigration Resources:

We have multiple Community Partners who provide a variety of resources, education, support and assistance related to immigration, such as citizenship DACA renewal, U.S. Residency renewal, etc. For a list of all of our Community Partners, description of the specific services each organization provides and a link to their website, please visit our Immigration Resources Webpage under the Community Tab of our District Website. The following resources and documents are also available on our Immigration Resources Webpage: <https://www.pxu.org/ImmigrationResources>

- ▶ A Family Toolkit
  - ▶ Parental Power of Attorney Form
  - ▶ G-28 Form
  - ▶ Know Your Rights Presentation
- 

## Assistance with emergency food boxes, soup kitchens or pantries:

<b>Andre House</b> <b>Soup kitchen</b> 213 S. 11th Ave 602-252-9023	<b>Neighborhood Ministries</b> <b>Food boxes</b> 1918 W. Van Buren St 602-252-5225
<b>Black Family &amp; Child Services</b> <b>Food distribution</b> 1522 E. Southern 602-243-1773	<b>Phoenix Rescue Mission</b> <b>Soup Kitchen open daily</b> 1801 S. 35th Ave 602-233-3000
<b>Cultural Cup Food Bank</b> <b>Food boxes</b> 342 E. Thomas Rd 602-266-8370	<b>Salvation Army</b> <b>Food boxes</b> Phx Social Service Office 2707 E. Van Buren 602-267-4122
<b>Desert Mission Food Bank</b> <b>Food boxes</b> 9229 N. 4th St 602-870-6062	<b>St. Mary's Food Bank</b> <b>Emergency food boxes</b> 2831 N. 31st Ave 602-242-3663
<b>Feeding Hope Food Bank</b> <b>Food boxes</b> 6027 W. Palmaire Ave 602-625-7527	<b>St. Vincent de Paul</b> <b>Sunnyslope Dining Room</b> 9227 N. 10th Ave 602-266-HOPE (4673)
<b>First Southern Baptist Church</b> <b>Food boxes</b> 3100 W. Camelback Rd 602-242-6104	<b>St. Vincent de Paul</b> <b>Family Dining Room</b> 420 W. Watkins 602-266-HOPE (4673)

**Childcare Resources:**

Child Care (Guardería de Niños)  
Arizona Child Care & Resource Referral  
602-244-2678  
1-800-308-9000  
<http://www.arizonachildcare.org/>

**Child Care Resource & Referral Services**

602-244-2678  
1-800-308-9000

**Community Information and Referral, Hotline Numbers, Etc.****Find Help Phoenix, 24 hours a day**

An online directory of services and resources divided by categories of service. Users can look for medical services, legal help, affordable housing and many other services.

<https://findhelpphx.org/> or in Spanish at <https://findhelpphx.org/es>

**2-1-1 Arizona, Dial 211, 24 hours a day**

Arizona 2-1-1 is a program of crisis response network and provides a 24-hour, 7 days a week single point of service. Information is available for mental health, emergency services, housing, etc. <https://211arizona.org/>

**National Domestic Violence Hotline**

1-800-799-7233

**Substance Abuse & Treatment, 24 hours a day**

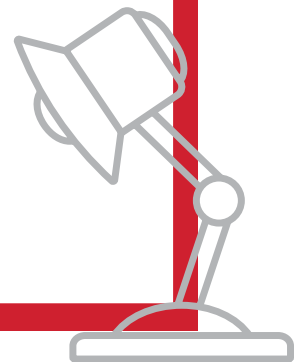
1-800-662-HELP (4357)

**Suicide Prevention Hotline, 24 hours a day**

1-800-273-TALK (8255)

**Teen Lifeline, 3:00 – 9:00 pm**

Peer counseling suicide hotline

**Family Resource and Community Service Centers:**

The following Family Resource Centers serve as multipurpose centers to provide financial and social supports and work directly with families and neighborhood residents to provide rent and mortgage payment assistance, utility assistance for electric, natural gas and City of Phoenix water bills. Please contact the centers individually for questions and appointments.

**Gila River Community Center**

5230 W. St. Johns Rd.  
520-562-9694

**John F. Long Family Resource Center**

3454 N. 51st Ave  
602-262-6510

**Sunnyslope Family Services Center**

914 W. Hatcher Rd  
602-495-5229

**Travis L. Williams Family Services Center**

4732 S. Central Ave  
602-534-4732

## Eviction Resources:

### Arizona Department of Housing

Renters struggling to make rent payment due to the Coronavirus pandemic could benefit from Rental Eviction Prevention Assistance Program made available via the Housing Trust Fund administered by the Arizona Department of Housing.

1110 W. Washington #280

Phoenix, AZ 85007

602-771-1000

[www.housing.az.gov/general-public/eviction-prevention-assistance](http://www.housing.az.gov/general-public/eviction-prevention-assistance)

### St. Vincent de Paul

St. Vincent de Paul Rental Assistance Program provides emergency funding to prevent homelessness and helps those in need regain self-sufficiency. Application required.

320 W. Watkins Rd.

Phoenix, AZ. 85003

602-261-6883

### Maricopa County/CASS

Central Arizona Shelter Services (CASS) provides financial services to individuals and families who are facing an emergency situation impacting their housing and safety. Assistance is available for rental payments and move-in costs.

230 S. 12th Ave.

Phoenix, AZ 85007

602-256-6945

### Resident Relief Foundation Rental Assistance

Rental assistance grants are provided to help responsible residents pay rent during an unexpected financial emergency (temporary job gap, natural disaster, medical emergency, auto accident, victim of a crime, death, etc.). Due to a high volume of requests, applications are only open to residents facing imminent eviction. Renters must be able to demonstrate that they have the ability to cover their expenses moving forward. Application is online at the link provided.

1-888-938-1701

<https://residentrelieffoundation.org/resident-application/>

## Foreclosure Resources:

### Arizona Saves

Provides financial education and coaching on foreclosure, money management, and tax preparation.

6633 N. Black Canyon Highway Phx, AZ 85014

602-246-3508 or 1-877-989-3500

Email: [info@arizonasaves.org](mailto:info@arizonasaves.org)

### AZ Foreclosure Prevention Hotline

Speak with financial counselors regarding the foreclosure process

1-877-448-1211

### City of Phoenix Housing Department

Help for homeowners: How to contact your lender, foreclosure process and ways to avoid foreclosure scams.

830 E. Jefferson St. Phoenix, AZ 85034

602-262-6794

[www.phoenix.gov/HOUSING](http://www.phoenix.gov/HOUSING)

### HUD-US Dept of Housing and Urban Development

Section 8 housing, public housing, rent assistance, mortgage insurance, and foreclosure resources.

One North Central Ave, Suite 600 Phoenix, AZ

602-379-7100 ext.0 for customer service

<http://www.hud.gov>



## Employment Resources:



### Arizona Women's Education and Employment (AWEE)

914 W. Hatcher  
602-371-1216

### Arizona Workforce Connection

9801 N. 7th Street  
602-861-0208

### Arizona Workforce Connection

3406 N. 51st Ave  
623-247-3304

### Chicanos Por La Causa, Workforce Solutions

619 N. 7th Ave Bldg. B  
602-257-0700

### Fresh Start Women's Foundation

1130 E. McDowell Rd  
602-252-8494

### Friendly House

802 S. 1st Ave  
602-257-1870

### Goodwill Career Resource Center

3548 W. Northern  
602-335-153

### Phoenix Job Corps

518 S. 3rd St.  
ages 16-24 only  
602-322-2886

### St. Joseph the Worker

1125 W. Jackson  
602-417-9854



## Healthcare, Medical, and Dental Services/Clinics:

### Adelante Healthcare

**Medical Services** low-cost self-pay program available for those who qualify

500 W. Thomas Rd #870

1-877-809-5092

<https://adelantehealthcare.com/>

### Arizona Department of Health Services

**Low-cost medical, dental and mental health services**

602-542-1219

<https://www.azdhs.gov/prevention/health-systems-development/sliding-fee-schedule/index.php#cliniclocations>

### Arizona Lions Vision Center

**Low-cost eye exams and glasses**

9451 N. 99th Ave

623-583-9340

<https://www.guidestar.org/profile/86-0289608>

### Circle of City

**Family health care center for homeless individuals and families**

3522 N. 3rd Ave

602-776-7676

<https://www.circlethecity.org/parsonsfamily-health-center/>

### Golden Gate Community Center

**Sliding fee scale for those who qualify**

1625 N. 39th Ave

602-257-4323

<https://wesleycenterphx.org/>

### Maricopa County Department of Public Health

**Refugee health**

1645 E. Roosevelt St

602-506-6650

<https://www.maricopa.gov/1991/Refugee-Health>

### Maricopa Integrated Health System

**Refugee Women's Health Clinic**

2525 E. Roosevelt St. 2nd floor

602-344-5407

<https://mihs.org/refugee-womens-clinic>

### Native Health

**Wellness exams for children, men, and women**

4041 N. Central, Bld. C

602-279-5262

<https://www.nativehealthphoenix.org/>

### Neighborhood Outreach Access to Health (NOAH)

**Affordable medical, dental and mental healthcare**

3330 N. 2nd Street, #500

480-882-4545

<http://www.noahhelps.org/locations/midtown/>

### Phoenix Indian Medical Center

**Medical, Dental And Mental Healthcare Services**

4212 N. 16th St

602-263-1200

<https://www.ihs.gov/Phoenix/>

[healthcarefacilities/phoenix/](http://healthcarefacilities/phoenix/)

### Planned Parenthood

**Women's healthcare**

4751 N. 15th St

602-277-7526

<https://www.plannedparenthood.org/health-center/arizona/phoenix/85014/central-phoenix-healthcenter-4200-90030>

### St. Vincent de Paul

**Medical Clinic, Dental Clinic and Family Wellness**

420 W. Watkins Rd.

602-261-6842

<http://www.stvincentdepaul.net>

### Valle del Sol

**Family Medical Care Clinic**

3807 N. 7th Street

602-523-9312

<http://www.valledelsol.com/primary-care/>

### Wesley Community and Health Center

**Sliding fee scale for those who qualify**

1300 S. 10th St.

602-257-4323

<https://wesleycenterphx.org/>

# Policies and Procedures

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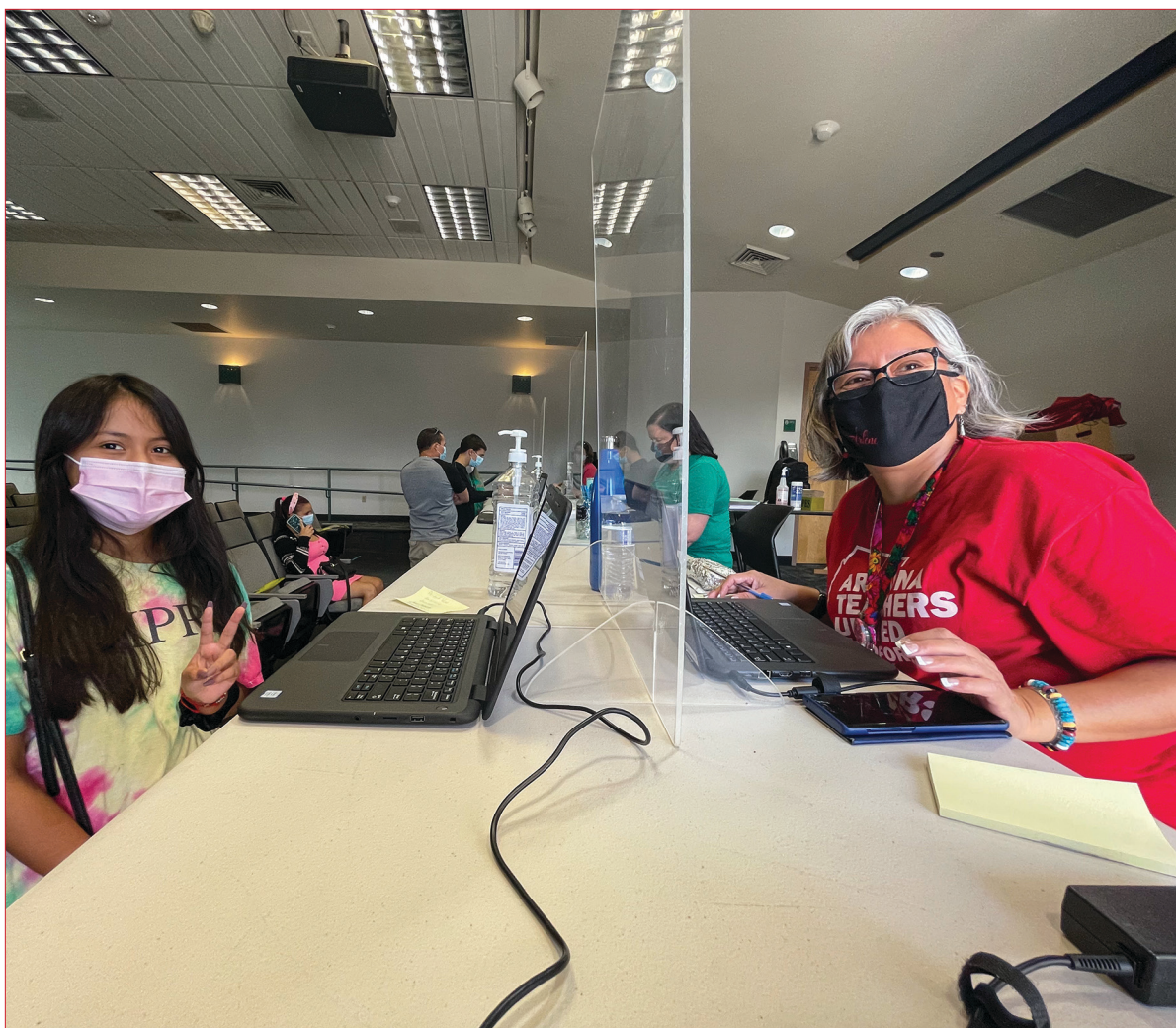
## Statement of Non-Discrimination

The Phoenix Union High School District does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, sexual orientation, gender identity, gender expression, or immigration status in admission and access to its programs, services, activities, or in any aspect of their operations and provides equal access to the Boy Scouts and other designated youth groups. The lack of English language skills shall not be a barrier to admission or participation in the District's activities and programs.

