

CITY HIGH SCHOOL



City High School Student Handbook 2026–2027

Contact Information

City High School

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Phone: (520) 623-7223

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- Dean of Students: Jessica Janecek (jessicaj@cityccl.org)
- Counselor: Rachel Mueller (rachelm@cityccl.org)
- College & Career Coordinator: Margo Alves (margoa@cityccl.org)
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City High School 2026-2027 School Calendar

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Bell Schedule

8:30 AM	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:25	Period 1/4	Period 1/4	Period 1/4 9:00- 9:45	Period 1/4	Period 1/4
			Period 2/5 9:50-10:35		
10:30-11:55	Period 2/5	Period 2/5	X Block 10:40-11:50	Period 2/5	Period 2/5
12:00-12:40	WSM	Advisory	Period 3/6 11:55-12:40	Advisory	Advisory
12:40-1:30	Lunch	Lunch	Early Release	Lunch	Lunch
1:35-3:00	Period 3/6	Period 3/6		Period 3/6	Period 3/6

School Identity & Culture

Mission, Vision & Community Values

Mission

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

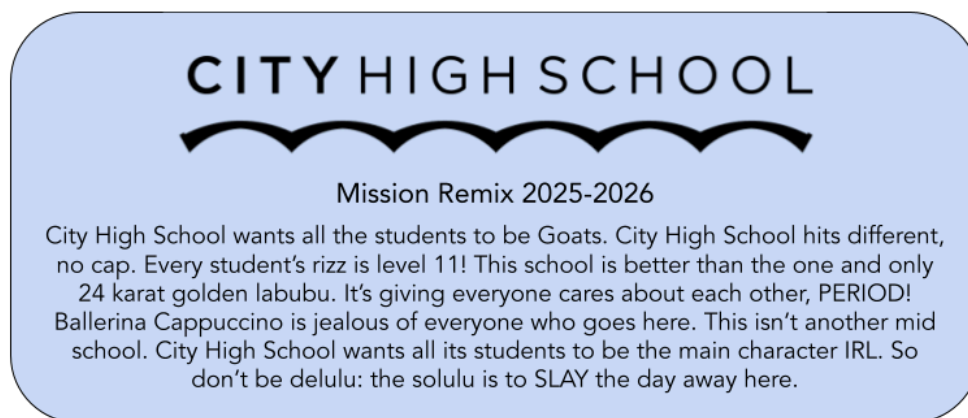
"There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom." --- Paulo Freire

Our Values

Inclusion: We create spaces where all individuals feel welcomed and celebrated. Every community member has strengths and talents that enhance City High School. We honor the uniqueness of every person and work to remove barriers to learning.

Belonging: We foster an environment where everyone feels understood, respected, valued, and connected to our community—a cornerstone of our safe learning environment.

Community: We work together to realize a community where all individuals are respected and accepted, ensuring no member feels isolated or unsupported.



