



PHOENIX HIGH SCHOOL

Parent & Student Handbook

2026 – 2027 School Year

Western Placer Unified School District
870 J Street, Lincoln, California 95648
(916) 645-6395 • phs.wpusd.org

“Find your fire.”

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1. Welcome Letter

Dear Phoenix Families,

Welcome to the 2026–2027 school year at Phoenix High School! Whether you're returning or joining us for the first time, we are thrilled to partner with you on this journey of learning, growth, and personal development.

Phoenix is a unique and inspiring place — built on collaboration between students, staff, families, and the wider community. We believe that when we work together, we unlock our shared, innate desire to grow and learn. At Phoenix, we see each individual as a person of value, with unique strengths and perspectives. Rather than expecting students to conform to a single mold, we celebrate your individuality as the foundation for your success.

We believe in every student's potential to thrive. This handbook is here to support you — it outlines our expectations, programs, and the many resources available. We encourage you to read it together as a family, and please don't hesitate to reach out with any questions.

Together, we rise.

Chuck Whitecotton

Principal, Phoenix High School

2. School Mission & Vision

Find Your Fire!

At Phoenix High School, “Find Your Fire” represents what we believe at our core: every student has unique strengths, talents, passions, and purpose waiting to be discovered.

Our mission is to help students identify what inspires them, develop confidence in who they are, and create a pathway toward the future they envision. We believe every student has the ability to grow and succeed when they are surrounded by meaningful relationships, opportunities for choice, and a community that believes in their potential.

At Phoenix, students are not asked to fit into a single definition of success. Instead, we help students discover their individual strengths, overcome challenges, and create their own path forward. Through connection, creativity, courage, and perseverance, students are encouraged to take risks, learn from experiences, and become active participants in their own growth.

We are not simply preparing students for life after high school — we are helping students develop the skills, confidence, and character needed to create a meaningful life.

Your voice matters. Your presence matters. Your choices matter. Together, we help every student find their fire.

Portrait of a Learner

The Phoenix Portrait of a Learner represents the qualities and skills we believe prepare students for success in school, careers, relationships, and life. Our goal is not only for students to graduate, but to become capable, confident, and responsible individuals who understand their strengths and believe in their ability to make a difference.

Phoenix students strive to be:

- **Responsible** – Students honor commitments, make thoughtful choices, and take ownership of their learning and actions.
- **Resilient** – Students persevere through challenges, learn from setbacks, and continue moving forward toward their goals.
- **Collaborative** – Students work with others, communicate effectively, and contribute positively to the Phoenix community.
- **Curious** – Students ask questions, explore possibilities, and engage in meaningful learning experiences.
- **Kind** – Students demonstrate empathy, respect, and compassion toward themselves and others.
- **Integrity-Driven** – Students make choices that reflect honesty, responsibility, and the values of our school community.

The Portrait of a Learner guides how we teach, learn, and interact with one another. Every student has strengths to develop, goals to pursue, and contributions to make.

Our Learning Philosophy

At Phoenix High School, we believe learning happens best when students feel connected, capable, and valued. Every student has the ability to grow, learn, and succeed when they are provided with meaningful relationships, appropriate support, and opportunities to take ownership of their learning.

Our learning philosophy is grounded in the belief that students thrive when they experience four essential conditions:

Belonging

Students need to know they matter. We create a safe and supportive environment where students are known by name, respected as individuals, and connected to a community that believes in their success.

Purpose

Learning is most meaningful when students understand why it matters. We connect learning experiences to students' goals, interests, strengths, and future opportunities.

Voice

Students are partners in their education. They are encouraged to share ideas, make choices, advocate for their needs, and take an active role in shaping their learning experience.

Timing

Every student arrives at Phoenix with a unique story, background, and set of experiences. No two students follow the exact same path, and growth does not happen on the same timeline for everyone.

We recognize that students may need different levels of support, different opportunities, and different amounts of time to reach their goals. Phoenix is committed to being patient, understanding, and responsive while continuing to help students make meaningful progress.

While we cannot always guarantee a specific timeline or outcome, we can guarantee our commitment to working alongside students and families to identify the best pathway forward. This may include additional supports, alternative opportunities, or connections to other programs that better meet a student's individual needs.

Our goal is always the same: to help each student find the pathway where they can experience success, growth, and a sense of belonging.

Students as Partners in Learning

At Phoenix, we believe students are not passive participants in their education — they are active partners in the learning process.

Our approach begins with a fundamental belief:

Everyone wants to do well.

When students experience challenges, our first response is to seek understanding, build relationships, and work collaboratively to identify solutions. We believe students are more likely to succeed when they feel supported, heard, and empowered rather than simply directed or controlled.

We believe lasting motivation comes from within. By providing opportunities for students to make meaningful choices, experience success, reflect on their decisions, and understand the connection between their actions and their goals, students develop intrinsic motivation and personal responsibility.

A core belief at Phoenix is that each person has control over their own choices. While students may not control every circumstance they encounter, they can control their effort, attitude, decisions, and response to challenges.

We work alongside students to help them reflect on:

- What they can control.
- What choices will move them closer to their goals.
- What support they need to be successful.
- How their actions impact themselves and the Phoenix community.

Through this partnership, students develop self-awareness, responsibility, and the confidence to create their own future.

Learning Experiences at Phoenix

Our teachers create meaningful learning experiences that encourage curiosity, collaboration, and growth through:

- Personalized instruction that meets students where they are and helps them move forward.
- Project-based and experiential learning that connects classroom learning to real-world experiences.
- Collaboration and discussion that encourages students to learn with and from others.
- Real-world connections that help students understand the purpose and relevance of their education.
- Reflection and goal setting that develop self-awareness and ownership of learning.
- Feedback focused on growth that helps students recognize progress and identify next steps.