The Phoenix Union High School District also does not discriminate in its hiring or employment practices. The following employees have been designated to handle inquiries regarding the nondiscrimination policies:

Juvenal L. Lopez  
Title IX Coordinator  
4502 N. Central Ave.  
Phoenix, AZ 85012  
(602) 764-1539  
[talent@phoenixunion.org](mailto:talent@phoenixunion.org)

Section 504 Coordinator  
4502 N. Central Ave.  
Phoenix, AZ 85012  
(602) 764-1025  
[PXU504Coordinator@phoenixunion.org](mailto:PXU504Coordinator@phoenixunion.org)



For further information on notice of non-discrimination, visit <https://www.azag.gov/civil-rights>.

## Attendance

### Attendance Philosophy

Regular and punctual school attendance provides students with an essential foundation for achieving academic success and assists them in developing habits necessary for college, career, and life. Consistent attendance enables students to benefit from shared experiences that are integral to the learning process and cannot be replicated outside of the classroom. Parents and/or guardians share in the responsibility for helping you develop and maintain daily attendance.

We realize some absences are unavoidable due to health problems or other circumstances. The Arizona Legislature has amended ARS §15-843, concerning proceedings dealing with student discipline and absenteeism. Student absenteeism caused by chronic health problems, illnesses, disease, or accidents, certified by a licensed health professional, will not be considered as part of a strict requirement that a student not be absent for any reason more than a designated number or percentage of days during a semester or school year. Students who need to be absent due to chronic health problems, illness, disease or accidents, may qualify for Homebound. Contact the School Nurse and/or Student Liaison for more information.

We also know that when students miss too much school, regardless of the reason, it can cause them to fall behind academically. A student is less likely to succeed if they are chronically absent, which means missing 10% or more instructional days over the course of a school year.



### Compulsory School Attendance

Arizona law ARS §15-802, states every student between the ages of six and sixteen years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies, and science.

### Guidelines

Whenever a student is absent, it is important for the student to have access to the information presented in class and an opportunity to make up schoolwork missed during their absence.

The student shall be responsible for obtaining all make-up work upon return from the absence. The student shall be responsible for completion all make-up work in a satisfactory manner and within accordance with the teacher's Plan for Success.

The students shall be responsible for utilizing tutoring opportunities to receive additional instructional support for the subject(s) or course(s) missed due to the absence.

The teacher may request the student receive additional tutoring or support to master the essential knowledge and skills in the subject or course requirements.

Each high school shall establish procedures to monitor the implementation of the attendance policy, which will include interventions and an appeal process. These campus procedures must be included in the packet of information parents receive at the beginning of the school year that require parent and student signatures.

Students may lose credit for the semester in any course due to excessive absences after appropriate interventions have been documented. Excessive absenteeism or chronically absent\* is defined as missing more than 10% of a class. School-based interventions must be distributed to staff, students, and parents no later than August 31st each school year. Appeals must be submitted, in writing, to the Principal's office within 5 days of receipt of a drop notice.

### Research\* shows:

By 6th grade, chronic absences are a proven early warning sign for students at risk for dropping out of school

By 9th grade good attendance can predict graduation rates even better than 8th grade test scores

Absences can add up quickly. A student is chronically absent if they miss just two days every month. Clearly, going to school regularly matters and can play a significant role in academic success and the overall high school experience.

### Procedures

Each high school will implement various positive reinforcement measures for the improvement of student attendance. When a student has been absent, it is the student's responsibility to discuss make-up assignments with the teacher. The teacher will work collaboratively with the student to coordinate times for any make-up work, if necessary. This should be consistent with the teacher's Planned Course Statement or Plan for Success.

Each high school shall establish a procedure to monitor the implementation of the attendance policy, provide supports and interventions, identify root cause of the absences, and to make recommendations for improving attendance.

The campus procedure shall include guidelines for parent notification of student absences at no more than three (3) absences. Teachers, and campus staff will make a reasonable effort to contact the parents of students having attendance issues. Teachers will make a reasonable effort to conference with students about their attendance and its impact on academic success.

\*<https://www.attendanceworks.org/chronic-absence/the-problem/>

# Absence Prevention Chart

<b>District Office</b>	<ul style="list-style-type: none"> <li>● Coordinate and facilitate the implementation of an Absence Prevention Campaign.</li> <li>● Committed to Every Student Every Day</li> <li>● Organize a multidisciplinary District Attendance Committee to support with school trainings and attendance goal implementation.</li> <li>● Support all schools in establishing Campus Attendance Committees to oversee the attendance prevention and intervention initiatives and practices.</li> </ul>
<b>School Administration</b>	<ul style="list-style-type: none"> <li>● Set attendance goals and communicate progress to all staff and students monthly.</li> <li>● Protect time to provide professional development to staff and students on attendance related intervention and prevention tools and strategies.</li> <li>● Implement prevention systems and practices to celebrate and reward student and staff attendance and relationships.</li> <li>● Conduct Administrative Attendance Conferences</li> </ul>
<b>School Staff</b>	<ul style="list-style-type: none"> <li>● Welcome students to the classroom every day and work to build authentic relationship with all students.</li> <li>● Celebrate and acknowledge punctual student attendance.</li> <li>● Record most accurate and updated attendance every period into Synergy.</li> <li>● Communicate to parents/guardians supports and resources available at school to support their student.</li> <li>● Provide supports for students to catch up on assignments and content and/or seek out support service staff to address issues affecting class attendance.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>● Attend every class period, every day, and on time.</li> <li>● Track attendance on StudentVue and address any attendance concerns with content teacher.</li> <li>● Take advantage of supports from content teachers to catch up on assignments and content.</li> <li>● Seek out support service staff<sup>1</sup> to address issues underlying class attendance.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>● Maintain up to date phone numbers, address and emails in school records. Follow up with school staff regarding attendance related phones, emails or other communication.</li> <li>● Attend parent workshops and/or access online resources to learn about keeping student on track.</li> <li>● Stay informed about trends with student's attendance and grades by regularly accessing ParentVue.</li> <li>● Collaborate with administrators and teachers on interventions both at school and at home.</li> <li>● Call the school when a student will be absent or there is a concern affecting attendance of a class.</li> </ul>

<sup>1</sup>To seek out support service staff may include talking to your Counselor, Student Liaison, Social Worker or other campus staff



## Absence Intervention Chart

<b>1 Absence (in a class)</b>	<ul style="list-style-type: none"> <li>● SchoolMessenger<sup>1</sup> will notify parent/guardian by phone/email for period and/or all day absence.</li> <li>● Teacher will engage in a one-on-one check-in conversation with student about the absences.</li> <li>● Student will obtain missing work from the content teacher per teacher's missing work/ make-up policy and expectation.</li> </ul>
<b>3 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>● Attendance Notification Letter will be sent home to parents/guardians.</li> <li>● The Content Teacher will contact parent/guardian about absences.</li> <li>● Student will receive opportunity to recover missed learning through classroom/school based intervention time<sup>2</sup> in accordance with the course plan for success.</li> </ul>
<b>4 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>● Phone Banking Team will contact parent/guardian about absences.</li> <li>● Student will be assessed by student liaison and/or a support services staff member to identify the reason (root cause) for the absences.</li> <li>● The student may be placed on an attendance contract and/or referred to a campus intervention<sup>3</sup> most appropriate to address the root cause of absenteeism.</li> <li>● The parent/guardian will be notified when a student is placed on an attendance contract or an intervention is assigned.</li> </ul>
<b>5 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>● A second attendance notification letter requiring an administrative conference will be sent to parents/guardians.</li> <li>● School may facilitate a home visit to discuss absences with parents/guardians.</li> <li>● Parent/Guardian and student will meet with assistant principal and support staff to write plan of action.</li> <li>● Student will complete a written reflection inclusive of solutions they propose for how to address their absences.</li> <li>● Student will be assigned tutoring and/or academic-support intervention and may lose privileges.</li> </ul>
<b>6+ Absences (in a class per semester)</b>	<ul style="list-style-type: none"> <li>● If a student continues to be chronically absent after all interventions have been implemented/exhausted<sup>4</sup>, a follow-up conference with the Parent/Guardian, student and Assistant Principal will be held.</li> <li>● If attendance continues to create barriers to learning, consideration for a modified schedule or alternative learning environment will be implemented to allow the student to be successful. Alternative learning environments may include evening classes (as available) or other PXU schools.</li> <li>● At 12 excused/unexcused absences, in a course, a student may lose credit after documented interventions have been exhausted.</li> </ul>

<sup>1</sup>SchoolMessenger is scheduled to call each time a student is absent from one or more class periods each day.

<sup>2</sup>Intervention time may include Before - and/or After - School Tutoring/Make-Up Labs, Saturday School, Lunch-Time Prevention.

<sup>3</sup>Campus interventions may include, but are not limited to Attendance Contracts, Attendance Conference, Saturday School, Attendance Success Groups (ASPIRE), Support Group, Skill-Based Intervention Group, Mandatory Tutoring, Transfer to ESO, etc.

<sup>4</sup>All interventions and contracts will be documented in the Student Contact log of the Student Information System.



## Student Code of Conduct

PXU believes our students succeed when they feel engaged and supported in safe and inclusive learning environments. Our schools establish clear expectations and foster positive relationships among all members of a school community. In keeping with our core values, we are committed to addressing students' behavioral, social, and emotional needs with compassion. Our schools establish a multi-tiered system of support to foster students' development of the social and emotional skills needed to succeed academically, socially, and civically.

Our district's framework for Positive Behavior Interventions and Supports (PBIS) and the Student Code of Conduct supports efforts to cultivate positive school relationships. Our PBIS framework details the behavioral, social, and emotional supports offered to students to achieve success. PBIS sets clear expectations for acknowledging and reinforcing positive behavior, cultivating and restoring positive relationships, and applying rules consistently. Without bias, it helps all students succeed.

The PXU Student Code of Conduct is governed by ARS §15-341. This policy directs student behavior when the student is: (1) attending school; (2) on school grounds or at a school-sponsored event; (3) traveling to or from school or a school-sponsored event; or (4) engaged in misconduct that is in any other manner school-related or affects the operation of the schools. The Code of Conduct outlines the expectations for positive student behavior and the range of interventions and consequences extended to students whose behaviors impede their school success -whether in person or virtually. The Student Code of Conduct sets forth the due-process rights extended to students when engaged in various types of behavior incidences.

We are committed to addressing student behavior with an instructive and restorative approach. Behavior incidents that threaten student or staff safety or severely disrupt the educational process will be addressed to minimize the incidence's impact. We will work to repair the harm caused and address the underlying needs of those involved. A combination of interventions and/or consequences will be assigned to any student who engages in behavior prohibited by the PXU Student Code of Conduct. The goal of assigning interventions and consequences is to address the impact and root-cause(s) of behavior and restore impacted relationships. Interventions include skill-building interventions, behavior contracts, service-learning options, restorative conferences, and restorative mediations. Consequence responses include detention, temporary removal from the classroom, skill-building in-school suspension, off-campus suspension, or referral to an appropriate law enforcement agency. Long-term suspensions and other penalties that affect the completion of a semester may result in the loss of credit for the courses affected. A student's discipline record will be considered cumulative of one (1) school year.

