

# PHOENIX PXU UNION



**2023 | 2024  
HANDBOOK**

*for Students and Families*

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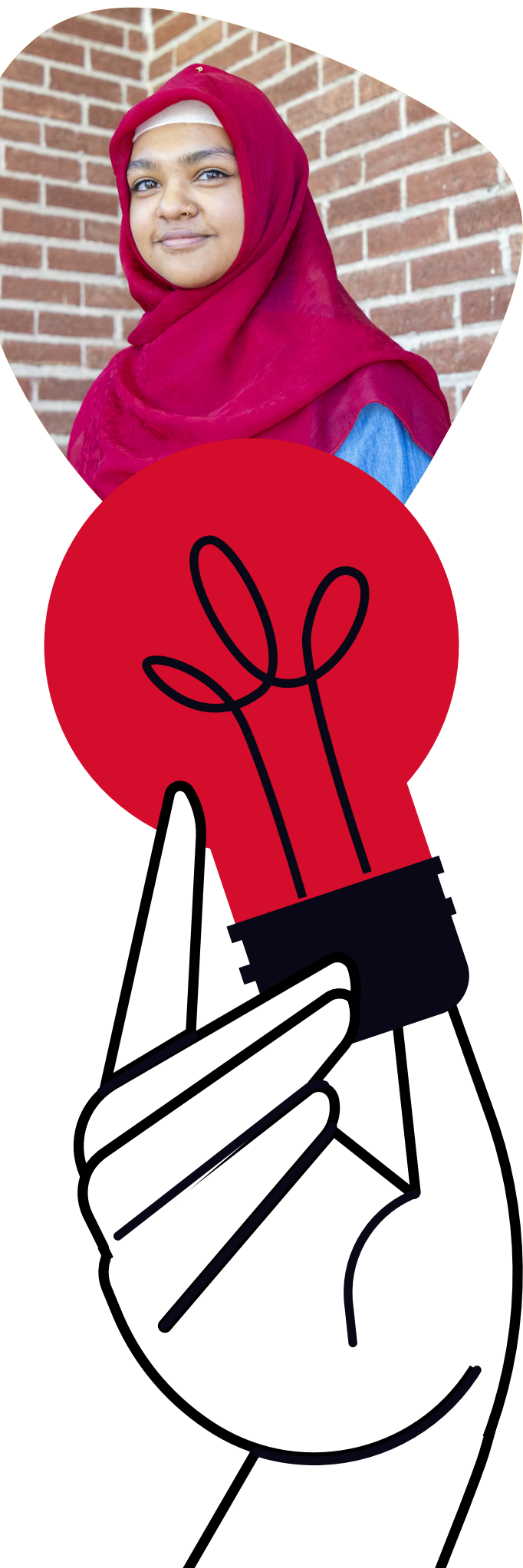
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# WELCOME *to* PXU

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# SUPERINTENDENT'S MESSAGE

Dear PXU Community,

Welcome to the 2023-2024 school year in the Phoenix Union High School District! I hope that you had an opportunity to relax, recharge, and enjoy the summer break.

Phoenix Union is the largest high school district in Arizona, with a unique offering of 11 comprehensive high schools, six small specialty schools, three micro-schools, three support schools, and a digital academy. This includes PXU City and our most recent addition, Phoenix Educator Preparatory. In keeping with the PXU Mission of Preparing every student for success in college, career, and life, our staff works tirelessly to provide a diverse, rigorous, and equitable educational experience to all students. Many of our staff members have devoted time over the summer to further hone their skills and enrich the classroom environment.

At PXU, we have also developed a robust support system to assist families and students with challenges that they may be facing. In addition to quality administrators, teachers, and education support professionals, PXU has social workers, psychologists, counselors, and interventionists who are deeply invested in each student's success. Students are also encouraged to participate in clubs, sports, CTE programs, and extra-curricular activities to further round out their education.

We are here for you, but we need your help. Students, regular school attendance is critical to your academic achievement. Parents, please attend open houses, sporting events, and other activities on campus. We ask that you keep your contact information updated so that we may reach you with important updates and opportunities.

Please take the time to read this handbook. You will find that it is full of valuable information. Together, we will achieve success.

On behalf of the staff at PXU, thank you for choosing us. We promise to welcome, love, and inspire all our students.

Sincerely,



Ms. Thea L. Andrade, M.Ed.  
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 Andrade and the Phoenix Union Executive Team to create a bold vision for our students, staff, and families. The Board is also responsible for recommending and adopting new and revised policies as well as approving the District's annual budget to ensure that Phoenix Union meets the goals of its Strategic Plan.



**Ms. Naketa Ross**  
President, Ward 1



**Ms. Ceyshe Napa**  
Clerk, Ward 4



**Ms. Signa Oliver**  
Member, Ward 2



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



**Ms. Jennifer Hernandez**  
Member, Ward 5



**Ms. Lela Alston**  
Member, At Large



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



# 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.

## SUPPORTING OUR STUDENTS *and* FAMILIES

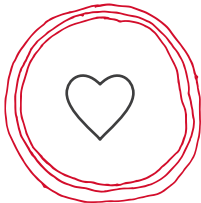
### PXU Mission

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



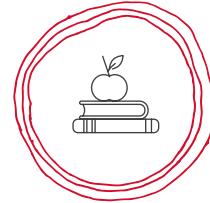
#### Be Compassionate

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.



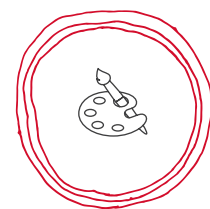
#### Be Committed

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 STRATEGIC PLAN

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



### FOCUS AREAS

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

Develop structures and supports that foster student learning and leadership.

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

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

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

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

#### **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



# 2023–2024 Calendar

First Semester   Important Dates	<b>July 2023</b>	
	Independence Day	Tues., July 4
	Teacher In-service (Duty Day)	Mon., — Fri., July 31-Aug 4
	<b>August 2023</b>	
	Classes Begin	Mon., August 7
	<b>September 2023</b>	
	Labor Day	Mon., September 4
	<b>October 2023</b>	
	40 <sup>th</sup> Day	Mon., October 2
	End of 1 <sup>st</sup> Term	Fri., October 6
	Fall Recess	Mon. — Fri., October 9 — 13
	<b>November 2023</b>	
	Veteran's Day (Observed)	Thu., November 10
	Thanksgiving Day	Thu., November 23
	Thanksgiving Recess (No Classes)	Fri., November 24
	<b>December 2023</b>	
	Semester Exams	Tue. — Thurs., Dec 19 — 21
	End of 2nd Term/1 <sup>st</sup> Semester/Report Prep.	Thu., December 21
	Winter Recess	Fri. — Fri., Dec 22 — Jan. 5
Second Semester   Important Dates	<b>January 2024</b>	
	Classes Begin	Mon., January 8
	MLK/Civil Rights Day	Mon., January 15
	100 <sup>th</sup> Day	Mon., January 22
	<b>February 2024</b>	
	Presidents' Day	Mon., February 19
	<b>March 2024</b>	
	End of 3 <sup>rd</sup> Term	Fri., March 8
	Spring Recess	Mon. — Fri., March 11 — 15
	<b>April 2024</b>	
	Cesar Chavez Day (Observed)	Mon., April 1
	<b>May 2024</b>	
	Senior Exams	Fri., May 17
	Semester Exams	Tue. — Wed., May 21 — 22
	180 <sup>th</sup> Day/Last Day of Classes	Wed., May 22
	<b>Graduation Day</b>	<b>Thu., May 23</b>
	<b>(Graduation ceremonies take place all week. See PXU.org for details.)</b>	
	Duty Day (No Classes)	Thu., May 23
	Report Preparation (No Classes/Duty Day)	Fri., May 24
	End of 4 <sup>th</sup> Term/2 <sup>nd</sup> Semester	Fri., May 24
	Last Day of 9 Month Contracts	Fri., May 24
	Memorial Day	Fri., May 27
	<b>June 2024</b>	
	Juneteenth	Wed., June 19
<b>Number of Teaching Days</b>		<b>Count of Days</b>
Term 1 - 44 Days 8.7.23 - 10.6.23		Days Taught 180
Term 2 - 46 Days 10.16.23 - 12.21.23	Sem. 1 - 90 Days	Teacher Duty Days 187
Term 3 - 43 Days 1.8.24 - 3.8.24		Holiday & Recess Teacher 28
Term 4 - 47 Days 3.18.24 - 5.22.24	Sem. 2 - 90 Days	Holiday & Recess Student 30

180 Days

\*Duty Days

# 2023–2024 Calendar

## July 2023

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

## August 2023

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

## September 2023

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

## October 2023

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

## November 2023

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

## December 2023

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

## January 2024

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

## February 2024

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

## March 2024

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

## April 2024

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

## May 2024

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

## June 2024

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

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](https://pxu.org)  
 Revised 03.25.2022 / Prepared by Technology and Logistics on 10.19.2021 /  
 Governing Board approved on 04.14.2022 / Designed by PXU Marketing  
 Revision approved on April 14, 2022

# 2023 DISTRICT BOUNDARY MAP

## Large Schools

**Alhambra High School**  
3839 W. Camelback Rd.  
Phoenix, AZ 85019  
Phone: (602) 764-6002  
[PXU.org/Alhambra](http://PXU.org/Alhambra)

**Trevor G. Browne High School**  
7402 W. Catalina Dr.  
Phoenix, AZ 85033  
Phone: (602) 764-8516  
[PXU.org/Browne](http://PXU.org/Browne)

**Camelback High School**  
4612 N. 28th St.  
Phoenix, AZ 85016  
Phone: (602) 764-7001  
[PXU.org/Camelback](http://PXU.org/Camelback)

**Central High School**  
4525 N. Central Ave.  
Phoenix, AZ 85012  
Phone: (602) 764-7502  
[PXU.org/Central](http://PXU.org/Central)

**Cesar Chavez High School**  
3921 W. Baseline Rd.  
Laveen, AZ 85339  
Phone: (602) 764-4010  
[PXU.org/Chavez](http://PXU.org/Chavez)

**Betty H. Fairfax High School**  
8225 S. 59th Ave.  
Laveen, AZ 85339  
Phone: (602) 764-9000  
[PXU.org/Fairfax](http://PXU.org/Fairfax)

