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WELCOME to PXU

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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 2022-2023 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.

The last two years have taken a toll on so many. The health, wellness, and safety of our entire community will always be our top priority. Throughout this school year, we will continue to offer social, emotional, and physical health services – through health clinics, counseling and social work services, and opportunities for student-athletes to get sports physicals. As you will see in this handbook, we have incredible services for all of our students. If you need help, please ask.

In addition to the well-being of all, we continue to focus on your child’s academic performance. Through District-wide professional development for teachers, strengthened curriculum, and enhanced opportunities for tutoring, we strive to improve our teaching practices and learning outcomes every year. If your child is struggling academically in any way, please contact your child’s counselor, advisor, administrators, or teachers. We are here to help.

Finally, for our parents and families, we are here for you, too. We have resources, we offer classes, we host open houses, we have food and clothing banks, and we assist with transportation and technology issues. On every one of our campuses, we have a Community Liaison who can assist you.

Thank 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
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.
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
Preparing 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 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.

**FOCUS AREAS**

- **Achieving Readiness in College, Career, and Life**
  Develop structures and supports that foster student learning and leadership.

- **Creating a Culture of Excellence**
  Build systems and processes and improve the customer experience to foster academic, personal, and professional excellence.

- **Building a Strong School Community**
  Strengthen the knowledge, skills, and relationships within school communities to support student achievement.

- **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.
10 COMMITMENTS

1. College, Career, and Life-Ready Graduates
Consistently produce college, career, and life-ready graduates

2. Quality Seats for All Students Guarantee
Guarantee quality seats in every classroom that drive high levels of student achievement for all students, no exceptions

3. Freshman Success
Improve student transition to high school and increase freshman connectedness, credit currency, agency, and performance

4. Student Wellness and Connectedness
Improve student health and wellness, improve student attendance and connectedness, and ensure that historically marginalized and underserved students are successful

5. Campus & Community Safety
Improve student behavior, student decision-making, and foster a safe, thriving learning and working environment

6. Staff Wellness and Support
Improve staff wellness and support to drive staff success

7. Effective Leadership
Lead and sustain the vision, values, strategic plan, and PXU promise

8. Family & Community Support and Engagement
Authentically engage and empower the community and meet the growing needs of parents and families

9. District Effectiveness, Efficiency, Service
Provide proper support and service to schools and communities, efficient and ethical stewardship of taxpayer dollars, and progressive education innovation and entrepreneurship

10. Progressive Portfolio
Challenge and disrupt old educational paradigms, and create new educational models to meet the complex needs of all learners
# 2022–2023 Calendar

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<td>Classes Begin Mon., August 8</td>
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<td><strong>September 2022</strong></td>
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<td><strong>October 2022</strong></td>
<td>40th Day Mon., October 3</td>
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<td>End of 1st Term Fri., October 7</td>
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<td>Thanksgiving Day Thu., November 24</td>
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<td>Thanksgiving Recess (No Classes) Fri., November 25</td>
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<td>MLK/Civil Rights Day Mon., January 16</td>
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<td><strong>Number of Teaching Days</strong></td>
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<tr>
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<td>Days Taught 180</td>
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Note: The schedule will be published routinely on PXU.org.

Revision approved on April 14, 2022

Governing Board approved on 04.14.2022 / Designed by PXU Marketing

Revised 03.25.2022 / Prepared by Technology and Logistics on 10.19.2021

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Welcome to PXU
2022–2023 Calendar

Legend
- Legal Holiday
- Teacher In-Service
- Examination Day/Report Prep./End of Term
- End of Term/Report Prep
- Examination Days
- School Recess (students and all employees off)
- Recess for Students, 9,9.5, and appropriate 10-month employees

iDays schedule will be published routinely on PXU.org
Revision approved on April 14, 2022
How to Get Involved In Your Student’s School
Title I
How to Connect With Your Student’s Teachers
How to Stay Informed
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 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 student’s success, and providing 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 WeGrad, formerly American Dream Academy (ADA)

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

Participate in the 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 well-being, and college and career readiness. Workshops are offered virtually, at Phoenix Union campuses and regional locations throughout the District. For more information, please contact the Principal’s office at your school.

Support Your Student in PXU Participatory Budgeting Participation

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. For organizations that wish to serve multiple campuses as a community partner, please contact the Family and Community Engagement Manager, Cyndi Tercero, to discuss the process to enter into a Memo of Understanding (MOU) or Intergovernmental Agreement (IGA).

Recognition of Daily Moment of Silence

PXU has committed to setting aside time each day for students to engage in a moment of silence, in response to Arizona Revised Statute 15-506. This time will be provided at the beginning of the school day at each school. Students who choose to use this time to engage in any recognition or reflection will not be guided or interrupted by other students or staff and will be able to use it as they choose. Parents are encouraged to discuss with their student how to best use this daily moment of silence that is required for all schools.
**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 parent voice and participation are included in the joint development of the campus family and community engagement plan, schools will:

- Review the District parent involvement policy
- Distribute a written family and community engagement plan
- Conduct an annual evaluation of the effectiveness of the policy in improving academic achievement, including identifying barriers to learning.
- Develop a school-parent compact that outlines how parents, school staff, and students will share responsibility for improving student achievement.
- Ensure families are informed and have the opportunity to engage in school activities, parent workshops, and events.

To view these, please check your school’s website.

**Parent’s Right to Know**

Schools must give parents information about the achievement and performance of the school. Administrators at Title I school conduct informative presentations at the beginning of each school year outlining the details and requirements of the Title I program. Parents’ “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 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 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 in to the Parent and Student Portals at www.pxu.org/Page/23745 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.

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.

**Phoenix Union Website and Social Media:**
- Visit PXU.org for districtwide news and updates.
- Follow Phoenix Union on social media:
  - @PhoenixUnion
  - @PhoenixUnionHS
  - @PhoenixUnionHS
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 helpful 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 occurs when a dangerous or a possible hazardous threat has been identified inside the building or in close proximity to 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 when students have been moved to an alternate location. Students will only be released to their parent/guardian or an adult listed as an emergency contact with the school during the reunification process. 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
➤ Do not go to the school if you are notified of a lockdown. Stay in a location where you can 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 PXU.org and Phoenix Union social media channels for updated information.
➤ Tune in to local TV and radio stations for school news alerts.
➤ Please wait for an automated phone call that will notify you when it is safe to pick up your student and the location for pickup.
➤ 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.
➤ Please do not call your student or your student’s school. Excessive phone calls could interfere with emergency communications.
KEEPING YOUR STUDENT on TRACK

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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 with 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, career, and life with the collaboration, communication, and problem-solving skills vital to student success. The standards challenge students to move beyond memorization, think critically, and 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, expectations, or how they are 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, guidance counselor, and teachers.
ATTENDANCE
Families play a key role in making sure that students arrive on time at school safely, every day, and it is imperative that they understand why attendance is important for success in school, and on the job.

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
► Speak to your student about the importance of arriving at school on time daily 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 in their 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)

Did You Know?
► Students should attend class each day to stay engaged, be successful, and 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 some 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 We Will Do**

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

**Attendance Definitions**

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

### Types of Absences:

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excused (EXC)</strong></td>
<td>A healthcare 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.</td>
</tr>
<tr>
<td><strong>Extra-Curricular Activity Absences (BRO)</strong></td>
<td>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 excusal from class(es) for a school-related or school-sponsored event. Extra-curricular activities include, but are not limited to field trips, athletic games, and student activities</td>
</tr>
<tr>
<td><strong>Unexcused (ABS)</strong></td>
<td>An absence for an assigned class or activity 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 as unexcused. A campus Administrator or designee can determine the change of an absence from unexcused to excused or from excused to unexcused.</td>
</tr>
</tbody>
</table>
BEHAVIOR (PBS)

In keeping with our core values, it is Phoenix Union’s commitment to resolve 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 student’s 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

**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.

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.

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.

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.

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.
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 the 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 them. 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.

**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 your student and others who were impacted to create a plan for what your student must do to make it right.

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

**Take Care of Yourself**
When your student misbehaves (either toward you or someone else), it impacts you as well. Do not 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 with 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 networks to research, evaluate, and implement the contextual analysis.

Innovation
Creating, building, or collaborating on unique works that enhance not only the student’s learning but also the betterment of 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 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 to keep track of every app ever made and how they are used.

CulturesofDignity.com is a great resource to teach kids about boundaries.

You can also visit HumaneTech.com & YouthAwarenessandSafety.org to learn more about dangers and resources.
22 Athletics, Activities and Clubs
24 Civic Engagement
25 English Language Acquisition
26 Exceptional Student Services
27 Foster Student Enrollment, Best Interest Determination and Student Services
28 Information for Parents: McKinney-Vento & Foster Students
29 Food & Nutrition Services and Transportation
30 Student Health Services
31 Expectations for Health, Wellness, and Safety
ATHLETICS, ACTIVITIES, and CLUBS

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

AIA Sports Offered in Phoenix Union

District-Wide:

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

School-Specific Sports:

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

**Swim and Dive:** Alhambra, Camelback, Central, North

*Boys and Girls Teams

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

AIA Activities Offered in Phoenix Union

- Chess
- Esports
- JROTC
- Robotics
- Speech and Debate
- Spirit Lines
- Theater
Clubs Offered in Phoenix Union

- Academic Decathlon
- Aerospace Club
- African American Club
- Ambassador Club
- Animal Care Awareness
- Anime
- Art National Honor Society
- Asian Club
- Astronomy
- Athletics Club
- Auto Club
- AVID
- AZ Career Association
- Band
- Be A Leader
- Best Buddies
- Black Student Union (BSU)
- Blue Planet Society
- Broadcast Journalism (BTV)
- CARE
- Central Foodies
- Cheer Club
- Chess Club
- Close Up Team
- Community Skills
- Composing Lions
- Cooking Brigade
- Cub Care/Future Educators of AZ
- Culinary Club
- Dance
- DECA
- Diabolo (Yo-Yo)
- Digital Photo
- Drama Club
- E-Tech
- Eco-Spartans
- Elevate Phoenix Union High School