All disciplinary responses will be applied respectfully, fairly, and in accordance with the PXU Student Code of Conduct. Our district's discipline practices will protect students' rights to instructional access whenever possible. Our schools will work collaboratively with students and families to offer quality learning opportunities in safe and engaging learning environments. PXU will foster student success by cultivating positive school relationships, establishing clear expectations, and offering a wide range of supports.



In response to a Student Discipline Referral, students and families can expect the following actions:

1. A documented **restorative conversation** between a staff member and/or administrator, and the student regarding the incident that occurred.
2. A reasonable effort to **contact the parent/guardian** to discuss the behavior incident and anticipated next steps (e.g., gather additional information, assign intervention and/or consequence).
3. An appropriate and timely **intervention and/or consequence** assigned with the goal to change behavior and address the impact; interventions and consequences progress based on the impact and severity of the behavior incident.
4. In the event that a behavioral incident(s) is deemed **high impact** (severe, multiple) to the school community, a more serious consequence may be assigned. This more serious consequence shall only be assigned with the approval of the Student Success Director or designee from the Center for Educational Excellence.
5. A notification to **Parent/Guardian** of any additional information and intervention(s) and/or consequence(s) assigned.

# School Incidents

## Dress and Attendance

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dress and Appearance:</b> A student's dress and appearance cannot present health or safety problems or cause a disruption of educational activities. (See page 18, Dress for Success, of the Student and Family Handbook for Phoenix Union's dress code policy).</p> <p>*schools may or may not have, or be able to provide, garment replacements. Parents may be contacted to bring a change of clothing</p> <p><b>Attendance:</b> a student is to be counted present if (a) he/she is in attendance more than half a class period or (b) if he/she is participating in a school-authorized activity. Unexcused absence: An absence in which the student is out of school or class that does not qualify as excused or explained. When a parent or guardian does not call in to report an absence the absence will be marked unexcused. The principal can determine or change the absence from unexcused to excused or from excused to unexcused.</p> <p><b>Unexcused absence:</b> An absence in which the student is out of school or class that does not qualify as excused or brown slipped. When a parent or guardian does not call in to report an absence, the absence will be marked unexcused. The principal can determine or change the absence from unexcused to excused or from excused to unexcused.</p> <p><b>Tardy:</b> Arriving at school or class after the scheduled start time.</p> <p><b>Leave Campus/School Grounds Without Permission:</b> Leaving school grounds during regular school hours without permission of the principal or principal designee.</p>	<p><b>DRESS CODE</b></p> <p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>Temporary removal from classroom to change into items acceptable by student dress code policy.</li> </ul> <p>*see footnote</p> <p><b>DRESS CODE</b></p> <p><b>MULTIPLE INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>Parent/Student/Administrator Conference</li> </ul> <p><b>ATTENDANCE:</b></p> <ul style="list-style-type: none"> <li>Please see Absence Prevention chart on page 49 of Student And Family Handbook</li> </ul>	<ul style="list-style-type: none"> <li>Incidents of Dress Code and Attendance are not eligible for suspension.</li> </ul>

## Inappropriate Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Lying:</b> Making an untrue statement with intent to deceive or create a false or misleading impression.</p> <p><b>Inappropriate Public Display of Affection:</b> Inappropriately displaying affection or intimate behaviors.</p>	<ul style="list-style-type: none"> <li>Restorative Mediation</li> <li>Restorative Circle</li> <li>Service Learning</li> <li>Behavior Contract</li> <li>Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>Detention</li> </ul>

\*In addition to disciplinary action, and based on the severity and impact of the incident, students may face academic sanctions. These may include but are not limited to, receiving a zero on an assignment, obtaining a grade of "F" for a class, or withdrawal from the class.



# School Incidents (Continued)

## Gambling and Academic Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gambling*:</b> Playing games of chance for money; betting a sum of money or other items to which value has been assigned.</p> <p><b>Cheating*:</b> Depriving of something valuable by the use of deceit or fraud and/or influencing or leading by deceit or trick; an act of dishonest or unfairness in order to gain an advantage, specifically in a school related or examination or to misrepresent one's actual knowledge or abilities.</p> <p><b>Forgery*:</b> Falsely and fraudulently making or altering a document with the intent to defraud.</p> <p><b>Plagiarism*:</b> Failure to properly acknowledge the source(s) of data, an idea, or language with the intent to misrepresent information or words of another as one's own.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Skill-building In-school Suspension up to three (3) days</li> </ul>

\*In addition to disciplinary action, and based on the severity and impact of the incident, students may face academic sanctions. These may include but are not limited to, receiving a zero on an assignment, obtaining a grade of "F" for a class, or withdrawal from the class.

## Disruptive Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Classroom Disruption:</b> Engaging in behavior that causes an interruption or interference in a class or activity. (e.g., sustained loud talk, yelling, or screaming; horseplay or roughhousing; sustained out-of-seat behavior; using the functions/settings of a virtual learning platform to interrupt instructional activity).</p> <p><b>Defiance of Authority:</b> Failing to follow a reasonable request from school and District employees; engaging in refusal to follow directions.</p> <p><b>Obscenity:</b> Engaging in the use of profanity or defamatory or obscene language or gestures in oral, visual, or written form or knowingly distribute defamatory or obscene materials including, but not limited to, racial or sexual epithets.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Service Learning</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to three (3) days</li> </ul>

## Transit and Traffic

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Traffic/Motor Vehicle:</b> Operating a motor vehicle on campus or at a school event, in a manner that does not adhere to school and public traffic rules. Or that is not in a safe and prudent manner.</p> <p><b>Transit Rules:</b> Violating the policies of the PXU Student Code of Conduct during transport to or from school or school-sponsored events. This transport can be via district or any public transportation.</p>	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to three (3) days.</li> </ul>

# School Incidents (Continued)

## Technology

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Improper Use of Technology<sup>1</sup>:</b> Improperly using computers, network infraction, telecommunication device or any other technology may include, but is not limited to, any of the following:</p> <ul style="list-style-type: none"> <li>▶ Using a school computer in any way to gain access to obscene materials;</li> <li>▶ Allowing obscene material to remain on computer system without immediate notification to appropriate school personnel</li> <li>▶ Providing or using another student's computer identification number and password</li> <li>▶ Inappropriately using a school computer identification number and password while off school premises</li> <li>▶ Entering into school's computer directories, files or programs without written authorization from appropriate school personnel</li> <li>▶ Copying computer software from the school's computer system.</li> <li>▶ Sharing suggestive shortcuts or links that breaches sensitive information or intentionally compromises the security of district network(s) or servers.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges**</li> <li>• Skill-building in-school suspension up to three (3) days.</li> </ul>

<sup>1</sup>Consequences for Improper Use of Technology align with the PXU Technology Agreement and/or other behaviors within this Student Code of Conduct. Such behaviors include, but may not be limited to the following: Threats, Cyberbullying, Sexting, Obscene materials, Campus/classroom disruption.

\*\* Temporary loss of privilege may include loss of privilege to use and/or poses district offered technology, restricted access to a virtual learning platform(s) completion of alternative/paper assignments otherwise assigned online, etc.

# Property Incidents

## Trespassing and Vandalism

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Trespassing/Unauthorized Visit<sup>2</sup>:</b> The act of a student who is present on a school campus without authorization. In addition, a student shall not be present on any other school campus without administrator approval except to attend appropriate extracurricular or public events.</p> <p><b>Vandalism/Destroying Property:</b> Defacing or damaging property of another person or tampering with property of another person so as to substantially impair its function or value</p> <p><b>Vandalism of Personal Property:</b> Willful destruction or defacement of personal property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Vandalism of School Property:</b> Willful destruction or defacement of school property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Graffiti/Tagging:</b> Writing on walls, drawings or words that are scratched, painted, or sprayed on walls or other surfaces in public places</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Service Learning</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to three (3) days.</li> </ul>

## Fire Alarms

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Emergency/Fire Alarms<sup>3</sup>:</b> Activating or using a fire alarm or emergency control device unless the student reasonably believes that an emergency exists and warrants use of the device.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Service Learning</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• May be required to attend an approved counseling program sponsored by the Fire Department</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Theft and Burglary

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Theft:</b> Taking or attempting to take money or property belonging to another person or the school with the intent to permanently deprive the victim of his or her possessions</p> <p><b>Unauthorized entry/Burglary (without a weapon):</b> Gaining or attempting to gain forceful or unauthorized entry to, or occupation of, school buildings or grounds</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Service Learning</li> <li>• Skill-building Interventions</li> <li>• May be referred to an alternative educational program</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution or suitable arrangements.</li> <li>• Off-Campus Suspension for two (2) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

<sup>2</sup>This includes a suspended or expelled student.

<sup>3</sup>As appropriate, notification to Law Enforcement and Fire Department if the incident involved the arson of an occupied structure.



# Alcohol and Drugs

## Tobacco | Paraphernalia | Over-the-Counter

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Tobacco/Inhalant Use and Possession:</b> Possessing or using tobacco or inhalant/vaping nicotine products on school grounds, at school-sponsored events and/or on school-sponsored transportation.</p> <p><b>Tobacco Distribution and Selling:</b> The sale, distribution, or intent to sell or distribute tobacco or inhalant/vaping nicotine products on school grounds, at school-sponsored events and on school-sponsored transportation.</p> <p><b>Drug Paraphernalia:</b> Possessing equipment, products and materials of any kind, which are used, intended for use of illegal drugs.</p> <p><b>Over-the-Counter (OTC) Use:</b> The abuse or misuse of over-the-counter medications for the purpose of intoxication in or before school or at a school-related function.</p>	<ul style="list-style-type: none"> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Regional Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Alcohol | Marijuana | Prescription Medication

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol Use and Possession:</b> Using or possessing alcohol in school or at, before, or after a school related function.</p> <p><b>Marijuana and Inhalant Use and Possession:</b> Using or possessing marijuana, “look-a-likes”<sup>4</sup> of such substances, or use of inhalant/vaping marijuana/THC substance for the purpose of intoxication in or before school or a school-related function.</p> <p><b>Drug Use and Possession</b><sup>5</sup>: Using or possessing illegal drugs, narcotics, controlled substances, “lookalikes”<sup>4</sup> of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function.</p> <p><b>Prescription Medication Use</b><sup>6</sup>: The abuse or misuse of prescription medications for the purpose of intoxication in or before school or a school-related function.</p>	<ul style="list-style-type: none"> <li>• Substance Assessment<sup>7</sup></li> <li>• Regional Intervention Program<sup>8</sup></li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Referral to Community Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension for up to four (4) days. Two (2) of the suspension days will be served immediately. The remaining two (2) days will be set aside to complete substance assessment and substance counseling/mandated intervention.<sup>9</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Distribution and Selling

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol and Drug Distribution and Selling:</b> The sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-a-likes”<sup>4</sup> of such substances, or any other substance used for the purpose of intoxication.</p>	<ul style="list-style-type: none"> <li>• Substance Assessment<sup>7</sup></li> <li>• Regional Intervention Program<sup>8</sup></li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Referral to Community Agency</li> <li>• Alternative Education Setting<sup>10</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension through the end of the semester or up to one (1) school year.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Alcohol and Drugs (Continued)

<sup>4</sup>“Look-alike” means any substance, which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance

<sup>5</sup>For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in A.R.S. §13-3401, and imitation controlled substances as defined by A.R.S. §13-3451.

<sup>6</sup>Except that use of medication is allowed if it is prescribed by a physician and used in accordance with the prescription and Governing Board policies and regulations.

<sup>7</sup>A substance assessment will be conducted with the student upon returning from the two (2) - day off-campus suspension to determine the severity of use and most appropriate intervention. Student will be enrolled in an appropriate district and/or community agency intervention within the prescribed timeframe.

<sup>8</sup>Student must provide evidence to home-school administrator and social worker that the services have been completed within the prescribed amount of time set forth by the regional intervention team.

<sup>9</sup>Two (2) days shall be set aside for completion of a skill-building intervention. Student will be enrolled in appropriate district and/or community agency intervention(s) that may include but not limited to one and/or combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining two (2) days of in-school suspension.

<sup>10</sup>Student may be assigned to an alternative education setting depending on the severity of the offense and length of off-campus suspension.

