

CITY HIGH SCHOOL



# STUDENT HANDBOOK

City High School  
47 East Pennington Street  
Tucson, AZ 85701

Phone: 520.623.7223

Fax: 520.547.0680

You can find this handbook online:

<http://cityhighschool.org/inside>

Revised July, 2019



# CITY HIGH SCHOOL STUDENT HANDBOOK

---

## TABLE OF CONTENTS

MISSION	4
GOALS	4
HABITS OF HEART AND MIND	5
SCHOOL-WIDE NORMS FOR THE CITY HIGH SCHOOL COMMUNITY	5
WEEKLY SCHOOL SCHEDULE	5
HISTORY OF NARWHAL MASCOT	6
WEEKLY CLASS SCHEDULE	7
ATTENDANCE	7
OFFICE HOURS	9
PARKING, DROP-OFF, & TRANSPORTATION	9
BREAKFAST & LUNCH	9
ADVISORY	10
GRADUATION REQUIREMENTS	11
HONORS DISTINCTION	11
PIMA COMMUNITY COLLEGE	12
STUDENT VOICE & REPRESENTATION	12
FAMILY PARTICIPATION	12
FACILITIES	12
STUDENT RECORDS & MEDIA RELEASE	12
HEALTH AND MEDICATIONS	13
CITY HIGH SCHOOL STUDENT EXPECTATIONS	13
DISCIPLINARY ACTION: A.R.T. MODEL	14
SEVERE INFRACTIONS	16
BULLYING, HARASSMENT, DISCRIMINATION	17
TECHNOLOGY POLICY	20



## MISSION

City High School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics and the unique resources of our city and region in order to become active citizens and responsible stewards of our world.

## GOALS

**Personalization:** At City High School, students are known well and have opportunities to direct their own learning. Adults in the school community provide individual support and partner with families to ensure academic and social success for all students.

**Challenging Academic Curriculum:** Students engage in learning experiences that require them to practice and improve critical thinking and study habits. Students publicly demonstrate mastery of content knowledge and academic skills. The academic program prepares students for college, career, and life-long learning.

**Community Connections:** Students and staff engage with Tucson, the greater Southwest, and the border region in order to become active and responsible citizens. This is accomplished through place-based learning, service learning, senior internships, and participation in community-based organizations.

**Student Leadership:** Students develop the skills and confidence to take responsibility for their actions and initiate efforts to improve the school and community. Students have multiple opportunities to participate in school-wide initiatives and decisions.

**Diversity:** City High School brings together and retains students and staff from the many neighborhoods and populations of greater Tucson. The curriculum reflects the varied cultural traditions of southern Arizona. City High School is a community where members recognize and respect diverse identities and points of view.

**Institutional Advancement:** City High School is a financially robust and effectively managed institution. People, facilities, funding, time and attention are allocated based on the collection and analysis of critical data and in a manner that supports growth and innovation.

# CITY HIGH SCHOOL STUDENT HANDBOOK

---

## HABITS OF HEART AND MIND

The Habits of Heart and Mind are an essential thread that weaves throughout the educational program and reinforces real-world application and life-long learning. They are both intellectual (of the “mind”) and affective (of the “heart”), and they set high expectations for students’ academic achievement and overall growth. City High School’s 6 Habits of Heart and Mind are:

- ACTION
- EVIDENCE
- EXPRESSION
- INQUIRY
- PERSPECTIVE
- REFLECTION

## SCHOOL-WIDE NORMS FOR THE CITY HIGH SCHOOL COMMUNITY

All members of the City High School community are expected to respect one another and to do what they can to promote successful teaching and learning. These school-wide norms reinforce a respectful atmosphere and collective responsibility. Students and staff work together to create and maintain school-wide models through Advisory and Whole School Meetings. These norms are inspired by the founding students at City High School and have served us well:

*Culture: foster a respectful and creative environment.*

*Ideas: speak (take space) and listen (make space) with intention*

*Teamwork: participation in the learning process is paramount*

*You matter. Be present and strive for success!*

*What is your goal while attending City High School?*

---

---

---

## WEEKLY SCHOOL SCHEDULE

The school building will open by 7:45 a.m. Classes run from 9:00 a.m. to 3:00 p.m. Monday, Tuesday, Thursday and Friday, and from 9:00 a.m. to 12:40 p.m. on Wednesday. Teachers are in their classrooms for Office Hours on Tuesday through Friday mornings from 8:30 to 8:55. Also, City High will sponsor many academic and extracurricular activities both before and after the regularly scheduled classes.