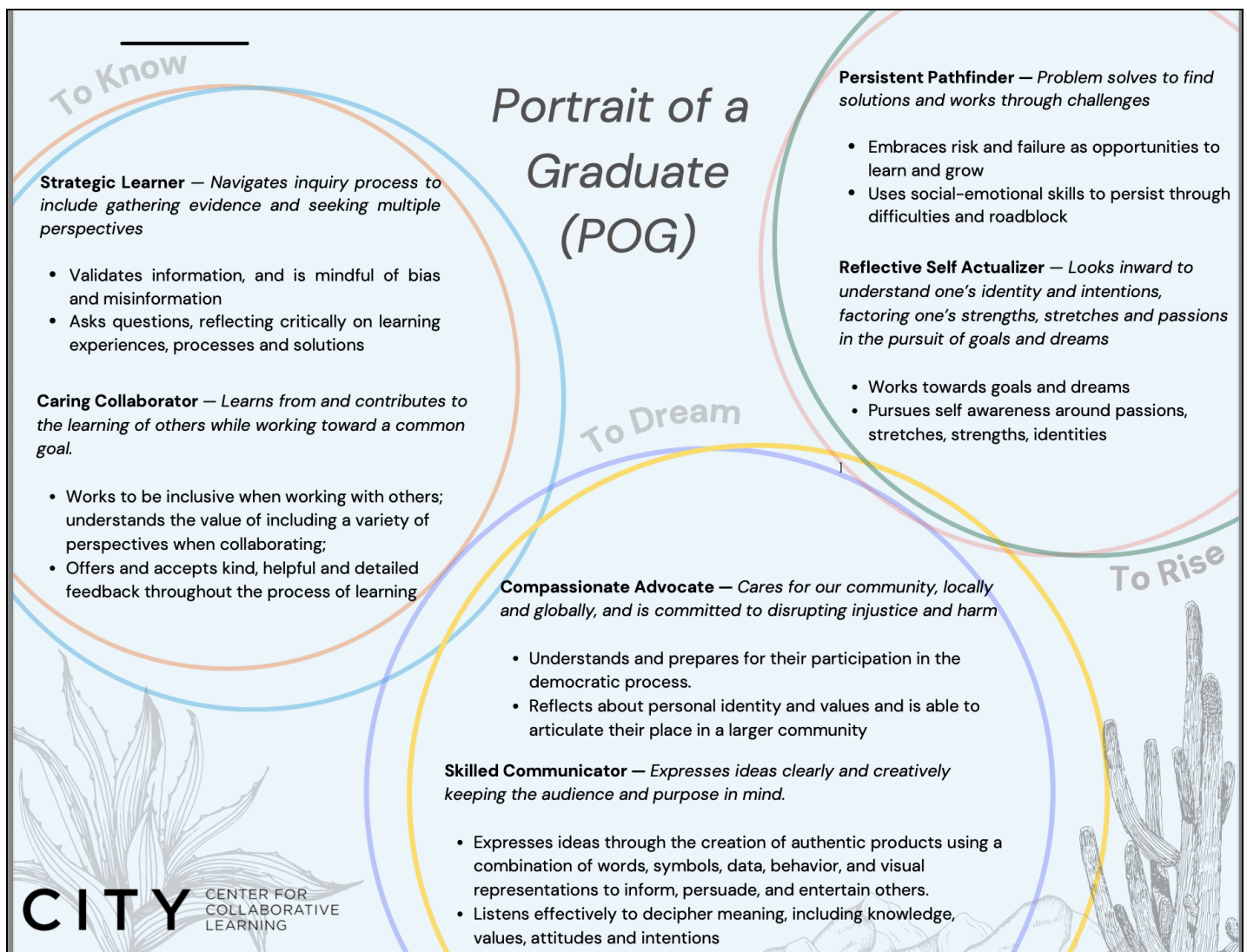
C	Culture: Foster a respectful and creative environment
I	Ideas: Speak (take space) and listen (make space) with intention
T	Teamwork: Participation in the learning process is paramount
Y	You matter: Be present and strive for success!

Community Norms

The Platinum Rule: *Treat others the way they want to be treated.* That means listening when someone shares how they would like to be treated and honoring that communication. We understand that respect is not a shared definition or a one-size-fits-all across diverse communities, experiences, and identities. Instead we work on building understanding, empathy, and communication skills to learn from one another and meet each other's needs when it comes to respect.

Portrait of a Graduate

Our Portrait of a Graduate reflects the kind of learners and leaders we aim to nurture. Through their time at CHS our students grow into individuals who think critically, embrace challenges, and pursue their goals with purpose. Beyond academics, City also help students develop empathy and creativity to make positive impacts for their communities and the world.



Daily Life & Operations

School Hours

- Building opens: 7:45 AM
- Classes: 9:00 AM - 3:00 PM (Monday, Tuesday, Thursday, Friday)
- Early dismissal: 9:00 AM - 12:40 PM (Wednesday)

Campus Policies & Environment

Closed Campus Policy

Only CHS students are allowed on campus. Students may leave school with a parent/guardian signing out in person or over a voice phone call to the school.

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 items.

Visitor Guidelines

- All visitors must enter and check in through the front office
- Visitors may not interrupt the classroom environment
- A school employee may accompany visitors
- Visitors are required to have a visible visitor's pass

Delivery Policy

To prevent disruption of learning:

- Non-emergency items/messages delivered to the school will remain at the front desk until lunch or after school
- If students are getting food delivered, it can only be picked up at lunch unless directed otherwise by staff

Parking

- No designated City High parking
- Contact Park Tucson for parking options
- Metered parking enforced 8:00 AM-7:00 PM
- Four "loading zone" spaces in front of school for drop-off/pick-up (use hazard lights if entering building)

Dress Code

The dress code celebrates your original style while maintaining a comfortable learning environment. Dress is a form of speech: If you can't say it in the lobby, you can't wear it.

Prohibited items:

- Items promoting violence, gang affiliation, drugs, alcohol, discrimination, or prejudice
- Offensive or disruptive clothing

Encouraged: Wear your City High School merchandise! Go Narwhals!

Note: All CHS staff have discretion in determining dress code compliance.

Technology Policies

In compliance with HB2484 signed into law in 2025, which directs schools to limit wireless communication devices and restrict social media access.