# Bullying | Harassment | Sexual Harassment

## Defamation and Obscenity

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Defamation:</b> Using words or materials that are false and expose a person to hatred, contempt, ridicule, disgust, or an equivalent reaction, or are false and have a tendency to impugn a person's occupation, business, or office.</p> <p><b>Obscene Materials<sup>1</sup>:</b> The use or presentation of physical or digital materials that may include, but are not limited to, items that an average person, applying contemporary standards of the school community, would find, taken as a whole, appealing to erotic interests and lacking serious literary, artistic, political, or scientific value. The standard to be used is of the school community, recognizing that students are, as a group, younger and more sensitive than the general adult population.</p> <p><b>Sexting<sup>1</sup>:</b> Sending sexually explicit messages or photos electronically, primarily between cell phones and other mobile devices.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Transfer from class</li> <li>• Off-Campus Suspension for up to two (2) days.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Bullying and Intimidation

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Bullying:</b> Engaging in repeated acts, over time, that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. Bullying can be physical in form (e.g., pushing, hitting, kicking, spitting, stealing); verbal (e.g., making threats, taunting, teasing, name-calling); or psychological (e.g., social exclusion spreading rumors, manipulating social relationships).</p> <p><b>Cyber Bullying<sup>1</sup>:</b> Bullying (see Bullying definition) committed via online platforms and mediums.</p> <p><b>Intimidation:</b> Intentional behavior by a student or group of students that places another student or group of students in fear of harm or personal property. (Intimidation can be manifested emotionally or physically, either directly or indirectly and by use of social media)</p> <p><b>Threat<sup>1</sup>:</b> Indicating, by word and/or conduct the intent to cause physical injury or serious damage to a person or their property.</p> <p><b>Extortion:</b> Attempting to obtain or obtaining money or property by threat, force, or in return for protection.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Temporary loss of privileges</li> <li>• Transfer from class</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Off-Campus Suspension for four (4) days. Two (2) days will be served immediately. The remaining two (2) days will be set aside to complete an intervention.<sup>11</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>



# Bullying | Harassment | Sexual Harassment (Continued)

## Harassment and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Harassment:</b> Intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name-calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religions orientation, sexual orientation, gender expression, gender identity, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.</p> <p><b>Initiation/Hazing:</b> Any intentional, knowing or reckless act committed by a student, whether individually, or in concert with others against another student, and in which both of the following apply:</p> <p>A. The act was committed in connection with an initiation into, and affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.</p> <p>B. The act contributes to a substantial risk of potential physical injury, mental harm or degradation.</p> <p>Organization means an athletic team, association, order, society, corps, cooperative, club or other similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.</p> <p><b>Sexual Harassment Student/Staff:</b> Unwelcome conduct of a sexual nature that denies or limits a student's ability to participate in or to receive benefits, services, or opportunities in the school's program. It can include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Sexual harassment may include, but is not limited to touching, pinching, grabbing, impeding or blocking movement, and lewd gestures, continuing to express sexual interest after being informed that the interest is unwelcome.</p>	<ul style="list-style-type: none"><li>• Restorative Mediation</li><li>• Restorative Circle</li><li>• Mandated Intervention</li><li>• Support Group</li><li>• Behavior Contract</li><li>• Skill-building Interventions</li><li>• Counseling Services</li><li>• Threat Assessment***</li><li>• Safety Plan</li><li>• Regional Intervention Program</li><li>• Referral to Community Agency</li><li>• May be referred to an alternative educational program</li></ul>	<ul style="list-style-type: none"><li>• Temporary removal from Classroom</li><li>• Skill-building In-school</li><li>• Suspension up to three (3) days</li><li>• Transfer from class</li><li>• Off-campus Suspension for six (6) days. Two (2) days will be served immediately. The remaining four (4) days will be set aside to complete an intervention.<sup>12</sup></li><li>• Notification to Law Enforcement as appropriate</li></ul>

# Bullying | Harassment | Sexual Harassment (Continued)

## Harassment and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dating Abuse:</b> Engaging in behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional mistreatment to control the person's former or present dating partner.</p> <p><b>Sexual Misconduct:</b> When on campus or at a school event, engaging in sexual conduct which a school community or the general public would likely find offensive, indecent, or grossly inappropriate. Such conduct includes, but is not limited to inappropriate exposure of a body part; intimate contact with a private body part of another individual; or, fondling, or caressing. A private body part in this context is defined as an area of the body, which is generally associated with sex and normally covered by clothing when in public.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Counseling Services</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> <li>• Referral to Community Agency</li> <li>• May be referred to an alternative educational program</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from Classroom</li> <li>• Skill-building In-school</li> <li>• Suspension up to three (3) days</li> <li>• Transfer from class</li> <li>• Off-campus Suspension for six (6) days. Two (2) days will be served immediately. The remaining four (4) days will be set aside to complete an intervention.<sup>12</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

<sup>1</sup>Consequences for Improper Use of Technology align with the PXU Technology Agreement and/or other behaviors within this Student Code of Conduct. Such behaviors include, but may not be limited to the following: Threats, Cyberbullying,

Sexting. Obscene materials, Campus/classroom disruption.

<sup>11</sup>Student will be enrolled in appropriate district and/or community agency intervention(s) that may include but not limited to one and/or combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining two (2) days of in-school suspension.

<sup>12</sup>Four (4) days shall be set aside for completion of a mandated intervention. Student will be enrolled in an appropriate District and/or community agency intervention within the prescribed timeframe. Student will be enrolled in appropriate district and/or community agency intervention(s) that may include but not limited to one and/or combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining four (4) days in of in-school suspension.

\*\*\* Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: Verbal or written threats; Assault;

Intimidation or harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

# Aggression | Assault | Aggravated Assault

## Disruption and Aggression

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Verbal Provocation:</b> Using gestures or language including rumors that may incite other student(s) to fight.</p> <p><b>Minor Aggressive Act:</b> Engaging in non-serious but inappropriate physical contact, i.e., hitting, poking, [pulling] or pushing or other behaviors that demonstrate low-level hostile behaviors.</p> <p><b>Recklessness:</b> The unintentional engagement of careless behavior that may pose a safety or health risk for others</p> <p><b>Campus Disruption<sup>1</sup>:</b> Any disruption that occurs before, during, or after school, but not occurring in the classroom.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from classroom</li> <li>• Skill-building in-school suspension up to three (3) days.</li> <li>• Off-Campus Suspension for up to two (2) days</li> </ul>

## Fights

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Fights:</b> Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting.</p> <p><b>Assault:</b> Intentionally, knowingly, or recklessly causing physical injury to another person or intentionally placing another person in reasonable apprehension of imminent physical injury, or knowingly touching another person with intent to injure, insult, or provoke such a person.</p>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandated Intervention</li> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandated Intervention</li> <li>• Staff-led Re-entry Conference/Mediation</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Regional Intervention Program</li> <li>• May be assigned to an alternative educational program.</li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for up to six (6) days. Two (2) of the suspension days will be served immediately. The remaining four (4) days will be set aside to complete mandated interventions.<sup>12</sup></li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for up to nine (9) days. Four (4) of the suspension days will be served immediately. The remaining five (5) days will be set aside to complete mandated interventions.<sup>13</sup></li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Suspension for more than ten (10) days, to the end of the semester or up to one (1) school year.</li> </ul>



# Aggression | Assault | Aggravated Assault (Continued)

## Assault | Aggravated Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Aggravated Assault:</b> Assault as defined in section ARS 13-1203 under any of the following circumstances:</p> <ol style="list-style-type: none"> <li>1. If the person causes serious physical injury to another.</li> <li>2. If the person uses a deadly weapon or dangerous instrument.</li> <li>3. If the person commits the assault after entering the private home of another with the intent to commit the assault.</li> <li>4. If the person is eighteen years of age or older and commits the assault upon a child the age of fifteen years or under.</li> <li>5. If the person commits the assault knowing or having reason to know that the victim is a peace officer, or a person summoned and directed by the officer while engaged in the execution of any official duties.</li> <li>6. If the person commits the assault knowing or having reason to know the victim is a teacher or other person employed by any school and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher's or nurse's professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.</li> </ol> <p><b>Endangerment/Endanger Health:</b> Recklessly endangering another person with a substantial risk of imminent death or physical injury.</p>	<ul style="list-style-type: none"> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Behavior Contract</li> <li>• Regional Intervention Program</li> <li>• Referral to Community Agency</li> <li>• Referral to Counseling Services</li> <li>• Referral to an Alternative Educational Setting<sup>10</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension through the end of the semester or up to one (1) school year.</li> <li>• Notification to Law Enforcement if the assault meets the definition for aggravated assault</li> </ul>

<sup>1</sup> Consequences for Improper Use of Technology align with the PXU Technology

Agreement and/or other behaviors within this Student Code of Conduct. Such behaviors include, but may not be limited to the following: Threats, Cyberbullying, Sexting, Obscene materials, Campus/classroom disruption.

<sup>12</sup> Four (4) days shall be set aside for completion of a mandated intervention. Student will be enrolled in appropriate district and/or community agency intervention(s) that may include but not limited to one and/or combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining four (4) days of in-school suspension.

<sup>13</sup> Five (5) days shall be set aside for completion of a mandated intervention. Student will be enrolled in appropriate district and/or community agency intervention(s) that may include but not limited to one and/or combination of the following: individual counseling services, group work, self-paced virtual intervention curriculum, conflict resolution practices. Failure to complete will result in the reinstatement of the remaining four (4) days of in-school suspension.

\*\*\* Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: Verbal or written threats; Assault; Intimidation or harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

# Dangerous Items | Threats | Weapons

## Dangerous Items

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dangerous Item:</b> possessing and/or using a dangerous item to cause bodily injury to, threaten, or intimidate another person. The following may be classified as a dangerous instrument and must be reported to law enforcement:</p> <div><div><div>▶ Air Soft Gun</div><div>▶ B.B. Gun</div><div>▶ Knife with blade length less than 2.5 inches</div><div>▶ Laser Pointer</div><div>▶ Letter Opener</div><div>▶ Mace</div><div>▶ Paintball Gun</div><div>▶ Pellet Gun</div><div>▶ Razor Blade or Box Cutter</div><div>▶ Simulated Knife</div></div><div><div>▶ Taser or Stun Gun</div><div>▶ Tear Gas</div><div>▶ Chains</div><div>▶ Knives</div><div>▶ Clubs</div><div>▶ Brass Knuckles</div><div>▶ Fireworks</div><div>▶ Explosives</div><div>▶ Ammunition</div><div>▶ and/or Other Dangerous Item</div></div></div>	<ul style="list-style-type: none"><li>• Threat Assessment***</li><li>• Restorative Mediation</li><li>• Restorative Circle</li><li>• Re-entry Conference</li><li>• Safety Plan/Behavior Contract</li><li>• Referral to Community Agency</li><li>• Referral to Counseling Services</li><li>• May be referred to an alternative educational program</li></ul>	<ul style="list-style-type: none"><li>• Temporary removal from classroom</li><li>• Temporary loss of Privileges</li><li>• Off-campus Suspension for six (6) days. Three (3) of the suspension days will be served immediately. The remaining three (3) will be set aside to complete intervention.<sup>15</sup></li><li>• Notification to Law Enforcement as appropriate</li></ul>
<p><b>Gun-(toy):</b> possessing and/or using realistic toy guns, simulated weapons<sup>14</sup>, and replica.</p>		

<sup>10</sup> Student may be assigned to an alternative education setting depending on the severity of the offense and length of off-campus suspension.

<sup>14</sup> Simulated weapon is defined as an instrument displayed or represented as a weapon.

<sup>15</sup> Three (3) days shall be set aside for completion of intervention. Failure to complete will result in reinstatement of three (3) days in In-School Suspension.

\*\*\* Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: Verbal or written threats; Assault;

Intimidation or harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

## Dangerous Items | Threats | Weapons (Continued)

### Threats

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Bomb Threat:</b> Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device</p> <p><b>Chemical Or Biological Threat:</b> Threatening to cause harm using dangerous chemicals or biological agents</p> <p><b>Threat to an Educational Institution:</b> Presenting a threat (verbal, written, or electronic) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff</p>	<ul style="list-style-type: none"> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Behavior Contract</li> <li>• May be referred to an alternative educational program</li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension through the end of the semester or up to one (1) school year.</li> <li>• Notification to Law Enforcement if the assault meets the definition for aggravated assault</li> </ul>

### Weapons

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gun/Firearm:</b> Possessing and/or using Any a loaded or unloaded handgun, pistol, revolver, rifle, shotgun or other weapon that will expel, is designed to expel or may be readily converted to expel a projectile by the action of an explosive.</p> <p><b>Knife:</b> Possessing and/or using A a blade having a length of at least 2.5 inches or more.</p> <p><b>Other Weapon:</b> Possessing and/or using A a destructive device or dangerous instrument. (e.g., a firearm, a knife, a destructive device, a dangerous instrument)</p>	<ul style="list-style-type: none"> <li>• Threat Assessment***</li> <li>• Safety Plan</li> <li>• Behavior Contract</li> <li>• May be referred to an alternative educational program</li> </ul>	<ul style="list-style-type: none"> <li>• Off-campus Suspension for up to one (1) school year and may be expelled depending on the severity</li> <li>• Notification to Law Enforcement</li> </ul>



CRITICAL | REPORT TO LAW ENFORCEMENT IMMEDIATELY

Dangerous Items

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Arson of a Structure or Property:</b> Knowingly and unlawfully damaging a structure or property by knowingly causing a fire or explosion	<ul style="list-style-type: none"><li>• Threat Assessment***</li><li>• Safety Plan</li></ul>	<ul style="list-style-type: none"><li>• Off-Campus Suspension for up to one (1) school year and may be expelled depending on the severity</li></ul>
<b>Arson of an Occupied Structure:</b> Knowingly and unlawfully damaging an occupied structure by causing a fire or explosion		<ul style="list-style-type: none"><li>• Notification to Law Enforcement</li></ul>

\*\*\*Students may be required to participate in an individual threat assessment. Reasons that a student would be required to participate in a threat assessment include, but are not limited to, the following: verbal or written threats; Assault; Intimidation or Harassment; violent behavior; or any situation deemed by the District administration to be a disruption to the learning environment.