Students may choose or be required to participate in tutoring, mentoring, or office hours before the beginning of classes. Students are also welcome to attend club meetings, work on homework, or whisper with friends in the

## CITY HIGH SCHOOL STUDENT HANDBOOK

---

common area before school begins. Following the regular class schedule, students will have the opportunity to participate in several afterschool activities as part of the VOICES. An afterschool program that engages students with each other and learns new skills. The 21st Century Community Learning Center grant funds this day program. Below is an example of programming offered at City High School (please see the front desk for the most upcoming listing):

- HONORS CANDIDACY
- LAS MILPITAS FARM CREW
- MUSIC WORKSHOP
- GAME DESIGN/D+D CLUB
- RAP CLUB
- MORNING WORKOUT TIME AT THE YMCA
- GENDER-SEXUALITY ALLIANCE
- DRAMA REHEARSAL
- COMMUNITY PARTNER WORKSHOPS
- ACADEMIC TUTORING HOMEWORK HELP
- ANIMATION WORKSHOP
- MURALS PROJECT TEAM
- NARWHAL NEWS
- CULINARY ARTS
- MORNING OFFICE HOURS
- FILM CLUB
- BASKETBALL

*Which programs interest you? Underline or highlight the programs.*

### A NARWHAL? IN THE DESERT? WHAT'S THE STORY WITH CITY HIGH SCHOOL'S MASCOT?

"Here's how I remember it. When we opened City High School in 2004, we did not have a mascot. Late in the second school year, students and staff decided it was time to adopt one. The Advisory Mascot Competition and Election was born! The rules: each Advisory proposed a mascot and prepared a short pitch at a Whole School Meeting to gain votes. Voting took place after the meeting. *Fair enough, right?* Some of the proposed mascots included: the Saber-tooth Cats, the Spartans, the Pigeons (my least favorite), and the Pedestrians (makes sense with our downtown location). At one point in the meeting, a teacher, Sarah Bromer, went rogue with an unofficial suggestion. "Stray Cats," she shouted. "We should be the "Stray Cats!" During the confusion caused by Sarah's interruption, a group of students in the back (led by Andy Hanson) began discussing another idea. After some time, this small group started to chant quietly, "Narwhal . . . Nar-whal . . . Nar-whal . . . Nar-whal." The chanting got louder and louder with more and more students joining in, "Nar-whal, NAR-WHAL, NAR-WHAL!!!!" When the voting took place "The Narwhal," as a write-in choice was the overwhelming favorite, with another write-in choice, the Stray Cats, in second place. We've been happy with our choice of mascot ever since. As I begin this new school year with you, I am as proud as ever to be a part of the Narwhal community. Go Narwhals!"

Brett Goble  
Co-Founder & Principal, City High School

# CITY HIGH SCHOOL STUDENT HANDBOOK

## WEEKLY CLASS SCHEDULE

### CLASS SCHEDULE for 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	<i>Students allowed on campus @ 7:45 a.m.; breakfast served Morning office hours Tuesday—Friday 8:30-8:55</i>				
9:00-9:30	<b>PERIOD 1</b> 9:00 a.m. – 9:55 a.m.	<b>PERIOD 1</b> 9:00 a.m. – 10:10 a.m.	<b>PERIOD 2</b> 9:00 a.m. - 10:10 a.m.	<b>PERIOD 1</b> 9:00 a.m. – 9:55 a.m.	<b>PERIOD 1</b> 9:00-9:40
9:30-10:00					<b>PERIOD 2</b> 9:45-10:25
10:00-10:30	<b>PERIOD 2</b> 10:00 a.m. – 10:55 a.m.	<b>PERIOD 3</b> 10:15 a.m. – 11:25 a.m.	<b>WSM</b> 10:15-10:55  <b>ADV</b> 10:55-11:25	<b>PERIOD 2</b> 10:00 a.m. – 10:55 a.m.	<b>PERIOD 3</b> 10:30-11:10
10:30-11:00					<b>PERIOD 4</b> 11:15-11:55
11:00-11:30	<b>PERIOD 3</b> 11:00 a.m. – 11:55 a.m.	<b>PERIOD 5</b> 11:30 a.m. – 12:40 p.m.	<b>PERIOD 4</b> 11:30 a.m. – 12:40 pm.	<b>PERIOD 3</b> 11:00 a.m. – 11:55 a.m.	<b>PERIOD 5</b> 12:00-12:40
11:30-12:00					
12:00-12:30	<b>ADV</b> 12:00-12:30			<b>ADV</b> 12:00-12:30	
12:30-1:00	<b>LUNCH @ 12:30</b>	<b>LUNCH @ 12:40</b>	<b>LUNCH @ 12:40</b>	<b>LUNCH @ 12:30</b>	<b>LUNCH @ 12:40</b>
1:00-1:30	<b>PERIOD 4</b> 1:05 p.m. – 2:00 p.m.	<b>PERIOD 6</b> 1:15 p.m. – 2:05 p.m.	<i>Voices Afterschool Programming</i>	<b>PERIOD 4</b> 1:05 p.m. – 2:00 p.m.	<b>PERIOD 6</b> 1:15 p.m. – 2:05 p.m.
1:30-2:00					
2:00-2:30	<b>PERIOD 5</b> 2:05 p.m. – 3:00 pm.	<b>PERIOD 7</b> 2:10 p.m. – 3:00 p.m.	<i>Professional Development</i>	<b>PERIOD 5</b> 2:05 p.m. – 3:00 p.m.	<b>PERIOD 7</b> 2:10 p.m. – 3:00 p.m.
2:30-3:00					
3:00-5:30	<i>CHS Staff Meeting 3:15–4:15 p.m.</i>	<i>Voices Afterschool Programming</i>		<i>Voices Afterschool Programming</i>	<i>Voices Afterschool Programming</i>