Personal Devices

- Students must place personal devices (cell phones, etc.) in designated classroom storage spaces
- Devices may not be removed during the entire class period
- Staff will verify with families if a student reports not having a device
 - Note: If a student is not truthful about being in possession of a device, they will have a meeting with the family and the Dean of students to address the issue.
- Teachers may request approval for academic use of personal devices (subject to administrative approval)
- Wearable devices that can film, particularly those that are capable of recording surreptitiously, are not permitted on campus.
 - Recording anyone (film and/or audio) without their consent is **NEVER** permitted

Consequences:

- First offense: Device confiscated and placed in a locker in the front office for remainder of day
- Second offense: Device placed in a locker in the front office for remainder of semester
- If a student is in possession of a device after being directed to lock theirs up, it will be treated as a Tier 3 offense

School Technology

Classrooms have access to Chromebooks for student use. Students may request to take a computer home to complete school work through the front office. All borrowed school devices need to be returned to the front office before attending class.

Expectations:

- Use technology only for school-related purposes as directed by staff
- Access only the "student" wifi network
- No illegal conduct (copyright violations, commercial enterprise, unauthorized access)
- Conserve resources (bandwidth, printing, storage)
- Take proper care of school-issued devices
- Report any malfunctioning equipment
- Students are responsible for damage due to negligence or inappropriate use

Loaner Computers:

Students may sign out a computer to take home overnight. They must adhere to the check out policy that includes having an agreement signed by the student. The checkout process will include an inspection by staff to ensure that the computer is in good working order when the student takes it. A staff member will check back in the device and inspect that it is in the same condition that it was given. If a computer is returned damaged or is not returned, students/families may be financially responsible for repairs or replacement.

Students must take care of school property to continue having access to it.

Elevator Use

Did you know that City High might have the oldest elevator in Tucson!? Facts. This means that we need to treat our elevator with great care and should be used sparingly. Students should not use the elevator unless they have been directed to do so by a staff member or have a medical exemption.

If you feel you are in need of a medical exemption, please communicate with your advisor, Dean, Counselor, or front office staff.

Using the elevator without permission will result in disciplinary action.

Attendance & Time Management

Attendance Philosophy

School isn't just about showing up—it's about showing up for yourself and your future. When you're here consistently, you're part of classroom discussions that spark new ideas, you catch those "aha" moments that make concepts click, and you build the daily habits that lead to real learning. Your presence matters, both to your own growth and to the classroom community that learns alongside you.

Arizona Law Requirements

Arizona law requires parents/guardians to ensure children ages 6-16 attend school for the full session unless legally excused. Absences may be considered excessive when exceeding 10% (18 days per year) of required attendance days.

*Students absent for ten consecutive unexcused days must be withdrawn effective the last day attended

City High Attendance Policy

- Students with 5 or more absences will participate in attendance interventions
- Students with 9 or more absences is at risk of losing credit for the class
 - Students MUST complete a [Credit Appeal Form](#) to be *eligible* to earn credit

Types of Absences as defined by the State of Arizona

Excused Absences: Illness, mental health needs, death in family, medical/dental appointments, religious holidays, court appearances, family vacations, out-of-school suspensions

- Must be reported within 48 hours by guardian (except suspensions)
- All count toward total absence count

Unexcused Absences: Any reason not listed as excused such as: oversleeping, traffic, car problems, missing bus, job interviews, work, etc.

- Count toward total absence count

School Activities: Absences supervised by the school such as a field trip, athletic event, or other necessary activity.

- Do not count toward absence total

Tardiness

Late arriving students miss important information, and this hinders their ability to fully participate in class. Late arriving students interrupt the flow of instruction and disrupt the learning of their fellow students.

- Students are tardy if not in the classroom by specified start time
- Students arriving late to campus must report to office and sign in and get a pass
- Students who miss more than half the class period are considered absent

Leaving Campus During School

- Students cannot leave without office permission
 - Guardian must sign out student in person or be verified by phone
 - Students must complete sign-out process at office
 - Leaving without permission results in disciplinary action
 - All students (regardless of age) must follow procedures unless they are their own guardian
-

Academic Policies & Expectations

Competency-Based Grading

In competency-based grading, you earn credit by demonstrating mastery of specific skills and knowledge. Your grade shows what you've actually learned, not just what you've turned in. You can take time to truly understand concepts before moving forward, and your focus shifts to genuine learning rather than "grade games." This system is designed to help you genuinely master the skills and knowledge you need for success, rather than just "getting through" your classes.

Your teachers will use Empower, a special online platform designed for competency-based learning. Through Empower, your teachers will provide you with instructional materials and resources, track your progress on specific course competencies, score your level of proficiency on each skill or concept, and give you targeted feedback on what to focus on next.