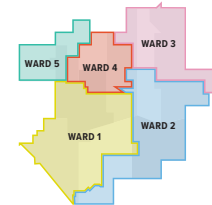
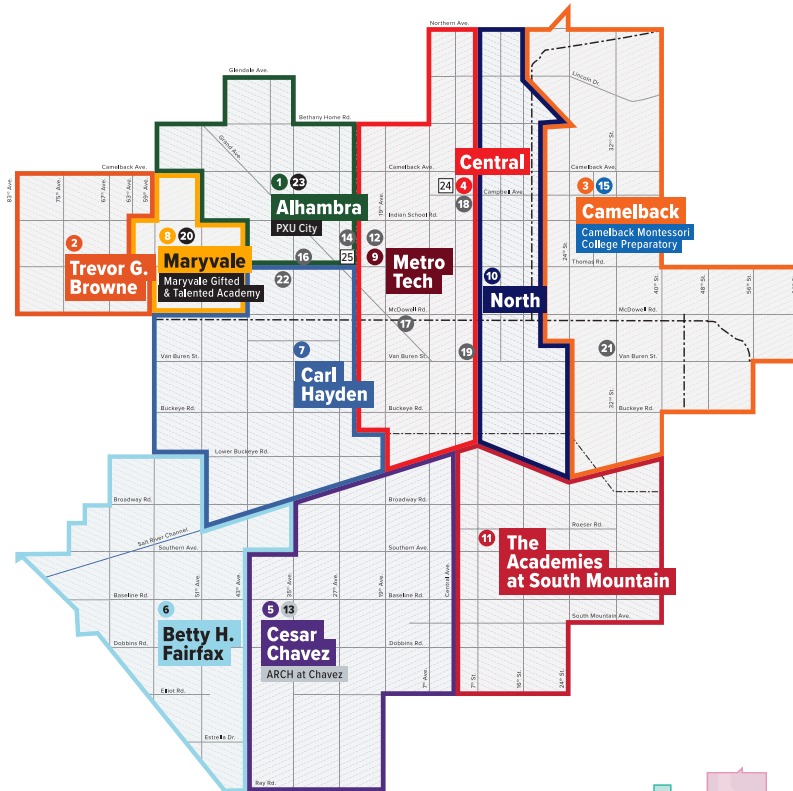
**Carl Hayden Community High School**  
3333 W. Roosevelt  
Phoenix, AZ 85009  
Phone: (602) 764-3035  
[PXU.org/Hayden](http://PXU.org/Hayden)

**Maryvale High School**  
3415 N. 59th Ave.  
Phoenix, AZ 85033  
Phone: (602) 764-2009  
[PXU.org/Maryvale](http://PXU.org/Maryvale)

**Metro Tech High School**  
1900 W. Thomas Rd.  
Phoenix, AZ 85015  
Phone: (602) 764-8008  
[PXU.org/MetroTech](http://PXU.org/MetroTech)

**North High School**  
1101 E. Thomas Rd.  
Phoenix, AZ 85014  
Phone: (602) 764-6511  
[PXU.org/North](http://PXU.org/North)

**The Academies at South Mountain**  
5401 S. 7th St.  
Phoenix, AZ 85040  
Phone: (602) 764-5001  
[PXU.org/TheAcademies](http://PXU.org/TheAcademies)



## Small Schools

**Linda Abril Educational Academy**  
3000 N. 19th Ave.  
Phoenix, AZ 85015  
Phone: (602) 764-0050  
[PXU.org/Abril](http://PXU.org/Abril)

**Advanced Readiness at Chavez High (ARCH)**  
3921 W. Baseline Rd.  
Laveen, AZ 85339  
Phone: (602) 764-4010  
[PXU.org/ARCH](http://PXU.org/ARCH)

**Bostrom High School**  
3535 N. 27th Ave.  
Phoenix, AZ 85017  
Phone: (602) 764-1700  
[PXU.org/Bostrom](http://PXU.org/Bostrom)

**Camelback Montessori College Preparatory**  
4612 N. 28th St.  
Phoenix, AZ 85016  
Phone: (602) 764-7001  
[CamelbackMontessori.org](http://CamelbackMontessori.org)

**Desiderata**  
2920 N. 34th Dr.  
Phoenix, AZ 85017  
Phone: (602) 764-0800  
[PXU.org/Desiderata](http://PXU.org/Desiderata)

**Franklin Police & Fire High School**  
1645 W. McDowell Rd.  
Phoenix, AZ 85007  
Phone: (602) 764-0200  
[PXU.org/Franklin](http://PXU.org/Franklin)

**Phoenix Coding Academy**  
4445 N. Central Ave.  
Phoenix, AZ 85012  
Phone: (602) 764-5700  
[PXU.org/Coding](http://PXU.org/Coding)

**Phoenix Union Bioscience High School**  
512 E. Pierce  
Phoenix, AZ 85004  
Phone: (602) 764-5600  
[PXU.org/Bioscience](http://PXU.org/Bioscience)

**Maryvale Gifted & Talented Academy**  
3415 N. 59th Ave.  
Phoenix, AZ 85033  
Phone: (602) 764-2009  
[PXU.org/GandT](http://PXU.org/GandT)

**Phoenix Union Wilson College Prep**  
3005 E. Fillmore  
Phoenix, AZ 85008  
Phone: (602) 764-9600  
[PXU.org/Wilson](http://PXU.org/Wilson)

**PXU Digital Academy**  
3701 W. Thomas Rd.  
Phoenix, AZ 85019  
Phone: (602) 764-0860  
[PXU.org/PXUDigitalAcademy](http://PXU.org/PXUDigitalAcademy)

**PXU City**  
3839 W. Camelback Rd.  
Phoenix, AZ 85019  
Phone: 602.764.1004  
[PXU.org/PXUCity](http://PXU.org/PXUCity)

## Support Facilities

**Center for Educational Excellence**  
4502 N. Central Ave.  
Phoenix, AZ 85012  
Phone: (602) 764-1100

**District Support Facility**  
2526 W. Osborn Rd.  
Phoenix, AZ 85017  
Phone: (602) 764-1600

# CONNECTING *with* PXU



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

# HOW to GET INVOLVED in YOUR STUDENT'S SCHOOL

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

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

The 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

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.



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

# TITLE I

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

## Program

Title I funds are supplemental in nature and are allocated to schools based on specific criteria. Most PXU schools are designated as Title I schools. Typical Title I programs include tutoring before and after school and/or on Saturdays, AVID programming, instructional materials and supplies, parent engagement programs and professional development for staff and administration. 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

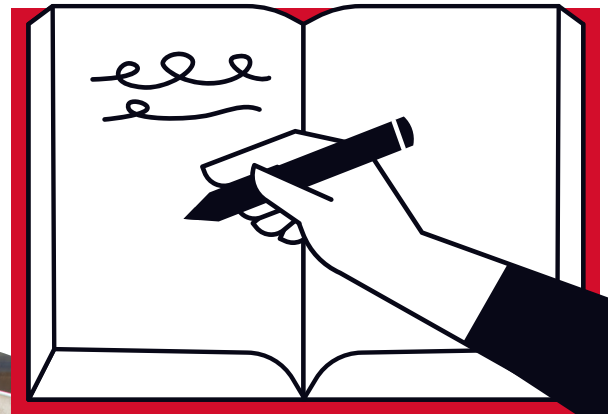
Parents are partners in their student's education. To ensure parent voice and participation are included in the joint development of the campus family and community engagement plan, schools will:

- 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. Visit your student's campus website to access department and staff directories, which link to Teacher email. You may email Teachers or Counselors directly for questions about your student's success.

## How To Prepare For Family-School Conversations

### Before The Conversation

Talk to your student. Questions can include:

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

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

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

### During The Conversation

Ask your student's teachers:

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

### After The Conversation

Talk to your student about the outcomes of conversation:

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

Update your contact information with your school's front office to be sure you are receiving all the communication 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:

View current grades and assignments for each scheduled class.

#### Report Card and Schedule:

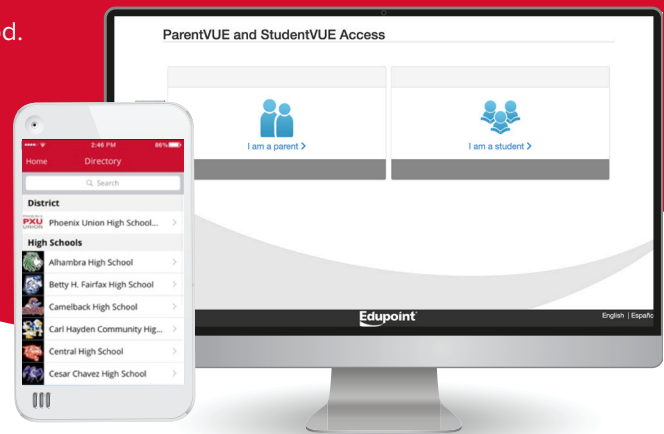
Review student marks and teacher comments posted for each grading period.

#### Attendance:

Review all absences and tardies by date and period.

Families can log in to the Parent and Student Portals at [www.pxu.org/Page/23745](http://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.

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

### Reunification

Reunification is the process used to bring students and their parents/guardians 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. During the reunification process, students can only be released to their parent/guardian or an adult listed as an emergency contact with the school. Adults picking up students must bring proper government issued photo identification, such as a driver's license, state ID card, military ID card, or passport.

## Ways Parents Can Support School Safety

### Preparing For A School Emergency

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

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

- ▶ If you are notified of a school lockdown at your student's school, do not go to the school. Stay in a location where you 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](http://PXU.org) and Phoenix Union social media channels for updated information.
- ▶ Tune into 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

### Dear Families,

Welcome to the new school year; it's an exciting time for all of us! We're looking forward to a wonderful year of learning and growth for our students! This school year, PXU is adopting the **Strive for Less than Five** attendance campaign to promote good student attendance. Good attendance means coming to school on time and being present in class all day-every school day, which is key to every child's success. After all, students must be present to learn!

Excused and unexcused absences affect the achievement of your child. Students who are absent two (2) days a month end up missing 18 days (about 3 weeks) per school year. The Arizona Board of Education defines this as your child being chronically absent. Students who are chronically absent are more likely to not read at grade level, have lower test scores, fall behind on credits towards graduation, and drop out of high school. Ensure that your child is able to

graduate from high school by attending school **EVERY DAY**. Attending school every day is a priority unless your child is sick with a fever or vomiting. Some tips to reduce chronic absenteeism are scheduling doctor's appointments for after school, saving vacations for scheduled breaks and making it a habit to check ParentVUE on a routine basis.

PXU wants all children to attend today so they can achieve tomorrow! Therefore, we are asking every family to **Strive for Less than Five absences per student**, per semester. We will be sending more information, materials, and tips about attendance throughout this school year. Please partner with us to make school attendance a priority so we can help our students learn, achieve, and succeed.

Thank you!

We want, better yet, we need your student here. Attendance matters! The future they want depends on them showing up every day on time. So once the school year begins, let's get them to **RISE** and shine, **ATTEND** every day, and **ACHIEVE** in and out of the classroom. This year PXU would like to challenge all students to **"Strive for Less than Five"** absences each semester! It's a big goal, but you can all do it!

### Strive for Less Than

# 5



**RISE**



**ATTEND**



**ACHIEVE**

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 in 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 47.

\* [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:** A student is to be counted present if (a) they are in attendance more than two-thirds (2/3) of a class or (b) they are participating in a school authorized activity.

### Types of Absences:

#### Excused (EXC)

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.

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

Students are allowed to attend an extra-curricular activity upon being brown slipped from affected classes. An activity will be coded as "Brown Slip (BRO)", which is an 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.