## ATTENDANCE

Regular attendance is essential to ensure student success. The rigorous, and often project-based, nature of the City High School curriculum requires that students are actively participating in their classes every day.

### REPORTING ABSENCES

All students are expected to attend all classes and arrive on time every day. When students need to miss school because of an illness, emergency, or other reason, parents/guardians need to call the school office or submit a note to excuse the student's absence. If a student misses school without parental/guardian permission, the absence is unexcused. Please call the front desk, 623-7223 x200, to report a student's absence or late arrival to school.

### UNEXCUSED ABSENCES

An unexcused absence is an occurrence in which the student is absent without parent/guardian permission, and is out of the guidelines of the above 'reporting absences' section. Any unexcused absence is a concerning occurrence will be addressed as follows:

## CITY HIGH SCHOOL STUDENT HANDBOOK

---

1st -- 3rd occurrence:

1. Office notifies the student's parents/guardians (phone call, email, and text message)
2. Teachers work individually with the student to create a plan that supports the student being present in class.

4th-- 7th occurrence:

1. Office notifies the student's parents/guardians (phone call, email, and text message)
2. Teacher notifies student's Advisor. Their Advisor and student create a plan to improve attendance. For example, loss of off-campus lunch privileges, attending after school office hours to make up missing work, meeting with parents/guardians and teachers, etc.
3. The Advisor contacts parents/guardians to notify them of this plan and provides a copy to the student, parent/guardian, teacher in missed classed, and Dean of Student Life & School Culture.

7th-- 9th occurrence:

1. Office notifies the student's parents/guardians (phone call, email, and text message)
2. Advisor notifies Student Success Team and Dean of Student Life & School Culture.
3. Student's home is contacted by the Dean of Student Life & School Culture (phone call or email) to schedule a meeting
4. Warning of Excessive Absences: the student works with parent/guardian, Student Success Team, Dean of Student Life & School Culture, and teacher to shift student's behavior and create a consequence.

### EXCESSIVE ABSENCES

Any student who has nine occurrences in any class (excused or unexcused) during a semester is at risk of losing credit for the course, regardless of their grade. Note: Students can have medical absences waived with proper documentation (for example: doctor's note, proof of hospital visitation, etc.). Students with extenuating circumstances can also appeal to the dean for a waiver. This process is as follows:

Students and parents/guardians can schedule a meeting to appeal with the Dean of Student Life & Culture and Judiciary Panel. A parent/guardian is required to write a letter of support for student and student is required to present their appeal. For more information, contact the Dean of Student Life & Culture.

## CITY HIGH SCHOOL STUDENT HANDBOOK

---

### LATE ARRIVALS & EARLY DEPARTURES

Parents/guardians are encouraged to plan their student's non-school needs during non-school hours. If a student arrives late or leaves early, parents/guardians need to call ahead and provide a note to the office. Students who miss more than 30 minutes of class will be considered absent from class.

### ATTENDANCE REMEDIATION

Students may have the opportunity to remove one excused/unexcused absence by being on time and attending one continuous week of school. Students may have a chance to restore their tardiness record through make-up office hours and CHS community service.