Academic Integrity

Academic integrity is a cornerstone of our educational community. Plagiarism and the misuse of AI undermine the learning process and devalue the hard work of all students. Our goal is to promote honesty, trust, and respect in all academic endeavors

Plagiarism

Using someone else's work, ideas, or words without proper credit, including:

- Copying text without citation
- Paraphrasing without giving credit
- Submitting someone else's work as your own
- Not using quotation marks for direct quotes
- Using media without credit
- Submitting AI-generated work as your own

AI Use

AI tools are subject to the same academic integrity rules as other sources:

- Students must clearly identify and credit to AI-generated content
- Students must indicate when AI use supported assignment completion
- Students must use AI tools responsibly and ethically
- Work must remain the student's own

Consequences

1. **First Offense:**
 - The student will receive a warning.
 - The student must meet with the teacher to discuss the incident.
 - The assignment must be redone correctly within a specified time frame
2. **Second Offence:**
 - The student will not receive credit for the assignment.
 - The student must meet with the teacher and a school administrator.
 - A formal letter will be sent home notifying guardians
 - The student will complete an educational program on academic integrity, which may be done during in-school suspension
3. **Third offense:**
 - The student will not receive credit for the assignment.
 - A meeting will be held with the student, guardians, teacher, and administrator to discuss further disciplinary actions, which may include suspension or other penalties

Graduation Requirements

Below are the credit requirements for graduation. Credits are earned by passing classes. Each semester, students will complete a graduation tracker in advisory to track their progress towards graduation. Students that transfer into City High School may not meet City High requirements, but all students **MUST** meet Arizona requirements to graduate.

To participate in the graduation ceremony, students must have completed all graduation requirements beforehand.

Students who have extenuating circumstances requiring summer school to finish their requirements may appeal for permission to walk in the ceremony. Appeal forms are available on the Student Hub.

Subject	Arizona	City High School	U of A, ASU, NAU (basic requirements)
English	4	4	4
Math (Alg 1, Geometry, Alg 2, + 1 more)	4	4	4
Science	3	3	3
Social Studies (1 world, 1 US, 0.5 Gov, 0.5 Econ)	3	3	2
Language (same language)	0	2	2
Art / CTE / JTED	1	1	1
Fitness	0	1	n/a
Internship / JTED / Job	n/a	1	n/a
Advisory	n/a	2	n/a
Electives	7	4	n/a
Total	22	25	16

Credit Recovery Options

City High has purchased several licences for Edmentum online learning, which allows us to offer some credit recovery options for the 2026-2027 school year. Students with credit deficiencies can work with their advisor and schedule a meeting with the Dean to determine if credit recovery is an option. Students may recover up to one credit per semester. Work is completed outside of class time and students must meet with the staff person overseeing the credit once per week outside of class time to review material and complete tests. If you are interested in completing credit recovery, please complete [the form](#).

Classroom Policies

Leaving Class

- Students may not leave during first 10 minutes of class
- Must notify teacher and carry a pass
- Maximum 10 minutes out of class
- Must sign back in and return the pass

Restroom Policy

City High School provides gender-neutral bathrooms. These bathrooms were established to prevent the targeting, harassment, and physical harm that students face in unsafe bathrooms elsewhere.

We honor the efforts of youth activists who have fought for this right and expect our students to respect and maintain the safety and purpose of our gender-neutral bathrooms.

Expectations:

- Use bathrooms during passing periods or with teacher pass
- No leaving class within first 10 minutes
- Multiple students are not allowed in one stall (triggers a search of all students)
- Bathrooms are not places to congregate and hang out
- Bathrooms (and all of campus!) are drug-free and tobacco-free spaces
- Be mindful of proper use to ensure safety and availability for all
 - Use bins in stalls to dispose of hygiene products, paper towels, wipes, etc.
 - Don't turn off the lights in the bathroom--it's scary!
 - Put trash in the trash can; near is not good enough
 - Alert staff if there are issues with the facilities

Student Life & Opportunities

Off-Campus Lunch

Off-campus lunch is a privilege based on attendance, academic performance, and community engagement

Off-Campus Lunch by Grade				
Monday	Tuesday	Wednesday	Thursday	Friday
Seniors	Seniors		Seniors	Seniors
	Juniors			Juniors
			Sophomores	
Freshmen: Can earn passes based on progress in classes and attendance starting Quarter 2				

Students will not be permitted off campus if they:

- Have an AR in any class
- Have more than 2 tardies or 1 absence the week before
- Lost the privilege
- Don't have a permission slip on file

Expectations

- Only go off campus if the sheet indicates permission (if your name is crossed off, you don't have permission)
- Check out when leaving by writing the time next to your name, check in when returning (must return by 1:30 PM) by writing the time of return
- Use only pedestrian transportation (walking and necessary mobility devices)
 - No scooters, bikes, streetcars, personal vehicles, etc
- Exhibit respectful and responsible behavior off-campus—be a good neighbor
- Adhere to school conduct standards