#### Unexcused (ABS)

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.

### Tardies:

#### Tardy (TAR)

Tardy is defined as not being in the assigned class or activity when the tardy bell has finished ringing.



# BEHAVIOR

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 behavior expectations, interventions, supports, and the Student Code of Conduct are roadmaps guiding expected student behavior. 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. PXU will support the essential behavior and social expectations by utilizing the following strategies:

- ▶ **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 50.*



# 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, and online.
- ▶ Responsible verbal and physical interactions with peers and adults
- ▶ Appropriate language
- ▶ Respect self, others, and campus
- ▶ Be engaged
- ▶ Be present & on-time

## 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 practices are collaborative approaches to problem-solving that are 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.

## IN RESPONSE TO CONFLICT



### Engage in Conversation

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

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

Summarize what you heard your student say. This shows them that you are listening instead of making assumptions or judgments. Help your student brainstorm how the situation can be improved.



### Use Restorative Consequences

Work with 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 68.*

# 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.

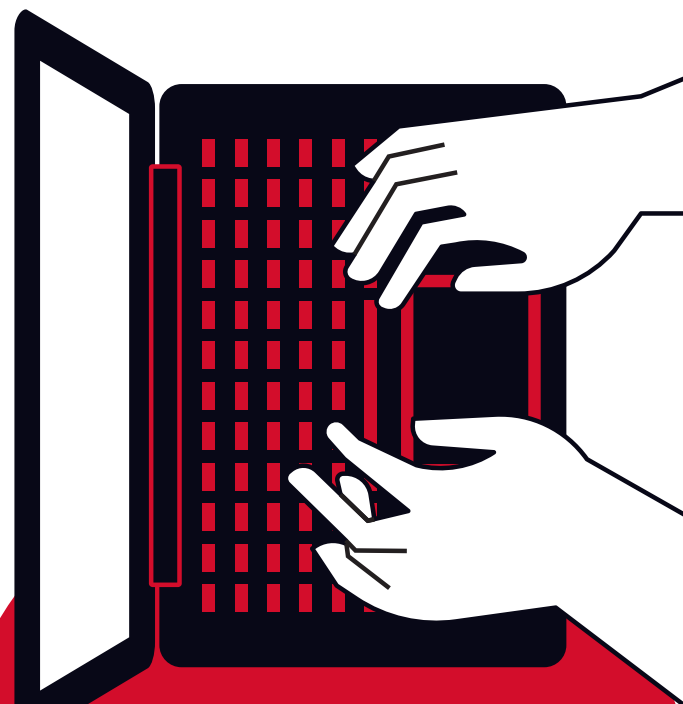
Create a family digital media contract that includes time limits, consequences, and usage parameters signed by all people in the family.

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

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

You can also visit [HumaneTech.com](https://humane-tech.com) & [YouthAwarenessandSafety.org](https://youth-awareness-and-safety.org) to learn more about dangers and resources

# PROGRAMS *and* SERVICES

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# ATHLETICS, ACTIVITIES, *and* CLUBS

Interscholastic activities, athletic programs, and clubs offered at Phoenix Union place 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:

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

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

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

# CIVIC ENGAGEMENT

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

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

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

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

## 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](https://pxu.org/pb)

# ENGLISH LANGUAGE ACQUISITION

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

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

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

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

The Exceptional Student Services Department in PXU offers a robust and inclusive continuum of services to students who are eligible as Gifted, protected under Section 504, as well as those students eligible for special education services under the Individuals with Disabilities Education Act (IDEA). We focus on transition planning beginning at the time of enrollment and continuing throughout their educational journey so that individualized, specialized supports and services are provided to help students reach their postsecondary goals. The English Language Development (ELD) program works alongside the Exceptional Student Services department when students are dually identified and is as comprehensive as any in the state, from placement to testing to reclassification.

## 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. Upon meeting eligibility for special education services, PXU convenes the Individualized Education Program (IEP) working collaboratively with parents as partners to help support student needs.

Phoenix Union staff convene the Individualized Education Program (IEP) team for those eligible under the IDEA. Working collaboratively with parents as partners, the IEP team reviews, and revises as needed, a plan on an annual

basis to describe the specially designed instruction, related services, and transition services to be provided to students to help them reach their annual goals.

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

## 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](https://pxu.org/ESS)

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

# FOSTER STUDENT ENROLLMENT AND STUDENT SERVICES

Every Student Succeeds Act (ESSA) contains key provisions to promote educational stability and success for students in foster care. PXU has implemented policies and procedures to ensure that students in foster care maintain enrollment and/or are immediately enrolled in the student's PXU school of origin. A Best Interest Determination is required every time there is a foster change of placement, including instances when PXU is the new school of residence and/or when PXU is the school of origin, the school the student is currently enrolled or last school the student attended. The Best Interest Determination process is a collaborative meeting to ensure school selection is determined in the best interest of the student and grounded in maintaining school stability when possible.

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.

In addition to the campus resources and programs available to all students, there are 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](http://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](http://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/](http://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-youthhttp://> provides 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](mailto: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. This includes students who are sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; are living in motels, hotels, or campgrounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters. 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:

- ▶ Students experiencing homelessness may remain enrolled in their school of origin (school they were attending when they became homeless) to ensure school stability, even when their temporary housing/shelter is outside of their school boundaries.
- ▶ Enroll in school immediately, even if lacking documents normally required for enrollment.
- ▶ Free breakfast and lunch
- ▶ Enroll in school and attend classes while the school gathers needed documents.
- ▶ 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, the Developer of Services for Unique Populations at (602) 764-1316, or the Family and Community Engagement Manager and District McKinney-Vento POC for assistance at (602) 764-1304.

Campus	Phone Number
Linda Abril	(602) 764-0066
Alhambra	(602) 764-6038
Bioscience	(602) 764-5606
Bostrom	(602) 764-1704
Trevor Browne	(602) 764-8564   (602) 764-8544
Camelback	(602) 764-7427
Central	(602) 764-7545
Cesar Chavez	(602) 764-4046
Desiderata	(602) 764-1316
Betty Fairfax	(602) 764-9117
Franklin	(602) 764-0237
Carl Hayden	(602) 764-3043
Maryvale	(602) 764-2124   (602) 764-2018
Metro Tech	(602) 764-8048
North	(602) 764-6520
Phoenix Coding	(602) 764-5706
PXU City	(602) 764-1316
PXU Digital	(602) 764-1316
Academies @ South	(602) 764-5016
Wilson	(602) 764-9610
Phoenix Educator Preparatory	(602) 764-1316

McKinney-Vento eligibility must be reviewed and reevaluated every school year. For more information regarding McKinney-Vento eligibility, please visit the Arizona Department of Education Homeless Education Program website at <https://www.azed.gov/homeless>

In an effort to provide comprehensive wraparound services to students experiencing homelessness, PXU has established a partnership with Homeless Youth Connection (HYC). HYC Youth Coaches have been assigned to PXU campuses to provide case management and support in collaboration with campus Community Liaisons. HYC assists eligible students with the following at no cost to the student, school, or district.

- ▶ Educational resources such as Wi-Fi access/hotspots and other educational expenses
- ▶ School supplies
- ▶ Hygiene products
- ▶ Basic clothing
- ▶ Housing assistance
- ▶ Employment resources
- ▶ Vital documents: birth certificates, I.D. card, etc.
- ▶ Health insurance enrollment
- ▶ Medical co-pays and prescriptions
- ▶ Post-graduation help with FAFSA, college application fees, etc.

Eligible students are referred to their assigned HYC Coach through the campus Community Liaison. To learn more about Homeless Youth Connection, please visit <https://www.azed.gov/homeless>

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:

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



## FOOD SERVICES

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

At PXU, 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 with a variety of healthy options. Many of our campuses offer a grab-and-go breakfast cart to make it convenient for our students and ensure they are offered a meal.

Visit <https://www.pxu.org/site/Default.aspx?PageID=19807> 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 our food and any allergens by item.

**PXU serves approximately 17,500 meals per day in accordance with the Health, Hungry, Hunger-Free Kids Act of 2010.**

## TRANSPORTATION

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

### City Bus Passes

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

### Enrollment Zones

District and specific school boundaries can be found at this link [f\(https://www.pxu.org/Page/195\)](https://www.pxu.org/Page/195).

### Magnet Programs

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

### Transportation Information

Information for standard, special needs, and magnet transportation as well as campus pick-up and drop-off locations and contact information can be found by visiting [pxu.org/transportation](https://www.pxu.org/transportation) or calling the dispatch office at 602-764-1628.



# STUDENT HEALTH SERVICES

Our top priority in providing health services on our campuses is to keep your students safe and healthy in a nurturing school environment. In compliance with Arizona Revised Statutes and District policies, PXU establishes procedures for the student health services program districtwide that includes administration of approved over the counter medications and administration of prescribed medication with written parent/guardian permission, screening for selected physical impairments such as vision and hearing and providing preventive health information. The district's designated medical physician standing orders provides evidence-based best practice guidelines which are reviewed and approved annually by a Arizona licensed medical physician. School health services can help students stay at school, safely and ready to learn. When school staff and families communicate, student health and learning can improve. Students can learn better in multiple settings because of these relationships—at home, in school, and in the community.

## Monitoring For Illness At Home and Safety

For your child's safety, students who are sick with a 100.4 F fever or greater, vomiting, diarrhea, eye redness, or rash of unknown origin are highly encouraged to stay home to prevent the further spread of germs and the continued safety of all students and school personnel. When a student is ill or injured at school and is not able to return to class, the parent or guardian will be notified by telephone to pick-up their child promptly from school. School personnel shall recommend further medical evaluation and care by a physician or healthcare provider, if indicated. Certain situations may indicate that medical clearance from a physician or healthcare provider be provided to the school, prior to having the student return safely to school. Any student with, or recovering from, a communicable disease will not be permitted in school until the period of contagion is passed or until a physician recommends a safe return, in accordance with A.R.S. 36-621 et seq., appropriate regulations of the State Department of Health Services, and policies of the County Health Department.

## Chronic Disease Management and Care Coordination

For students with chronic health conditions, school nurses and other health care providers play a large role in the daily management of their conditions. Care coordination in schools involves school nurses organizing the care of students by sharing information and maintaining communication among individuals concerned with the needs and care of students with chronic health conditions such as asthma, diabetes, epilepsy, etc. Phoenix Union supports students requiring specialized health care during school hours and if your child requires specialized care, please contact the campus immediately. Depending upon the unique needs of your child, a continuum of services and support exists in Phoenix Union to help your child while engaging in the high school curriculum and experience. Care coordination can provide students with chronic health conditions with improved medical care management, recommend further medical evaluation, and need for additional health resources.



## 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.

Effective July 2022, the Arizona Department of Health Services reviewed and/or updated all guides, forms, and tools. Please visit <https://www.azdhs.gov/preparedness/epidemiology-disease-control/immunization/index.php#schools-home> to review the Arizona Immunization Handbook for Schools and Child Care Programs along with the Vaccine Catch-up Flowcharts & FAQs for further information and details about immunization requirements and exemptions.