### OFFICE HOURS

All teachers are available from 8:30 a.m. to 8:55 a.m. Tuesday through Friday mornings on a drop-in basis to work with students who need additional help. Students who have missed class are expected to come to office hours as soon as they return to make up any missing work. Students may be required to attend additional afterschool office hour sessions to receive extra help. Any student who is failing a class may be required to participate in Mandatory Office Hours on Thursdays from 3:15 to 4:15 p.m. afterschool. Parents/guardians will be notified via email if a student is assigned Mandatory Office Hours.

### PARKING, DROP-OFF, & TRANSPORTATION

There are 4 "loading zone" spaces available directly in front of the school and two additional spaces across the street to use during the drop-off and pick-up times or at any time during the school day. If there is a need to come into the school while using the loading zone spaces, the driver must turn on their flashing hazard lights while parked. Never block traffic by stopping in the road when dropping off or picking up students. There are metered spots along Pennington St. and other nearby streets. Parking meters cost 25¢ for 15 minutes from 8:00 a.m. to 5:00 p.m. Parking is also free for less than an hour in the Pennington St. Garage, located just E of the school on Scott Ave.

There is no designated student parking. Students interested in driving to school should go to the ParkWise office (located on the main floor of the Pennington Street Garage, 110 E. Pennington, Suite 150) to inquire about parking lot availability and cost. The ParkWise number is 791-5071. Note: students cannot ride to and from any City High sponsored event with other students without prior authorization from their parents and/or the school.

### BREAKFAST & LUNCH

Breakfast (\$2.25) & lunch (\$3.25) are available for purchase every day of the week. While not required, students should pre-pay for meals by the week, month, or semester. A microwave, toaster oven, and refrigerator are available for those who prefer to bring their food. Students may not call in delivery orders.

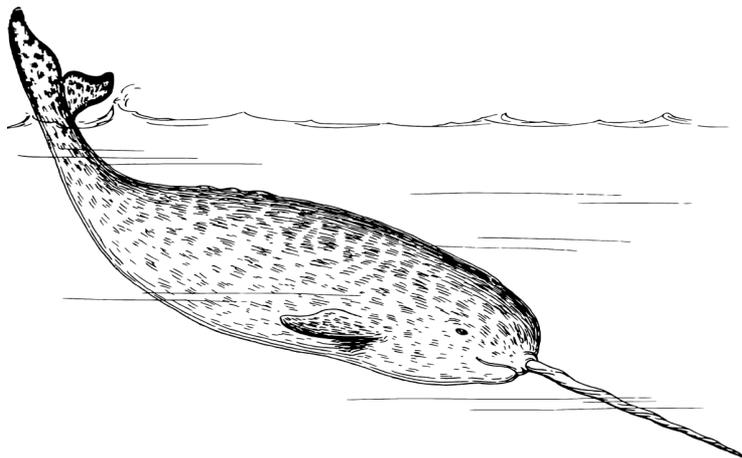
Seniors will have off-campus lunch privileges four days per week (Monday, Tuesday, Thursday, and Friday). Juniors will have off-campus lunch privileges three days per week (Tuesday, Thursday and Friday). Freshman and Sophomores can earn one day of off-campus lunch privileges through participation in VOICES after school programming. Off-campus lunch requires parent/guardian approval.

City High School participates in the National School Lunch Program (NSLP) and offers reduced price or free meals to students who qualify. If you have any questions regarding this program, please contact the office for more information.

### ADVISORY

Most teachers and administrators at the school serve as an “Advisor” for a group of approximately ten students. All Advisory groups meet weekly on Mondays, Wednesdays, and Thursdays during school hours. Students develop a school-wide portfolio, participate in a variety of small group activities, prepare for Student-Led Roundtables and Gateways, and plan for post-graduate experiences.

Students are assigned to Advisory based on grade level and remain with the same Advisory during their four years at City High School. The Advisor is the key contact between the school and the student’s family. Advisors are available by phone or email to discuss any concerns or questions about their advised student’s progress.



#COLORTHISNARWHAL

## CITY HIGH SCHOOL STUDENT HANDBOOK

### GRADUATION REQUIREMENTS

	ARIZONA	CITY HIGH SCHOOL	UofA, ASU, NAU (basic requirements)
ENGLISH	4	4	4
MATH	4	4	4
SCIENCE	3	3	3
SOCIAL STUDIES	3	3	2
LANGUAGE	0	2	2
ARTS	1	1	1
FITNESS	0	1	n/a
SENIOR SEMINAR	n/a	.5	n/a
INTERNSHIP	n/a	.5	n/a
ADVISORY	n/a	2	n/a
ELECTIVES	7	4	n/a
TOTAL	22	24	16*

\*Total credits listed for the three in-state universities represent basic core requirements; applicants are also required to have a high school diploma or equivalent.