# Guidelines for Restorative Conversations

The steps below offer a broad outline for how to conduct a restorative conversation. It is not necessary to ask every single question, and you may vary word choice and phrasing depending on the situation. Also, this list of questions is not exhaustive. Most important is to listen carefully to the person and ask questions that help accomplish the steps listed below.



## Step 1: INVITE participants into the conversation

- ▶ What is your name?
- ▶ Tell me a little bit about yourself.
- ▶ How is your day going? What classes did you have?
- ▶ Thank you for coming to meet with me.
- ▶ Would you be willing to talk about this situation?

## Step 2: Understand WHAT happened

- ▶ What happened?
- ▶ What were you feeling when it happened?
- ▶ What made you feel \_\_\_\_\_? / What was it about \_\_\_\_\_ that made you feel \_\_\_\_\_?
- ▶ What were you thinking about at the time?

## Step 3: Understand WHY it happened

- ▶ What was going on that led up to this situation?
- ▶ What was your relationship with \_\_\_\_\_ like before this occurred?
- ▶ Has this happened in the past? If so, what causes it to continue?

## Step 4: Understand the IMPACT

- ▶ How do you feel about the situation now?
- ▶ How did this situation affect you?
- ▶ Who else has been affected, and in what ways?
- ▶ How might \_\_\_\_\_ [the other person] be feeling? How was she/he impacted?
- ▶ What role do you think you played in this situation?

## Step 5: Assess the participant's NEEDS

- ▶ When you're feeling \_\_\_\_\_, what do you need?
- ▶ What do you need to be able to move forward?
- ▶ What would you like to see happen?

## Summarize and Paraphrase

"You're feeling \_\_\_\_\_[feeling] because \_\_\_\_\_[content]. What you want is to be/feel/have \_\_\_\_\_[goal], and you're looking for a way to make that happen."

## Step 6: REPAIR the harm

- ▶ What would you be willing to do to move this situation forward?
- ▶ What might be some of the choices you have?
- ▶ How can you make things right? What are you willing to give?
- ▶ Would you like to meet with \_\_\_\_\_?
- ▶ What might you hope to accomplish during the meeting?
- ▶ When you've been in situations like this before, what was helpful?

## Step 7: CLOSING

- ▶ Looking back on this situation, what could you have done differently?
- ▶ What could you do to prevent a similar situation in the future?
- ▶ I appreciate your willingness to meet today.
- ▶ Is there anything that's still on your mind?
- ▶ Thank you for participating.
- ▶ I hope you have a good rest of your day.

# Notification of Confidentiality Rights

## PXU POLICY (JR – STUDENT RECORDS)

### Confidentiality

The right to inspect and review education records and the release of or access to such records, other information, or instructional materials will be consistent with federal law in the Family Educational Rights and Privacy Act, Title 20, United States Code, sections 1232g and 1232h, the USA PATRIOT ACT, ESSA and with federal regulations issued pursuant to such act.

#### Annual Notification

Within the first three (3) weeks of each school year, the District will publish in a District communication a notice to parents and eligible students of their rights under the FERPA and this procedure. This notice will also be provided to each parent of new students enrolling after school begins [34 C.F.R. 99.7]. The District will arrange to provide translation of the notice to non-English-speaking parents in their native language or mode of communication [34 C.F.R. 300.9]. The notice shall inform the parents of:

- A. The right of the parent or an eligible student to inspect and review the student's education records.
- B. The intent of the District to limit the disclosure of personally identifiable information contained in a student's education records, including disciplinary records, except by the prior written consent of the parent or eligible student or under certain limited circumstances as permitted by the FERPA, the USA PATRIOT Act or the ESSA.
- C. The right of the parent or eligible student to seek to correct parts of the school education records that the student or the parent believes to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter it according to the parent's or eligible student's request.
- D. The right of the parent or eligible student to file a complaint with the U.S. Department of Education if they believe the District has violated the FERPA.

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act (FERPA) and this procedure [34 C.F.R. 99.7 and 300.613]. The notice shall also include:

- E. The procedure for exercising the right to inspect and review education records.
- F. The procedure for requesting amendments of education records that the parent or eligible student believe to be inaccurate, misleading or otherwise a violation of the student's privacy rights.
- G. The conditions when prior consent is not required, the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

If the School District permits the release of directory information relating to pupils, the information shall be released on or before October 31 of each year. The Superintendent shall develop procedures to communicate to students and their parents in a timely manner information relating to access to the Arizona Department of Education form which is designed to allow pupils to request that directory information not be released pursuant to the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA).



# Student Due Process Procedures

As directed by the United States Constitution and interpreted by the courts, every student is entitled to due process before she/he may be suspended or expelled from school. Such action requires a reasonable basis for the imposition of discipline.

## Exclusion from Class

If a student's conduct in class disrupts the educational process or if the student persists in willful misconduct, a teacher may exclude the student from class for the remainder of the class session that day. The teacher shall explain to the student the reason she/he is being excluded from class and issue the student a pass to appropriate administrator.

A discipline referral form will be completed by the teacher and given to the appropriate administrator explaining the offense committed by the student. For any situation that necessitates the exclusion of a student from class, the teacher shall complete a proper pass directing the student to the appropriate administrator. A conference shall be held with the student by an administrator to determine what actions shall be taken.

A teacher may remove a student from the classroom if either of the following conditions exists:

- ▶ The teacher has documented that the student has repeatedly interfered with the teacher's ability to communicate effectively with other students in the classroom or interferes with the ability of the other students to learn
- ▶ The teacher has determined that the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the other students in the classroom or with the ability of the other students to learn.

The placement review committee will determine the placement of the student if the teacher refuses to readmit the student beyond one period. The placement review committee process, to determine the placement of the student in a new class or replacement in the existing class, shall not exceed three business days from the date the student was first removed from the teacher's class. (In the case of a student with a disability, the placement review committee will defer to the IEP team.)

## Emergency Suspension

An emergency suspension occurs when a student is removed from school without prior use of formal due-process procedures. An emergency suspension is allowed if the student's continued presence in school poses a danger to person(s) or property or an ongoing threat to the academic process.

## Involuntary Transfer

A student may be involuntarily transferred from the current campus where she/he is enrolled to another campus for disciplinary reasons, especially if she/he has targeted or victimized a student or employee at the current campus.

## Short-Term Suspension

A short-term suspension is defined as the exclusion of a student from class for a period of nine (9) school days or fewer. \*

During the conference with the student regarding any alleged violation, and prior to the imposition of the suspension, the administrator shall advise the student of the allegations and evidence supporting the charges of misconduct. The student shall be given an opportunity to explain her/his version of events dealing with the alleged misconduct.

For all short-term suspension hearings, which may result in a student being excluded from school for nine (9) school days or fewer, a record shall be made of action taken by administrator. If, as a result of the informal short-term suspension hearing, the student is suspended, the following procedure shall be followed:

- ▶ An attempt will be made to notify Parent(s) or Guardian(s) by telephone
- ▶ Written notification shall be made to the last address on file at the school
- ▶ The student's teachers, counselors, school registration office, security and the

## Long-Term Suspension

A long-term suspension is defined as the exclusion of a student from class for a period of more than ten (10) school days.

If it is determined by the administration that the alleged student misconduct is serious enough to recommend a suspension of more than ten (10) school days, notification of a formal due process hearing shall be made to the parent(s) or guardian(s) at least five (5) school days prior to the hearing.

### **The parent(s) or guardian(s) shall be notified by certified and regular mail:**

- ▶ The time, date, and location of the hearing
- ▶ A description of the alleged misconduct
- ▶ The Board Policy or administrative regulation violated and discipline prescribed therein
- ▶ A copy of A.R. S. 15-843
- ▶ A statement that the parent(s) or guardian(s) shall have a right to present witnesses and (remove cross-examine) add question witnesses

### **The students and parent(s) or guardian(s) shall be advised that:**

- ▶ The student and parent(s) or guardian(s) have a right to be represented by legal counsel
- ▶ Notice must be given to the appropriate campus administrator at least 48 hours before the hearing if the student or her/his parent(s) or guardian(s) shall have an attorney or other representative present.
- ▶ There shall be no more than two (2) other representatives present in a student discipline hearing

At the conclusion of the hearing, the hearing officer may render a decision immediately or notify the parent(s) or guardian(s) and student within 48 hours. This notification shall be made by certified and regular mail.

During the period of time between the alleged misconduct and the day of the hearing, the student may remain in school unless it has been determined by the appropriate administrator that she/he is a clear and present danger to her/himself or other persons.

## **Appeal Process (JKD)**

Parent(s) or guardian(s) have five (5) school days to appeal a long-term suspension. This appeal should be written to the principal of the school indicating any violation(s) of due process during the long-term suspension hearing or any new evidence not presented during the hearing.

Pending the resolution of such appeal(s), the student shall be returned to class or placed on In-School Suspension and required to complete assignments unless it is determined that she/he is a clear and present danger to her/himself or others.

The principal shall review the evidence and respond to the parent(s) or guardian(s) appeal within five (5) school days after receipt of the appeal letter.

Parent(s) or guardian(s) may appeal long-term student suspensions to the Superintendent or designee. This may be done only after the principal has made a determination. Appeals to the Superintendent or designee must be made within five (5) school days after receipt of a decision regarding long-term suspension from the local campus principal. The letter must describe any objections to the hearing or the decision rendered.

Upon reviewing the student file, the designated District Hearing Officer may decide to have a conference with the student and parent/guardian or to hold a new hearing if the review determines that the student was not afforded her/his due process rights. The decision or modifications of the District Hearing Officer are final.

Student due process procedures regarding appeal hearing notification, right to legal counsel, right to question and present witnesses, etc. are contained in the long-term suspension section of this handbook at the top of this page.

## **Expulsion (JKE)**

Expulsion is defined as the exclusion of a student from school permanently. The authority to expel a student rests exclusively with the Governing Board.

The principal of the school shall make the recommendation to expel a student to the Governing Board based upon the results of a due process hearing.

The Governing Board may appoint a hearing officer for cases of recommended for expulsion, or it may conduct the hearing. The final decision to expel or reinstate a student rests with the Governing Board. There is no administrative appeal from the Governing Board's decision to impose discipline.

Student due process procedures regarding expulsion hearing notification, right to legal counsel, right to question, and present witnesses, etc. are contained in the long-term suspension section of this handbook.

## Alternative to Suspension or Expulsion Program (JKD)

An alternative to suspension or expulsion may include removing a student from a regular school setting and providing educational services in an alternative setting. Such a program is discipline-intensive and requires academic work. It may also require community service, grounds keeping and litter control, parent(s) or guardian(s) supervision, and evaluation. Other appropriate activities could include, but are not limited to, a parent conference, a behavior plan, and/or a behavioral contract. Interventions may include probation, weekly meetings with a social worker or counselors, or assignment to a mentor.

For a student who is determined to have threatened an educational institution, the District may modify the expulsion requirement on a case-by-case basis. The student may be transferred to an alternative to suspension or expulsion program at a location on school premises that is isolated from other students or transferred to a location that is not on school premises. The student may participate in mediation, community service, restitution, or other programs in which the student takes responsibility for the results of the threat. The District may require the student's parent or guardian to participate in mediation, community service, restitution, or other programs in which the parent or guardian takes responsibility with the student for the threat as a condition of student participation in this alternative program.

## Application for Re-Entry Following Expulsion (JKE)

The application for re-admittance shall occur no fewer than nine (9) months after the date of the expulsion; however, the student may not be readmitted until at least two (2) complete semesters have passed. The student's application for re-admittance shall contain information indicating resolution of the problems that resulted in the expulsion. It is the prerogative of the Governing Board to grant or deny re-admittance or to stipulate appropriate conditions for re-admittance.

The Governing Board, in its discretion, may, but is not required to, hold a hearing on any application for re-admittance to the school. Re-admittance may occur only at the beginning of a semester.