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

### West Valley Immunization Clinic

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

### Central - Roosevelt Clinic

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

It is very important to your child'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 child, please contact the school campus administration or health office.

### **Medications at School**

If a student requires medication at school, the parent or guardian must provide written permission to the health office 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 approved over-the-counter medication, it must be brought to school in the original sealed container with all warnings and directions intact. If a parent or guardian requests that their child be able to carry a rescue medication and/or a prescribed medication per district policy (rescue inhaler, Epi-pen, Glucagon, Insulin), the parent or guardian must provide written permission and submit the form to the health office. The emergency student health information form should be updated and submitted to the campus anytime there is a change in student health condition. Two weeks prior to the end of each school year, the parent or guardian is notified to pick up their child's medications/equipment by the last day of school; medications/equipment will be discarded properly if not picked up by the last day of school.

### **Acute and Emergency Care**

Emergency response (ER) bags are located on each campus in the health office that contain emergency rescue medications, equipment, and supplies. Injuries and illness can happen at any time during the school day and school nurses are trained to recognize and respond to medical emergencies, call EMS 9-1-1 when indicated, and notify parent or guardian. According to the District's designated medical physician standing orders, school nurses are prepared to assist and provide first aid measures such as airway management, breathing and bleeding control, cardiopulmonary resuscitation (CPR), administration of rescue medications (Albuterol, Epi-pen, Naloxone, oral Glucose, Glucagon), and use of the automated external defibrillator (AED). School nurses are also prepared to assist in larger emergency events or disasters that affect multiple students and school personnel, such as weather-related events, environmental exposures, and infectious disease outbreaks.

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# 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. 20 Expectations for Student Success

pg. 23 Athletics, Activities and Clubs

pg. 39 NCAA Eligibility Information for Prospective College Athletes

## Office of Student Support

The Office of Student Support fosters safe, supportive, and inclusive learning environments. Through the implementation of the PXU Student Code of Conduct, the Office of Student Support 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 Support is committed to ensuring all student behavior incidences are addressed equitably and with consideration of students' needs and rights.

pg. 50 Student Code of Conduct

pg. 70 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>



## Family and Community Engagement

Family and Community Engagement Is an essential component of a student's development and learning. Studies, show that parent/family engagement contributes to positive student outcomes, including improved student attendance and achievement, decreased disciplinary issues, improved parent/family-teacher and student-teacher relationships, and may improve a student's overall school experience.

The Office of Family and Community Engagement (FACE) oversees and coordinates campus level staff, district level positions, and a variety of programs and initiatives that serve, support, and empower students and families. Please see the below list and descriptions to learn more:

- ▶ Community Liaisons are available on campuses and serve as the primary campus contact for connecting students and families to both campus level resources, such as food boxes, toiletries, clothing, etc. and community resource information and referrals. Community Liaisons certify and support McKinney-Vento, unaccompanied, foster, and refugee students and assist with eliminating enrollment barriers to learning.
- ▶ The Developer of Services for Unique Populations is a district level position who works collaboratively with the Family and Community Engagement Manager to coordinate McKinney-Vento transportation for students who meet eligibility and assists in providing Community Liaison support for McKinney-Vento, Unaccompanied, Foster, and Refugee students.
- ▶ PXU Family and Community Engagement Coordinators serve in a regional capacity under the coordination of the Family and Community Engagement Manager to connect parents and families to engagement opportunities such as workshops, meetings, events, committees, and more.
- ▶ The Falcon Family and Community Resource Center is our district resource center that provides a comprehensive and direct service type of support to students and families such as food boxes, hygiene supplies, school supplies, and more. Students and families can be referred by their campus Community Liaison if campus supplies are low and/or cannot meet the specific needs of the student/family. Distribution events are held on a monthly basis during the school year. If you are in need of a food box, hygiene supplies, etc. and not sure who your campus Community Liaison is, please click the link to request a food/resource box, Food/Resource Box Request Form.

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

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>

Link to Immigration Resources webpage:

<https://www.pxu.org/domain/5773>

Link to McKinney-Vento Services webpage:

<https://www.pxu.org/domain/3850>

pg. 25 - Civic Engagement

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

pg. 28 – Foster Student Enrollment

pg. 28 - McKinney-Vento Services

pg. 40 - Important District Resources

## Office of Student Achievement

The Office of Student Achievement 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 Student Achievement, Counselors and Freshmen House Coordinators. Additionally, we oversee the Foreign Exchange program and co-facilitate the Marks and Grading Manual committee.

Counseling Directory:

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

Prepare for Your Future webpage:

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

# 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.

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

### Notes:

1. Visual and Performing Arts courses are offered in the following areas: Art, Dance, Theatre Arts and Music.
2. Career and Technical Education courses are offered in the following areas: Business/Technology, Family and Consumer Sciences and Industrial Technology Education.
3. 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 and course equivalencies.

\*\*State approved testing

All Students must participate in state-approved testing/end of course assessments in English and Math courses as directed by the State Board of Education.

# PREPARE *for* YOUR FUTURE

## College Process

We are here to help you through the college process.

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

### Phoenix Union Four Year Plan

#### Highly Selective University Plan (example)

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

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

#### In-State University Plan (example)

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

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

#### Community College Plan (example)

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

Recommendation: Honors/AP/IB/Dual Enrollment are highly encouraged and 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.

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### 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 athletics receive some form of merit or need-based financial aid.

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

#### Grade 9 | *Plan*

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

#### Grade 10 | *Register*

- ▶ Register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- ▶ If you fall behind on courses, 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.**

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

## Immigration Resources

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

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

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

#### Andre House

##### Soup kitchen

213 S. 11th Ave  
(602) 252-9023

#### Neighborhood Ministries

##### Food boxes

1918 W. Van Buren St  
(602) 252-5225

#### Black Family & Child Services

##### Food distribution

1522 E. Southern  
(602) 243-1773

#### Phoenix Rescue Mission

##### Soup Kitchen open daily

1801 S. 35th Ave  
(602) 233-3000

#### Cultural Cup Food Bank

##### Food boxes

342 E. Thomas Rd  
(602) 266-8370

#### Salvation Army

##### Food boxes

Phx Social Service Office  
2707 E. Van Buren  
(602) 267-4122

#### Desert Mission Food Bank

##### Food boxes

9229 N. 4th St  
(602) 870-6062

#### St. Mary's Food Bank

##### Emergency food boxes

2831 N. 31st Ave  
(602) 242-3663

#### Feeding Hope Food Bank

##### Food boxes

6027 W. Palmyra Ave  
(602) 625-7527

#### St. Vincent de Paul

##### Sunnyslope Dining Room

9227 N. 10th Ave  
602-266-HOPE (4673)

#### First Southern Baptist Church

##### Food boxes

3100 W. Camelback Rd  
(602) 242-6104

#### St. Vincent de Paul

##### Family Dining Room

420 W. Watkins  
602-266-HOPE (4673)

## Childcare Resources

Child Care (Guardería de Niños)

Arizona Child Care & Resource Referral

(602) 244-2678

1-(800) 308-9000

<http://www.arizonachildcare.org/>

**Child Care Resource & Referral Services**

(602) 244-2678

1-(800) 308-9000

## Community Information and Referral, Hotline Numbers, Etc.

### Find Help Phoenix, 24 hours a day

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

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

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

### St. Vincent de Paul

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

320 W. Watkins Rd. | Phoenix, AZ. 85003

(602) 261-6883

### **Maricopa County/CASS**

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

230 S. 12th Ave. | Phoenix, AZ 85007  
(602) 256-6945

### **Resident Relief Foundation Rental Assistance**

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

1-(888) 938-1701  
<https://residentrelieffoundation.org/resident-application/>

## **Foreclosure Resources**

### **Arizona Saves**

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

6633 N. Black Canyon Highway Phx, AZ 85014  
(602) 246-3508 or 1-(877) 989-3500  
Email: [info@arizonasaves.org](mailto:info@arizonasaves.org)

### **AZ Foreclosure Prevention Hotline**

Speak with financial counselors regarding the foreclosure process  
1-(877) 448-1211

### **City of Phoenix Housing Department**

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

830 E. Jefferson St. | Phoenix, AZ 85034  
(602) 262-6794  
[www.phoenix.gov/HOUSING](http://www.phoenix.gov/HOUSING)

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

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

One North Central Ave, Suite 600 Phoenix, AZ  
(602) 379-7100 ext.0 for customer service  
<http://www.hud.gov>

## **Housing/Shelter Resources:**

### **2-1-1 Arizona**

Is a 24-hour information and referral service to connect families and Individuals to services such as shelter and housing options and more.

### **The Family Housing HUB: Families with children under the age of 18 years.**

All Intakes are conducted by phone. If you do not have a way to call, you may contact the Hub online. Hours of operation: Mon: 8am - 8pm, Tues-Thurs: 8am - 4pm  
(602) 595-8700

### **The Family Housing HUB: Youth Ages 18-24 years.**

Phoenix Youth Resource Center (PYRC) - Tempe First United Methodist Church  
215 E. University Dr. | Tempe, AZ. 85281  
(602) 819-9361

### **HomeBase (Emergency Shelter) and Saguaro Ki (Transitional Housing): Youth ages 18-24 years.**

Located in Central Phoenix near 9th street and Indian School  
(602) 263-5531

### **Native American Connections: Youth ages 18-24**

4520 N. Central Ave, Suite 600 | Phoenix, AZ.  
(602) 254-3247

### **One-n-ten: LGBTQ Youth ages 18-24**

Housing Navigation Services through POND rapid rehousing program. The downtown Youth Center is open Mon-Fri 3pm - 5pm to access meal packs, toiletries and clothing, and showers

1101 N. Central Ave, #202 | Phoenix, AZ  
602-400-2601

### **Brian Garcia Welcome Center: Adults**

206 S. 12th Ave | Phoenix, AZ 85007  
(602) 229-5255

### **A New Leaf, East Valley Men's Center: Single Men (East Valley)**

2345 N. Country Club Dr | Mesa, AZ 85201  
(480) 610-6722

### **Paz de Cristo: Adults (East Valley)**

424 W. Broadway Rd. | Mesa, AZ 85210  
(602) 362-5833

### **Halle Center Women's Shelter: Single Women**

3333 W. Van Buren St. | Phoenix, AZ  
(602) 362-5833

### **VA Resources & Referral Center: Veterans**

1500 E. Thomas Rd, Suite #106 | Phoenix, AZ  
(602) 248-6040

### **Street Living: Homeless Outreach Prevention Effort (HOPE)**

Tempe Mobile Outreach  
(480) 858-7993 or (480) 350-5846

### **Street Living: Project for Assistance in Transitioning from Homeless Services (PATH)**

Street outreach services for Individuals displaying signs and symptoms of mental illness.  
24-hour hotline, 877-931-9142