- District
- Éxito
- Fashion Club
- Fellowship of Christian Athletes
- French Club
- Future Business Leaders of America
- Future Educators of America
- Future Medical Leaders
- G.S.A.
- Graffiti Busters
- Green Club
- Green Shovel
- Guitar
- Hacky Sack Club
- Hiking Club
- Hip Hop Squad
- Historically Black College Club
- History Club
- Interact
- International Club
- International Genetic Engineering Machine iGEM
- Jewelry Club
- JROTC
- Key Club
- KLYN
- Lion Pride
- Lions at Peace
- Lions for Christ
- Los Leones de Español
- M.E.Ch.A
- Manzana Ladies
- Masque and Gavel
- Media Club
- National Honor Society
- Native American Club
- Native American Youth Council
- Newspaper
- PE Club
- Peer Leadership
- PEOPLE
- Poet Society
- Recycling Club
- Rho Kappa Honor Society
- Robotics
- Rock Club
- Runners Club
- Science Club
- Science, Technology, and Research Skills USA
- Spanish Club
- Spanish Honor Society
- Special Olympics
- Speech/Debate
- Spirit Line
- Spoken Word Poetry
- Stand and Serve Step Team
- Student Government
- Student Against Drunk Drivers
- Teen Arts Guild
- TGB “La Familia”
- Thespian Honor Society
- Thespians
- Vocational Training Club
- Women to Women
- Writers Ink (Poetry)
- Yearbook
- Yoga/Fitness
- Youth Alive
- Zumba Club

Note: This is a sampling of many of the clubs our schools offer. Check with your school 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 allocated $1.2 million to the PXU Redesigning School Safety Participatory Budgeting process. The student-driven process allocated $500,000, the staff-driven process allocated $500,000, and the parent/guardian-driven process allocated $200,000. The winning proposal(s) for each process will be implemented during the 2022-2023 school year.

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/Campus 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 caregivers) work in teams to review and sort ideas collected from their school community. District/Campus 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/Campus 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/Campus Steering committee members plan a district-wide vote where stakeholder groups decide on which ballot initiatives to fund.

Implementation & Evaluation – District/Campus 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/caregivers 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

“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
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.

At 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.

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 at your student’s school 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 gifted students.

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 the 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

You may also view our Gifted Guide and direct contact information to your campus at pxu.org/giftedprograms
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 to foster students 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 www.foster-ed.org.

In addition to the campus resources and programs available to all students, there is a variety of resources available for youth in foster care. For more information please contact your campus Community Liaison to connect with the below organizations:

- Visit Fostering Advocates Arizona at www.fosteringadvocatesarizona.org for information and assistance with employment training, family finding, financial capability and budgeting, housing, transportation, scholarships, and more
- Visit DCS Foster Family Resources and FAQ at dcs.az.gov/foster/resources-faqs regarding financial assistance, education, legal assistance, medical and dental assistance, and more
- Visit Foster Care to Success at www.fc2sprograms.org/arizona/ for tuition waivers and Education and Training Vouchers (ETV) program
- Visit Bridging Success Program at https://my.maricopa.edu/support/foster-youth for educational opportunities for foster youth to enroll in Maricopa Community Colleges and receive support with academic counseling, tutoring, career planning, skill development, and more. The program focused on three main areas: retention, degree completion, and transfers

For questions about the Best Interest Determination (BID) process or to schedule a BID meeting, please contact Cyndi Tercero, Family and Community Engagement Manager and Foster POC at Tercero@PhoenixUnion.org and provide a current copy of the Notice to Provider or Tribal Social Services document.
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 you 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.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Abril</td>
<td>(602) 764-0066</td>
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<tr>
<td>Alhambra</td>
<td>(602) 764-6038</td>
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<tr>
<td>Bioscience</td>
<td>(602) 764-5606</td>
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<tr>
<td>Bostrom</td>
<td>(602) 764-1704</td>
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<tr>
<td>Trevor Browne</td>
<td>(602) 764-8564</td>
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<tr>
<td>Camelback</td>
<td>(602) 764-7427</td>
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<tr>
<td>Central</td>
<td>(602) 764-7545</td>
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<tr>
<td>Cesar Chavez</td>
<td>(602) 764-4046</td>
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<tr>
<td>Desiderata</td>
<td>(602) 764-1316</td>
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<tr>
<td>Betty Fairfax</td>
<td>(602) 764-9117</td>
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<tr>
<td>Franklin</td>
<td>(602) 764-0237</td>
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<tr>
<td>Carl Hayden</td>
<td>(602) 764-3043</td>
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<tr>
<td>Maryvale</td>
<td>(602) 764-2124</td>
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<tr>
<td>Metro Tech</td>
<td>(602) 764-8048</td>
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<tr>
<td>North</td>
<td>(602) 764-6520</td>
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<tr>
<td>Phoenix Coding</td>
<td>(602) 764-5706</td>
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<tr>
<td>PXU City</td>
<td>(602) 764-1316</td>
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<tr>
<td>PXU Digitial</td>
<td>(602) 764-1316</td>
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<tr>
<td>Academies @ South</td>
<td>(602) 764-5016</td>
</tr>
<tr>
<td>Wilson</td>
<td>(602) 764-9610</td>
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If you need assistance or have questions about your McKinney-Vento routed transportation, you can contact your campus Community Liaison. If you need to cancel morning or afternoon transportation or your student’s routed transportation has not arrived, below are emergency transportation contact phone numbers:

- Marely Hernandez, Developer of Services for Unique Populations: (602) 764-1316 / mhernandez4@phoenixunion.org
- Bryan Henderson, Transportation Director: (602) 764-1612 / bhenderson@phoenixunion.org
- Patricia Rivas, Transportation Dispatcher: (602) 764-1626 / privas@phoenixunion.org
FOOD & 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.

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

Visit the Food and Nutrition Services website at PXU.org for more information on our breakfast or lunch programs, or visit Nutrislice at https://phxhs.nutrislice.com/menu 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.

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.
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 any time 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).

Ask questions, educate yourself, and get information from reliable sources.

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 a safe and designated distance from peers and staff.
▶ Do not share cups, eating utensils, food, or drinks with others.

Be a leader in keeping yourself, your school, your family, and your 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.

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.

Tell your family member, a staff member, or a caregiver if you feel sick, and ask to stay home.

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.
32 Student and Family Services
34 Requirements For Graduation
35 Prepare For Your Future
36 My College Checklist
37 Financial Aid (FAFSA) Checklist
38 NCAA Eligibility Information for Prospective College Athletes
39 Important District, Campus, 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

Office of Multi-Tiered System of Supports/ (MTSS)

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
Student and Family Services (continued)

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

Office 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.


Prepare for Your Future webpage: https://www.pxu.org/PrepareForYourFuture
REQUIREMENTS FOR GRADUATION

PLANNING A FOUR-YEAR PROGRAM

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 students in their choices and educational experiences. The ECAP should be revisited and updated on a yearly basis throughout high school and the postsecondary years.

It is expected that all students have full access to the variety of academic, career, and technical education, and other elective opportunities as outlined below for graduation requirements.

<table>
<thead>
<tr>
<th>Subject</th>
<th>PXU Graduation Requirements</th>
<th>Entrance Requirements for Arizona Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Health Education¹</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Fine Arts²</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Or Career and Technical Education³</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Languages</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>Electives</td>
<td>6.5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>22.0</td>
<td></td>
</tr>
</tbody>
</table>

Credits*** Credits***

Notes:

1. Students may meet 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.
4. Students who receive special education services will have their course of study reviewed and revised, as appropriate, in their IEP on an annual basis, aligned with the required graduation coursework and ECAP activities.

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

**State approved testing

All Students must participate in state-approved testing/end course assessments in English and Math courses as directed by the State Board of Education. (Further details are on page VI.)
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 to learn more.

Phoenix Union High School District Four Year Plan

Highly Selective University Plan

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>H English</td>
<td>H English</td>
<td>AP English</td>
<td>AP English</td>
</tr>
<tr>
<td>H Geometry</td>
<td>H Algebra 3-4</td>
<td>H Pre-Calculus</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>H Biology</td>
<td>H Chemistry</td>
<td>H Physics</td>
<td>AP Science</td>
</tr>
<tr>
<td>H World Language</td>
<td>AP World History</td>
<td>AP World History</td>
<td>AP Gov/Econ</td>
</tr>
<tr>
<td>Fine Art</td>
<td>H World Language</td>
<td>H World Language</td>
<td>AP World Language</td>
</tr>
<tr>
<td>Health/Elective</td>
<td>Elective/CTE Program</td>
<td>Elective/CTE Program</td>
<td>Elective/CTE Program</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra 1-2</td>
<td>Geometry 1-2</td>
<td>Algebra 3-4</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science (STEM)</td>
</tr>
<tr>
<td>World Language</td>
<td>World Language</td>
<td>US History</td>
<td>Gov/Econ</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective/CTE Program</td>
<td>Elective/CTE Program</td>
<td>Elective/CTE Program</td>
</tr>
<tr>
<td>Health Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Algebra 1-2</td>
<td>Geometry 1-2</td>
<td>Algebra 3-4</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science (STEM)</td>
</tr>
<tr>
<td>World Language (opt.)</td>
<td>World Language (opt.)</td>
<td>US History</td>
<td>Gov/Econ</td>
</tr>
<tr>
<td>Elective</td>
<td>World History</td>
<td>Elective/CTE Program</td>
<td>Elective/CTE Program</td>
</tr>
<tr>
<td>Health Elective</td>
<td>Elective/CTE Program</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Recommendation: Honors/AP/IB/Dual Enrollment are highly encouraged and a 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. The Seal of Biliteracy recognizes high school students who achieve proficiency in a language other than English. The Arizona Seal of Fine Arts acknowledges students that demonstrate proficiency in the AZ Arts standard with a pathway in the arts. Please see the District’s website for more information.
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’s FSA ID user name and password
- Parent/Guardian’s social security number. If parent does not have a social, use 000-00-0000
- Parent/Guardian’s date of birth
- Parent/Guardian’s marital status
- Parent’s month and year of marriage, separation/divorce or deceased
- Parent/Guardian’s tax filing status
- Copy of Parent/Guardian’s 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:

QUALIFIER
► 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
► Earn at least a 2.3 GPA in your NCAA core courses.