Consequences for Violations

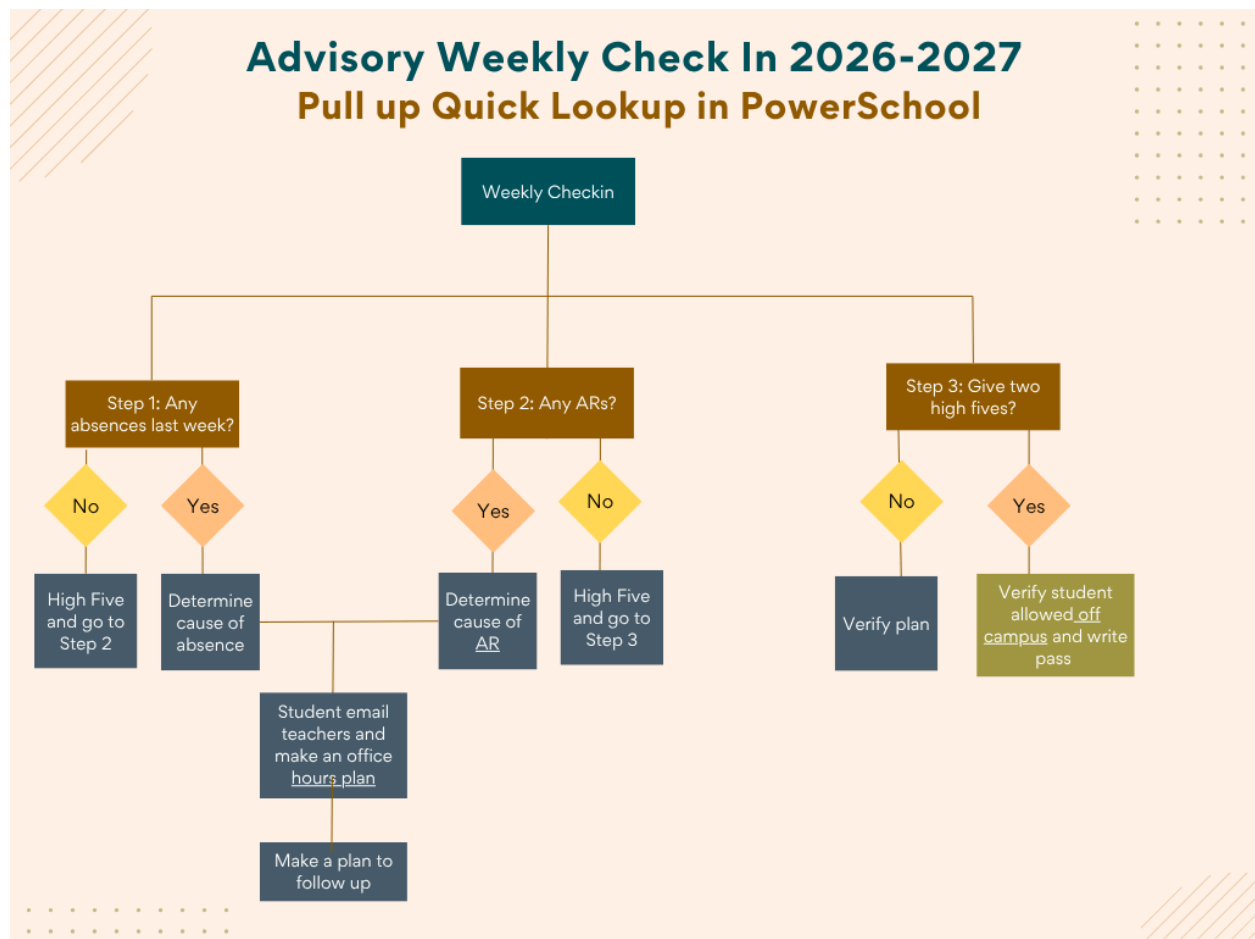
1. First offense: 1 week loss of privileges + contact home
2. Second offense: 1 month loss + guardian meeting
3. Third offense: Permanent loss for school year

Advisory Program

Teachers and staff serve as "Advisors" for groups of approximately 12 students. All Advisory groups meet on Mondays, Tuesdays, Thursdays, and Fridays during school hours. During these sessions, students participate in various small group activities that promote social-emotional growth and connections.

The Advisor is the key contact between the school and the student's family. Advisors support students in their academic and social success throughout their time at City High and help prepare for Student-Led Conferences, Gateways, and post-graduate plans.