## Employment Resources:

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

914 W. Hatcher  
(602) 371-1216

### Arizona Workforce Connection

9801 N. 7th Street  
(602) 861-0208

### Arizona Workforce Connection

3406 N. 51st Ave  
(623) 247-3304

### Chicanos Por La Causa, Workforce Solutions

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

### Fresh Start Women's Foundation

1130 E. McDowell Rd  
(602) 252-8494

### Friendly House

802 S. 1st Ave  
(602) 257-1870

### Goodwill Career Resource Center

3548 W. Northern  
602-335-153

### Phoenix Job Corps

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

### St. Joseph the Worker

1125 W. Jackson  
(602) 417-9854

### Level Up Workforce Program

1918 W. Van Buren St.  
(602) 718-1173



## Healthcare, Medical, and Dental Services/Clinics

### Adelante Healthcare

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

500 W. Thomas Rd #870

1-(877) 809-5092

<https://adelantehealthcare.com/>

### Arizona Department of Health Services

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

(602) 542-1219

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

### Arizona Lions Vision Center

**Low-cost eye exams and glasses**

9451 N. 99th Ave

(623) 583-9340

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

### Circle of City

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

3522 N. 3rd Ave

(602) 776-7676

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

### Golden Gate Community Center

**Sliding fee scale for those who qualify**

1625 N. 39th Ave

(602) 257-4323

<https://wesleycenterphx.org/>

### Maricopa County Department of Public Health

**Refugee health**

1645 E. Roosevelt St

(602) 506-6650

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

### Maricopa Integrated Health System

**Refugee Women's Health Clinic**

2525 E. Roosevelt St. 2nd floor

(602) 344-5407

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

### Native Health

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

4041 N. Central, Bld. C

(602) 279-5262

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

### Neighborhood Outreach Access to Health (NOAH)

**Affordable medical, dental and mental healthcare**

3330 N. 2nd Street, #500

(480) 882-4545

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

### Phoenix Indian Medical Center

**Medical, Dental And Mental Healthcare Services**

4212 N. 16th St

(602) 263-1200

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

### Planned Parenthood

**Women's healthcare**

4751 N. 15th St

(602) 277-7526

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

### St. Vincent de Paul

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

420 W. Watkins Rd.

(602) 261-6842

<http://www.stvincentdepaul.net>

### Valle del Sol

**Family Medical Care Clinic**

3807 N. 7th Street

(602) 523-9312

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

### Wesley Community and Health Center

**Sliding fee scale for those who qualify**

1300 S. 10th St.

(602) 257-4323

<https://wesleycenterphx.org/>

# POLICIES *and* PROCEDURES

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*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](mailto:blopez@phoenixunion.org)

### **Section 504 Coordinator**

Ms. Wendy Collison, ESS Director

4502 N. Central Ave.

Phoenix, AZ 85012

(602) 764-1025

[collison@phoenixunion.org](mailto: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



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# 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 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 a student receive additional tutoring or support to master the essential knowledge and skills in the subject or course requirements.

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

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

## 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

## COMPULSORY SCHOOL ATTENDANCE

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

## RESEARCH\* SHOWS

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

By 9th grade, good attendance can predict graduation rates even more than 8th grade test scores.

Absences can add up quickly. Students are chronically absent if they miss just two days every month.

Students are chronically absent if they miss just two days every month.

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

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

<sup>1</sup>Support service staff include Counselors, Student Liaisons, Social Workers or other campus staff.

## ABSENCE INTERVENTION CHART

<b>1 Absence (in a class)</b>	<ul style="list-style-type: none"> <li>▶ SchoolMessenger<sup>1</sup> will notify parent/guardian by phone/email for period and/or all-day absence.</li> <li>▶ Teacher will engage in a one-on-one check-in conversation with student about the absences.</li> <li>▶ Student will obtain missing work from the content teacher per teacher's missing work/ make-up policy and expectation.</li> </ul>
<b>3 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>▶ Attendance Notification Letter will be sent home to parents/guardians.</li> <li>▶ The Content Teacher will contact parent/guardian about absences.</li> <li>▶ Student will receive the opportunity to recover missed learning through classroom/ school-based intervention time<sup>2</sup> in accordance with the course plan for success.</li> </ul>
<b>5-7 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>▶ Student will be assessed by student liaison and/or a support services staff member to identify the reason (root cause) for the absences.</li> <li>▶ The student may be placed on an attendance contract and/or referred to a campus intervention<sup>3</sup> most appropriate to address the root cause of absenteeism.</li> <li>▶ The parent/guardian will be notified when a student is placed on an attendance contract or an intervention is assigned.</li> </ul>
<b>9 Absences (in a class)</b>	<ul style="list-style-type: none"> <li>▶ A second attendance notification requiring an administrative conference will be sent to parents/guardians.</li> <li>▶ School may facilitate a home visit to discuss absences with parents/guardians.</li> <li>▶ Parent/Guardian and student will meet with Assistant Principal/designee and support staff to write plan of action.</li> <li>▶ Student will complete a written reflection inclusive of solutions they propose for how to address their absences.</li> <li>▶ Student will be assigned tutoring and/or academic-support intervention and may lose privileges.</li> </ul>
<b>10+ Absences (in a class per semester)</b>	<ul style="list-style-type: none"> <li>▶ If a student continues to be chronically absent after all interventions have been implemented/exhausted<sup>4</sup>, a follow-up conference with the Parent/Guardian, student and Assistant Principal/Designee will be held.</li> <li>▶ If attendance continues to create barriers to learning, consideration for a modified schedule or alternative learning environment will be implemented to allow the student to be successful. Alternative learning environments may include evening classes (as available) or other PXU schools.</li> <li>▶ At 12 excused/unexcused absences, in a course, a student may lose credit after documented interventions have been exhausted.</li> </ul>

## TARDY INTERVENTION CHART

<b>Upon 3rd Tardy (in a class)</b>	<ul style="list-style-type: none"> <li>▶ Teacher calls home and assigns Student to Academic Recovery Time. Academic Recovery Time will be completed with teacher before school, during Advisory, lunch, or after school. If student completes Academic Recovery Time, process repeats.</li> <li>▶ If student fails to serve Academic Recovery Time, detention will be assigned. Failure to serve detention will result in discipline referral.</li> <li>▶ Second referral to Student Study Facilitator will result in a conference conducted by AP/Designee</li> </ul>
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All interventions and contracts will be documented in the Student Contact log of the Student Information System. <sup>1</sup>Support service staff include Counselors, Student Liaisons, Social Workers or other campus staff. <sup>2</sup>SchoolMessenger is scheduled to call each time a student is absent from one or more class periods each day. <sup>3</sup>Intervention time may include Before and/or After-School Tutoring/Make-Up Labs, Saturday School, Lunch-Time Prevention. <sup>4</sup>Campus interventions may include, but are not limited to Attendance Contracts, Attendance Conference, Saturday School, Attendance Success Groups (ASPIRE), Support Group, Skill-Based Intervention Group, Mandatory Tutoring, Transfer to ESO, etc.

# 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 Support 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

## Attendance

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Attendance:</b> A student is to be counted present if (a) they are in attendance for two-thirds or more of a class period or (b) if they are participating in a school-authorized activity.</p> <p><b>Unexcused Absence:</b> An absence is nonattendance in an assigned class or activity for more than one-third of 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.</p> <p><b>Tardy:</b> Not being in the assigned class or activity when the tardy bell has finished ringing.</p>	<ul style="list-style-type: none"> <li>Attendance Contract</li> <li>Parent/Student/Administrator Conference</li> <li>Academic Recovery Time</li> <li>Please see the Absence Intervention Chart on page 49 of the Student and Family Handbook</li> </ul>	<ul style="list-style-type: none"> <li>May be assigned detention</li> <li>A student may lose credit for the semester in any course, when reaching a total of twelve (12) excused/unexcused absences and after documented interventions have been exhausted.</li> </ul>

## Leave Campus

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Leave Campus/School Grounds Without Permission:</b> Leaving school grounds during regular school hours without permission of the Principal or Principal designee.</p>	<ul style="list-style-type: none"> <li>Attendance Contract</li> <li>Parent/Student/Administrator Conference</li> <li>Academic Recovery Time</li> <li>Restorative Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Detention</li> <li>Skill-building In-school Suspension up to two (2) days</li> </ul>

## Dress and Appearance

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dress and Appearance:</b> 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 schoolwork, 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 19, Dress for Success, of the Student and Family Handbook for Phoenix Union's dress code policy).</p>	<p><b>DRESS CODE FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>DRESS CODE MULTIPLE INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>Parent/Student/Administrator Conference</li> </ul>	<ul style="list-style-type: none"> <li>Incidents of Dress Code are not eligible for suspension.</li> </ul>

## Inappropriate Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Lying:</b> Knowingly giving false or misleading information, including a false statement or accusation against others, with intent to deceive.</p> <p><b>Inappropriate Public Display of Affection:</b> Excessive display of affection, sexual touching, or other inappropriate displays of affection in violation of school policy.</p>	<ul style="list-style-type: none"> <li>Restorative Mediation</li> <li>Restorative Circle</li> <li>Service Learning</li> <li>Behavior Contract</li> <li>Skill-building Interventions</li> <li>May be referred to Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>Detention</li> <li>Temporary loss of privileges<sup>1</sup></li> </ul>

# School Incidents (Continued)

## Gambling and Academic Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gambling:</b> Playing games of chance for money; betting a sum of money or other items of value.</p> <p><b>Cheating<sup>2</sup>:</b> Depriving of something valuable by the use of deceit or fraud and/or influencing or leading by deceit or trick; an act of dishonest or unfairness in order to gain an advantage, specifically school related or in an 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).</p> <p><b>Forgery<sup>2</sup>:</b> Using the signature or initials of another; or altering a document after another has initialed or signed the document without approval.</p> <p><b>Plagiarism<sup>2</sup>:</b> 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.</p>	<ul style="list-style-type: none"><li>• Service Learning</li><li>• Behavior Contract</li><li>• Skill-building Interventions</li><li>• May be referred to Student Support Services</li></ul>	<ul style="list-style-type: none"><li>• Restitution or suitable arrangements</li><li>• Temporary loss of privileges<sup>1</sup></li><li>• Detention</li><li>• Temporary removal from classroom</li><li>• Skill-building In-school Suspension up to three (3) days</li></ul>

## Disruptive Conduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Classroom Disruption:</b> 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).</p> <p><b>Defiance of Authority:</b> 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.</p> <p><b>Obscenity:</b> 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.</p>	<ul style="list-style-type: none"><li>• Restorative Mediation</li><li>• Restorative Circle</li><li>• Service Learning</li><li>• Support Group</li><li>• Behavior Contract</li><li>• Skill-building Interventions</li><li>• May be referred to Student Support Services</li></ul>	<ul style="list-style-type: none"><li>• Detention</li><li>• Temporary loss of privileges<sup>1</sup></li><li>• Temporary removal from classroom</li><li>• Skill-building In-school Suspension up to three (3) days</li></ul>