## Discipline for Students with Disabilities

All students should expect to be disciplined pursuant to the same standards of conduct and due process procedures. When misconduct occurs by a student with a disability, it is the policy of the District to comply with the requirements of the IDEA and/or Section 504 of the Rehabilitation Act as they relate to disciplinary measures taken with a student with a disability. For information pertaining to student discipline for a student protected under Section 504 contact the student's counselor. For questions regarding student discipline for a student who is considered to have a disability and receiving special education services on an IEP, contact the campus ESS Facilitator.

IHB Special Instructional Programs

IHBA Special Instructional Programs and Accommodations JK Student Discipline

JKD Student Suspension

JKDA Removal of Students from School Sponsored Activities JKE Expulsion of Students

## Primary Language Other Than English (JKD)

If the student's parent(s) or guardian(s) inform the Superintendent that the primary language used in the home is other than English, all documents pertaining to student discipline sent to the student or parent(s) or guardian(s) shall be in both English and, if practicable, the primary language used in the home. If the services of an interpreter are needed at the hearing, the parent(s) or guardian(s) shall contact the school and request an interpreter at least 48 hours before the hearing.

## Student Support Programs

The Phoenix Union has a rich history of providing intervention programs for students in need of emotional support. Our student support programs are designed to identify issues which prevent students from learning and being successful in school. These programs provide education, prevention, early identification, intervention referral, and support groups for students. These groups provide a safe space in which students are free to express their feelings and concerns as they develop positive relationships with peers and adults. A wide-range of support groups are available to students.



# Bullying and Harassment

## Student Bullying / Harassment / Intimidation

The Governing Board believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Board further believes a school environment inclusive of these traits maximizes student achievement, fosters student personal growth, and helps students build a sense of community that promotes positive participation as members of society.

The District, in partnership with parents, guardians, and students, shall establish and maintain a school environment based on these beliefs. The District shall identify and implement age-appropriate programs designed to instill in students the values of positive interpersonal relationships, mutual respect, and appropriate conflict resolution.

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment or intimidation as defined by this policy will not be tolerated.

### Definitions

**Bullying:** Bullying occurs when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment that:

- have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property
- are sufficiently severe, persistent or pervasive so that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm
- occur when there is a real or perceived imbalance of power or strength
- may constitute a violation of law

Bullying of a student or group of students can be manifested through written, verbal, or physical means and may occur in a variety of forms including, but not limited to:

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying
- exposure to social exclusion or ostracism
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting
- damage to or theft of personal property

**Cyberbullying:** Cyberbullying is, but is not limited to, any act of bullying committed by use of any electronic technology to harass, threaten, embarrass, or target another person.

**Harassment:** Harassment is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, gender identity, gender expression, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

**Intimidation:** Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

## Prohibitions and Discipline

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.







## Reporting Incidents of Bullying

A student who is experiencing bullying, or believes another student is experiencing bullying, is to report the situation to the principal or another school employee. A school employee who becomes aware of or suspects a student is being bullied shall immediately notify the school administrator. School personnel shall maintain confidentiality of the reported information.

The initial notification of an alleged incident may be provided verbally. A detailed written description of the incident and any other relevant information must be provided on form(s) made available by the school and submitted to the principal within one (1) school day of the verbal report. Should the principal be the employee who observes, is informed of, or suspects a student is experiencing bullying the principal shall document the incident or concern in writing. Failure by an employee to report a suspected case of bullying may result in disciplinary action up to suspension without pay or dismissal pursuant to Board Policies GCQF and GDQD.

Reprisal by any student or staff member directed toward a student or employee related to the reporting of a case of bullying or a suspected case of bullying will not be tolerated, and the individual(s) will be subject to the discipline set out in applicable District policies and administrative regulations.

At the time a student reports alleged bullying the principal shall provide to the student who has allegedly been bullied a written copy of student rights, protections, and support services available to the student and shall notify the student's parent(s) / guardian(s) of the report.

The principal shall investigate all reports of bullying. If the principal determines that bullying has occurred, discipline will be administered pursuant to Board Policies JK, JKD, and JKE. Regardless of the outcome of the investigation, the principal will meet with the involved students to review the findings of the investigation. Subject to the restrictions of the Family Educational Rights and Privacy Act (FERPA) set out in Policy JR, the parent(s) or guardian(s) of the involved students shall also be informed of the findings of the investigation.

Documentation related to reported bullying and the subsequent investigation shall be maintained by the District for no fewer than six (6) years. In the event the District reports incidents to persons other than school officials or law enforcement, all individually identifiable information shall be redacted. Restrictions established by FERPA on disclosure of personally identifiable student information must be observed at all times.

The Superintendent shall establish procedures for the dissemination of information to students, parents and guardians. The information will include, but not be limited to, Governing Board policies, incident reporting, support services (proactive and reactive) and student's rights. The dissemination of this information shall:

- occur during the first (1st) week of each school year
- be provided to each incoming student during the school year at the time of the student's registration
- be posted in each classroom and in common areas of the school
- be summarized in the student handbook and on the District website

### **The Superintendent shall establish procedures for the dissemination of information to District employees including, but not limited to:**

- Governing Board policy
- preventive measures
- incident reporting procedures
- available support services for students (both proactive and reactive)
- student rights.

Information will be provided to staff members at the beginning of each instructional year and on the first day of employment for new employees.

The Superintendent shall establish procedures designed to protect the health and safety of students who are physically harmed as the result of bullying. These will include, when appropriate, procedures for contacting emergency medical services, law enforcement agencies, or both.

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

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

Adopted: June 21, 2016





# Student Code of Conduct Glossary

## GLOSSARY: Interventions & Supports

**Behavior Contract:** A written agreement between a school official, student and often a parent/guardian that includes how the student will behave and what the appropriate consequence or reinforcement will be for compliance or non-compliance.

**Counseling Services:** An intense, brief counseling model to assist a student in solving a specific problem. Counseling services can involve an individual or small group and are provided by master-level social workers.

**Community Counseling Services:** Services delivered in the community outside of the school setting in an agency, clinic, or hospital setting.

**Detention (before school, after school, during lunch):** A student is required to participate in activities at school beyond regular instructional time in a supervised location. Detention should be used as an opportunity to address the cause of a student's behavior, build social and emotional skills, and repair relationships with staff and/or peers.

**Re-entry Conference:** A voluntary process where two or more individuals in conflict meet with a trained adult facilitator upon return to campus from Off-campus Suspension in a non-judgmental and confidential space to talk about the conflict and to restore the relationship and/or harm caused.

**Referral to an Alternative Educational Setting:** After campus support teams have initiated and completed academic and/or behavioral interventions and those interventions were unsuccessful, a student is then referred to an alternative educational setting which may include another school. School administrators are responsible for referring a student and facilitating her/his placement to alternative educational setting as either an academic or behavioral intervention.

**Regional Intervention Program:** This is an in-house alternative intervention program and short-term counseling service facilitated by licensed clinical social workers for students (and families) who received an off-campus or long-term suspension for substance related infractions and/or severe/serious behaviors.

- ▶ **Substance Abuse Assessment:** Screening surveys involve a series of questions, which help identify warning signs of substance abuse. Assessments can be self-administered and/or administered by a social worker and evaluate frequency of use (i.e. daily, monthly, or yearly) and/or duration of use (i.e. length of abuse).
- ▶ **Referral to Substance Abuse Treatment/Prevention:** Mental health professionals refer and link families and students for whom there is evidence of serious substance use or dependency to a community agency or clinic.

\*Disclaimer: As a result of COVID-19, scheduling and delivery of intervention services may be interrupted from time to time and are to be expected. Providing these services in PXU remains a priority.

**Restorative Circles:** A restorative practice involving working with a group of students to address the needs of the group to include, but not limited to, problem solving, healing, relationship building, community building, or conflict resolution.

**Restorative Conversation:** One-on-one reflective conversations that are facilitated after conflict and/or harm has taken place. Restorative language and questions help shift the focus away from blame and shame to root cause analysis and planning for repair.

**Restorative Conference:** A voluntary process where two individuals in conflict meet with a trained adult facilitator in a non-judgmental and confidential space to talk about what specific issues are contributing to the conflict and attempt to restore the relationships and/or the harm caused.

**Safety Plan:** Our schools provide safe and secure learning environments that are free from harassment, aggression, intimidation, or bullying. Vulnerable students who have been the alleged targets of such behavior may need special protection to ensure their emotional and physical safety is secure during investigations and/or after discipline. Safety plans involve two components: the actions in which school staff will engage, and the actions in which the students will engage to ensure safety. Students provided with a safety plan will also be given options on how to further protect themselves.

**Service Learning:** A service project aimed to improve the student's standing and self-concept in the school community. While the project may not be directly related to the misbehavior, it is at least symbolically linked to the incident for which the student was referred. Involving the student in planning and executing a project allows for more cognitive learning and can reinforce commitment to improved citizenship. A service project offers the chance for students to connect with an adult role model.

**Skill-building Interventions:** Interventions facilitated in a classroom, group, or individual/virtual self-paced setting utilizing an evidence-based curriculum with the goal of improving the social/emotional/academic skills and strengthen relationships between students and teachers.

**Skill-building In-School Suspension (ISS):** Removal of a student from her/his regular educational schedule for temporary placement in an alternative setting inside the school building allows for engagement in structured activities that develop academic, social, emotional, and/or behavioral skills.

**Staff, Student, Parent Conference:** A conference with parents/guardians to collaborate to solve a problem, make parents and guardians aware of early stage interventions that have been used, ask for their insight on the behavior, and involve them in discussion of parameters of new interventions.

**Student Support Groups:** Ongoing supports provided to students in a group format to promote and strengthen connection and healing, reduce isolation, facilitate affinity spaces, and reinforce skill building intervention content.



## Discipline/Consequences:

**Clear and Present Danger to self and/or others:** Case law has defined clear and present danger as a threat to the health, safety, or welfare of the public. A student may receive this classification when he/she presents a real or actual, not speculative or imagined threat of danger to the health, safety, or welfare of oneself and/or others. "Present" means the threat currently exists that which currently exists (as opposed to what does not yet exist or has ceased to exist) and there is a reasonable probability that the threat will reoccur or continue.

**Due Process:** Due process consists of a set of constitutionally required procedures designed to ensure that every student is treated fairly in determining whether or not the student's conduct justifies discipline.

**Gun-Free Schools Act:** is an act of the U.S. Congress prohibiting any unauthorized individual from knowingly possessing a loaded or unsecured firearm at a place that the individual knows, or has reasonable cause to believe, is a school zone as defined by 18 U.S.C. § 921(a)(25). The Gun-Free Schools Act (GSFA) requires that each state or outlying area receiving federal funds under the Elementary and Secondary Education Act (ESEA), have a law that requires all local educational agencies (LEAs) in the state or outlying area to expel from school for at least one year, any student found bringing a firearm to school or possessing a firearm at school. Their laws must also authorize the LEA chief administering officer to modify, in writing, any such expulsion on a case-by-case basis. In addition, the GSFA states that the law must be construed so as to be consistent with the Individuals with Disabilities Education Act (IDEA).

**Notification to Law Enforcement:** Arizona law requires school officials to notify law enforcement for: (1) any suspected crime against a person or property that is a serious offense as defined by ARS 13-604(W)(4); (2) any suspected crime against a person or property that involves a deadly weapon or dangerous instrument or serious physical injury as defined by ARS 13-604(W)(4); (3) any conduct that poses a threat of death or serious physical injury to employees, students or anyone on the property of the school as defined by ARS 13-604(W)(4); (4) any violation of ARS 13-3102 (A) (12) (Possessing a deadly weapon on school grounds) or A.R.S. 13-3111 (a minor in possession of a firearm); (5) any possession, use, sale or transfer of marijuana, peyote, prescription drugs, dangerous drugs or narcotic drugs or manufacture of dangerous drugs in a drug free school zone to local law enforcement as defined by ARS 13-3411(F); (6) any situation in which school personnel reasonably believe that a minor is or has been a victim of physical injury, abuse, child abuse, a reportable offense or neglect that appears to have been inflicted by other than accidental means or that is not explained by the available medical history as defined by A.R.S. 13-3620.



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**Off-Campus Suspensions (OCS):** This is the temporary removal of a student from the school building for a specified period of time. A suspended student shall be ineligible to participate in school-related activities including but not limited to graduation ceremonies, athletic events, after-school organizations or school-sponsored activities. Off-campus suspension should be used as a last resort and only when no other in-school intervention is available.