### HONORS DISTINCTION

City High does not offer Honors or AP courses during the school day. However, students can earn Honors distinction on their transcripts through our Honors program; this is often outside of school hours on Wednesday afternoons. Honors candidacy classes/groups are available for Humanities, Math, and Science courses. Earning Honors distinction is based on additional work and commitments decided by the course instructor.

## **CITY HIGH SCHOOL STUDENT HANDBOOK**

---

### **PIMA COMMUNITY COLLEGE**

City High School has an ongoing collaboration with Pima Community College. The partnership allows select juniors and seniors to take college courses while being enrolled at City High School. The program intends to provide additional upper-level classes to supplement our curriculum, particularly in math and science. For more information contact Alisha Vasquez, College and Career Pathways Coordinator, for more information.

### **STUDENT VOICE & REPRESENTATION**

There are many opportunities for students to participate in school governance at City High School. Advisories will select students to serve as peer representatives in the school's student governing body, the Student Voice Committee. The roles and responsibilities of the Student Voice Committee continue to be developed each year with student and staff input. A few students are also invited to be representatives on the City High School board. The CHS board meets monthly and includes parent, staff, and board representation from our governing non-profit organization, CITY Center for Collaborative Learning. Individual students are always encouraged to voice their opinions about the school program at appropriate times (e.g. in Advisory, with different teachers during office hours, through the school newspaper, etc.).

### **FAMILY PARTICIPATION**

Parents, guardians, and other family members are encouraged to participate in City High School events as much as possible, both during the school day and after the school day. Students are expected – and at times, required – to attend a few after-hours events as part of their involvement at City High School. Parents/guardians are expected to participate in the Student-Led Conferences with their child and their child's Advisor and attend their child's Gateway presentation at the end of the school year. Parents are also encouraged to participate in the various academic showcase evenings throughout the year.

### **FACILITIES**

Students are expected to use bathrooms and water fountains during passing periods or with a pass from their teacher. Only one student leaves the class at a time. Note: there are gender-neutral bathrooms on the first floor in both buildings. Students can use any restroom that corresponds to their gender identity.

### **STUDENT RECORDS & MEDIA RELEASE**

The school maintains essential information files on each student. Students and parents/guardians on file may review those records with reasonable advance notice given to the school. School officials may obtain access to student records for educational purposes only. All individually identifiable educational information is confidential.

A student may update their gender identity, pronouns, or name. Any updates

## **CITY HIGH SCHOOL STUDENT HANDBOOK**

---

will be respected in our community and may be updated in City High School-related systems/documents as soon as possible. Note: provided that these updates are not intentional misrepresentations. For more information, see the front desk.

City High School will periodically create print and web-based publications to highlight student achievement and school events. Additionally, the school and staff and students are occasionally in the media. We will honor parent permission regarding student recognition from the "general permission form" filled out during registration.

### **HEALTH AND MEDICATIONS**

All medications must have a signed doctor's order, written parental consent, and be in an original container. All medications must be stored at the main office; epi-pens and inhalers may be carried by a student with a physician's order and/or parental request. Medications must be brought to the school by an adult and be picked up at the end of the year. If a student is not feeling well or is injured, he or she should inform the teacher immediately and report to the front office. First aid is available in the front office. School staff will call parents or the emergency contact person if a student needs to go home for the remainder of the day.

### **CITY HIGH SCHOOL STUDENT EXPECTATIONS**

There are several school-wide expectations and classroom-specific rules students receive at the start of the school year. Our school-wide expectations are as follows:

**CITY High School is a closed and nurtured campus.**

Only CHS students are allowed on campus. Students may leave school with staff/parent/guardian permission. While on campus, all CHS community members are expected to leave their spaces "the way they found it or better." Individuals are responsible for their personal belongings. Note: the school is not responsible for lost or stolen belongings.

**CITY High School is a drug-free and anti-violent environment.**

Alcohol, smoking (including vape products), drugs, and weapons are not allowed on campus or campus-affiliated activities at any time. Also including City Center of Collaborative building, any school-sponsored events (including lunch and fieldwork), and between the hours of 8:00 am and 4:00 pm on Pennington Street between Stone and Scott avenues.

**CITY High School students focus on academic achievement and personal growth--socially and emotionally.**

Students communicate any obstacles to school staff that could prevent them from reaching their academic and personal goals.

**CITY High School is a sanctuary school and safe zone.**

## CITY HIGH SCHOOL STUDENT HANDBOOK

---

CHS welcomes all students from all walks of life. Students are committed to communicating any concern or circumstance that could create an unsafe environment with CHS staff.