# School Incidents (Continued)

## Transit and Traffic

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

## Technology

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Improper Use of Technology<sup>3</sup>:</b> 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:</p> <ul style="list-style-type: none"><li>▶ Using a school computer in any way to gain access to obscene materials.</li><li>▶ Allowing obscene material to remain on computer system without immediate notification to appropriate school personnel.</li><li>▶ Providing or using another student's computer identification number and password.</li><li>▶ Inappropriately using a school computer identification number and password while off school premises.</li><li>▶ Entering into school's computer directories, files or programs without written authorization from appropriate school personnel.</li><li>▶ Copying computer software from the school's computer system.</li><li>▶ Sharing suggestive shortcuts or links that breaches sensitive information or intentionally compromises the security of district network(s) or servers.</li></ul>	<ul style="list-style-type: none"><li>• Service Learning</li><li>• Behavior Contract</li><li>• Skill-building Interventions</li></ul>	<ul style="list-style-type: none"><li>• Restitution</li><li>• Detention</li><li>• Temporary removal from classroom</li><li>• Temporary loss of privileges<sup>1</sup></li><li>• Skill-building In-school Suspension up to three (3) days</li></ul>

# Property Incidents

## Trespassing and Vandalism

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Trespassing/Unauthorized Visit<sup>4</sup>:</b> The act of a student who is present on a school campus without authorization. In addition, a student shall not be present on any other school campus without administrator approval except to attend appropriate extracurricular or public events.</p> <p><b>Vandalism/Destroying Property:</b> Willful defacing, destruction, or damaging property of another person or tampering with property of another person.</p> <p><b>Vandalism of Personal Property:</b> Willful damage, destruction, or defacement of personal property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Vandalism of School Property:</b> Willful damage, destruction, or defacement of school property including but not limited to racial epithets, hate speech, and gang related symbols.</p> <p><b>Graffiti/Tagging:</b> Writing on walls, drawings or words that are scratched, painted, or sprayed on property of another.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Service Learning</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution or suitable arrangements</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building In-school Suspension up to three (3) days</li> </ul>

## Fire Alarms

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Emergency/Fire Alarms<sup>5</sup>:</b> Activating or using a fire alarm or emergency control device unless the student reasonably believes that an emergency exists and warrants use of the device.</p>	<ul style="list-style-type: none"> <li>• Service Learning</li> <li>• Skill-building Interventions</li> <li>• May be referred to Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-building In-School suspension up to three (3) days</li> <li>• May be required to attend an approved counseling program sponsored by the Fire Department</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Theft and Burglary

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Theft:</b> Taking, 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.</p> <p><b>Unauthorized Entry/Burglary (without a weapon):</b> Gaining or attempting to gain forceful or unauthorized entry to, or occupation of, a school building, structure, or grounds.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Service Learning</li> <li>• Skill-building Interventions</li> <li>• May be referred to Student Support Services</li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Restitution or suitable arrangements</li> <li>• Detention</li> <li>• Temporary removal from classroom</li> <li>• Skill-building In-school Suspension up to three (3) days</li> <li>• Off-campus Suspension for up to four (4) days. Two (2) of the days will be served immediately. Two (2) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Property Incidents (Continued)

### Robbery

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Robbery:</b> Using force or threatening to use force to commit a theft or while attempting to commit a crime. ARS §13-1902.	<ul style="list-style-type: none"><li>• Re-Entry Conference</li><li>• Service Learning</li><li>• Skill-building Interventions</li><li>• May be referred to Student Support Services</li><li>• May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>• Restitution or suitable arrangements</li><li>• Off-campus suspension for up to six (6) days. Up to three (3) of the days will be served immediately. Up to three (3) days will be set aside to complete mandated interventions.<sup>7</sup></li><li>• Notification to Law Enforcement as appropriate</li></ul>

### Armed Robbery

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Armed Robbery:</b> A person commits armed robbery if, in the course of committing robbery is armed with a deadly weapon or a simulated deadly weapon; or uses or threatens to use a deadly weapon or dangerous instrument or a simulated deadly weapon. ARS §13-1904.	<ul style="list-style-type: none"><li>• Re-entry Conference</li><li>• Service Learning</li><li>• Skill-building Interventions</li><li>• May be referred to Student Support Services</li><li>• May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>• Restitution or suitable arrangements</li><li>• Off-campus Suspension for up to one (1) school year and may be expelled depending on the severity.</li><li>• Notification to Law Enforcement</li></ul>

# Alcohol and Drugs

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

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

## Alcohol | Marijuana

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol Use and/or Possession:</b> Using or possessing alcohol in school, on school property, school transportation, or at, before, or after a school-related function.</p> <p><b>Marijuana and/or Inhalant Use and/or Possession:</b> Using or possessing marijuana, “look-alikes”<sup>8</sup> of such substances, or use of inhalant/vaping marijuana/THC substance for the purpose of intoxication in or before school or a school-related function.</p>	<ul style="list-style-type: none"> <li>• Substance Use Screener<sup>9</sup></li> <li>• Regional Intervention Program<sup>10</sup></li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Mandated Intervention</li> <li>• May be referred to Student Support Services</li> <li>• Referral to Community Agency<sup>11</sup></li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for up to four (4) days. Two (2) of the suspension days will be served immediately. The remaining two (2) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul> <p><b>ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Off-campus Suspension for four (4) days. Two (2) of the suspension days will be served immediately. One (1) day skill-building in-school suspension. The remaining one (1) day will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Alcohol and Drugs (Continued)

## Dangerous Substances | Prescription Medications

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Drug<sup>12</sup> Use and/or Possession:</b> Using or possessing illegal drugs, narcotics, controlled substances, “look-alikes”<sup>8</sup> 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.</p> <p><b>Prescription Medication Use<sup>13</sup>:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Substance Use Screener<sup>9</sup></li> <li>• Regional Intervention Program<sup>10</sup></li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Mandated Interventions</li> <li>• May be referred to Student Support Services</li> <li>• Referral to Community Agency<sup>11</sup></li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-campus Suspension for up to four (4) days. Two (2) of the suspension days will be served immediately. The remaining two (2) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul> <p><b>ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Off-campus Suspension for four (4) days. Two (2) of the suspension days will be served immediately. One (1) day skill-building in-school suspension. The remaining one (1) day will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate.</li> </ul>

## Distribution and Selling

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Alcohol and/or Drug Distribution and/or Selling<sup>12</sup>:</b> The sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes”<sup>8</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.</p>	<ul style="list-style-type: none"> <li>• Substance Use Screener<sup>9</sup></li> <li>• Regional Intervention Program<sup>10</sup></li> <li>• Behavior Contract</li> <li>• Support Group</li> <li>• Skill-building Interventions</li> <li>• Referral to Community Agency<sup>11</sup></li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension through the end of the semester or up to one (1) school year.</li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Bullying | Harassment | Sexual Harassment

## Defamation and Obscenity

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Defamation:</b> Using words or materials that are false and expose a person to hatred, contempt, ridicule, disgust, or an equivalent reaction, or are false and have a tendency to impugn a person's occupation, business, or office.</p> <p><b>Obscene Materials<sup>3</sup>:</b> The use or presentation of physical or digital materials<sup>3</sup> that may include, but are not limited to, items that an average person, applying contemporary standards of the school community, would find, taken as a whole, appealing to erotic interests and lacking serious literary, artistic, political, or scientific value. The standard to be used is of the school community, recognizing that students are, as a group, younger and more sensitive than the general adult population.</p> <p><b>Sexting<sup>3</sup>:</b> Sending sexually explicit messages or photos electronically, primarily between cell phones or other mobile devices.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Mandated Intervention</li> <li>• May be referred to Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Temporary removal from the classroom</li> <li>• Temporary loss of privileges<sup>1</sup></li> <li>• Skill-building In-School Suspension up to three (3) days</li> <li>• Transfer from class</li> <li>• Off-campus Suspension for up to four (4) days, up to two (2) days off-campus suspension will be served immediately. Two (2) days set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Bullying and Intimidation

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Bullying:</b> Engaging in repeated acts, over time, that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful, spreading rumors, and manipulating social relationships. For a precise definition, please refer to District Policy JICK.</p> <p><b>Cyber Bullying<sup>3</sup>:</b> Bullying (see Bullying description above and Bullying definition in District Policy JICK) committed by use of electronic technology or electronic communication devices.</p> <p><b>Intimidation:</b> Intentional behavior by a student or group of students that places another student or group of students in fear of harm or personal property. Intimidation can be manifested emotionally or physically, either directly or indirectly and by use of social media.</p> <p><b>Threat<sup>3</sup>:</b> A communication of intent to harm someone. May be verbal, written, gestured or communicated in some other form such as electronic communication.</p> <p><b>Extortion:</b> Attempting to obtain or obtaining money, property, or services by threat, force, or in return for protection.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Re-entry Conference</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Threat Assessment<sup>14</sup></li> <li>• Possible Emergency Removal</li> <li>• Safety Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from the classroom</li> <li>• Temporary loss of privileges<sup>1</sup></li> <li>• Transfer from class</li> <li>• Skill-building In-School Suspension up to three (3) days</li> <li>• Off-campus Suspension for six (6) days. Three (3) days off-campus suspension will be served immediately. Three (3) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Bullying | Harassment | Sexual Harassment (Continued)

## Harassment and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Harassment:</b> Intentional behavior by a student or group of students that is disturbing or threatening to another student, group of students, or staff member. Intentional behaviors that characterize harassment include, but are not limited to, stalking, 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.</p> <p><b>Initiation/Hazing:</b> Any intentional, knowing, or reckless act committed by a student, whether individually, or in concert with others, against another student, and in which both of the following apply:</p> <p>A. The act was committed in connection with an initiation into, and affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.</p> <p>B. The act contributes to a substantial risk of potential physical injury, mental harm, or degradation.</p> <p>“Organization” means an athletic team, association, order, society, corps, cooperative, club or similar group that is affiliated with an educational institution and whose membership consists primarily of students enrolled at that educational institution.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• May be referred to school based Social Worker</li> <li>• Threat Assessment<sup>14</sup></li> <li>• Possible Emergency Removal</li> <li>• Safety Plan</li> <li>• Referral to Community Agency<sup>11</sup></li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Temporary loss of privileges<sup>1</sup></li> <li>• Temporary removal from the classroom</li> <li>• Skill-building In-school Suspension up to three (3) days</li> <li>• Transfer from class</li> <li>• Off-campus Suspension for six (6) days. Two (2) days will be served immediately. The remaining four (4) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

## Sexual Harassment

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Sexual Harassment Student/Staff:</b> Conduct on the basis of sex that satisfies one or more of the following: 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 “dating violence”, “domestic violence” or “stalking” as those terms are defined by Title IX.</p>	<ul style="list-style-type: none"> <li>• Subject to Title IX Process</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• May be referred to school based Social Worker</li> <li>• Threat Assessment<sup>14</sup></li> <li>• Possible Emergency Removal</li> <li>• Safety Plan</li> <li>• Referral to Community Agency<sup>11</sup></li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from the classroom</li> <li>• Transfer from class</li> <li>• Off-campus Suspension for six (6) days. Four (4) days will be served immediately. The remaining two (2) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> <li>• Notification to Law Enforcement as appropriate</li> </ul>