At Phoenix High School, learning is not simply about completing assignments or earning credits. Learning is about developing the knowledge, skills, confidence, and character students need to create successful futures.

Our goal is to help every student discover their strengths, believe in their potential, and Find Their Fire.

3. Contact Information

- Address: 870 J Street, Lincoln, CA 95648
- Main Office: (916) 645-6395
- Principal: Chuck Whitecotton
- Counselor: Skyeler Tang
- School Website: <https://phs.wpusd.org/>
- Office Hours: 7:30 AM – 4:00 PM

Staff Directory

Staff	Position	Contact
Whitecotton, Chuck	Principal	cwhitecotton@wpusd.org
Higginson, Kim	School Secretary	kihigginson@wpusd.org
Crawford, Lindsay	Attendance Clerk	lcrawford@wpusd.org
Barney, Emily	Career Technician	ebarney@wpusd.org
Camacho, Issabela	Career Technician	icamacho@wpusd.org
Zuniga, Adriana	Parent Liaison	azuniga@wpusd.org
Sanchez, Francisco	Custodian	fsanchez@wpusd.org
Sliepen, Laura	Teacher	lsliepen@wpusd.org
Eutsey, Vikki	Teacher	veutsey@wpusd.org
Hill, David	Teacher	dhill@wpusd.org
Hagman, Aaron	Teacher	ahagman@wpusd.org
Nelson, Jen	Teacher	jnelson@wpusd.org
Nelson, Clint	Teacher	cnelson@wpusd.org
Giacomini, Lindsey	Teacher	lgiacomini@wpusd.org
Gruber, Tracy	Teacher	tgruber@wpusd.org
LaMontagne, April	School Secretary	alamontagne@wpusd.org
MacQueen, Kirstie	Teacher	kmacqueen@wpusd.org
Palafox, Ben	Teacher	bpalafox@wpusd.org
Tang, Skyeler	Counselor	stang@wpusd.org

4. Bell Schedule

Phoenix High School — 2026–2027 Bell Schedule

Monday / Early Release

Time	Period	Location
7:30 – 8:30	0 Period	PHS
8:30 – 9:15	1st Period	PHS
9:15 – 10:00	2nd Period	PHS
10:00 – 10:45	3rd Period	PHS
10:45 – 11:05	Lunch	—
11:05 – 11:50	4th Period	PHS
11:50 – 12:35	5th Period	PHS

Tuesday – Friday

Time	Period	Location
7:30 – 8:30	0 Period	PHS
8:30 – 9:30	1st Period	PHS
9:30 – 10:30	2nd Period	PHS
10:30 – 11:30	3rd Period	PHS
11:30 – 11:50	Lunch	PHS
11:50 – 12:50	4th Period	PHS
12:50 – 1:50	5th Period	PHS

5. Attendance Policy

Attendance: Showing Up Matters

At Phoenix High School, we believe that showing up is one of the most important choices you can make. Every day you attend school is an opportunity to build relationships, develop new skills, make progress toward graduation, and contribute to our school community.

Attendance Expectation

Students are expected to maintain at least an 85% attendance rate.

This means attending school consistently, arriving on time, and remaining for the full school day whenever possible. Tardies and early checkouts negatively affect your attendance rate because they reduce valuable learning time. Students who do not maintain an 85% attendance rate may be at risk of losing the opportunity to continue their enrollment at Phoenix High School.

Why Attendance Matters

Regular attendance helps students:

- **Demonstrate integrity and commitment** by following through on responsibilities and honoring commitments.
- **Build connections and belonging** by developing relationships with teachers, peers, and the Phoenix community.
- **Participate in meaningful experiences** including projects, leadership opportunities, activities, and school events.
- **Make academic progress** through consistent engagement with instruction, feedback, and support.
- **Develop confidence and independence** by building habits that prepare them for future success.

Reporting an Absence

If a student is absent, a parent or guardian is required by California law to notify the school on the day of the absence. If a phone call is not possible, the student must return with a signed note from a parent or guardian explaining the reason for the absence.

If an absence remains unverified by the third day after the student returns to school, it will be recorded as an unexcused absence (truancy), and School Attendance Review Board (SARB) procedures may begin.

Medical Appointments

Whenever possible, families are encouraged to schedule medical and dental appointments after 12:15 p.m. to minimize missed instructional time and help students maintain the required 85% attendance rate.

Tardies and Truancy

Being on time is an important part of demonstrating responsibility, integrity, and respect for yourself, your learning, and your Phoenix community. Arriving on time allows students to be fully engaged, maintain strong relationships, and make the most of every learning opportunity.

In accordance with California Education Code 48260, a student may be considered truant if they:

- Are absent from school without a valid excuse for three full days in one school year; or
- Are tardy more than 30 minutes without a valid excuse on three or more occasions.

When attendance concerns meet these criteria, Phoenix High School will follow Western Placer Unified School District (WPUSD) and Placer County Office of Education (PCOE) attendance procedures. This may include parent/guardian notification, meetings to identify barriers and supports, and, when appropriate, referral to the School Attendance Review Board (SARB).

At Phoenix, we recognize that attendance challenges are often connected to circumstances that may require support. Our goal is to partner with students and families to understand challenges, identify solutions, and help students develop the habits and skills needed for long-term success.

Attendance Support and Intervention

Our goal is to help every student succeed by understanding and addressing the barriers that may impact attendance. Attendance challenges are often a signal that a student may need additional support, connection, or resources. Our approach is focused on partnership, problem-solving, and providing meaningful interventions rather than punishment.