The advisor will also check in with students weekly to see how students are doing. Advisors issue off-campus lunch passes weekly based on attendance and progress in classes. *Freshman can begin earning this in quarter 2.



Student Expectations & Behavior

Core Expectations

All members of the City High School community are expected to:

- Treat each other with respect and dignity, even during conflict
- Find ways to mend harm caused by their actions and words
- Understand the impact of their actions

- Accept accountability and work toward becoming better versions of themselves

City High's Anti-Bullying, Anti-Harassment & Non-Discrimination Policy

City High does not allow discrimination, harassment, intimidation, or bullying. This applies to students' engagement on any online platform and their behavior on and off campus. Students are encouraged to report all incidents, regardless of where they occurred.

Reporting

Students, parents/guardians, staff, and City High community members can report incidents of harassment, discrimination, intimidation, or bullying using the [Incident Report Form](#), available on the City High School website [Student Hub](#), or by speaking with any staff member. If a report is made orally, the staff member who hears it will complete an Incident Report Form before the end of the work day and refer it to the appropriate administrator.

Reports are not anonymous. However, the identity of the person making the report will be kept confidential whenever possible.

A report made in good faith is not punished, even if the investigation cannot confirm that bullying occurred. However, making up a report on purpose to hurt someone is a form of bullying and will be treated as such.

Notice of Rights, Protections, and Support

At the beginning of each school year, City High will provide all students with a written copy of the rights, protections, and support services available to a student who is an alleged victim of harassment, discrimination, intimidation, or bullying. This includes:

- The right to report an incident, whether it happened to you or someone else
- The right to have a reported incident investigated by an appropriate school official
- The right to confidentiality of your identity as a reporter, whenever possible
- The right to be free from retaliation for reporting or participating in an investigation
- The right, as an alleged victim, to receive this written notice again in writing at the time your report is made

Support is available through your Advisor, Dean of Students Jessica Janecek (jessicaj@cityccl.org), Counselor Rachel Mueller (rachelm@cityccl.org), or the front office, as well as the local and national resources listed at the end of this handbook.

Definitions

Bullying: unwanted aggressive behavior (physical, verbal, relational, or damage to property), an observed or perceived power imbalance, and repetition of actions or a high likelihood of

recurrence. Direct bullying happens in the presence of a targeted student, such as teasing, inappropriate comments, deliberately leaving someone out, inappropriate gestures, or taking or breaking someone's things. Indirect bullying is not communicated directly to the targeted student, such as spreading rumors, embarrassing someone, mocking, or estranging someone.

Cyberbullying: bullying that takes place over digital devices like cell phones, computers, and tablets, including through text, apps, social media, forums, or gaming. Cyberbullying includes obtaining, sending, liking, posting, or sharing negative, harmful, false, or mean content or private information about someone else.

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

Sexual Harassment: uninvited and unwelcome behavior of a sexual nature.

Intimidation: the use of fear to persuade someone to do something or dissuade them from doing something.

Discrimination: harmful behavior or actions toward an individual or group based solely on their social group or social identity.

Prejudice: an unjustified or incorrect attitude toward an individual or group based solely on their social group or social identity. Covert prejudice takes the form of microaggressions, subtle and often unconscious actions that communicate hostility and devalue members of a social group. Overt prejudice is verbal abuse or physical violence that openly communicates hostility and devalues members of a social group.

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

Hallway Etiquette

The hallways get absolutely packed during passing periods – we're talking about 200 students moving through the corridors all at once, so it can get intense out there!

Some basic guidelines to make it work:

- **Keep it moving:** Don't park yourself in the middle of the hallway to catch up with your bestie. That's a recipe for creating a major traffic jam.
- **Stay aware:** Keep your head up and watch where you're going. With that many people moving around, bumps and collisions are going to happen. But being aware of your surroundings can help minimize the chaos.
- **Acknowledge the bump:** When you do accidentally bump into someone (and you will), just say "my bad" or "sorry about that." Getting bumped when you're already having a

rough day hits different, and a simple acknowledgment can actually make someone's day a little better. It's giving basic human decency, and it costs nothing to be kind.

Public Displays of Affection (PDA)

We're glad to see students building friendships and relationships during their time here — that's an important part of growing up. At the same time, our campus is a shared space, and what feels normal to one person can make another person uncomfortable. Be mindful: if your behavior might make a classmate, teacher, or passerby feel awkward, it doesn't belong at school.

This means:

- One chair, one person. Sitting on a lap, no matter how brief, isn't appropriate in classrooms, hallways, or common areas like the library.
- Keep it brief. Hand-holding is fine; extended hugging, kissing, or cuddling is not.
- Read the room. Shared spaces like the library are for everyone. They are not for people to be affectionate in front of others who are trying to do school work, hang out, or simply pass through.