EARLY QUALIFIER
► Complete 14 NCAA core courses, including 3 years of English, 2 years of math, 2 years of natural/physical science, and 2 additional years of English, math, or natural/physical science, and 5 additional years in any area.
► Earn at least a 3.0 GPA in your NCAA core courses.

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

QUALIFIER
► Complete 16 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.
► Earn at least a 2.2 GPA in your NCAA core courses.

EARLY QUALIFIER
► Complete 14 NCAA core courses, including 3 years of English, 3 years of math, 2 years of natural/physical science, and 6 additional years in any area.
► Earn at least a 2.5 GPA in your NCAA core courses.

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 athletes 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. You can find your high school’s list of NCAA core courses at eligibilitycenter.org.

Grade 10 | Register
► Register with the NCAA Eligibility Center at eligibilitycenter.org.
► If you fall behind on courses, do not take shortcuts to catch up. Ask your counselor for help 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 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.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Main Line</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Abril Educational Academy</td>
<td>(602) 764-0050</td>
<td></td>
</tr>
<tr>
<td>Alhambra High School</td>
<td>(602) 764-6002</td>
<td>(602) 764-6040</td>
</tr>
<tr>
<td>Bioscience High School</td>
<td>(602) 764-5600</td>
<td></td>
</tr>
<tr>
<td>Bostrom High School</td>
<td>(602) 764-1700</td>
<td>(602) 764-1703</td>
</tr>
<tr>
<td>Trevor G. Browne High School</td>
<td>(602) 764-8500</td>
<td>(602) 764-8900</td>
</tr>
<tr>
<td>Camelback High School</td>
<td>(602) 764-7000</td>
<td>(602) 764-7019</td>
</tr>
<tr>
<td>Central High School</td>
<td>(602) 764-7500</td>
<td>(602) 764-7700</td>
</tr>
<tr>
<td>Cesar Chavez High School</td>
<td>(602) 764-4000</td>
<td>(602) 764-4100</td>
</tr>
<tr>
<td>Desiderata</td>
<td>(602) 764-0800</td>
<td></td>
</tr>
<tr>
<td>Betty H. Fairfax High School</td>
<td>(602) 764-9000</td>
<td>(602) 764-9002 &amp; (602) 764-9003</td>
</tr>
<tr>
<td>Franklin Police &amp; Fire High School</td>
<td>(602) 764-0200</td>
<td>(602) 764-0270</td>
</tr>
<tr>
<td>Carl Hayden Community High School</td>
<td>(602) 764-3000</td>
<td>(602) 764-3300</td>
</tr>
<tr>
<td>Maryvale High School</td>
<td>(602) 764-2000</td>
<td>(602) 764-2070</td>
</tr>
<tr>
<td>Metro Tech High School</td>
<td>(602) 764-8000</td>
<td>(602) 764-8025 (A-M) &amp; (602) 764-8026 (N-Z)</td>
</tr>
<tr>
<td>North High School</td>
<td>(602) 764-6500</td>
<td>(602) 764-6595</td>
</tr>
<tr>
<td>Phoenix Coding Academy</td>
<td>(602) 764-5700</td>
<td>(602) 764-5704 (Eng.) &amp; (602) 764-5704 (Spa.)</td>
</tr>
<tr>
<td>PXU City</td>
<td>(602) 764-1316</td>
<td></td>
</tr>
<tr>
<td>PXU Digital Academy</td>
<td>(602) 764-1316</td>
<td></td>
</tr>
<tr>
<td>The Academies at South Mountain</td>
<td>(602) 764-5001</td>
<td>(602) 764-5012</td>
</tr>
<tr>
<td>Phoenix Union Wilson College Prep</td>
<td>(602) 764-9600</td>
<td></td>
</tr>
</tbody>
</table>
**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](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:**

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

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

Arizona Family Resources
An online directory of services and resources for youth/families in foster care, divided by category of service. Users can look for medical, education, legal, emergency, and resources for youth who are preparing to age out of foster care or who have aged out of foster care
https://azfamilyresources.org/ for assistance in Spanish, email feedback@azfamilyresources.org

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

Suicide Prevention Hotline, 24 hours a day
1-(800) 273-TALK (8255)

Substance Abuse & Treatment, 24 hours a day
1-800-662-HELP (4357)

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

Sunnyslope Family Services Center
914 W. Hatcher Rd
(602) 495-5229

John F. Long Family Resource Center
3454 N. 51st Ave
(602) 262-6510

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

**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

**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

**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:

<table>
<thead>
<tr>
<th>Service</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona Women’s Education and Employment (AWEE)</td>
<td>914 W. Hatcher</td>
<td>(602) 371-1216</td>
</tr>
<tr>
<td>Arizona Workforce Connection</td>
<td>9801 N. 7th Street</td>
<td>(602) 861-0208</td>
</tr>
<tr>
<td>Arizona Workforce Connection</td>
<td>3406 N. 51st Ave</td>
<td>(623) 247-3304</td>
</tr>
<tr>
<td>Chicanos Por La Causa, Workforce Solutions</td>
<td>619 N. 7th Ave Bldg. B</td>
<td>(602) 257-0700</td>
</tr>
<tr>
<td>Fresh Start Women’s Foundation</td>
<td>1130 E. McDowell Rd</td>
<td>(602) 252-8494</td>
</tr>
<tr>
<td>Friendly House</td>
<td>802 S. 1st Ave</td>
<td>(602) 257-1870</td>
</tr>
<tr>
<td>Goodwill Career Resource Center</td>
<td>3548 W. Northern</td>
<td>602-335-153</td>
</tr>
<tr>
<td>Phoenix Job Corps</td>
<td>518 S. 3rd St.</td>
<td>(602) 322-2886</td>
</tr>
<tr>
<td>St. Joseph the Worker</td>
<td>1125 W. Jackson</td>
<td>(602) 417-9854</td>
</tr>
<tr>
<td>Level Up Workforce Program</td>
<td>1918 W. Van Buren St.</td>
<td>(602) 718-1173</td>
</tr>
</tbody>
</table>
# Healthcare, Medical, and Dental Services/Clinics

<table>
<thead>
<tr>
<th>Name</th>
<th>Services/Programs</th>
<th>Address</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adelante Healthcare</strong></td>
<td>Medical Services low-cost self-pay program available for those who qualify</td>
<td>500 W. Thomas Rd #870</td>
<td>(602) 809-5092</td>
<td><a href="https://adelantehealthcare.com/">https://adelantehealthcare.com/</a></td>
</tr>
<tr>
<td><strong>Native Health</strong></td>
<td>Wellness exams for children, men, and women</td>
<td>4041 N. Central, Bld. C</td>
<td>(602) 279-5262</td>
<td><a href="https://www.nativehealthphoenix.org/">https://www.nativehealthphoenix.org/</a></td>
</tr>
<tr>
<td><strong>Neighborhood Outreach Access to Health (NOAH)</strong></td>
<td>Affordable medical, dental and mental healthcare</td>
<td>3330 N. 2nd Street, #500</td>
<td>(480) 882-4545</td>
<td><a href="http://www.noahlelps.org/locations/midtown/">http://www.noahlelps.org/locations/midtown/</a></td>
</tr>
<tr>
<td><strong>Arizona Lions Vision Center</strong></td>
<td>Low-cost eye exams and glasses</td>
<td>9451 N. 99th Ave</td>
<td>(623) 583-9340</td>
<td><a href="https://www.guidestar.org/profile/86-0289608">https://www.guidestar.org/profile/86-0289608</a></td>
</tr>
<tr>
<td><strong>Phoenix Indian Medical Center</strong></td>
<td>Medical, Dental And Mental Healthcare Services</td>
<td>4212 N. 16th St</td>
<td>(602) 263-1200</td>
<td><a href="https://www.ihs.gov/Phoenix/healthcarefacilities/phoenix/">https://www.ihs.gov/Phoenix/healthcarefacilities/phoenix/</a></td>
</tr>
<tr>
<td><strong>Circle of City</strong></td>
<td>Family health care center for homeless individuals and families</td>
<td>3522 N. 3rd Ave</td>
<td>(602) 776-7676</td>
<td><a href="https://www.circlethecity.org/parsonsfamily-health-center/">https://www.circlethecity.org/parsonsfamily-health-center/</a></td>
</tr>
<tr>
<td><strong>Golden Gate Community Center</strong></td>
<td>Sliding fee scale for those who qualify</td>
<td>1625 N. 39th Ave</td>
<td>(602) 257-4323</td>
<td><a href="https://wesleycenterphx.org/">https://wesleycenterphx.org/</a></td>
</tr>
<tr>
<td><strong>St. Vincent de Paul</strong></td>
<td>Medical Clinic, Dental Clinic and Family Wellness</td>
<td>420 W. Watkins Rd</td>
<td>(602) 261-6842</td>
<td><a href="http://www.stvincentdepaul.net">http://www.stvincentdepaul.net</a></td>
</tr>
<tr>
<td><strong>Valle del Sol</strong></td>
<td>Family Medical Care Clinic</td>
<td>3807 N. 7th Street</td>
<td>(602) 523-9312</td>
<td><a href="http://www.valledelsol.com/primary-care/">http://www.valledelsol.com/primary-care/</a></td>
</tr>
<tr>
<td><strong>Maricopa Integrated Health System</strong></td>
<td>Refugee Women’s Health Clinic</td>
<td>2525 E. Roosevelt St. 2nd floor</td>
<td>(602) 344-5407</td>
<td><a href="https://mihs.org/refugee-womens-clinic">https://mihs.org/refugee-womens-clinic</a></td>
</tr>
<tr>
<td><strong>Wesley Community and Health Center</strong></td>
<td>Sliding fee scale for those who qualify</td>
<td>1300 S. 10th St</td>
<td>(602) 257-4323</td>
<td><a href="https://wesleycenterphx.org/">https://wesleycenterphx.org/</a></td>
</tr>
</tbody>
</table>
The District continuously evaluates its policies, procedures, and regulations. Due to legislative action, opportunity for policy, regulation, or process improvement, or feedback from the public, among other reasons, there may be a need for the Board or responsible administrator to amend, modify, clarify, or suspend a District policy, process, or regulation after this handbook is published and/or distributed. In the event of such Board or administrator action, the applicable policy, procedure, or regulation in effect at the time shall control. Furthermore, in the event of an incongruence between this handbook and any applicable District policy, procedure, or regulation, the District policy, procedure, or regulation shall control. This handbook is intended to serve as a helpful guide for students and parents; however, students and parents should rely on adopted policies, procedures, and regulations.
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 (as permitted by law) in admission and access to its programs, services, activities, or in any aspect of their operations.