When attendance becomes a concern, Phoenix High School works collaboratively with students and families to understand barriers, strengthen connections, and develop a plan for success. Supports may include:

- **Student and family meetings** to better understand challenges, identify strengths, and develop solutions that support improved attendance.
- **Individualized attendance improvement plans** that establish goals, identify needed supports, and monitor progress over time.
- **Counseling, mentoring, and additional student support services** to address academic, social-emotional, and personal needs.
- **Connections to community resources and wraparound supports** when additional services may help remove barriers and support student success.
- **Collaboration with district and county partners** when a student's needs extend beyond the services available at Phoenix High School. When appropriate, Phoenix staff may work with students, families, and partner agencies to identify other programs or educational pathways, including a return to a comprehensive school site, that better align with the student's individual needs and goals in accordance with PCOE and WPUSD policies.

Families will receive notification when a student has accumulated repeated unexcused absences. In accordance with California law, a student may be classified as truant after the third unexcused absence. Continued unexcused absences may result in a student being designated as a habitual truant and referred to the School Attendance Review Board (SARB) for additional support and intervention.

Check-In / Check-Out Procedures

At Phoenix High School, student safety and accurate attendance records are important parts of creating a supportive and connected learning environment. Our check-in and check-out procedures help ensure that we know where students are throughout the school day while maintaining a culture of trust, responsibility, and accountability.

Students are expected to follow these procedures:

Arriving on Campus

- Students will need to sign in at the front office when they arrive on campus.
- Students who arrive after the school day has started must report to the Attendance Office before going to class.

Arriving Late

When students arrive late, checking in through the Attendance Office ensures attendance records are updated accurately and helps staff support students in reconnecting with their learning.

Leaving Campus Early

- Students who need to leave campus before the end of the school day must be formally checked out through the Attendance Office.
- A parent, guardian, or approved adult must complete the check-out process with the attendance clerk before the student leaves campus.

Why These Procedures Matter

These procedures are not simply about following rules — they help us maintain a safe and supportive community where students are known, valued, and cared for.

Accurate attendance records allow staff to:

- Ensure student safety.
- Provide appropriate support when attendance concerns arise.
- Maintain clear communication with families.
- Help students stay connected to their educational goals.

Thank you for partnering with us to create a school environment built on trust, responsibility, and belonging.

6. Academic Program Overview

Personalized Learning at Phoenix

At Phoenix High School, we believe every student's journey is unique — and the way students learn best is unique as well. Our academic program is designed to meet students where they are, recognize their individual strengths and needs, and provide meaningful opportunities for growth.

We believe students are most successful when they have voice, choice, purpose, and support in their education. Through personalized learning, students work with teachers, counselors, and staff to develop a pathway that supports graduation, personal growth, and future goals.

Our goal is not simply to help students earn credits. Our goal is to help students develop the knowledge, skills, confidence, and character needed for success beyond high school.

Learning Opportunities at Phoenix

Phoenix High School provides a variety of learning experiences designed to support different learning styles, goals, and pathways:

Credit Recovery and Acceleration

Students have opportunities to recover missing credits, strengthen skills, and progress toward graduation at a pace that reflects their individual needs and goals.

Variable Credit Opportunities

Students earn credit based on demonstrated learning and mastery rather than simply time spent in class. This allows students to receive recognition for meaningful progress and achievement.

Blended Learning

A combination of online and in-person instruction provides flexibility while maintaining access to teacher support, collaboration, and personalized guidance.

Small Group Instruction

Students benefit from individualized attention and supportive learning environments where teachers can provide targeted instruction, feedback, and encouragement.

Career Exploration

Students explore their strengths, interests, and future possibilities through career awareness, workplace connections, and opportunities that help prepare them for life after high school.

Community-Based Learning Projects

Students connect classroom learning to real-world experiences by applying their knowledge to projects that strengthen their community and develop practical skills.

Project-Based Learning

Through meaningful, authentic projects, students apply knowledge, collaborate with others, solve real-world problems, and demonstrate mastery of learning.

Experiential Learning and Field Trips

Students have opportunities to learn beyond the classroom through educational experiences that build curiosity, connection, and deeper understanding.

Volunteer and Leadership Opportunities

Students develop responsibility, empathy, and leadership skills by contributing to their school and community.

Dual Enrollment with Sierra College

Students may have opportunities to take courses through Sierra College while completing their high school requirements. Dual enrollment provides students with access to college-level coursework, career exploration, and opportunities to build confidence and skills for future education and career goals.

Growing the Whole Student

At Phoenix, we believe education is about more than academics. Our program is designed to support the whole student — academically, socially, and emotionally.

Through personalized pathways, meaningful relationships, and engaging learning experiences, students are encouraged to:

- Discover their strengths and interests.
- Take ownership of their learning.
- Develop resilience and confidence.
- Build connections with others.
- Prepare for their future goals.

Every student has a unique path. At Phoenix High School, we are committed to helping each student find the opportunities, support, and confidence needed to Find Your Fire.

Schoolwide Learner Outcomes — REACH

At Phoenix High School, we believe in preparing students not just for graduation — but for life. All students are expected to develop and demonstrate growth in five key areas, assessed through a Senior Project that highlights their personal journey, skills, and readiness for the future. We use the acronym REACH to represent these areas:

- **Responsible Citizens** — who work effectively with others, show a positive attitude, accept change when necessary, and respect the views of others, using effective leadership and interpersonal skills to accomplish goals.
- **Effective Communicators** — who adapt speech to a variety of contexts, speak with confidence, and demonstrate writing skills through speeches, reports, letters, essays, and creative forms.