Conflict Resolution Process

If a student has a conflict, students should take the following steps:

- Talk to the individual to work things out.
- Talk to their advisor or trusted adult for help navigating the situation and determine if further action needs to be taken.
- Talk to the Dean, Principal, or Counselor to schedule a facilitated conversation or mediation.

*Students should never escalate the situation by posting on social media or bringing in people that are not involved in the situation

Important Note About Defamation:

Defamation is when someone spreads false information about another that can hurt their reputation. It can be done on social media, by speaking, or by writing. Before going public about a situation, consider if it's the best idea and if there is an alternative.

For example: If you've heard a rumor around school that you find shocking you should fact-check and tell a staff member. Defamation is illegal and can result in serious consequences for you beyond at school as well as harm to our community.

Student Behavior Policy

Philosophy and Expectations

At City High School, we believe that adhering to school-wide expectations and classroom rules is every student's responsibility. Each student has the choice to follow these guidelines, and any failure to do so, whether intentional or unintentional, will necessitate intervention using our A.R.T. Model: Accountable, Restorative, Transformative.

The goal of any disciplinary action shall be to:

- Make sure the behavior stops
- Ensure that all individuals involved are held accountable and take preventative measures in the future
- Restore the damage done to the individuals and the school community
- When appropriate, 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

Students can report violations of behavior expectations to any trusted staff member or by using the [Incident Report Form](#) on the City High School website (and found on the Student Hub).

A.R.T. Model Components

Accountability

Accountability is defined as the obligation and willingness to accept responsibility for one's behavior. In meetings, students are encouraged to explore their own perspective, consider the viewpoints of others involved, and reflect on their role in an incident.

To achieve accountability, students should follow these guidelines:

1. Creative Reflection: Use creative expression to recall their role in the incident where the infraction occurred
2. Narrative Replay: Revisit the incident slowly, identifying their specific misbehavior
3. Behavioral Alignment: Examine their behavior and how it deviates from the CHS student handbook
4. Perspective Acknowledgment: Recognize their role in the incident from both their own perspective and that of others involved

Restorative Practice

Restorative Practice aims to repair the harm caused by one's actions or behavior. Through self-reflection, students work to understand the impact of their actions and brainstorm ways to adjust their behavior and make amends to those affected.

The following steps guide our restorative practice:

1. **Acknowledgment:** The student recognizes that their actions have negatively impacted the community
2. **Empathy:** The student uses empathy to understand the feelings of those affected
3. **Planning:** The student develops a plan to repair the environment and relationships they've impacted
4. **Action:** The student implements their plan to make amends and restore the environment

Transformative Justice

Transformative Justice involves exploring the origins of behavior and understanding how redirecting it can positively impact the community. Through this process, students examine the root causes of their actions, brainstorm and visualize positive alternative narratives, and identify the support needed to realize these changes. By transforming their perspective, students foster their own growth and contribute to the positive development of others.

Three-Tier Intervention System

Tier 1

Scope: First-time and sporadic behaviors that disrupt the learning community or break community norms, student expectations, or classroom norms.

Examples of Incidents:

- First-time or sporadic disruption of student learning
- First-time or sporadic mistreatment of school/community property, personal devices, students, or staff
- Violation of student expectations
- First-time or sporadic use of inappropriate language

Examples of Response:

- Clarify expectations and policies
- Redirection
- Attending office hours
- Guardian and advisor email/communication

Tier 2

Scope: Repeated Tier 1 behaviors or one-time behaviors that cause moderate harm to the school community and/or individual students.

Examples of Incidents:

- Repeated disruptions and/or refusal to follow directions, including loud noises and excessive talking
- Argumentative behavior towards staff
- Disrespecting spaces and property
- Verbal altercations
- Ditching class
- Vandalism

Examples of Response: Depending on the nature of the incident, the discipline intervention may include:

- Restorative or impact circles
- Guided reflection to understand impulse control and reduce harm
- School or community service, mini-course, or counseling linked directly to the infraction
- Loss of privileges (off-campus lunch, etc.)
- Check-in schedule with the Dean or advisor
- Behavior contract
- In-school suspension
- Out-of-school suspension

Tier 3

Scope: Extreme behaviors that highly impact the student and/or greater community.