The Phoenix Union High School District's Career and Technical Education (CTE) program offerings include: Audio/Visual Services; Business Services; Health Services; Human Services; Industrial Services; and IT/STEM Services. For more information and full listing of CTE programs, visit https://www.pxu.org/Page/28323.

The lack of English language skills shall not be a barrier to admission or participation in the District’s activities and programs. The following employees have been designated to handle inquiries regarding the non-discrimination policies:

**Title IX Coordinator**
Ms. Bridget Lopez, Paralegal/Legal Assistant
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1509
blopez@phoenixunion.org

**Section 504 Coordinator**
Ms. Wendy Collison, ESS Director
4502 N. Central Ave.
Phoenix, AZ 85012
(602) 764-1025
collison@phoenixunion.org

For further information on notice of non-discrimination, for the address and phone number of the office that serves Arizona, or call 1-(800) 421-3481
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 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. Students are less likely to succeed if they are chronically absent, which means missing 10% or more instructional days over the course of a school year.

Guidelines

Whenever students are 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.

Students shall be responsible for obtaining all make-up work upon return from an absence.

Students shall be responsible for completion of all make-up work in a satisfactory manner and within accordance with the teacher’s Plan for Success.

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. Teachers may request that students 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.

Procedures

Each high school will implement various positive reinforcement measures for the improvement of student attendance. When students have been absent, it is the students’ responsibility to discuss make-up assignments with their teachers. The teachers will work collaboratively with students to coordinate times for any make-up work, if necessary. This should be consistent with each 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

| District Office | Coordinate and facilitate the implementation of an Absence Prevention Campaign.  
|                 | Organize a multidisciplinary District Attendance Committee to support with school trainings and attendance goal implementation.  
|                 | Support all schools in establishing Campus Attendance Committees to oversee the attendance prevention and intervention initiatives and practices. |
| School Administration | Review and analyze attendance data  
|                     | Set attendance goals and communicate progress to all staff and students monthly.  
|                     | Protect time to provide professional development to staff and students on attendance related intervention and prevention tools and strategies.  
|                     | Implement prevention systems and practices to celebrate and reward student and staff attendance and relationships.  
|                     | Conduct Administrative Attendance Conferences |
| School Staff | Welcome students to the classroom every day and work to build authentic relationship with all students.  
|               | Celebrate and acknowledge punctual student attendance.  
|               | Record most accurate and updated attendance every period into Synergy.  
|               | Communicate to parents/guardians supports and resources available at school to support their student.  
|               | Provide supports for students to catch up on assignments and content and/or seek out support service staff to address issues affecting class attendance. |
| Students | Attend every class period, every day, and on time.  
|          | Track attendance on StudentVue and address any attendance concerns with content teacher.  
|          | Take advantage of supports from content teachers to catch up on assignments and content.  
|          | Seek out support service staff\(^1\) to address issues underlying class attendance. |
| Parents | 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.  
|          | Attend parent workshops and/or access online resources to learn about keeping student on track.  
|          | Stay informed about trends with student’s attendance and grades by regularly accessing ParentVue.  
|          | Collaborate with administrators and teachers on interventions both at school and at home.  
|          | Call the school when a student will be absent or there is a concern affecting attendance of a class. |

\(^1\)Support service staff include Counselors, Student Liaisons, Social Workers or other campus staff.
## ABSENCE INTERVENTION CHART

<table>
<thead>
<tr>
<th>Absences/Period(s)</th>
<th>Interventions/Steps</th>
</tr>
</thead>
</table>
| **1 Absence (in a class)** | - SchoolMessenger\(^1\) will notify parent/guardian by phone/email for period and/or all day absence.  
- Teacher will engage in a one-on-one check-in conversation with student about the absences.  
- Student will obtain missing work from the content teacher per teacher’s missing work/make-up policy and expectation. |
| **3 Absences (in a class)** | - Attendance Notification Letter will be sent home to parents/guardians.  
- The Content Teacher will contact parent/guardian about absences.  
- Student will receive opportunity to recover missed learning through classroom/school based intervention time\(^2\) in accordance with the course plan for success. |
| **5-7 Absences (in a class)** | - Phone Banking Team will contact parent/guardian about absences.  
- Student will be assessed by student liaison and/or a support services staff member to identify the reason (root cause) for the absences.  
- The student may be placed on an attendance contract and/or referred to a campus intervention\(^3\) most appropriate to address the root cause of absenteeism.  
- The parent/guardian will be notified when a student is placed on an attendance contract or an intervention is assigned. |
| **9 Absences (in a class)** | - A second attendance notification letter requiring an administrative conference will be sent to parents/guardians.  
- School may facilitate a home visit to discuss absences with parents/guardians.  
- Parent/Guardian and student will meet with assistant principal and support staff to write plan of action.  
- Student will complete a written reflection inclusive of solutions they propose for how to address their absences.  
- Student will be assigned tutoring and/or academic-support intervention and may lose privileges. |
| **10+ Absences (in a class per semester)** | - If a student continues to be chronically absent after all interventions have been implemented/exhausted\(^4\), a follow-up conference with the Parent/Guardian, student and Assistant Principal will be held.  
- 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.  
- At 12 excused/unexcused absences, in a course, a student may lose credit after documented interventions have been exhausted. |

\(^{1}\)SchoolMessenger is scheduled to call each time a student is absent from one or more class periods each day.  
\(^{2}\)Intervention time may include Before and/or After-School Tutoring/Make-Up Labs, Saturday School, Lunch-Time Prevention.  
\(^{3}\)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.  
\(^{4}\)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 addressing behavior starts with teaching PXU students social behavior expectations that promote positive school relationships. When school relationships are harmed, the framework builds in interventions, supports, and consequences that are designed to repair relationships and strengthen the social behaviors and skills needed for college, career, and life. PXU is committed to setting clear expectations for acknowledging and reinforcing positive behavior, cultivating and restoring positive relationships, and applying rules consistently, without bias, to help 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 school. 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

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Dress and Appearance**: A student's dress and appearance cannot: present a hazard to the health or safety of the student or to others at the school; materially interfere with school work, create disorder, or disrupt the educational program; cause excessive wear or damage to school property; prevent students from achieving their educational objectives; or represent membership in a gang. Clothing that contains obscene language or symbols, or symbols of sex, drugs, or alcohol on clothing is expressly prohibited. (See page 18, Dress for Success, of the Student and Family Handbook for Phoenix Union's dress code policy). | **DRESS CODE**  
**FIRST INCIDENT:**  
- Temporary removal from the classroom to change into items acceptable by student dress code policy. (Parents may be contacted to bring a change of clothing if the school cannot provide a garment replacement)  
**DRESS CODE**  
**MULTIPLE INCIDENTS:**  
- Parent/Student/Administrator Conference | • Incidents of Dress Code and Attendance are not eligible for suspension. |
| **Attendance**: A student is to be counted present if (a) they are in attendance for one half or more of a class period or (b) if they are participating in a school-authorized activity. | **ATTENDANCE:**  
- Please see the Absence Intervention chart on page 48 of the Student and Family Handbook | |
| **Unexcused absence**: An absence is nonattendance in an assigned class or activity for more than one-half the class or activity 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. | | |
| **Tardy**: Not being in the assigned class or activity when the tardy bell has finished ringing. | | |
| **Leave Campus/School Grounds Without Permission**: Leaving school grounds during regular school hours without permission of the Principal or Principal designee. | | |

Inappropriate Conduct

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Lying**: Knowingly giving false or misleading information, including a false statement or accusation against others, with intent to deceive. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Detention |
| **Inappropriate Public Display of Affection**: Excessive display of affection, sexual touching, or other inappropriate displays of affection in violation of school policy. | | |
### School Incidents (Continued)

#### Gambling and Academic Misconduct

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Gambling: Playing games of chance for money; betting a sum of money or other items of value. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Skill-building In-school  
Suspension up to three (3) days |
| Cheating: 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; or representing someone else's work as the work of the student or allowing another to do so. (This may include copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion). | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Skill-building In-school  
Suspension up to three (3) days |
| Forgery: Using the signature or initials of another; or altering a document after another has initialed or signed the document without approval. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Skill-building In-school  
Suspension up to three (3) days |
| Plagiarism: Using another's words, ideas, materials or work without acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work and for acknowledging and documenting the source appropriately. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Skill-building In-school  
Suspension up to three (3) days |