- **Academic Achievers** — who meet WPUUSD and PHS performance and graduation standards, use logical decision-making and high-level thinking skills, strive to be lifelong learners, and use technology to enhance learning.
- **Career planners** — who develop realistic educational, vocational, and personal goals based on their interests, skills, and abilities.
- **Healthy individuals** — who apply principles of health and wellness, exhibit self-discipline, make informed choices, resolve conflict without violence, and respect diverse cultures and individual differences.

Student Admission and Class Scheduling

Voluntary Transfers

Students from Lincoln High School or Twelve Bridges High School who are at least 16 years old may voluntarily transfer to Phoenix High School with parent/guardian consent and approval from the Phoenix High School principal. Students who are 18 years or older and have maintained continuous school enrollment may enroll under a contractual agreement.

Involuntary Transfers

Students 16 years or older may be involuntarily transferred to Phoenix High School due to ongoing attendance issues, insufficient credits toward graduation, serious disciplinary violations, or other circumstances outlined by district policy and state law. Before any involuntary transfer is finalized, parents/guardians will receive written notice and have the opportunity to request a meeting to review the reasons for the proposed transfer.

Interdistrict Transfers

Students living outside the Western Placer Unified School District may enroll at Phoenix High School with the approval of the principal and completion of an interdistrict transfer agreement.

Transfer Students from Outside the District or State

Students transferring from other districts or states must provide a copy of their transcripts (unofficial transcripts are acceptable) to support appropriate academic placement. Some coursework completed elsewhere may not align with WPUUSD or Phoenix High School graduation requirements; every effort will be made to award all previously earned credits.

Students with an IEP

Students receiving special education services must participate in an IEP team meeting prior to enrollment. If the student is transferring from outside the district, they must first enroll at their designated comprehensive high school before a placement decision can be made regarding enrollment at Phoenix High School.

Enrollment Process

Prior to class enrollment:

- Student and parent/guardian schedule an appointment to register with the principal.
- Student's previous school records are evaluated and the Phoenix High School Credit Sheet is filled out.

- All new students will attend an orientation with the school counselor.

Class enrollment:

- Students will be assessed in Math and/or Reading.
- Based on the credit sheet and assessments, each teacher will provide applicable work to the student.

Orientation: All newly enrolled students must participate in the PHS orientation program prior to attending the regular classroom. Orientation is designed to prepare incoming students for the unique learning environment at Phoenix High School and includes a writing assessment, goal setting, academic planning, and a presentation on the Schoolwide Learner Outcomes.

Co-Enrollment Opportunities

At Phoenix High School, we believe every student deserves access to learning experiences that align with their goals, interests, and future plans. Through co-enrollment, students may take courses at other WPUSD schools, including Lincoln High School and Twelve Bridges High School, limited to courses not offered at Phoenix High School. Co-enrollment is a privilege and is not guaranteed:

- **Approval by the Receiving School** — based on course availability, class size, prerequisites, scheduling, and capacity.
- **Student Eligibility** — students must maintain satisfactory academic progress, attendance, and behavior; failure to meet expectations may result in loss of the privilege.
- **Students with an IEP** — must attend a curriculum support class at their designated comprehensive high school when included in their IEP. Failure to attend may count against the attendance rate and trigger a placement review.
- **Enrollment Process** — students should meet with the Phoenix High School counselor or principal; final enrollment requires approval from both schools.

Dual-Enrollment Opportunities

Phoenix High School encourages students to explore opportunities beyond the traditional high school classroom. Many students choose to enroll in courses through Sierra College while completing their high school graduation requirements.

Dual-enrollment courses allow students to earn college credit, explore career interests, and experience the expectations of college-level learning — all while still enrolled at Phoenix High School. These experiences help students build confidence, strengthen academic skills, and prepare for success after graduation.

Because dual-enrollment courses follow the Sierra College academic calendar and schedule, they are typically taken outside of the regular Phoenix High School instructional day. Students are responsible for attending both their Phoenix High School classes and their Sierra College courses, maintaining communication with instructors, and meeting the expectations of each program.

Students interested in dual enrollment are encouraged to meet with their counselor to discuss eligibility, course options, and how college coursework can support their academic and career goals.

Credit Sheets

On your first day, you'll receive a personalized credit sheet showing all credits earned before enrolling with us. Teachers update the credit sheet in real time as new credits are earned, and credit sheets are also available electronically for both students and parents — contact the front office for setup assistance.

Early Release Friday

Students who earn at least two credits during the week and have no absences are eligible for early release on Fridays, right after the weekly Friday Huddle, around 12:15 PM.

Fifth-Year Senior Program

Phoenix High School is committed to supporting every student in achieving their goal of earning a high school diploma. While students are expected to complete graduation requirements within four years, we recognize that every student's journey is unique. For some students, an additional year provides the opportunity to complete graduation requirements and prepare for success beyond high school. Enrollment as a fifth-year senior is a privilege, not a guarantee, and is reviewed individually based on a student's attendance, academic progress, behavior, participation in summer school or other credit recovery opportunities, and overall commitment to graduating.

Students approved for a fifth year must sign a Fifth-Year Senior Contract acknowledging the expectations for continued enrollment. By signing the agreement, students commit to demonstrating the qualities of the Phoenix Portrait of a Learner by maintaining at least 85% attendance, arriving on time and remaining for the full school day, consistently putting forth their best effort, making steady progress toward graduation by completing a minimum of two credits per week (or as outlined in their individualized graduation plan), and contributing positively to the school community through respectful behavior. Phoenix High School is committed to partnering with students who demonstrate responsibility, resilience, and a commitment to achieving their graduation goals.

Food Services

Phoenix High School is committed to ensuring all students have access to breakfast and lunch options that support their academic and personal success.