CITY High School believes technology is an integral part of the learning classroom and the school environment. Teachers will determine the use of personal electronic devices (personal electronic devices include cell phones) for educational purposes on a case-by-case basis. Note: Students are responsible for their valuable possessions.

The following procedures are schoolwide:

- Teachers establish a safe, public, designated area in the classroom where students can place their cell phones for the period if they are misusing them.
- Teachers establish and communicate precise times when cell phones are allowed (some schools use signs on the board, red light/green light, etc.)
- Emergencies: a student should let the teacher know and ask if they may receive a message during class. If given permission, the student should quietly step in the hall. When the message is received, the student should return to class as soon as possible.

The City High School dress code celebrates original style and maintains a comfortable learning environment for all students and prohibits the following items:

- Items that promote violence, gang-affiliation, discrimination, or prejudice (i.e., racism and sexism)
- Things considered extremely offensive or disruptive to the individual's learning process or others
- Students are highly encouraged to rock their CITY High School merchandise on and off-campus! Go Narwhals!

Note: all CHS Staff has discretion in determining as to whether or not a student is abiding by the City High School dress code.

### DISCIPLINARY ACTION: A.R.T. MODEL

When a student doesn't align with the agreements and commitments outlined in this student handbook, we follow the \*A.R.T. Justice Model for disciplinary action. This model is designed to meet students where they are and co-construct a means to restore the learning community through creative expression. *Note: the approach of this model can vary based on the seriousness of the students' infraction.*

### Infraction

Students are made aware of the expectations school-wide and in every classroom. Every student has an opportunity to question these expectations before committing to these agreements and commitments.

Directly or indirectly breaking school-wide expectations or classroom rules are the student's choice to make, and this decision lies solely with every student.

A student not following the expectations agreed by both them, their support system, and City High School staff will require staff intervention whether the student's actions were intentional or unintentional.

### Accountability

We define accountability as an obligation or willingness to accept responsibility for one's behavior. In meetings, students are encouraged to explore their truth, the lenses of others' involved, and reflect on their role in an incident.

The following steps are guidelines for reaching accountability:

- The student uses creative expression to recall their role in an incident in which infraction(s) took place.
- Through the re-sharing of this incident, the student replays the narrative slowly and identifies their misbehavior.
- The student focuses on their behavior and explores its misalignment with the CHS student handbook.
- The student acknowledges their role in the incident from their perspective and the perspective of others.

### Restorative Practice

Restorative practice seeks to repair the harm caused by one's actions or behavior. Through self-reflection, students try to understand the impact of their actions and begin to brainstorm ways they can shift those behaviors and make amends to those they've impacted.

The following steps are guidelines for our restorative practice:

- The student acknowledges that they've made a negative impact on their community.
- The student uses empathy as a tool to explore the feelings of others' impacted.
- The student brainstorms and creates a plan to repair the environment and people they've impacted.
- The student puts their plan into action to make amends with their environment.

### Transformative Justice

We define transformative justice as the willingness to go deeper and explore

## CITY HIGH SCHOOL STUDENT HANDBOOK

where behavior comes from, and when re-directed the positive impact it can have on a community. Through action, students seek to understand the root of their actions. They brainstorm and visualize positive alternative narratives and identify the support they need to bring this narrative to life. The student transforms their perspective into one that promotes their self-growth and in turn, changes positive growth in others.

### Behavioral Management System

The use of the Behavior Management System is at the discretion of CHS administration and Student Success Team and will be used if further action is necessary.

INFRACTIONS	RESULT
<ol style="list-style-type: none"><li>1. Disruption of student's or other students' learning</li><li>2. Mistreatment of school property, personal electronic devices, students or staff</li><li>3. Violation of CHS Student Expectations</li><li>4. Inappropriate physical behavior and language</li></ol>	<ol style="list-style-type: none"><li>1. Warning to clarify the rules and policies.</li><li>2. Advisor is consulted; Advisor contacts home.</li><li>3. Student is referred to Student Success Team for further intervention.</li></ol>
SERIOUS INFRACTIONS	RESULT
<ol style="list-style-type: none"><li>1. Dismissive to a guest, staff member</li><li>2. Violation of CHS Student Expectations</li><li>3. Leaving campus unexcused or failure to report to school or school-associated activity.</li><li>4. Cheating or plagiarism</li><li>5. Use or possession of tobacco or a vaping device, and other drug paraphernalia (lighters, wraps, etc.)</li></ol>	<ol style="list-style-type: none"><li>1. Possible short-term (1-2 days) suspension (in-school or at home).</li><li>2. Mandatory re-entry meeting with students, Dean of Students, Advisor, and parent/guardian after short-term suspension</li><li>3. In addition, Serious Offenses may result in required participation in one or more aspects of the Restorative Program.</li></ol>