#### Disruptive Conduct

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Classroom Disruption: Engaging in behavior intended to obstruct, disrupt or interfere with teaching (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). | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Support Group  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary removal from classroom  
• Skill-building in-school  
Suspension up to three (3) days |
| Defiance of Authority: Failing to follow a reasonable request from school and District employees; engaging in refusal to follow directions; failure to comply with lawful directions; and failing to identify themselves. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Support Group  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary removal from classroom  
• Skill-building in-school  
Suspension up to three (3) days |
| Obscenity: Engaging in the use of profane, vulgar, abusive, or obscene language or gestures in oral, visual or written form or disturbing material including, but not limited to, racial or sexual epithets. | • Restorative Mediation  
• Restorative Circle  
• Service Learning  
• Support Group  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary removal from classroom  
• Skill-building in-school  
Suspension up to three (3) days |
## School Incidents (Continued)

### Transit and Traffic

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Traffic/Motor Vehicle:** Operating a motor vehicle on campus or at a school event, in a manner that does not adhere to school and public traffic laws or rules, or that is not in a safe and prudent manner. | • Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary loss of parking/transportation privileges  
• Skill-building in-school suspension up to three (3) days. |
| **Transit Rules:** 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. | | |

### Technology

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Improper Use of Technology:** Improperly using a computer, school network, telecommunication device or any other technology. Prohibited use may include, but is not limited to, any of the following: | • Service Learning  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary removal from classroom  
• Temporary loss of privileges  
• Skill-building in-school suspension up to three (3) days. |
| ► Using a school computer in any way to gain access to obscene materials;  
► Allowing obscene material to remain on computer system without immediate notification to appropriate school personnel;  
► Providing or using another student’s computer identification number and password;  
► Inappropriately using a school computer identification number and password while off school premises;  
► Entering into school’s computer directories, files or programs without written authorization from appropriate school personnel;  
► Copying computer software from the school’s computer system; or  
► Sharing suggestive shortcuts or links that breaches sensitive information or intentionally compromises the security of district network(s) or servers. | | |
## Property Incidents

### Trespassing and Vandalism

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Trespassing/Unauthorized Visit**: 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. | • Restorative Mediation  
• Service Learning  
• Support Group  
• Behavior Contract  
• Skill-building Interventions | • Restitution  
• Detention  
• Temporary removal from classroom  
• Skill-building in-school suspension up to three (3) days. |
| **Vandalism/Destroying Property**: Willful defacing, destruction or damaging property of another person or tampering with property of another person. | | |
| **Vandalism of Personal Property**: Willful damage, destruction, or defacement of personal property including but not limited to racial epithets, hate speech, and gang related symbols. | | |
| **Vandalism of School Property**: Willful damage, destruction, or defacement of school property including but not limited to racial epithets, hate speech, and gang related symbols. | | |
| **Graffiti/Tagging**: Writing on walls, drawings or words that are scratched, painted, or sprayed on property of another. | | |

### Fire Alarms

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Emergency/Fire Alarms**: 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. | • Restorative Mediation  
• Service Learning  
• Skill-building Interventions | • Skill-building in-school suspension up to three (3) days.  
• May be required to attend an approved counseling program sponsored by the Fire Department  
• Notification to Law Enforcement as appropriate |

### Theft and Burglary

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Theft**: Taking, concealing, or attempting to take money or property belonging to another person or the school without permission and with the intent to permanently deprive the victim of their possession. | • Restorative Mediation  
• Restorative Circle  
• Re-entry Conference  
• Service Learning  
• Skill-building Interventions  
• May be referred to an alternative educational setting | • Restitution or suitable arrangements.  
• Off-Campus Suspension for two (2) days.  
• Notification to Law Enforcement as appropriate |
| **Unauthorized entry/Burglary (without a weapon)**: Gaining or attempting to gain forceful or unauthorized entry to, or occupation of, a school building, structure, or grounds. | | |
## Alcohol and Drugs

### Tobacco | Paraphernalia | Over-the-Counter

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Tobacco/Inhalant Use and Possession:** Possessing or using tobacco products, tobacco substitutes, electronic cigarettes, other chemical inhalation devices, or vapor nicotine products on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and/or on school-sponsored transportation. | • Behavior Contract  
• Support Group  
• Skill-building Interventions  
• Regional Intervention Program | • Skill-building in-school suspension up to three (3) days.  
• Notification to Law Enforcement as appropriate |

**Tobacco Distribution and Selling:** The sale, distribution, or intent to sell or distribute tobacco or inhalant/vaping nicotine products on school grounds, school buildings, school parking lots, school playing fields, at school-sponsored events and on school-sponsored transportation.

**Drug Paraphernalia:** Possessing equipment, products and materials of any kind, which are used or intended for use of illegal drugs.

**Over-the-Counter (OTC) Use:** The abuse or misuse of over-the-counter medications for the purpose of intoxication in or before school or at a school-related function.

### Alcohol | Marijuana | Prescription Medication

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Alcohol Use and Possession:** Using or possessing alcohol in school, on school property, school transportation, or at, before, or after a school-related function. | • Substance Assessment⁵  
• Regional Intervention Program¹⁰  
• Behavior Contract  
• Support Group  
• Skill-building Interventions  
• Referral to Community Agency⁹ | • 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.⁸  
• Notification to Law Enforcement as appropriate |

**Marijuana and Inhalant Use and/or Possession:** Using or possessing marijuana, “look-alikes”⁶ 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.

**Drug Use and/or Possession:** Using or possessing illegal drugs, narcotics, controlled substances, “look-alikes”⁶ of such substances, or use of any other substance for the purpose of intoxication in school, on school property, school transportation, or at, before, or after a school-related function.

**Prescription Medication Use:** The abuse or misuse of prescription medications for the purpose of intoxication in school, on school property, school transportation, or at, before, or after a school-related function.
# Alcohol and Drugs (Continued)

## Distribution and Selling

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Alcohol and Drug Distribution and Selling**<sup>7</sup>: The sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-a-likes”<sup>6</sup> of such substances, or any other substance used for the purpose of intoxication in school, on school property, school transportation, or at, before, or after a school-related function. | • Substance Assessment<sup>9</sup>  
• Regional Intervention Program<sup>10</sup>  
• Behavior Contract  
• Support Group  
• Skill-building Interventions  
• Referral to Community Agency<sup>11</sup>  
• May be referred to an alternative educational setting<sup>13</sup> | • Off-Campus Suspension through the end of the semester or up to one (1) school year.  
• Notification to Law Enforcement as appropriate |
Defamation and Obscenity

**Behavior Definitions/Descriptions**

**Defamation**: 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.

**Obscene Materials**: 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.

**Sexting**: Sending sexually explicit messages or photos electronically, primarily between cell phones or other mobile devices.

**Interventions**

- Restorative Mediation
- Restorative Circle
- Re-entry Conference
- Support Group
- Behavior Contract
- Skill-building Interventions
- Counseling Services
- Threat Assessment
- Safety Plan
- Regional Intervention Program

**Consequences**

- Detention
- Temporary removal from the classroom
- Temporary loss of privileges
- Skill-building In-School Suspension up to three (3) days
- Transfer from class
- Off-Campus Suspension for up to two (2) days
- Notification to Law Enforcement as appropriate

Bullying and Intimidation

**Behavior Definitions/Descriptions**

**Bullying**: 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). For a precise definition, please refer to District Policy JICK.

**Cyber Bullying**: Bullying (see Bullying description above and Bullying definition in District Policy JICK) committed by use of electronic technology or electronic communication devices.

**Intimidation**: 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.

**Threat**: Indicating, by word and/or conduct, the intent to cause physical injury or serious damage to a person or their property.

**Extortion**: Attempting to obtain or obtaining money, property, or services by threat, force, or in return for protection.

**Interventions**

- Restorative Mediation
- Restorative Circle
- Re-entry Conference
- Mandated Intervention
- Support Group
- Behavior Contract
- Skill-building Interventions
- Counseling Services
- Threat Assessment
- Safety Plan
- Regional Intervention Program

**Consequences**

- Temporary removal from the classroom
- Temporary loss of privileges
- Transfer from class
- Skill-building In-School Suspension up to three (3) days
- 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.
- Notification to Law Enforcement as appropriate
**Harassment and Sexual Misconduct**

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Harassment:** 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 expression, gender identity, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media. | • Restorative Mediation  
• Restorative Circle  
• Mandated Intervention  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Counseling Services  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program  
• Referral to Community Agency  
• May be referred to an alternative educational setting | • Temporary removal from the classroom  
• Skill-building In-school Suspension up to three (3) days  
• Transfer from class  
• 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.  
• Notification to Law Enforcement as appropriate |

**Initiation/Hazing:** 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:

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.