# Bullying | Harassment | Sexual Harassment (Continued)

## Dating Abuse and Sexual Misconduct

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Dating Abuse:</b> Engaging in behavior in which one person uses or threatens to use physical, sexual, verbal, or emotional mistreatment to control the person's former or present dating partner. For a further description of Dating Abuse, please see District Policy JICL.</p> <p><b>Sexual Misconduct:</b> 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.</p>	<ul style="list-style-type: none"><li>• Subject to Title IX Process</li><li>• Mandated Intervention</li><li>• Support Group</li><li>• Behavior Contract</li><li>• Skill-building Interventions</li><li>• May be referred to school based Social Worker</li><li>• Threat Assessment<sup>14</sup></li><li>• Possible Emergency Removal</li><li>• Safety Plan</li><li>• Referral to Community Agency<sup>11</sup></li><li>• May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>• Temporary removal from the classroom</li><li>• Skill-building In-school Suspension up to three (3) days</li><li>• Transfer from class</li><li>• Off-campus Suspension for six (6) days. Two (2) days will be served immediately. The remaining four (4) days will be set aside to complete mandated intervention(s).<sup>7</sup></li><li>• Notification to Law Enforcement as appropriate</li></ul>

## Sexual Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Sexual Assault:</b> A person commits sexual assault by intentionally or knowingly engaging in sexual intercourse or oral sexual contact with any person without consent of such person.</p> <p>A.R.S. §13-1406</p>	<ul style="list-style-type: none"><li>• Subject to Title IX Process</li><li>• Threat Assessment<sup>14</sup></li><li>• Possible Emergency Removal</li><li>• Safety Plan</li><li>• Re-entry Conference</li><li>• Behavior Contract</li><li>• Referral to Community Agency<sup>11</sup></li><li>• May be referred to school based Social Worker</li><li>• May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>• Off-Campus Suspension through the end of the semester or up to one (1) school year.</li><li>• Notification to Law Enforcement if the assault meets the definition for Sexual Assault</li></ul>

# Aggression | Assault | Aggravated Assault

## Disruption and Aggression

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Verbal Provocation:</b> Using gestures or language including rumors that may incite other student(s) to fight.</p> <p><b>Minor Aggressive Act:</b> Engaging in non-serious but inappropriate physical contact, i.e., hitting, poking, pulling, or pushing or other behaviors that demonstrate low-level hostile behaviors.</p> <p><b>Recklessness:</b> The unintentional engagement of careless behavior that may pose a safety or health risk for others despite the individual being aware of such safety or health risk.</p> <p><b>Campus Disruption<sup>3</sup>:</b> Any disruption that occurs before, during, or after school, but not occurring in the classroom.</p>	<ul style="list-style-type: none"> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Safety Plan</li> <li>• May be referred to Student Support Services</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary removal from the classroom</li> <li>• Skill-building In-school Suspension up to four (4) days.</li> <li>• Off-campus Suspension for four (4) days. Two (2) days will be served immediately. The remaining two (2) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> </ul>

## Fights

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Fights:</b> Mutual participation in an incident involving physical violence, where there is no major injury. Verbal confrontation alone does not constitute fighting.</p>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandated Intervention</li> <li>• Restorative Mediation</li> <li>• Restorative Circle</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Safety Plan</li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandated Intervention</li> <li>• Staff-led Re-entry Conference/ Mediation</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Safety Plan</li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Safety Plan</li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for six (6) days. Two (2) of the suspension days will be served immediately. One (1) day skill building in-school suspension. The remaining three (3) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> </ul> <p><b>SECOND INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for nine (9) days. Four (4) of the suspension days will be served immediately. One (1) day skill building in-school suspension. The remaining four (4) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Suspension for more than ten (10) days, to the end of the semester or up to one (1) school year.</li> </ul>

# Aggression | Assault | Aggravated Assault (Continued)

## Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Assault:</b> 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.</p>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Mandated Intervention</li> <li>• Support Group</li> <li>• Behavior Contract</li> <li>• Skill-building Interventions</li> <li>• Threat Assessment<sup>14</sup></li> <li>• Safety Plan</li> <li>• May be referred to school based Social Worker</li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Threat Assessment<sup>14</sup></li> <li>• Safety Plan</li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> <li>• Re-Entry Conference</li> </ul>	<p><b>FIRST INCIDENT:</b></p> <ul style="list-style-type: none"> <li>• Off-Campus Suspension for up to nine (9) days. Four (4) of the suspension days will be served immediately. One (1) day skill building in-school suspension. The remaining four (4) days will be set aside to complete mandated intervention(s).<sup>7</sup></li> </ul> <p><b>ANY ADDITIONAL INCIDENTS:</b></p> <ul style="list-style-type: none"> <li>• Suspension for more than ten (10) days, to the end of the semester or up to one (1) school year.</li> </ul>

## Aggravated Assault

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Aggravated Assault:</b> Aggravated Assault is assault, as defined in section ARS §13-1203, under any of the following circumstances:</p> <ol style="list-style-type: none"> <li>1. If the person causes serious physical injury to another.</li> <li>2. If the person uses a deadly weapon or dangerous instrument.</li> <li>3. If the person commits the assault 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.</li> <li>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.</li> <li>5. If the person commits the assault after entering the private home of another with the intent to commit the assault.</li> <li>6. If the person is eighteen years of age or older and commits the assault on a minor under fifteen years of age.</li> <li>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).</li> <li>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.</li> </ol> <p><b>Endangerment/Endangering the Health, Safety or Welfare of Others<sup>15</sup>:</b> Recklessly endangering another person with a substantial risk of imminent death or physical injury.</p>	<ul style="list-style-type: none"> <li>• Threat Assessment<sup>14</sup></li> <li>• Possible Emergency Removal</li> <li>• Safety Plan</li> <li>• Re-entry Conference</li> <li>• Behavior Contract</li> <li>• Referral to Community Agency<sup>11</sup></li> <li>• May be referred to school based Social Worker</li> <li>• May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Off-Campus Suspension through the end of the semester or up to one (1) school year</li> <li>• Notification to Law Enforcement if the assault meets the definition for Aggravated Assault</li> </ul>

# Arson | Dangerous Items | Campus Threats | Weapons

## Arson

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Arson of a Structure or Property</b> <sup>5</sup> Damaging or attempting to damage a structure or property by knowingly causing a fire, explosion, or other incendiary device.	<ul style="list-style-type: none"><li>Threat Assessment<sup>14</sup></li><li>Safety Plan</li><li>May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>Off-campus Suspension for up to one (1) school year and may be expelled depending on the severity.</li><li>Notification to Law Enforcement</li></ul>
<b>Arson of an Occupied Structure</b> <sup>5</sup> : Damaging or attempting to damage an occupied structure by causing a fire, explosion, or other incendiary device.		

## Dangerous Items

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Dangerous Item:</b> Possessing and/or using a dangerous item to cause bodily injury to, threaten, or intimidate another person. The following may be classified as a dangerous instrument and must be reported to law enforcement: <ul style="list-style-type: none"><li>Air Soft Gun</li><li>B.B. Gun</li><li>Knife with blade length less than 2 1/2 inches</li><li>Laser Pointer</li><li>Letter Opener</li><li>Mace</li><li>Paintball Gun</li><li>Pellet Gun</li><li>Razor Blade or Box Cutter</li><li>Simulated Knife</li><li>Taser or Stun Gun</li><li>Tear Gas</li><li>Chains</li><li>Clubs</li><li>Fireworks and/or Other Dangerous Item</li></ul>	<ul style="list-style-type: none"><li>Threat Assessment<sup>14</sup></li><li>Re-entry Conference</li><li>Safety Plan</li><li>Behavior Contract</li><li>Referral to Community Agency<sup>11</sup></li><li>May be referred to school based Social Worker</li><li>May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>Temporary removal from the classroom</li><li>Off-campus Suspension for six (6) days. Three (3) of the suspension days will be served immediately. The remaining three (3) will be set aside to complete mandated intervention(s).<sup>7</sup></li><li>Notification to Law Enforcement as appropriate</li></ul>
<b>Simulated Firearm:</b> Any simulated firearm made of plastic, wood, metal or any other material which is a replica, facsimile, or toy version of a firearm or any object such as a stick or finger concealed under clothing and is being portrayed as a firearm.		

## Campus Threats

Behavior Definitions/Descriptions	Interventions	Consequences
<b>Bomb Threat:</b> Threatening to cause harm using a bomb, dynamite, explosive, or arson-causing device.	<ul style="list-style-type: none"><li>Threat Assessment<sup>14</sup></li><li>Possible Emergency Removal</li><li>Safety Plan</li><li>Behavior Contract</li><li>May be referred to an alternative educational setting<sup>6</sup></li></ul>	<ul style="list-style-type: none"><li>Off-campus Suspension through the end of the semester or up to one (1) school year</li><li>Notification to Law Enforcement</li></ul>
<b>Chemical or Biological Threat:</b> Threatening to cause harm using dangerous chemicals or biological agents.		
<b>Threat to an Educational Institution:</b> Presenting a threat (verbal, written, or electronic) to bomb or use other substances or devices for the purpose of exploding, burning, causing damage to a school building or school property, or to harm students or staff.		

## Weapons

Behavior Definitions/Descriptions	Interventions	Consequences
<p><b>Gun/Firearm:</b> 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.</p> <p><b>Knife:</b> Possessing and/or using a blade of 2 1/2 inches or more</p> <p><b>Other Weapon:</b> Possessing and/or using a destructive device or dangerous instrument. (e.g., brass knuckles, explosives, ammunition, a destructive device, a dangerous instrument).</p>	<ul style="list-style-type: none"> <li>Threat Assessment<sup>14</sup></li> <li>Safety Plan</li> <li>Behavior Contract</li> <li>May be referred to an alternative educational setting<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>Off-campus Suspension for up to one (1) school year and may be expelled depending on the severity</li> <li>Notification to Law Enforcement</li> </ul>

<sup>1</sup> 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 assignments otherwise assigned online, participation in school events and/or extra-curricular activities, etc.

<sup>2</sup> 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.

<sup>3</sup> Consequences for Improper Use of Technology align with the PXU Technology Agreement and/or other behaviors within this Student Code of Conduct. Such behaviors include but may not be limited to the following: Threats, Cyberbullying, Sexting, Obscene Materials, Campus/Classroom Disruption.

<sup>4</sup> This includes a suspended or expelled student.

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

<sup>6</sup> Student may be assigned to an alternative educational setting depending on the severity of the offense and length of the off-campus suspension.

<sup>7</sup> Suspension days shall be set aside for completion of a mandated intervention. Student will be enrolled in appropriate District and/or community agency intervention(s) that may include but 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 intervention will result in the reinstatement of the remaining suspension days.