**Restitution:** Restitution is repaying or compensating for loss or damage.

**Restricted access to virtual learning platform:** When off-campus suspension is not feasible (e.g., student is participating in full-day virtual learning opportunity, student enrolled in district's digital campus/program) a student can be assigned "restricted access to virtual learning platform(s)" in lieu of off-campus suspension. The length of any restricted access is the same number of off-campus suspension days assigned to the behavior incident (see Student Code of Conduct). Any student assigned "restricted access to virtual learning platform" must complete all mandated interventions assigned as a part of the discipline process. The failure to participate in assigned interventions will result in a reinstatement of all remaining days of off-campus suspensions associated with the behavior incident.

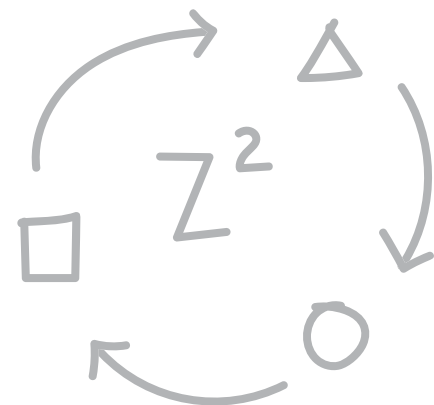
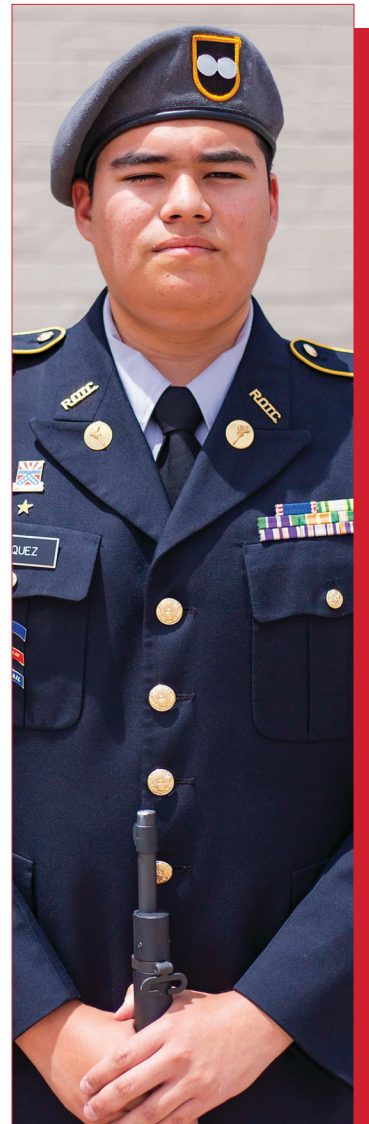
**Suspension:** Suspension is defined as the temporary withdrawal of the privilege of attending a school for a specified period of time.

- ▶ **Short-term Suspension** is the exclusion of a student from class for a period of ten (10) school days or fewer.
- ▶ **Long-term Suspension** is the exclusion of a student from class for a period of more than ten (10) school days.
  - Students with a disability, as defined by IDEA, shall be entitled to a review of placement prior to a long-term suspension or expulsion.
  - A suspended student shall be ineligible to participate in school-related activities including, but not limited to, graduation ceremonies, athletic events, after school organizations, or school sponsored activities.
  - The length of a long-term suspension is defined below:
    - A one-semester suspension is the remainder of the semester;
    - A two-semester suspension is the remainder of the current semester, in addition to the next immediate semester.
    - A two-semester suspension equals a one-year suspension.

**Threat Assessment:** A multi-faceted process that facilitates the gathering of all available information in order to determine relevant causal factors of a threat. This process has been adopted by the School Safety and Prevention Division of the Arizona Department of Education and includes the initial incident investigation as well as follow-up (as deemed necessary):

- ▶ a collection of education records
- ▶ interviews with others involved or knowledgeable of the situation
- ▶ a possible brief screen and/or full clinical risk and protective factors assessment

All the above is reviewed by the Threat Management Team to determine not only the degree of potential danger posed, but also the appropriate recommendations considered necessary to manage the student and/or situation.





## Student Voice

The Phoenix Union High School District is committed to maintaining a safe and secure learning environment in all of our classrooms at every school. All members of our school community play a vital role in keeping our students safe. This page provides parents with useful information about our emergency procedures and can be a useful resource when discussing school safety with your students.

### **Students may present a complaint or grievance regarding any of the following:**

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

### **Provided that:**

- ▶ The topic is not subject of disciplinary proceedings under other policies and regulations of this District
- ▶ The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act

### **The guidelines to be followed are:**

- ▶ The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- ▶ The complaint/grievance shall be made only to an administrator or other professional staff member.
- ▶ The person receiving the complaint will gather information for the complaint form.
- ▶ All allegations shall be reported on forms (available in the school office) with the necessary particulars as determined by the Superintendent.
- ▶ The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

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

Complaints by high school students may be made only by the students on their own behalf. A parent or guardian who wishes to complain should do so by completing the forms following policy KE on Public Concerns.

A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained. Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint. Knowingly submitting a false report under this policy will subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

\*Refer to JII-EB for Board Policy

# Student Forms

- 78** FORM: Student Incident Report/Complaint Form//Report It
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# Student Incident Report/Complaint Form // Report it!

This form may be given to submitted to any school district employee who will forward it to the Principal or Assistant

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Date: \_\_\_\_\_

Please check the box for the violation behavior incident\* you are alleging has occurred.

Please check all that apply.

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Bullying   | <input type="checkbox"/> Dating Violence                 | <input type="checkbox"/> Discrimination                          | <input type="checkbox"/> Harassment<br>(check all that apply) |
| <input type="checkbox"/> Disability   | <input type="checkbox"/> Race, Color,<br>National Origin | <input type="checkbox"/> Religion                                | <input type="checkbox"/> Sexual                               |
| <input type="checkbox"/> Sexual Orientation,<br>Gender Identity,<br>Gender expression | <input type="checkbox"/> Intimidation                    | <input type="checkbox"/> Title IX<br>(gender based/equal access) | <input type="checkbox"/> Other, please specify                |

I wish to raise a concern regarding: complain against:

Name of person (s) \_\_\_\_\_

Provide details of the problem, based on your perspective. Describe the incident, the individuals involved (or impacted), and relevant background information, and attempts you have made to resolve the problem. Be sure to include all relevant dates, times, and places. Additional pages may be attached (if necessary).

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If there is anyone who could provide additional information regarding this concern/complaint, please list their name(s), address(es), and telephone number(s).

Name	Address	Telephone Number
_____	_____	_____
_____	_____	_____
_____	_____	_____

A reasonable or possible solution: Indicate what you believe can (or should) be done to resolve the problem. Be as specific as possible.

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I certify that, to the best of my knowledge and understanding, the above information is true and accurate.

Signature of Complainant Concerned Individual \_\_\_\_\_ Date: \_\_\_\_\_

Document received by \_\_\_\_\_ Date: \_\_\_\_\_

Investigating official \_\_\_\_\_ Date: \_\_\_\_\_

\*Please refer to the PXU Board Policy or the PXU Student Code of Conduct beginning on page 51 of the PXU Handbook for Students and Families for complete definitions.

ADAPTED FROM AN ARIZONA SCHOOL BOARDS ASSOCIATION FORM, rev. 7/21



# Use of Technology Resources in Instruction Electronic Information Services User Agreement Policy

Details of the user agreement shall be discussed with each potential user of the electronic information services (EIS). When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

## Terms and Conditions

### ACCEPTABLE USE

#### Each user must:

- ▶ Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- ▶ Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- ▶ Abide by all copyright and trademark laws and regulations.
- ▶ Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- ▶ Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- ▶ Not use the network in any way that would disrupt the use of the network by others.
- ▶ Not use the EIS for commercial purposes.
- ▶ Follow the District's code of conduct.
- ▶ Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- ▶ Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

#### In addition, acceptable use for District employees is extended to include requirements to:

- ▶ Maintain supervision of students using the EIS.
- ▶ Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- ▶ Take responsibility for assigned personal and District accounts, including password protection.
- ▶ Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

**PERSONAL RESPONSIBILITY.** I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and acknowledge my personal responsibility for any expenses incurred without District authorization.

**NETWORK ETIQUETTE.** I am expected to abide by the generally acceptable rules of network etiquette. Therefore, I will:

- ▶ Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.
- ▶ Respect privacy. I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- ▶ Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others.

#### Observe the following considerations:

- ▶ Be brief.
- ▶ Strive to use correct spelling and make messages easy to understand.
- ▶ Use short and descriptive titles for articles.
- ▶ Post only to known groups or persons.

**SERVICES.** The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information service (EIS) is used and bears the risk of reliance on the information obtained.



# Use of Technology Resources in Instruction Electronic Information Services User Agreement

I have read and agree to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_  
(Student or Employee)

School \_\_\_\_\_ Grade (if a student) \_\_\_\_\_

## **Note that this agreement applies to both students and employees.**

The user agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

## **Parent or Guardian Cosigner**

As the parent or guardian of the above-named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name (please print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



# Student Internet Permission Opt-Out Form

_____	_____	_____
Last Name	First Name	Student ID
_____	_____	_____
School	Grade	Date

As a parent or guardian of a student of the Phoenix Union High School District (PXU), I have read the Phoenix Union High School District Technology, Internet, and Information Policy EDDB and Operational Procedure E-251- OP-2, Use of Electronic Information Service by Students and Community Members. I understand that access to computers and electronic information networks by the Phoenix Union High School District is for educational purposes. I understand that it is impossible for the Phoenix Union High School District to restrict access to all controversial materials and I will not hold the District responsible for the materials acquired on PXU networks and systems that are not consistent with the educational purposes of the Phoenix Union High School District. If my child has obtained controversial materials, I will report it to the school administrator at my child’s site. I accept full responsibility for supervision of my child if and when my child’s use of a Phoenix Union High School District account or network is not in a school setting.

Please check the box below if you would like your child to be excluded from using the internet. This form must be re-submitted at the beginning of each school year. ☐ **Access Denied**

I do NOT give my permission for the Phoenix Union High School District to provide my child access to the internet and agree that the information on this form is correct.

_____	_____	_____
Parent/Guardian Name (please print)	Signature of Parent/Guardian	Date

THIS FORM WILL BE KEPT ON A FILE AT THE SCHOOL WITH AN ADMINISTRATOR



# Complete and sign this form only if you **DO NOT WANT** your student to Participate in the news and media activities listed below:

## District News and Media Opt Out Form

_____	_____	_____
Last Name	First Name	Student ID
_____	_____	_____

_____	_____	_____
School	Grade	Date

Your student may be interviewed, recorded, photographed or videotaped by the media or district staff for a story in the newspaper, radio or television. In some cases, stories, news photos or video may be posted on the internet for public access. Your student's name, photo, or interview may be used in school or District level publications or the media unless you direct otherwise. Such requests must be approved by the Phoenix Union High School District Community Relations office, which will assure that the best interests of your child, the school and District are protected. Your student's safety and welfare are our primary concerns. We will be prudent and cautious in all of our practices regarding this issue.

Please check the appropriate box(es) below if you would like your student to be excluded from these activities. Students who are 18 may complete this form without parent or guardian permission. Please submit this form to the school office within two weeks of receipt of this notice. This form must be re- submitted at the beginning of each school year.

**Note:** Authorization is not required for events that are open to the community or take place in a public setting such as field trips, athletic events or performances.

☐ I do NOT want District staff to interview, record, photograph, or videotape my student for use by the school or District in publications or videos, or in promotions such as advertisements.

☐ I do NOT want the news media to interview, record, photograph, or videotape my student for a story in the newspaper, radio or television or internet.

My student and I waive and release any claim we may have against the school and Phoenix Union High School District arising from possible interviews, photographs, videotapes or audio recordings whether known or unknown, and shall hold PXU and any successors in interest harmless from the same.

_____	_____	_____
Parent/Guardian Name (please print)	Signature of Parent/Guardian	Date

IF STUDENT IS OVER 18 YEARS OLD (Parent/Guardian signature not needed):

_____	_____	_____
Student Name (please print)	Student Signature	Date



# Notice of Student Directory Information Release and Opt Out Form

If you have no objections to the release of directory Information, you do not need to sign this form.

_____ Last Name	_____ First Name	_____ Student ID
_____ School	_____ Grade	_____ Date

The Family Educational Rights and Privacy Act (FERPA) requires that the Phoenix Union High School District (“District”), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District that you do not want your student’s directory information to be disclosed by returning this form to your student’s school within two weeks after enrollment. The primary purpose of directory information is to allow the District to include information from your child’s education records in certain school publications. The District has designated the following as directory information for students:

- |  |  |
|--|--|
| ▶ Name   | ▶ Weight and height, if a member of a school athletic team |
| ▶ Dates of attendance  | ▶ Photograph   |
| ▶ Address  | ▶ Honors and awards received                               |
| ▶ Enrollment status  | ▶ Grade level  |
| ▶ Email address  | ▶ Most recently previously attended education institution  |
| ▶ Participation in officially recognized activities and sports | ▶ Major field of study                                     |
| ▶ Phone number   |  |

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, community, advocacy and/or parent organizations, State Universities and Community Colleges seeking information for admission and scholarships, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require the District, which receives assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents or guardians have advised the District that they do not want their student’s information disclosed without their prior written consent.