- Breakfast: served on campus each school day from 8:00–8:30 a.m.
- Lunch (Tuesday–Friday): 11:30–11:50 a.m.
- Lunch (Mondays and other minimum days): 10:45–11:05 a.m.

Every student is required to complete the Free and Reduced Meal Program form at the beginning of each school year, even if they believe they may not qualify — this information helps determine additional funding and resources for student programs. Students who transfer to Phoenix High School and previously participated in the meal program should notify the office staff.

Grading Procedures — Mastery-Based Grading

Phoenix High School uses a variable credit system based on mastery. Students earn credit by successfully demonstrating learning through completed assignments, assessments, and other approved learning

activities. A unit is considered complete when a student earns at least 70% on a test or equivalent assessment, and all submitted work must demonstrate C-level quality or higher. Phoenix High School does not award credit for work that does not meet minimum learning expectations.

Earning and Maintaining Credit

Credit is earned through demonstrated learning — not simply through time spent in class. Once credit has been earned, it is not taken away; if work does not meet the expected level of quality, students may revise, improve, and resubmit before credit is awarded. Students are expected to earn a minimum of 12 credits every six weeks to stay on track for graduation. Students who are credit deficient will need to earn additional credits each grading period.

Assignment Expectations

Students are expected to complete and submit assignments as they finish their work, allowing them to receive feedback and maintain progress toward their graduation goals. Students are not assigned regular coursework over the summer, though they may enroll in summer school to earn additional credits.

Graduation Ceremony

To participate in the graduation ceremony, students must:

- Complete all established requirements by the senior deadline.
- Not be under suspension at the time of graduation rehearsal or ceremony.
- Attend graduation rehearsal.

Seniors who will not complete all requirements by the senior deadline may file a written appeal to the principal describing any extenuating circumstances. The appeal is heard by a committee of an administrator and a minimum of two certificated staff. The committee's decision is communicated by an administrator; the student may further appeal to the Assistant Superintendent of Educational Services, whose decision is final.

Student Leadership

Phoenix High School offers a robust student leadership program that empowers students to have a voice on campus. Leadership students help organize school-wide events, plan and lead weekly assemblies known as The Huddle, and provide ongoing input on school activities and initiatives. Interested students should speak with the school counselor.

Night School

Phoenix High School offers Night School on select Tuesday and Thursday evenings throughout the school year, providing additional opportunities to recover credits and stay on track for graduation. Start dates and times will be announced in advance.

Participation in Lincoln High School Sports

Phoenix High School students are not eligible to participate in sports at Lincoln High School.

Sports

Phoenix High School competes in a variety of sports throughout the year, including flag football, soccer, volleyball, basketball, and softball, as part of the Alternative Schools Athletic League. To be eligible to participate in games, students must earn a minimum of two credits per week and meet the school's attendance and behavior requirements.

Special Activities Qualifications

Phoenix High School offers a variety of special activities, including field trips, community events, sports, and visits to other schools. Because these often require students to miss regular class time, students must maintain good attendance and demonstrate reasonable progress toward graduation. Students with excessive absences or inappropriate behavior may be ineligible to participate. For all off-campus activities, students under 18 must have a signed and dated permission slip from a parent or guardian on file before the event; phone authorizations are not accepted.

“O” Period

Phoenix High School offers a “O” period class Monday through Friday from 7:30 a.m. to 8:30 a.m., primarily designed for fifth-year seniors who need additional time and support to complete graduation requirements.

Work Experience

Off-site elective credits shall not exceed 10 credits per semester, and no more than 10 credits can be earned in an off-site program per subject per year. Elective credit may be granted based on 20 hours/credit up to 10 credits per semester, and all hours must be formally documented through the employer. Individual directed study must be arranged with the teacher or principal; no credit can be awarded without prior approval.

Work and Work Permits

Students under 18 who are working must have a work permit and must participate in the work experience education program to obtain credit. Credit for work is granted at the rate of 1 credit for every 33 hours of work, and students will not receive credit for working on days they do not attend school. Students must keep track of their hours on a two-week timesheet, verified by their employer and turned in to office staff before credit is awarded. Work permits may be revoked if a student's attendance falls below the minimum acceptable rate of 85%.

7. Graduation Requirements

Phoenix High School students must complete a minimum of 220 credits, including the following subject requirements:

Subject	PHS Credits	LHS/TBHS Credits
English	40	40
Math	20	20
Algebra	10	10
Physical Science	10	10
Life Science	10	10
World History	10	10
U.S. History	10	10
American Government	5	5
Economics	5	5
Physical Education	20	20
Computer Science	5	10
Fine Arts (or Foreign Language)	10	10
Career Education	10	NR
Geography	5	5
Health*	5	2.5
Driver's Education**	NR	2.5
"REACH" Senior Project	5	NR
Electives	40	95
Total	220	260

If transferring from another school, transcripts are evaluated based on posted credits; please inform Phoenix High School of any other school programs attended, including court-appointed schools. Students planning to return to Lincoln High School should have completed a minimum of 120 credits to transfer as a junior and a minimum of 180 credits to transfer as a senior.

8. Culture, Community & Student Expectations

At Phoenix High School, we believe a strong school community is built on relationships, trust, respect, and shared responsibility. Every student deserves to feel safe, valued, and connected. Every student also has a responsibility to contribute to a learning environment where others can succeed.

Our behavior expectations are grounded in our Portrait of a Learner and the belief that students are always developing the skills needed for success in school, careers, and life.