B. The act contributes to a substantial risk of potential physical injury, mental harm, or degradation.

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

**Sexual Harassment Student/Staff:** Conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or (3) “Sexual assault”, “dating violence”, “domestic violence” or “stalking” as those terms are defined by Title IX.
### Harassment and Sexual Misconduct

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
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<th>Consequences</th>
</tr>
</thead>
</table>
| **Dating Abuse:** 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. For a further description of Dating Abuse, please see District Policy JICL. | • Restorative Mediation  
• Restorative Circle  
• Mandated Intervention  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Counseling Services  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program  
• Referral to Community Agency  
• May be referred to an alternative educational setting | • Temporary removal from the classroom  
• Skill-building In-school Suspension up to three (3) days  
• Transfer from class  
• 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  
• Notification to Law Enforcement as appropriate |

| **Sexual Misconduct:** When in school, on school property, school transportation, or at a school-related function, 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. | • Temporary removal from the classroom  
• Skill-building In-school Suspension up to three (3) days  
• Transfer from class  
• 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  
• Notification to Law Enforcement as appropriate |
### Aggression | Assault | Aggravated Assault

#### Disruption and Aggression

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Verbal Provocation:** Using gestures or language including rumors that may incite other student(s) to fight. | • Restorative Mediation  
• Restorative Circle  
• Mandated Intervention  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program | • Temporary removal from classroom  
• Skill-building in-school suspension up to three (3) days  
• Off-Campus Suspension for up to two (2) days |
| **Minor Aggressive Act:** Engaging in non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, or pushing or other behaviors that demonstrate low-level hostile behaviors. | • Mandated Intervention  
• Restorative Mediation  
• Restorative Circle  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program | |
| **Recklessness:** The unintentional engagement of careless behavior that may pose a safety or health risk for others despite the individual being aware of such safety or health risk. | • Mandated Intervention  
• Restorative Mediation  
• Restorative Circle  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program | |
| **Campus Disruption:** Any disruption that occurs before, during, or after school, but not occurring in the classroom. | • 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. | |

#### Fights

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Fights:** Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting.* | **FIRST INCIDENT:**  
• Mandated Intervention  
• Restorative Mediation  
• Restorative Circle  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program | **SECOND INCIDENT:**  
• Mandated Intervention  
• Staff-led Re-entry Conference/Mediation  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program | **ANY ADDITIONAL INCIDENTS:**  
• Threat Assessment  
• Safety Plan  
• Regional Intervention Program |  
• May be referred to an alternative educational setting  
• Suspension for more than ten (10) days, to the end of the semester or up to one (1) school year. |
| **FIRST INCIDENT:** | **SECOND INCIDENT:** | **ANY ADDITIONAL INCIDENTS:** |  
• 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. |  
• Off-Campus Suspension for up to ten (10) days, to the end of the semester or up to one (1) school year. |
## Assault

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| **Assault**<sup>17</sup>: Assault as defined in section ARS 13-1203 is, 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.* | **FIRST INCIDENT:**<br>• Mandated Intervention  
• Restorative Mediation  
• Restorative Circle  
• Support Group  
• Behavior Contract  
• Skill-building Interventions  
• Safety Plan  
• Regional Intervention Program<sup>10</sup> | **FIRST INCIDENT:**<br>• 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>18</sup>  
**ANY ADDITIONAL INCIDENTS:**  
• Suspension for more than ten (10) days, to the end of the semester or up to one (1) school year. |
| **SECOND INCIDENT:**<br>• Mandated Intervention  
• Staff-led Re-entry Conference/Mediation  
• Behavior Contract  
• Skill-building Interventions  
• Threat Assessment<sup>14</sup>  
• Safety Plan  
• Regional Intervention Program<sup>10</sup> | **ANY ADDITIONAL INCIDENTS:**  
• Threat Assessment<sup>14</sup>  
• Safety Plan  
• Regional Intervention Program<sup>10</sup>  
• May be referred to an alternative educational setting<sup>13</sup> |  

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<sup>10</sup> Regional Intervention Programs vary by campus and are specific to each institution.

<sup>13</sup> Alternative educational settings may include but are not limited to community schools, online programs, or specialized programs.

<sup>14</sup> Threat Assessment is a structured process to evaluate the potential for harm and to develop plans to mitigate risks.

<sup>15</sup> Regional Intervention Programs vary by campus and are specific to each institution.

<sup>16</sup> Staff-led re-entry conferences provide a structured environment for students to reflect on their actions and receive feedback from relevant stakeholders.

<sup>17</sup> Assault as defined in section ARS 13-1203 is, 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.*
### Aggravated Assault

**Behavior Definitions/Descriptions**

Aggravated Assault is assault, as defined in section ARS 13-1203, under any of the following circumstances:

1. If the person causes serious physical injury to another.
2. If the person uses a deadly weapon or dangerous instrument.
3. If the person commits the assault by any means of force that causes temporary but substantial disfigurement, temporary but substantial loss of impairment of any body organ or part or a fracture of any body part.
4. If the person commits the assault while the victim is bound or otherwise physically restrained or while the victim’s capacity to resist is substantially impaired.
5. If the person commits the assault after entering the private home of another with the intent to commit the assault.
6. If the person is eighteen years of age or older and commits the assault on a minor under fifteen years of age.
7. If the person commits the assault knowing or having reason to know that the victim qualifies as any of the individuals listed in ARS 13-1204(A)(8).
8. If the person commits the assault and the person is in violation of an order of protection issued against the person pursuant to ARS 13-3602 or ARS 13-3624.

**Endangerment/Endanger Health**: Recklessly endangering another person with a substantial risk of imminent death or physical injury.

### Interventions

- Threat Assessment
- Safety Plan
- Restorative Mediation
- Restorative Circle
- Re-entry Conference
- Behavior Contract
- Regional Intervention Program
- Referral to Community Agency
- Referral to Counseling Services
- May be referred to an alternative educational setting

### Consequences

- Off-Campus Suspension through the end of the semester or up to one (1) school year
- Notification to Law Enforcement if the assault meets the definition for Aggravated Assault
### Dangerous Items

**Behavior Definitions/Descriptions**

**Dangerous Item:** 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:

- Air Soft Gun
- B.B. Gun
- Knife with blade length less than 2 1/2 Inches
- Laser Pointer
- Letter Opener
- Mace
- Paintball Gun
- Pellet Gun
- Razor Blade or Box Cutter
- Simulated Knife

**Gun-(toy):** Possessing and/or using realistic toy guns, simulated weapons (an instrument displayed or represented as a weapon), and replicas.

- Taser or Stun Gun
- Tear Gas
- Chains
- Clubs
- Brass Knuckles
- Fireworks
- Explosives
- Ammunition
- and/or Other Dangerous Item

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**Interventions**

- Threat Assessment
- Restorative Mediation
- Restorative Circle
- Re-entry Conference
- Safety Plan/Behavior Contract
- Referral to Community Agency
- Referral to Counseling Services
- May be referred to an alternative educational setting

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**Consequences**

- Temporary removal from the classroom
- 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.
- Notification to Law Enforcement as appropriate
## Threats

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
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</thead>
<tbody>
<tr>
<td><strong>Bomb Threat:</strong> Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.</td>
<td>• Threat Assessment⁴&lt;br&gt;• Safety Plan&lt;br&gt;• Behavior Contract&lt;br&gt;• May be referred to an alternative educational setting¹³</td>
<td>• Off-Campus Suspension through the end of the semester or up to one (1) school year&lt;br&gt;• Notification to Law Enforcement</td>
</tr>
<tr>
<td><strong>Chemical or Biological Threat:</strong> Threatening to cause harm using dangerous chemicals or biological agents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Threat to an Educational Institution:</strong> 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.</td>
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</tbody>
</table>

## Weapons

<table>
<thead>
<tr>
<th>Behavior Definitions/Descriptions</th>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gun/Firearm:</strong> Possessing and/or using 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 or other pressure type.</td>
<td>• Threat Assessment⁴&lt;br&gt;• Safety Plan&lt;br&gt;• Behavior Contract&lt;br&gt;• May be referred to an alternative educational setting¹³</td>
<td>• Off-campus Suspension for up to one (1) school year and may be expelled depending on the severity&lt;br&gt;• Notification to Law Enforcement</td>
</tr>
<tr>
<td><strong>Knife:</strong> Possessing and/or using a blade of 2 1/2 Inches or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Weapon:</strong> Possessing and/or using a destructive device or dangerous instrument. (e.g., a firearm, laser, brass knuckles, a destructive device, a dangerous instrument).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Behavior Definitions/Descriptions**

<table>
<thead>
<tr>
<th>Arson of a Structure or Property&lt;sup&gt;5&lt;/sup&gt;: Damaging or attempting to damage a structure or property by knowingly causing a fire, explosion, or other incendiary device.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson of an Occupied Structure&lt;sup&gt;5&lt;/sup&gt;: Damaging or attempting to damage an occupied structure by causing a fire, explosion, or other incendiary device.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Threat Assessment&lt;sup&gt;14&lt;/sup&gt;</td>
<td>• Off-Campus Suspension for up to one (1) school year and may be expelled depending on the severity</td>
</tr>
<tr>
<td>• Safety Plan</td>
<td>• Notification to Law Enforcement</td>
</tr>
<tr>
<td>• May be referred to an alternative educational setting&lt;sup&gt;13&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

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1. 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.

2. 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.

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

4. This includes a suspended or expelled student.

5. As appropriate, notification to Law Enforcement and Fire Department if the incident involved the arson of an occupied structure.

6. “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.

7. 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.

8. The 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.

9. 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. The student will be enrolled in an appropriate District and/or community agency intervention within the prescribed timeframe.

10. Student must provide evidence to the 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.

11. Student will be enrolled in appropriate District and/or community agency intervention(s) that may include but are not limited to one and/or a 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.

12. 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.

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<table>
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<tr>
<th>Arson of a Structure or Property&lt;sup&gt;5&lt;/sup&gt;: Damaging or attempting to damage a structure or property by knowingly causing a fire, explosion, or other incendiary device.</th>
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</thead>
<tbody>
<tr>
<td>Arson of an Occupied Structure&lt;sup&gt;5&lt;/sup&gt;: Damaging or attempting to damage an occupied structure by causing a fire, explosion, or other incendiary device.</td>
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6. “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.

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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. In addition, 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 were they 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:

A. The procedure for exercising the right to inspect and review education records.

B. 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.

C. 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 they 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 they are being excluded from class and issue the student a pass to the appropriate administrator.

A discipline referral form will be completed by the teacher and given to the Principal, or the designee of the school administrator, explaining the reason(s) for the temporary removal of a student from class. 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; or
- 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.

Upon discussion, by the administrator with the teacher, of the disciplinary action implemented in conjunction with a temporary removal in accordance with the rules established by the Board, the teacher is required to state an intent to readmit or refuse to readmit the removed student. If the teacher refuses to readmit the student, the reason shall be written by the teacher, explaining the conditions used to determine the removal, and shall be provided to the administrator by the next business day following the temporary removal.