### SEVERE INFRACTIONS

A list of examples of severe infractions include (and are not limited to) the following:

- Possession or use of a weapon on campus

- Possession, use, sale, or distribution of alcohol or drugs on campus
- Being under the influence of alcohol or drugs on campus or at any school-sponsored event
- Use or possession of drug-related paraphernalia on campus or at any school-sponsored event
- Willfully causing physical or emotional harm to a member of the school community
- Bullying
- Discrimination
- Harassment (including sexual harassment)
- Theft
- Vandalism of school property or community property during or before/after school hours
- Intimidating or threatening a member of the community, including the use of hate speech or hate symbols
- Falsifying or misrepresenting information about any infraction
- Failure to comply with any requests from staff when a violation is in question.

The results could include:

- Mandatory meeting with parent/guardian
- Suspension (length TBD)
- A hearing before the school's Judiciary Panel to determine next steps (longer suspension, behavior contract, participation in the Restorative Program, or expulsion)
- Mandatory re-entry meeting with the student, counselor, Dean of Students, Advisor, and parent/guardian after suspension.

Infractions subject to automatic expulsion include:

- Intent to distribute drugs, alcohol, or prescriptive medications as determined by law enforcement or as evidenced by explicit observable behavior
- Possession of a firearm, loaded or unloaded, or live ammunition
- Sexual or aggravated assault as defined by the AZ Dept. of Education, Safety, and Accountability Division.

### BULLYING, HARASSMENT, DISCRIMINATION

The following policy prohibits the following:

**Bullying:** unwanted aggressive (physical, verbal, relational, or damage to property) behavior; observed or perceived power imbalance; or repetition of actions or high likelihood of recurrence. Here are some examples:

Direct: bullying that occurs in the presence of a targeted youth such as teasing, inappropriate comments, leaving someone out on purpose, inappropriate gestures, taking/breaking someone's things, etc

**Indirect:** bullying not directly communicated to a targeted youth such as spreading rumors, embarrassing someone, mocking or making fun of someone, estranging someone.

**Cyberbullying:** bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through text, apps, social media platforms, forums, or gaming where people can view, participate in, or share content.

Cyberbullying includes obtaining, sending, liking, posting, or sharing negative, harmful, false, or mean content, personal/private information about someone else.

**Harassment:** uninvited and unwelcome behavior that annoys, troubles, attacks, or bothers somebody.

**Sexual Harassment:** uninvited and unwelcome verbal or physical behavior of a sexual nature

**Intimidation:** the use of fear to persuade someone to do something or dissuade somebody from doing something

**Discrimination:** behavior or actions, usually harmful, towards an individual or group of people based solely on an individual's social group or social identity.

**Prejudice:** unjustified or incorrect attitude towards an individual or group of people based solely on an individual's social group or social identity

**Covert:** the form of microaggressions, which are subtle and often unconscious actions which communicate hostility and devalue members of a social group

**Overt:** verbal abuse and physical violence which openly communicates hostility and devalues members of a social group

**Retaliation:** an adverse action against an individual for engaging or reporting any of the above behaviors.

### **ANTI-BULLYING, ANTI-HARASSMENT & NON-DISCRIMINATION POLICY**

City High School's culture demonstrates respect for the viewpoints of every member of the school community and does not allow discrimination, harassment, intimidation, and bullying. We strive to sustain a healthy, safe, and proactive environment for all students. We prohibit any discrimination, harassment, intimidation, and bullying behavior or action based on a protected classification such as race, color, religion, gender identity, sex, veteran status,

disability, national origin, and age. Therefore, understanding the nature of bullying and its implications, as well as discussing strategies to instill an atmosphere of tolerance and respect, will be part of our student culture, curriculum, and our Advisory Program.

This policy applies to students enrolled at City High School and their engagement on any online platform and behavior on and off-campus. Students are encouraged to report all incidents of bullying, discrimination, and harassment between students, regardless of where it occurred.

### **Reporting and Investigating Incidents of Harassment, Discrimination, and Bullying**

The first step toward ensuring that incidents are fully understood and investigated begins with professional development. City High staff participate in ongoing professional development related to understanding the antecedent to bullying/discrimination/harassment. They learn how to create and support a conscious and responsible school culture, as well as how to intervene when they witness incidents of bullying/discrimination/harassment or its immediate aftermath.