At Phoenix, we encourage students to demonstrate:

- **Responsibility** — Making choices that support personal growth and the success of others.
- **Resilience** — Learning from challenges, reflecting on mistakes, and continuing to move forward.
- **Collaboration** — Communicating respectfully and contributing positively to our community.
- **Curiosity** — Seeking understanding and being open to learning and growth.
- **Kindness** — Treating others with empathy, dignity, and respect.
- **Integrity** — Making honest choices and doing what is right, even when no one is watching.

Our goal is not simply to respond to mistakes. Our goal is to help students understand the impact of their choices, repair harm when needed, and develop the skills necessary to make successful decisions in the future.

We believe:

Everyone wants to do well.

When students experience challenges, we begin by seeking understanding, building relationships, and working collaboratively toward solutions. Accountability and support go together. Students are encouraged to take ownership of their choices while receiving the guidance needed to grow.

Academic Integrity & Honesty

Honesty and integrity are essential parts of becoming a successful learner and contributing member of the Phoenix community. Academic integrity means taking responsibility for your own learning, demonstrating honesty, and respecting the work of others.

Students are expected to complete their own work and demonstrate learning in an authentic way. Academic dishonesty prevents students from developing confidence, skills, and ownership of their education.

Examples of academic integrity violations include, but are not limited to:

- **Cheating on Tests or Assignments** — Using, sharing, or receiving unauthorized assistance on assessments or assignments.
- **Fabrication** — Creating or falsifying information, data, citations, or academic sources.
- **Unauthorized Collaboration** — Working with others when collaboration has not been permitted.

- **Plagiarism** — Representing another person's ideas, words, or work as one's own.
- **Alteration of Materials** — Changing academic, school, or electronic records without authorization.
- **Forgery** — Signing another person's name or submitting documents falsely.
- **Theft or Sharing of Unauthorized Materials** — Taking, distributing, or selling academic materials without permission.

When concerns arise, teachers and administrators will work to understand the situation, determine appropriate next steps, and help students reflect on the importance of integrity and responsibility.

Responses may include a conversation with the teacher, opportunity to redo work, parent communication, restorative conversations, academic consequences, or additional disciplinary action depending on the circumstances.

Restrooms & Personal Responsibility

At Phoenix High School, we believe students can be trusted to make responsible choices. Our restroom expectations are designed to balance student needs, privacy, safety, and maintaining a focused learning environment.

Students are encouraged to use restrooms during passing periods whenever possible. Our single-stall restrooms provide additional privacy and safety; only one student may be in a restroom at a time.

During instructional time, teachers may allow one student at a time to leave class for restroom use. Students are expected to use restroom privileges appropriately and return to learning promptly.

Repeated misuse of restroom privileges, including avoiding responsibilities, excessive time away from class, or inappropriate behavior, may result in a conversation, family communication, loss of privileges, or additional supports.

Our goal is to help students develop self-management and responsibility while respecting individual needs.

Bullying, Harassment & Creating a Culture of Belonging

Phoenix High School is committed to creating a community where every student feels safe, respected, and valued. Belonging is essential for learning, and every student has a role in creating a positive school environment.

Bullying, harassment, intimidation, and discrimination are not consistent with our school values and will not be tolerated.

Bullying & Cyberbullying

Bullying includes repeated or intentional behavior that causes physical or emotional harm, threatens, intimidates, or demeans another person.

Examples may include:

- Teasing, name-calling, or harmful comments.
- Spreading rumors.

- Threatening or intimidating behavior.
- Physical aggression.
- Excluding others intentionally.
- Sending harmful messages or sharing inappropriate content digitally.

Cyberbullying includes harmful behavior through texts, social media, online platforms, or other digital communication. Posting photos, videos, or content involving students or staff without permission that causes embarrassment, humiliation, or harm may be considered cyberbullying.

Harassment

Harassment based on protected characteristics, including race, gender, religion, disability, sexual orientation, or other protected categories, is prohibited and inconsistent with our commitment to respect and belonging.

Sexual Harassment

Sexual harassment is prohibited and may result in disciplinary action. Examples include:

- Unwanted sexual advances.
- Sexual comments, jokes, gestures, or images.
- Gender-based teasing or harassment.
- Sharing sexual rumors.
- Possession or distribution of inappropriate sexual content.

Reporting Concerns

Students are encouraged to report concerns to any trusted adult, including teachers, counselors, administrators, or staff members.

Students may also report concerns anonymously through the school's reporting platform:

appweb.stopitsolutions.com/login

When concerns are reported, staff will respond promptly, investigate appropriately, and provide support to those involved.

Cell Phone & Digital Citizenship Expectations

Technology can be an important part of students' lives. At Phoenix High School, we believe technology can support creativity, communication, collaboration, and learning when used with purpose.

Our goal is not simply to restrict technology use. Our goal is to help students develop the self-management, decision-making, and digital citizenship skills needed for success beyond high school.

Responsible technology use reflects our Portrait of a Learner:

- **Resilience** — Learning from mistakes and adjusting choices.

- **Kindness** — Showing respect in digital and personal interactions.
- **Collaboration** — Using technology to communicate and create.
- **Curiosity** — Exploring and learning through technology.
- **Integrity** — Making ethical and responsible choices.
- **Critical Thinking** — Using technology thoughtfully and safely.

Cell Phone Expectations

Students may bring personal electronic devices to school at their own risk. Phoenix High School and Western Placer Unified School District are not responsible for lost, stolen, or damaged devices.

Students may use cell phones before school, during lunch, and after school unless otherwise directed.

During instructional time:

- Cell phones should be powered off and out of sight unless a teacher authorizes use for learning.
- Teachers may establish classroom procedures that support focus and engagement.
- Students may not use phones during class, passing periods, or while outside the classroom during instructional time without permission.
- Students may not leave class to make calls or check messages.
- Personal music devices are subject to the same expectations and may not be used during Physical Education unless authorized.