The School Placement Review Committee (SPRC) will determine the placement of the student if the teacher refuses to readmit the student beyond one period. The SPRC shall 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 who qualifies for education services under the Individuals with Disabilities Education Act (IDEA), any change to the student’s individualized education program (IEP) shall be determined by the IEP team. The SPRC 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 they are enrolled to another campus for disciplinary reasons, especially if they have 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 ten (10) 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, either verbally or in writing, of the allegations and evidence supporting the assignment of consequence(s) and/or interventions. The student shall be given an opportunity to explain their version of the situation. After the student is asked for an explanation of the situation, the authorized District personnel shall make reasonable efforts to verify the facts and statements prior to making a decision.

For all short-term suspension hearings, which may result in a student being excluded from school for ten (10) school days or fewer, a record shall be made of action taken by administration. Provided that a written record of the action taken is kept on file, authorized District personnel may: (a) suspend the student for up to ten (10) days and/or assign intervention(s), as directed by District Policy JK-EC; (b) choose other disciplinary alternatives; (c) clear the student of the alleged misconduct and permit a return to school; or (d) assign the student a suspension for up to ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
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 before the student is allowed to leave campus. If no parent contact can be made, the student should be assigned to a designated area in which they can be monitored safely. The student should remain in the designated area until dismissal time, then given a notice to provide to the parents/guardian. The notice will detail the incident and the assigned consequence(s) and/or intervention(s);

- Written notification shall be made to the last address on file at the school to explain the terms and reasons for the suspension and to request a meeting to solicit the parent’s or guardian’s help.

- The student’s teachers, counselors, school registration office, security and the Governing Board shall be advised of the length of the suspension.

No appeal is available for a short-term suspension.

**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, in addition to the steps for short-term suspensions identified above, 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 mail with return receipt requested or delivered by hand (with an adult witness present):

- The charges and the rule or regulation violated.
- The extent of the punishment to be considered.
- The time, date, and place of the hearing.
- A designation of the District’s witnesses.
- That the student may present witnesses.
- That the student may be represented by counsel at the student’s expense.
- If a hearing officer has been designated, the name of the hearing officer.
- A list and copy of all exhibits or documents the school used to support the discipline recommendation.

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

- Notice must be given to the appropriate campus administrator at least 48 hours before the hearing if the student or their 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 of rendering a decision. 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 the student is a clear and present danger to themselves or other persons. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it.

**Appeal Process (JKD & JKE)**

Parent(s), guardian(s), or the student have five (5) school days after the date of receiving written notice of a long-term suspension to appeal the long-term suspension. This appeal should be a written letter to the school Board indicating, in detail, any objections to the hearing or the decisions rendered.

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 the student is a clear and present danger to themselves or others.

The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment. The decision or modifications of the Board 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 and in Policy JKD.
Expulsion (JKE)

Expulsion is defined as the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student’s privileges to attend school. The authority to expel a student rests exclusively with the Governing Board.

A recommendation to expel shall be through the Principal to a district-appointed Hearing Officer. The Hearing Officer will review evidence and findings from an initial hearing, and forwarded a recommendation to the Superintendent. All expulsions requested shall have supporting data indicating the required due process procedure provided at the time of recommendation. There is no administrative appeal from the Governing Board’s decision to impose discipline. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.

General Education Students

Expulsion is the permanent exclusion of a student from school and school activities, unless the Governing Board reinstates the student’s privileges to attend school.

A. Step 1: Each recommendation for expulsion shall be delivered to the Superintendent. A recommendation for expulsion may be made before, after, or in conjunction with a long-term suspension hearing, if one is to be held.

B. Step 2: If the Superintendent concurs with the recommendation, it shall be forwarded to the Governing Board.

C. Step 3: In each case in which a recommendation for expulsion receives approval by the Superintendent, the Governing Board will meet in executive session:
   1. to determine whether the nature of the accusations against the student justify an expulsion hearing,
   2. to determine whether the hearing will be held before the Governing Board or before a hearing officer,
   3. to designate a Hearing Officer if one will be used, and
   4. if the hearing will be conducted by the Governing Board to determine whether the hearing will be conducted in Executive Session. Under normal circumstances, the Governing Board will not review any documents or other pertinent evidence during this initial executive session.

D. Step 4: The expulsion hearing should be scheduled so that it may be resolved, if reasonably possible, during the period of any suspension.

E. Step 5: A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain:
   1. A statement of the charges and the rule or regulation violated.
   2. The extent of the punishment to be considered.
   3. The date, time, and place of the formal hearing.
   4. A designation of the District’s witnesses.
   5. A list and copy of all exhibits or documents (e.g., incident/discipline referral, [redacted] witness statements, legal reports, receipt of handbook sign-off, threat assessment report, etc.) the school presented to support the discipline recommendation.
   6. That the student may present witnesses.
   7. That the student may be represented by counsel at the student’s expense.
   8. If a hearing officer has been appointed, the name of the hearing officer and how the hearing officer may be contacted, or a statement that the Governing Board will preside at the hearing.
   9. Copies of this policy, associated exhibits, and A.R.S. 15-840 and 15-843 unless previously provided in connection with the same infraction.
F. **Step 6:** The parent, guardian or emancipated student shall be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent’s or legal guardian’s expense.

2. The student is entitled to a statement of the charges and the rule or regulation violated.

3. The student may be represented by counsel, without bias to the student.

4. The student may present witnesses.

5. The student or counsel may question witnesses presented by the District.

6. The burden of proof of the offense lies with the District.

7. Either the hearing must be audio recorded or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to audio-record the hearing at their own expense.

8. The District has the right to question witnesses, and may be represented by an attorney.

9. If the hearing is held before a hearing officer, the hearing will be conducted in private with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

10. If the hearing is held before the Governing Board the Board will conduct the hearing in executive session with the attendance of only the hearing officer, administrative representatives, the student and parent(s), counsel for the parties, and witnesses necessary to the proceedings, unless the parent(s), guardian(s) or emancipated student requests in writing that the hearing be open to public attendance.

G. **Step 7:** A formal hearing will be held:

1. When a parent or legal guardian has disagreed that the hearing should be held in Executive (closed) Session, it shall be held in an open meeting unless:
   a. If only one (1) student is subject to the proposed action, and disagreement exists between that student’s parents or legal guardians, then the Board (hearing officer), after consultation with the student’s parents or legal guardians, shall decide in executive (closed) session whether the hearing will be in executive (closed) session.
   b. If more than one (1) student is subject to the proposed action and disagreement exists between the parents of different students, then separate hearings shall be held subject to the provisions of A.R.S. 15-843.

H. **Step 8:** The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon conclusion of a hearing conducted by a Hearing Officer, if a recommendation for expulsion is made, the decision may be appealed to the Board at the time the Board considers the recommendation. A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) indicating the recommendation that will be made to the Board. A copy of this letter will remain on file, and the letter should explain:
   a. The time and place of the Board meeting at which the recommendation will be made.
   b. That the recommendation may be appealed at the time the recommendation is made to the Board.
   c. That the appeal shall be in writing delivered to the Superintendent prior to the time of the Board meeting.
   d. That the written appeal shall indicate a spokesperson on behalf of the student.
   e. That the spokesperson will be given time to speak to the Board on appeal.
   f. The Board may accept the hearing officer’s recommendation or reject the recommendation and impose a different disciplinary action including assignment to an alternative educational program. The Board may grant a new hearing, take the matter under advisement, or take any further action deemed necessary. If the Board decides to expel the student the expulsion shall become effective the day after the Board’s decision. The decision of the Board is final.

2. Upon conclusion of a hearing on expulsion conducted by the Board, the decision of the Board is final.
**Interim Alternative Educational Placement by the School (JKD)**

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for:

1. A student who possesses a weapon,
2. A student who inflicts serious bodily injury upon another person, and/or
3. A student who possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or at a school function.

Any interim alternative educational setting is determined by the IEP team in collaboration and consultation with the District’s Exceptional Student Services Office. The location is selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child’s current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. *(Caution: refer to IDEA statutes and regulations before implementing the interim alternative educational placement.)*

The parent of a student may appeal the IEP team’s determination of the alternative educational setting. If the parent of a student unilaterally placed by the district in an interim alternative educational placement requests a hearing to challenge a disciplinary action, the interim alternative placement, or the Manifestation Determination, the student must remain in the interim alternative educational placement pending the decision of the hearing officer or forty-five (45)-day period, whichever occurs first, unless the parties agree otherwise.

**Alternative to Suspension or Expulsion Program (JKD & JKE)**

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the consequence to a behavior incident and any appeal has been denied.

B. The immediate suspension was not due to:
   1. Fighting or engaging in violent behavior, unless otherwise determined as needed to provide FAPE to a student with a 504 Plan or IEP.
   2. Threatening an educational institution
   3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
   4. Making a bomb threat
   5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student’s parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. *(Note: Follow appropriate dismissal procedures.)*

F. Parent(s) or guardian(s) shall agree to participate by:
   1. Providing transportation as necessary to and from the program location.
   2. Establishing and monitoring in consultation with the school a supervisory routine limiting the student’s contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one that provides academic instruction along with counseling and social-skills instruction at an off-campus site for students removed from regular schools because of misbehavior. Students who are protected under Section 504 or under the IDEA on an IEP, the 504 Team or IEP Team will convene to discuss the student’s ability to access the Alternative to Suspension Program.
A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity or event will be permitted while a student is assigned to the Alternative to Suspension program.

B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.

C. Instructional support and access to student coursework will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day. Necessary special education and related services will be provided within the Alternative to Suspension setting to ensure FAPE is provided.

D. Students are expected to remain in their Alternative to Suspension setting except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.

E. Students are to bring (or be provided) all books, workbooks, paper and necessary materials for each class in which they are enrolled to the program daily.