If you do not want the District to disclose any or all of the types of information designated above as directory information from your child’s education records without your prior written consent, you must notify the District in writing within two weeks of enrollment by checking the appropriate boxes below, signing and returning this form to your student’s school.

## Complete Opt Out of the Release of Student Directory Information

☐ I Opt Out of all Directory Information Releases. Please note that selection of this option will also prohibit release of information to Military Recruiters and State Universities and Community Colleges.

## Limited Opt Out of the Release of Student Directory Information

☐ I Opt Out of the release of Directory Information to State Universities and Community Colleges. Checking this option allows all other releases.

☐ I Opt Out of the release of Directory Information to Armed Forces and Military Recruiters, or Military Schools. Checking this option allows all other releases.

☐ I Opt Out of the release of Directory Information in all school and student publications. Do not use my student’s name or picture in newsletters, yearbooks, nor play, graduation or athletic programs, etc. Checking this option allows all other releases.

_____ Parent/Guardian Name (please print)	_____ Signature of Parent/Guardian	_____ Date
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# Student Surveys, Analyses, and Evaluations

## PARENT/GUARDIAN REQUIRED FORM

_____ Last Name	_____ First Name	_____ Student ID
_____ School	_____ Grade	_____ Date

The Protection of Pupil Rights Amendment (PPRA) and other relevant Arizona laws afford parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding the Phoenix Union High School District (PXU)’s conducting of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

### Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”):

1. Political affiliations, opinions or beliefs of the student or student’s parent;
2. Mental health history or mental health information;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, or self-incriminating behavior;
5. Critical appraisals of others with whom the pupil has a close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income or other financial information, other than as required by law to determine program eligibility;
9. Gun or ammunition ownership;
10. Voting history;
11. Self-sufficiency as it pertains to emergency, disaster and essential services interruption planning;
12. Pupil biometric information;
13. Medical history or medical information; or
14. The quality of home interpersonal relationships.

### Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

### Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

PXU has adopted policies, in consultation with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. PXU will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. In accordance with A.R.S. § 15-117, PXU will obtain written informed consent from the parent of a pupil before administering any survey that is retained by PXU and that solicits personal information regarding any protected areas. PXU will also directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with the Arizona Attorney General's Office, the Maricopa County Attorney's Office or the Family Policy Compliance Office.

Parent or Guardian – Please only choose one of the options listed below:

☐ I AGREE to allow my student to participate in all PXU-approved student surveys, analyses, and evaluations:

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

☐ I DO NOT AGREE to allow my student to participate in any PXU-approved student survey, analysis, or evaluation:

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

## Student Address Verification

\_\_\_\_\_  
Last Name First Name Student ID

\_\_\_\_\_  
School Grade Date

Date of Birth (mm/dd/yy): \_\_\_\_\_

Student Mailing Address (Include bldg. or apt. #): \_\_\_\_\_

Student Mailing City, State & Zip Code: \_\_\_\_\_

Student Street Address (Include bldg. or apt. #): \_\_\_\_\_

(Complete if mailing address is a P.O. Box) \_\_\_\_\_

Student Street City, State & Zip Code: \_\_\_\_\_

Student Home Phone Number (Include area code): \_\_\_\_\_

☐ I give permission to be called using District automatic dialing equipment at this number

Student Cell Phone Number (Include area code): \_\_\_\_\_

☐ I give permission to be called using District automatic dialing equipment at this number

Parent/Guardian Cell Phone Number (Include area code): \_\_\_\_\_

☐ I give permission to be called using District automatic dialing equipment at this number

Parent/Guardian e-mail address(es):

1. \_\_\_\_\_

2. \_\_\_\_\_

Please provide a copy of a document which bears the Parent or Legal Guardian's full name and residential address or physical description of the property where the student resides as proof of address with this form. (No P.O. Boxes)

\_\_\_\_\_  
Parent/Guardian Name (please print) Signature of Parent/Guardian Date



# Phoenix Union High School District #210 Acknowledgment for Receipt of the Phoenix Union High School District Handbook for Students and Families 2021-2022.

## PARENT/GUARDIAN REQUIRED FORM

_____ Last Name	_____ First Name	_____ Student ID
_____ School	_____ Grade	_____ Date

\_\_\_\_\_  
Parent Name

I agree to and acknowledge receipt of the PXU Handbook for Students and Families which includes information on:

- Visitors to Schools (see page 88)
- Student Attendance, Discipline and Due Process Procedures (see page 89)
- Student Safety Agreement (see page 90)
- Receipt for Policy on Threatening an Educational Institution (see page 91)

I acknowledge that I have read all the documents in the Phoenix Union High School District Handbook for Students and Families 2021-2022. I agree to abide by the conditions and rules within this handbook.

_____ Student Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date

# K1-E Visitors to Schools

## School-Visit Requirements and Acknowledgment

The Phoenix Union High School District No. 210 (PXU) publishes this notice to guide those who visit PXU schools (visitors). This notice fulfills in part the requirement of Governing Board policy KI (Visitors to Schools) that the Superintendent establish school-visit procedures for the control of persons other than PXU employees or students who enter PXU premises. These requirements apply to any person who is not a PXU employee or student when the person is on PXU premises or when the person attends a PXU-sponsored event held off PXU premises. Any PXU employee may enforce these requirements.

Governing Board policies KFA (Public Conduct on School Property) and KI and administrative regulation KI-RA (Visitors to Schools) describe the conduct the PXU requires of a visitor. These requirements are intended to ensure students, employees, and visitors are safe and a visitor does not interfere with the school's administrative, educational, and operational programs. Copies of KFA, KI, KI-RA, and KI-RB are available upon request.

The PXU may ask a visitor to review the information below and to initial and sign this form where indicated to acknowledge understanding of and intent to comply with the PXU's expectations for visitor conduct.

1. No person may enter onto school premises, including to visit or to audit a classroom or attend another school activity, without the principal's prior approval. Parents are encouraged to visit their students' school for scheduled special events and activities. In order to avoid conflict with scheduled events or the disruption of critical educational activities (such as testing), a parent must submit a request for a classroom visit to the principal in advance so that the principal can schedule a date and time.
2. During the school day, a visitor must report to the school office upon arrival, provide appropriate ID, and sign in on the visitor log. A visitor must remain in the office area until the principal or designee grants permission to leave that area.
3. A visitor must comply with direction from any PXU employee. The principal, an assistant principal, or a member of the school's security staff will typically provide such direction, but other PXU employees may also do so in unusual or unforeseen circumstances. A visitor to a classroom must comply with the teacher's requests and instructions.
4. While on campus, a visitor must comply with all district safety protocols, regulations, and protocols. This includes following all campus entry protocols and participating in a prefatory health screening. Visitors must also maintaining an appropriate social distance, and wearing a cloth face covering (in accordance with Regulation KI-RB – Visitors to Schools).
5. A teacher's first responsibility is to the class as a whole. Therefore, a teacher will typically be unable to converse at any length with a visitor. A parent may arrange for a conference with a teacher by contacting the principal's office.
6. Before or after the school day, a visitor may enter PXU property only to attend an event to which the visitor was invited or to use facilities that the PXU has designated for limited public use. A visitor attending a special function must remain in the area the PXU designates for the function.
7. A visitor who engages in disorderly conduct of any kind is subject to removal and exclusion from PXU facilities.
8. A PXU employee may direct a visitor who violates PXU's requirements for visitors or any other PXU policy to leave PXU property. Failure to comply with a request to identify oneself or any lawful direction of a PXU employee is a violation of PXU policy. Failure to obey such lawful instructions may subject a visitor to prosecution for a violation of Arizona statutes (i.e., A.R.S. § 13-2911, Interference with an Educational Institution).

## Receipt for Student Attendance, Discipline and Due Process Procedures

I have read and understand the following Board Policy Regulations of the Phoenix Union High School District No. 210 and further understand that these behavior incidences could result in exclusion from school. I also understand that a student's discipline record is cumulative and shall can be considered in all disciplinary matters. In addition, I understand that campuses may be under electronic surveillance.

- ▶ Theft, Unauthorized entry/Burglary (without a weapon)
- ▶ Alcohol, Marijuana, Inhalant, Drugs, and Prescriptions-Possession & Using
- ▶ Alcohol and/or Drug- Distribution, & Selling
- ▶ Defamation and Obscenity
- ▶ Bullying/ Cyberbullying/ Intimidation
- ▶ Threat
- ▶ Extortion
- ▶ Harassment and Sexual Misconduct
- ▶ Aggression, Assault, & Aggravated Assault
- ▶ Fights
- ▶ Threat to and Educational Institution
- ▶ Weapons & Dangerous Items
- ▶ Arson
- ▶ Hazing & Initiation
- ▶ Campus Disruption/ Recklessness
- ▶ Endangerment/Endanger Health

# Student Safety Agreement

As a student in the Phoenix Union High School District, and for my personal safety, I agree to follow the safety rules listed below while on my way to and from school:

## If I walk to school:

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- ▶ I will not jaywalk; I will cross streets only in properly marked crosswalks.
- ▶ I will avoid horseplay near busy streets and intersections.
- ▶ I will be alert; I will not be distracted by cell phones or electronic devices.
- ▶ I will respect other pedestrians, bike riders, drivers and home or business owners.

## If I ride the school bus or use public transportation:

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- ▶ I will behave appropriately while on the bus/public transportation, at loading zones/bus stops and at Transit Centers.
- ▶ I will respect others riding the bus or using public transportation, at loading zones/bus stops and at Transit Centers.

## If I drive to school:

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- ▶ I will drive safely and follow all traffic rules outlined by the Arizona Department of Motor Vehicles and State Law.
- ▶ I will be alert; I will not be distracted by cell phones or electronic devices.
- ▶ I will respect other drivers, pedestrians, bike riders and home or business owners.

## At all times:

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- ▶ I will contact my Parent or Guardian if I am not going directly home.
- ▶ I will adhere to all safety expectations and protocols.
- ▶ I will immediately notify School Administration if an incident occurred where I felt unsafe either on or off campus.
- ▶ I will be respectful of the community (homes, parks, business, etc.).
- ▶ I will be mindful of loitering and trespassing laws.
- ▶ I will be mindful of curfew as established by the City of Phoenix.
- ▶ Curfew Hours for youth 15yrs. and younger is 10pm – 5am; Youth 16 & 17 yrs. of age is 12am – 5am

## At school-sponsored activities:

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- ▶ I must be transported safely to and from the school-sponsored activity.
- ▶ I must be picked up no longer than 30 minutes after the end of any school-sponsored activity.
- ▶ I may have my privilege to attend school-sponsored activities revoked for my safety, for discipline matters or for violation of the 30 min. pick up time limit.



# Receipt for Policy on Threatening an Educational Institution

Safe schools are a priority to Phoenix Union High School District. Safety and security are the essential elements of an effective learning environment for excellence in student achievement and academic success. Students need to be held accountable for behavior that threatens the safety and security of students and staff members.

Phoenix Union High School District may long term suspend from school for up to one year, a student who is determined to have threatened an educational institution. A suspension requirement may be modified on a case-by-case basis if the student takes responsibility for the result of the threat. The District will adhere to all federal and state requirements and procedures for students afforded protection under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The policy on threats is explained in detail in the JK-EC board policy and defined by A.R.S. 13-2911. The following categories of misconduct may fall within and be included with the general category of “Threatening an Educational Institution”, depending on the circumstances of each case:

- ▶ Assault or aggravated assault on another student or staff member
- ▶ Arson / reckless burning
- ▶ Bomb threats
- ▶ Bullying/Cyberbullying
- ▶ Bus misconduct
- ▶ Campus disruption
- ▶ Destruction or defacement of property
- ▶ Endangerment
- ▶ Explosive devices
- ▶ Extortion
- ▶ Fights
- ▶ Harassment/ Sexual Harassment /Dating Abuse
- ▶ Incitement
- ▶ Initiation/Hazing
- ▶ Intimidation
- ▶ Minor Aggressive Act
- ▶ Recklessness
- ▶ Sexual misconduct
- ▶ Threat, intimidation or verbal abuse of a student or staff member
- ▶ Verbal provocation
- ▶ Weapons/Dangerous Items

I have read and understand the Board Policy on Threatening an Educational Institution. I further understand that violation of this policy could result in expulsion from school.

**Handbook**  
**for Students and Families**  
2021–2022

PHOENIX  
**PXU**  
UNION  
HIGH SCHOOL DISTRICT