Learning Through Accountability

When students struggle with technology expectations, staff will work with students to reflect on their choices, identify barriers, and develop strategies for success.

If a device is used without permission during instructional time, it may be collected and held in the school office until the appropriate time for return.

Repeated concerns may result in additional supports, including:

- Student reflection conversations.
- Family communication.
- Individualized technology plans.
- Restorative interventions.

Our goal is to help students develop responsible habits — not simply enforce rules.

School Boundaries & Closed Campus Expectations

Phoenix High School is committed to maintaining a safe, focused, and respectful learning environment. As a closed campus, students are expected to remain on school grounds from arrival until they are formally checked out by a parent or guardian.

Students are expected to:

- Attend all assigned classes.
- Arrive on time and participate actively.
- Remain on campus unless properly checked out.
- Make choices that support their educational goals.

Leaving campus without permission, skipping class, attending unauthorized classes, or failing to follow attendance procedures impacts learning and may result in intervention.

Students may not leave campus during lunch, including students who are 18 years of age or older.

Students may not loiter within two blocks of any district school during the school day. Phoenix students may not be on another district campus unless enrolled in an approved course and authorized by both school administrators.

When concerns arise, staff will work collaboratively with students and families to identify barriers, provide support, and develop strategies for success. If Phoenix is no longer the most appropriate placement for a student's needs, placement options may be reviewed.

Student Searches

School officials may conduct searches of students, personal property, or district property under a student's control when there is reasonable suspicion that a search may reveal evidence of a violation of law, Board Policy, Administrative Regulation, or school expectations.

Searches may include lockers, desks, backpacks, purses, electronic devices, or vehicles parked on district property.

Searches will be conducted in a reasonable manner and will consider:

- The seriousness of the concern.
- Student age and circumstances.
- Safety considerations.
- The scope of the suspected violation.

9. Student Services & Support

Phoenix High School is committed to supporting the whole student by providing a range of services to meet academic, social-emotional, and basic needs. Our school counselor is available to assist students with academic planning, personal growth, and social-emotional support, helping them navigate challenges and stay on track toward graduation. Through our Hub services, students have on-site access to essential resources, including food, clothing, transportation assistance, and other basic needs. Additionally, students with IEPs or 504 Plans receive individualized supports and accommodations designed to ensure equitable access to learning and success in school.

10. Technology & Device Policy

Students may be issued a Chromebook or laptop for academic use during their time at Phoenix High School. All devices must be used responsibly, strictly for educational purposes, and handled with care, and are expected to be returned in good working condition. Internet access on school-issued devices is filtered to ensure safe and appropriate use. Any misuse, including attempting to bypass filters or engaging in non-academic activities, may result in disciplinary action.

11. Dress Code

Creating a Learning Environment Where Everyone Belongs

At Phoenix High School, we believe students learn best when they feel respected, valued, and accepted for who they are. Our dress code is designed to support a positive learning environment while honoring student voice, choice, individuality, and personal expression.

As part of our commitment to developing the Phoenix Portrait of a Learner, students are encouraged to demonstrate respect, responsibility, integrity, and self-awareness through the choices they make each day. Clothing and personal expression are important parts of identity, and our goal is to create a school culture where students can confidently be themselves while ensuring that everyone feels safe and ready to learn.

The Western Placer Unified School District Dress Code Board Policy and Regulations are summarized below. The complete policy is available through the district.

Dress Code Expectations

Students may choose clothing and personal items that reflect their personality and style as long as those choices support a safe, respectful, and productive learning environment.

The following guidelines apply to all regular school activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or insignia that are vulgar, lewd, obscene, profane, sexually suggestive, or that promote alcohol, drugs, tobacco, illegal activities, or gang-related activity.
- Appropriate shoes must be worn at all times to support student safety.
- Clothing shall provide sufficient coverage to generally conceal undergarments and the abdomen.
- Clothing and accessories shall not create a health or safety concern or substantially disrupt the educational environment.

Respect, Dignity, and Student Support

The purpose of the dress code is not to create embarrassment, remove student voice, or interfere with learning. Phoenix High School is committed to addressing concerns in a way that reflects our values of belonging, connection, and mutual respect.

If a concern arises, staff members will:

- Speak with students privately whenever possible.
- Approach conversations with respect and understanding.
- Focus on helping students make choices that support their success.
- Partner with families when additional support or communication is needed.

Students will not be singled out, embarrassed, or removed from learning unnecessarily because of clothing choices. We recognize that students come from different backgrounds, cultures, experiences, and circumstances, and we strive to ensure dress code expectations are applied fairly and consistently.

12. Health & Wellness

- **Immunizations:** All students must have immunizations up to date in accordance with state law.
- **Medications:** Any medication brought to school must be registered with the front office, following school guidelines for safe storage and administration.
- **Mental Health Services:** Referrals for mental health support are available through the school counselor.
- **Nutrition:** Free meals are provided to all students to support their health and well-being.

13. Safety Procedures

Emergency Drills

Phoenix High School conducts emergency drills each semester to ensure student safety, including fire, earthquake, and lockdown procedures.

Visitor Registration

All visitors are required to report to the school office to register upon entering school premises during school hours (Penal Code 627.1, 627.2; Evidence Code 1070). The following are not considered outsiders and are not subject to registration requirements: a parent/guardian of a student, a Governing Board member or district employee, a public employee whose duties require being on school grounds, a representative of a school employee organization engaged in representation activities, or an elected public official.