F. Clear exit criteria for student successful completion of the Alternative to Suspension Program and reintegration to their home school will be delineated at the start of the program.

G. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

Prior to and as a condition of an assignment to the alternative to suspension program, the student and the student’s parent or guardian shall sign the Agreement on Condition of Assignment to Alternative to Suspension Program (JKD-EA).

Application for Re-Entry Following Long-Term Suspension or Expulsion (JKD & JKE)

Long-Term Suspension Early Readmission Procedures

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

A. A written request must be submitted to the Superintendent on behalf of the student by the student’s parent or guardian asking for readmission and requesting a meeting to determine any requirements.

B. Accompanying the written request shall be a summary of the student’s activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian.

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:
   1. The age of the student.
   2. The frequency, type, and relative magnitude of previous misbehavior by the student.
   3. The relative severity of the event(s).
   4. Whether the student’s behavior violated civil or criminal laws.
   5. The degree to which the incident(s) interfered with the educational process.
   6. The extent to which the event created endangerment to the student, others or property.
   7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
   8. The expressed intent concerning the student’s future behavior.
   9. The growth and learning the student exhibits or expresses regarding the incident that led to their expulsion.
   10. When applicable, an IEP or 504 team would reconvene to discuss a re-entry process for any qualified student.
F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Satisfactory school attendance.
2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Participate in a campus re-entry meeting.
5. On a case-by-case basis, student must agree to follow a supervision and intervention plan which may require the student receive direct supervision before and after school by parental arrangement, travel directly to school and from school, or report immediately to a supervisor/staff member for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

Prior to and as a condition of early readmission, the student and the student’s parent or guardian shall sign the Agreement on Condition of Early Readmission Following Long-Term Suspension (JKD-EB).

**Application for Re-Entry Following Expulsion:**

A student expelled from the District may request readmittance by making a written application to the Board. Readmission is at the discretion of the Governing Board. It is the prerogative of the Governing Board to grant or deny re-admittance or to stipulate appropriate conditions for re-admittance. 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 written application for readmittance shall be directed to the Governing Board and contain the following:

A. All information the student and the parent(s) or guardian(s) consider relevant to the Board’s determination as to whether to readmit the student, which should include:

1. An appreciation by the student of the severity and inappropriateness of the student’s prior misconduct;
2. That such misconduct or similar misconduct will not be repeated;
3. A description of the student’s activities since the expulsion; and
4. Support of the student’s application for readmission.

The application for readmittance shall be submitted to the Superintendent’s office.

A hearing will be held and the District-level placement review committee will meet. [A.R.S. 15-841(J)] The recommendations of the hearing officer and the placement review committee will be presented to the Governing Board.

Upon receiving an application for readmittance from an expulsion, the office of the Superintendent/designee shall schedule a hearing with the District’s hearing officer/legal counsel and the expelled student and parent(s) to determine if the Superintendent will recommend to the Governing Board that the student be readmitted.

At the hearing, the expelled student and parent(s) will have the right to present the information contained in the application for readmittance and have the opportunity to make a statement to the hearing officer they may deem important in determining whether to readmit the student.

The hearing officer shall notify the expelled student, parent(s), and the Superintendent/designee of the results of this hearing within five (5) days in writing.

The Superintendent/designee shall present the results to the Governing Board who shall then follow Board Policy JKE. A.R.S. 15-841(J). Each school shall establish a placement review committee to determine the placement of a pupil if a teacher refuses to readmit the pupil to the teacher’s class and to make recommendations to the Governing Board regarding the readmission of expelled pupils. The committee shall be composed of two (2) teachers who are employed at the school and who are selected by the faculty members of the school and one (1) administrator who is employed by the school and who is selected by the principal.

The Governing Board shall meet in executive session to consider an initial application for readmission. The student and parents have the right to be present in the executive session but do not have the right to make a presentation or address the Governing Board unless they are asked to do so by the Governing Board. For this reason, it is important that the application for readmission contain all information that the Governing Board may deem important in determining whether to readmit the student. The Governing Board, in its sole discretion, shall determine whether the student should be readmitted,
and, if so, under what restrictions and conditions. The burden is on the student and parent(s) to convince the Governing Board that readmission is appropriate considering the interests of the expelled student, the District, and the interests of the other students and staff members. The Governing Board’s decision is final.

A student may file more than one (1) application for readmission. Applications subsequent to an initial application, however, may not be filed more frequently than every ninety (90) days, and the Governing Board shall meet to discuss and consider the application only if at least two (2) members of the Governing Board ask that the matter be placed on an agenda for discussion in executive session.

As a condition for readmission from an expulsion, the student, with parent(s) or guardian affirmation, shall agree to the following conditions:

A. Regular attendance – no unexcused absence.
B. No violation of school rules or policies.
C. Depending upon the nature of the original violation for which the expulsion was provided, the student may be limited as to attendance or participation in after school activities, school sports, and extracurricular events or activities.

A student allowed readmission following expulsion shall receive a written admonition that the original expulsion will be summarily reinstated should the student commit a violation of the conditions for readmission or a criminal or civil violation reflecting on the school order.

Prior to and as a condition of early readmission, the student and the student’s parent or guardian shall sign the Agreement on Condition of Readmission Following Expulsion (JKE-E).

**Discipline for Students with Disabilities**

All students should expect to be disciplined pursuant to the same standards of conduct and due process procedures. Students with disabilities, however, are provided certain procedural safeguards defined by state and federal law. 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. For additional Information related to the disciplinary process for students with disabilities, please refer to the following policies:

- 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**

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 or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

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 posted in each classroom and in common areas of the school
- be provided to each incoming student during the school year at the time of the student’s registration
- be summarized in the student handbook and on the District website
- be 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.
STUDENT CODE of CONDUCT GLOSSARY

*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.

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 the student’s placement to an 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.

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 their 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 the 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 they present 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 GFSA 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 in certain instances, including, but not limited to: (1) as defined by ARS 15-341(2); (2) any violation of ARS 13-3102 (A) (12) ( Possessing a deadly weapon on school grounds); (3) any violation of A.R.S. 13-3111 (a minor in possession of a firearm); (4) 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); or (5) 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.
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 are reviewed by the Threat Management Team to determine not only the degree of the potential danger posed but also the appropriate recommendations considered necessary to manage the student and/or situation.
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 based on protected class status; or
  - 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; and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Governing Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to an administrator or other professional staff member using form JII-EA; however, a student may also make a verbal complaint or grievance to any school 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 Exhibit JII-EA.

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.

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

*Refer to JII-EB for Board Policy

**For complaints or grievances related to student violence, harassment, intimidation, or bullying, refer to Governing Board Policy JICK.
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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 Assistant Principal or Principal.

Name: ___________________________________  Student Number:  _______________  Date:  __________________

Please check the box for the violation behavior incident* you are alleging has occurred. Please check all that apply.

☐ Bullying   ☐ Dating Violence   ☐ Discrimination   ☐ Harassment (check all that apply)
☐ Disability ☐ Race, Color, National Origin
☐ Sexual Orientation, Gender Identity, Gender expression
☐ Intimidation ☐ Title IX (gender based/equal access)
☐ 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), 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).

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

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

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

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

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. 5/22
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 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.
► 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.

Observe the following considerations:

► Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Grade</td>
<td>Date</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Parent/Guardian Name (please print)</th>
<th>Signature of Parent/Guardian</th>
<th>Date</th>
</tr>
</thead>
</table>

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

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
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 ___________________________

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 93)
- Student Attendance, Discipline and Due Process Procedures (see page 94)
- Student Safety Agreement (see page 95)
- Model AZ Secure Storage Notification Acknowledgement Letter (see page 94)
- Receipt for Policy on Threatening an Educational Institution (see page 96)

I acknowledge that I have read all the documents in the Phoenix Union High School District Handbook for Students and Families 2022-2023. I agree to abide by the conditions and rules within this handbook.

Student Signature ___________________________

Parent/Guardian Signature ___________________________

Date ___________________________

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. 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.

5. 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.

6. A visitor who engages in disorderly conduct of any kind is subject to removal and exclusion from PXU facilities.

7. 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 and Using
- Alcohol and/or Drugs - Distribution and Selling
- Defamation and Obscenity
- Bullying/Cyberbullying/Intimidation
- Threat
- Extortion
- Harassment and Sexual Misconduct

- Aggression, Assault, and Aggravated Assault
- Fights
- Threat to an Educational Institution
- Weapons and Dangerous Items
- Arson
- Hazing and 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:**
- 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:**
- 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:**
- 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:**
- 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:**
- 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.
**AZ Secure Storage Notification Acknowledgment Letter**

**Parent/Guardian:**

Providing our students and staff in the (Phoenix Union High School District) with a safe educational environment remains one of our top priorities. We are all aware of incidents of gun violence in our surrounding communities, and across the nation. A recent survey found that 57 percent of teens are concerned that there will be a shooting in their school.

Studies of all types of school-based gun violence across decades all point to the same significant point of intervention — **addressing students unauthorized access to guns in the home.** For example, a recent Secret Service National Threat Assessment Center study of targeted school violence incidents from 2008 to 2017, found that 76 percent of the firearms were obtained from the home of a parent or close relative.

Unsecured guns in the home pose a risk to students beyond gun violence in schools. Every year, nearly 350 children under the age of 18 unintentionally shoot themselves or someone else. That’s roughly one unintentional shooting per day. Almost 700 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that 87 percent of kids know where their parents’ guns are kept and 60 percent have handled them. Research shows that **secure firearm storage practices are associated with up to an 85 percent reduction** in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects any child in the home as well as students throughout the school district and community.

You can learn more and download helpful resources; including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at BeSMARTforKids.org/resources.

I have read, and understand, the importance of secure firearm storage in my home and the importance of asking about secure firearm storage in homes that my child visits.

______________________________
Parent or Guardian Signature

______________________________
School

______________________________
Parent or Guardian Printed

______________________________
Date
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.