<sup>8</sup> "Look-alike" means any substance, which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

<sup>9</sup> A substance use screener 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.

<sup>10</sup> 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.

<sup>11</sup> 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 days of in-school suspension.

<sup>12</sup> For the purpose of this regulation, drugs are defined as narcotic drugs, dangerous drugs, toxic substances, marijuana, and peyote as those terms are defined in ARS §13-3401, and imitation controlled substances as defined by ARS §13-3451.

<sup>13</sup> 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.

<sup>14</sup> A threat assessment is conducted when a person (or persons) threatens to commit a violent act or engages in behavior that appears to threaten an act of violence. Threat assessment is a process of evaluating the threat and the circumstances surrounding it in order to uncover any evidence that indicates the threat is likely to be carried out. Comprehensive School Threat Assessment Guidelines (Cornell 2019).

<sup>15</sup> A school may permit the use of restraint or seclusion techniques on any pupil if: (1) the pupil's behavior presents an imminent danger of bodily harm to the pupil or others; and (2) less restrictive interventions appear insufficient to mitigate the imminent danger of bodily harm. In such circumstances, the school will abide by Governing Board Policy JLDB and the policy's accompanying Exhibits (JLDB-EA through JLDB-ED), as applicable.

# STUDENT CODE of CONDUCT GLOSSARY

## GLOSSARY: Interventions & Supports

**Attendance Contract:** A written agreement between a school official, student and often a parent/guardian that includes individual student attendance expectations and the appropriate consequence for non-compliance.

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

**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.

**Emergency Removal:** Upon the completion of individualized safety and risk analysis, a student may be subject to removal from an educational setting if there is a determination of an immediate threat to the physical health and safety of an individual arising from allegations of student misconduct.

**Mandated Intervention:** A required intervention facilitated in a group, individual or virtual setting utilizing an evidence-based curriculum with the goal of improving the social/emotional/academic skills and strengthening relationships between students and teachers. Failure to complete a required intervention may result in the reinstatement of the set-aside suspension days.

**Re-entry Conference:** Supports a student to return to a group or community from which they have been separated (for a variety of reasons).

**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 intervention program who received an off-campus or long-term suspension for substance related infractions.

**Substance Use Screener:** A basic survey involving a series of questions, which helps evaluate frequency of Substance use.

**Substance Assessment:** A detailed inventory of the type, amount, frequency and consequences of student's substance use, their perception of their use, and readiness to change.

**Intensive Substance Evaluation:** An in-depth questionnaire that examines the impact of substance use on basic functioning, physical dependence, social connections and level of risky behaviors for students with severe and repeated substance related issues.

**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 Mediation:** 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, inform parents and/or 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.

**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.

**Student Support Services:** Specialized staff who provide a variety of programs and interventions that address academic, behavioral, social, emotional, and health needs of all students in preparation for college and career readiness.

#### **Title IX Process:**

The main purpose of the Title IX process is to protect individuals from discrimination on the basis of sex in education programs or activities that receive Federal financial assistance. Title IX requires schools to respond when sexual harassment occurs in the school's educational program or activity. Steps of the Title IX process include actual knowledge of sexual harassment or allegations of sexual harassment, initial meeting with complainant and parent(s)/legal guardian(s), supportive measures, formal complaint filed, investigation and report, resolution and appeal.

## **GLOSSARY: 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 GSFA states that the law must be construed so as to be consistent with the Individuals with Disabilities Education Act (IDEA).

**Notification to Law Enforcement:** Arizona law requires school officials to notify law enforcement 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:** Threat assessment is a process of evaluating the threat and the circumstances surrounding it in order to uncover any evidence that indicates the threat is likely to be carried out. Comprehensive School Threat Assessment Guidelines (Cornell, 2019).



# **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, school safety team 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 rule or regulation violated.
- ▶ The consequence 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.

Each suspension shall be reported to the Governing Board, within five (5) days, by the Superintendent or designee.

## **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 readmission 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 readmission 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 readmission 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. 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 provided to each incoming student during the school year at the time of the student's registration
- be posted in each classroom and in common areas of the school
- be summarized in the student handbook and on the District website

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

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

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

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

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

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

# STUDENT VOICE

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

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

- ▶ Violation of the student's constitutional rights;
- ▶ Denial of an equal opportunity to participate in any program or activity for which the student qualifies not related to the student's individual capabilities;
- ▶ Discriminatory treatment 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.

## Complaint Report Process – Law Enforcement

Complaint process involving a police officer – If you feel that you have been mistreated by a police officer on a school campus or at a school-sponsored event, please report the incident immediately to the school principal and the matter will be investigated. In addition, you may call the Phoenix Police Department and file a complaint with the Professional Standards Bureau by calling 602-262-4580.

\*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.



# STUDENT FORMS

- 81 FORM: REPORT IT! Complaint Form/Student Incident Report**
- 82 FORM: Use of Technology Resources in Instruction Electronic Information Services User Agreement Policy**
- 83 FORM: Use of Technology Resources in Instruction Electronic Information Services User Agreement**
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# REPORT IT! Complaint Form | Student Incident Report

This form may be 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 behavior incident\* you are alleging has occurred. Please check all that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Bullying or Intimidation   | <input type="checkbox"/> Dating Violence or Sexual Harassment |
| <input type="checkbox"/> Discrimination, Harassment or Intimidation due to (check all that apply) | <input type="checkbox"/> Other (please specify): _____        |
| <input type="checkbox"/> Disability   | _____   |
| <input type="checkbox"/> Race, Color, National Origin   | _____   |
| <input type="checkbox"/> Religion   | _____   |
| <input type="checkbox"/> Sex (gender based/equal access)  | _____   |
| <input type="checkbox"/> Sexual Orientation, Gender Identity, Gender Expression                   | _____   |

## I wish to submit a complaint against:

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

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).

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

Name	Telephone Number
_____	_____
_____	_____
_____	_____

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

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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: \_\_\_\_\_

Submitted to Investigating official on: \_\_\_\_\_ Date: \_\_\_\_\_

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

\*For complete behavior incident definitions, please refer to the PXU Student Code of Conduct beginning on page 51 of the PXU Handbook for Students and Families.

ADAPTED FROM ARIZONA SCHOOL BOARDS ASSOCIATION EXHIBIT JICK-EA, 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.
- ▶ Avoid disruptions. I will not use the network in any way that would disrupt use of the systems by others.

#### Observe the following considerations:

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

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

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

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

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

Name \_\_\_\_\_

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

(Student or Employee)

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

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

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

## **Parent or Guardian Cosigner**

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

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

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

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

# Student Laptop Agreement

The Phoenix Union High School District is committed to providing a dynamic and personalized learning experience for every student. As such, each student may be expected to engage with their teachers and peers in a virtual and collaborative way using technology that supports a wide variety of platforms, software programs and applications. Additionally, it is important that they have access to tools at home that they readily use at school.

A technology device with access to the internet may be needed for students to attend class, engage in work with their classmates, complete assignments and take quizzes and exams. We are pleased to loan a District laptop, with power supply, to students who do not own one. It is PXU's expectation that the same device and accompanying accessories be returned upon graduation or withdrawal from a PXU school, whichever comes first. Devices should be returned in the same condition in which it was received.

As with any privilege, PXU's laptop initiative comes with responsibility. We understand that accidents happen, along with natural wear and tear. Unfortunately, this does not account for repairs or service necessary to keep the device in working condition. If there is damage to a District loaned device that is deemed negligent or avoidable, or if a device is returned in worse condition (for example, personalization of laptop with stickers, decals on the lid or keyboard, etc.), the student/parent will be held responsible for necessary repairs or cleaning of the device, including any financial restitution that may be necessary. If the device is lost or stolen, the student/parent will be held responsible for the replacement value according to its current worth.

If you have any questions or need tech support, please email the PXU Help Desk at [HelpDesk@PhoenixUnion.org](mailto:HelpDesk@PhoenixUnion.org), or dial (602) 764-1201.

Student Name (First and Last): \_\_\_\_\_

Student ID No.: \_\_\_\_\_ School: \_\_\_\_\_

Service Tag No.: \_\_\_\_\_ Hotspot #: \_\_\_\_\_

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

Parent Acknowledgement \_\_\_\_\_

Date: \_\_\_\_\_

# Student Internet Permission Opt-Out Form

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

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

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

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

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

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

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

### District News and Media Opt Out Form

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

School	Grade	Date
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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.

<input type="checkbox"/> 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.	<input type="checkbox"/> I do NOT want the news media to interview, record, photograph, or videotape my student for a story in the newspaper, radio or television or internet.
---	--

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

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

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

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

# Notice of Student Directory Information Release *and* Opt Out Form

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

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

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

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

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

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

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

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

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

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

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

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

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

## PARENT/GUARDIAN REQUIRED FORM

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Date

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

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

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

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

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

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

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

# Student Surveys, Analyses, *and* Evaluations continued

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

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

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

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

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

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

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

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

# Student Address Verification

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent/Guardian e-mail address(es):

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

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

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

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

# Phoenix Union High School District #210 Acknowledgment *for* Receipt *of the* Phoenix Union High School District Handbook *for* Students *and* Families 2023-2024.

## 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 92)
- Student Attendance, Discipline and Due Process Procedures (see page 93)
- Student Safety Agreement (see page 94)
- AZ Secure Storage Notification Acknowledgement Letter (see page 95)
- Policy on Threatening an Educational Institution (see page 96) \*I further understand that violation of this policy could result in expulsion from school.

I acknowledge that I have read and understand all the documents in the Phoenix Union High School District Handbook for Students and Families 2023-2024. I agree to abide by the conditions and rules within this handbook.

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

# K1-E Visitors to Schools

## School-Visit Requirements and Acknowledgment

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

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

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

1. No person may enter onto school premises, including to visit or to audit a classroom or attend another school activity, without the principal's prior approval. Parents are encouraged to visit their students' school for scheduled special events and activities. In order to avoid conflict with scheduled events or the disruption of critical educational activities (such as testing), a parent must submit a request for a classroom visit to the principal in advance so that the principal can schedule a date and time.
2. During the school day, a visitor must report to the school office upon arrival, provide appropriate ID, and sign in on the visitor log. A visitor must remain in the office area until the principal or designee grants permission to leave that area.
3. A visitor must comply with direction from any PXU employee. The principal, an assistant principal, or a member of the school's security staff will typically provide such direction, but other PXU employees may also do so in unusual or unforeseen circumstances. A visitor to a classroom must comply with the teacher's requests and instructions.
4. 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 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 the behavior incidences listed below could result in exclusion from school. I also understand that a student's discipline record is cumulative and may 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/Endangering the Health and Safety of Others

# Student Safety Agreement

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

## If I walk to school:

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

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

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

## If I drive to school:

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

## At all times:

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

## At school-sponsored activities:

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

# 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](https://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



**2023 | 2024 HANDBOOK**  
*for Students and Families*

PHOENIX  
**PXU**  
UNION