#### **A. What should I report?**

Students, parents/guardians, staff, and CHS community members should report incidents of any experience listed above.

#### **B. How should it be reported?**

It is vital that students, parents/guardians, staff, and CHS community members have a transparent process for reporting these incidents and free to report without fear of reprisal. To ensure that reports contain all the information necessary for appropriate resolution of the incident, City High School will use a standard Incident Report Form.

Incidents may be reported orally to any staff member, but when this occurs, the person hearing the report should fill out an incident form before the end of the school day. All reported incidents should be referred to the appropriate administrator by the end of the school day.

The Incident Report Form will ask for information relating who did what to whom, when, and where it happened, and what other people witnessed the incident. Incident Report Forms are available at the front desk and also on the City High website. You can access this form at the front desk or online. Here are the steps for obtaining this form online:

1. Visit <http://cityhighschool.org/>
2. Click 'INSIDE city high' in the upper right-hand corner
3. Click 'Incident Report Form' listed under Form

These incidents will not be anonymous. However, the identity of the person making the report will be confidential if that is possible and desired.

### C. What is the process for an investigation?

The appropriate administrator will investigate the incident by speaking with the major parties and identified witnesses. When it is reasonably clear what has happened, the administrator may proceed with consequences.

If there is conflicting information, the administrator will confer with other staff to see if they can come to a consensus regarding what occurred. If so, they may proceed with consequences. If there is no consensus regarding what happened, the students involved may be brought together to discuss the incident. Parents/Guardians may be invited to this meeting or consulted if it appears that they can yield additional information.

### D. What is the process for documentation?

Reports are made in written form, using an Incident Report Form (available in the front office and online, see the steps under question B) or orally with a written follow up. All accountability related to the resolution is documented. Note: this information might not be made available to all parties due to privacy concerns.

### E. What is the disciplinary procedure?

Harassment, discrimination, and bullying are all considered extreme offenses at City High School. Students with these severe infractions will be subject to a judiciary hearing that may result in suspension or expulsion.

The goal of any disciplinary action shall be:

- To make sure the behavior stops
- To make sure that all the individuals involved are held accountable and take preventative measures in the future
- To restore the damage done to the individuals and the school community
- When appropriate, to provide the perpetrator(s) with the skills and counseling to help them change their behavior and express their opinions, feelings, and needs in a positive way

### F. What is the disciplinary procedure for false reporting?

Purposefully making a false report of an incident of harassment, discrimination, or bullying will be considered a severe infraction in the City High School Student Handbook.

## TECHNOLOGY POLICY

### Privileges & Resources

Each student at City High School receives a cityhighschool.org email account through which they can access Google Apps for Education, including Gmail,

Drive, and Classroom. Students will have access to the Internet and to a variety of hardware resources – digital cameras, tape recorders, video cameras, and laptop computers – to use in their classes. Students must abide by the technology use policy and any other rules related to technology resources in order to maintain the privileges and resources offered by the school. Users should not expect that files and emails stored on City High School servers or computers will always be private.

Students are expected to abide by the following:

- Students will use computers and other technology resources for school-related purposes only and only as directed by staff.
- Students will only be permitted to access the "CHS Student WiFi" network.
- Students will not use technology for any type of illegal conduct such as copyright law violations or for commercial enterprise. This includes unauthorized access to any technology resource within or outside City High School.
- Students will preserve conserve the use of technology resources such as bandwidth, printing supplies, file storage etc.
- Students are responsible for any damage that occurs due to inappropriate behavior while using these resources.
- Students are expected to report any malfunctioning technology resources they encounter to the Technology Coordinator, Gabe Rodriguez.
- The school reserves the right to restrict the technology access privileges of any student that does not use technology resources appropriately.
- Students who wish to use their own personal laptop (or other mobile computing devices that access the school's network) must first receive approval from the Technology Coordinator.

## CITY HIGH SCHOOL STUDENT HANDBOOK

---

I received my Fall 2019-Spring 2020 City High School Handbook on \_\_\_\_\_

My academic goal is \_\_\_\_\_

---

---

My personal goal is \_\_\_\_\_

---

---

Some obstacles I may face are \_\_\_\_\_

---

---

I know I will have reached my goals when \_\_\_\_\_

---

---

1. Are you committed to doing your best and following City High School's norms, agreements, and student expectations (yes/no)
2. Are you committed to communicating any concern to CITY staff? Including interference with your academic success, personal growth, or any issue that could create an unsafe environment at CHS (yes/no)

---

Signature(s)

---

Printed Name(s)