The school office logs all visitors and issues a visitor's pass. Staff should advise any visitor without a pass to report to the office; a visitor who refuses to register should be reported to the office immediately. To register, outsiders must furnish, upon request: their name, address, and occupation; their age, if under 21; their purpose for entering school grounds; proof of identity; and other information consistent with the law.

Denial of Visitor Registration

The principal or designee may refuse to register, or may revoke the registration of, an outsider reasonably believed to present a risk of disruption, property damage, or the distribution or use of a controlled substance (Penal Code 627.4, 627.7). An outsider who has failed to register or whose privileges have been denied or revoked may be asked to promptly leave school grounds; reentry within seven days may be a misdemeanor subject to a fine and/or imprisonment.

Reporting Concerns

Students are encouraged to report any concerns or issues either anonymously or directly to a staff member. Our school is committed to providing a safe and supportive environment for all.

14. Transportation

Bus Services

WPUSD provides bus transportation based on student need.

Parking

Students may park in the school parking lot without a permit. Students should refrain from parking in the Lincoln High School parking lot.

Bike Racks

Bike racks are available on campus. Students are responsible for securely locking their bikes.

15. Parent Involvement & Communication

Parent-School Compact

Phoenix High School and the parents of students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how parents, staff, and students will share responsibility for improved student academic achievement, and how the school and parents will build a partnership that helps children achieve the State's high academic standards (ESSA Section 1116[d]).

Phoenix High School is committed to providing a high-quality curriculum and instruction by educating the whole child through a well-rounded program that includes English Language Arts, math, science, social studies, art, physical education, and leadership development. Our approach emphasizes strong academic foundations alongside leadership, communication, and teamwork skills, rooted in collaboration among teachers, classified staff, and families.

We also recognize that parents and guardians are their child's first and most important teachers. To foster strong home-school partnerships, we engage families through regular parent/school meetings, the School Site Council, and the District English Learner Advisory Committee (DELAC), where schoolwide data and academic programs are shared to promote ongoing school improvement.

Phoenix High School maintains ongoing communication with parents and guardians throughout the school year, including:

- Real-time academic progress shared through electronic credit sheets.
- Report cards issued twice a year, with parent-teacher meetings available at any time upon request.
- Proactive outreach from teachers when concerns arise, to ensure early support.
- An open invitation for parents and guardians to attend school with their child at any time.
- An annual Career Fair/Open House each fall to engage with staff and explore future pathways.
- A Family Resource Center on campus offering services such as Love and Logic parenting courses.
- A dedicated parent liaison available to interpret during school meetings and translate printed materials.

This Compact was established by Phoenix High School on 7/1/2026 and is in effect for the 2026–2027 school year. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on or before 8/14/2026.

School Site Council / School Advisory Council

We encourage parents to actively participate in the School Site Council and Advisory Committee. These groups include students, staff, community members, and parents who collaborate to provide input on school leadership decisions, particularly during the development of key school documents such as the Single Plan for Student Achievement and WASC reports.

16. Student/Staff Rights & Responsibilities

Student Rights

- To learn in a safe, healthful school environment that provides, promotes, and protects physical, emotional, and psychological well-being.
- To have the opportunity to achieve their highest potential.
- To enjoy the respect and guidance of dedicated teachers and administrators.
- To have continued enrollment protected by all due process procedures specified in the California Education Code, with suspension, expulsion, or exclusion as a last resort.
- To have access to information and records pertaining to their schooling upon reaching age sixteen and completing the tenth grade.
- To be protected in their right of privacy to the limits of the law.
- To expect rules and consequences to be reasonable and consistent in application.
- To have complaints and grievances heard and resolved through orderly processes.

Student Responsibilities

- To attend classes regularly and on time.
- To be prepared for class with notebook, pen, pencil, paper, texts, and other required materials.
- To make an effort to learn and apply what is learned.
- To know and abide by classroom and school rules.
- To respect themselves and the rights, feelings, and needs of other students and staff.
- To respect school property and make every effort to improve their surroundings.

Staff Rights

- To work in a safe and healthy school environment.
- To insist upon student behavior conducive to a safe, healthy, and productive learning environment.
- To expect students to be prepared for class with required materials.
- To enjoy the mutual respect and cooperation of students, parents, and staff.
- To be assured full due process procedures specified by the California Education Code in matters of dispute.
- To receive notice of academic and behavioral problems involving their students.
- To have access to student records within Privacy Act guidelines under federal regulations.
- To be involved in the disposition of problems concerning their students' academic performance and personal difficulties.
- To hold students accountable for regular attendance, preparedness, and best efforts to learn.

Staff Responsibilities

- To provide a safe, healthy school environment that promotes and protects students' well-being.
- To hold students to an academic performance level designed to achieve their highest potential.
- To establish specific rules of behavior and consequences in accordance with board policy.
- To require regular and on-time attendance, checking with parents concerning poor attendance or tardiness.
- To support and promote students' appreciation of and participation in a democratic society.
- To provide a basic education tailored to each student's needs and talents.
- To develop and enforce rules of behavior to which students, parents, and teachers are mutually committed.
- To keep parents regularly informed of academic performance, attendance, behavior, strengths, and needs.
- To report suspected child abuse cases to proper authorities.
- To assist students in developing a positive self-image.

17. Community School Partnerships

Phoenix High School is proud to align with the values of California's Community Schools initiative. While we are not officially designated as a Community School through state funding, we have developed a strong, resource-rich Hub on campus that supports both our students and the broader community.

Through this Hub, we collaborate with local agencies to offer a wide range of support services, including:

- Clothing and food assistance
- Parenting programs
- College and career guidance
- Opportunities for family engagement and student leadership

Our goal is to create a connected and supportive environment where students and families feel welcomed, empowered, and equipped to thrive — both in school and in life.

“Find your fire.”