Examples of Incidents:

- Possession or use of a weapon on campus
- Possession, use, or distribution of prohibited substances or paraphernalia on campus or at a school-sponsored event
- Bullying, taunting, baiting, encouraging a fight or disruption
- Racism and discrimination
- Harassment (sexual or otherwise)
- Theft
- Intimidating or threatening behavior
- Falsifying or misrepresenting information about any infraction
- Failure to fulfill agreements of a Tier 2 behavior contract

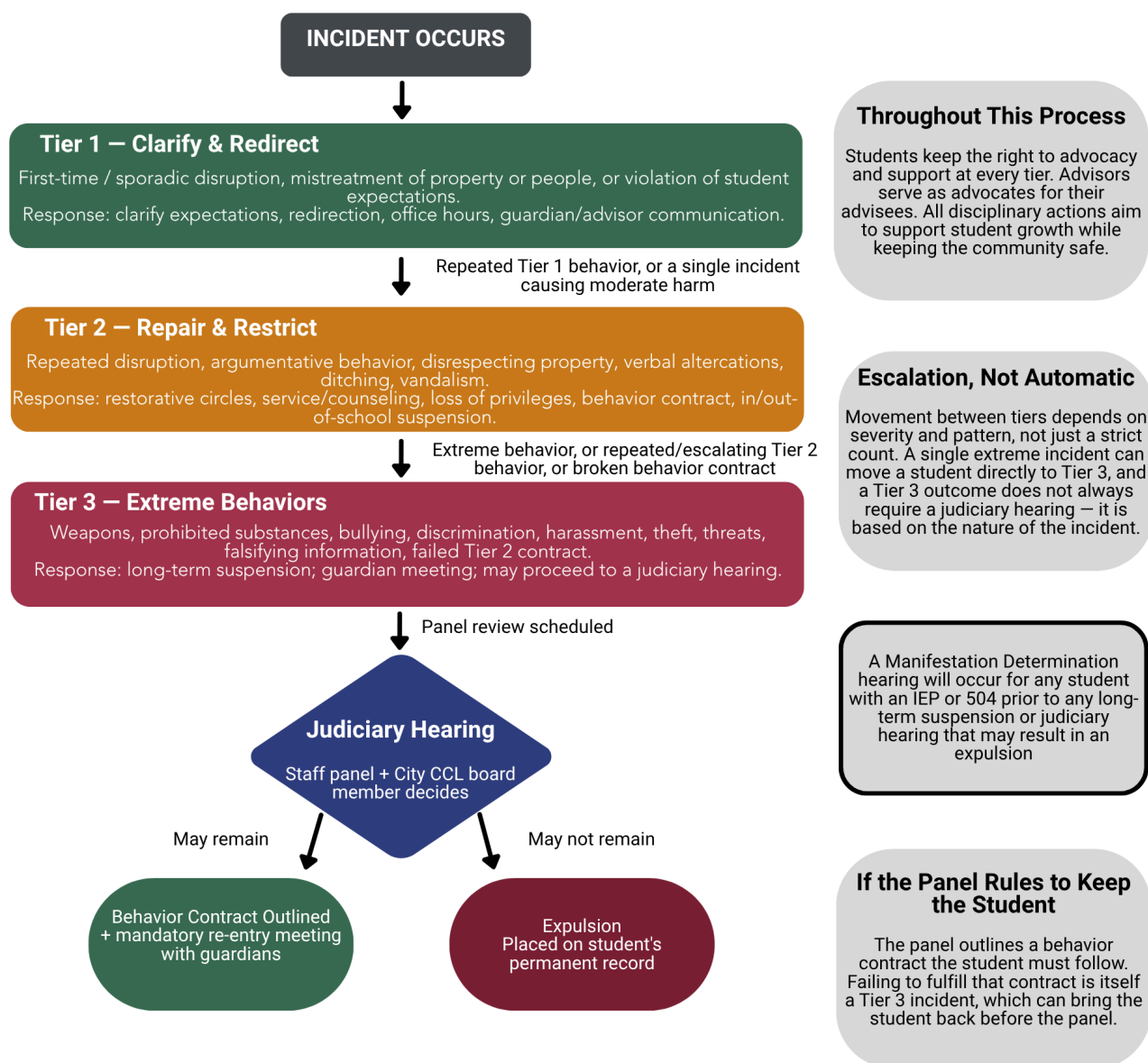
Examples of Response: Depending on the nature of the incident, the discipline intervention may be a combination of long-term suspension with one or more of the following components:

- Anything from the Tier 2 list
- A hearing before the school's judiciary panel to determine next steps
- Mandatory re-entry meeting including parents/guardians following the suspension

Judiciary Hearing:

This is a formal process in which your case is brought to a panel that includes staff members and a City CCL board member. If the panel determines that a student should

Tier Behavior Response Process



Student Rights and Support

Throughout this process, students maintain their right to advocacy and support. Advisors serve as advocates for their advisees, and all disciplinary actions are designed to support student growth and learning while maintaining a safe and positive school environment for all members of our community.

Safety & Health

Drug-Free and Weapon-Free Environment

Alcohol, smoking, vape products, drugs, and weapons are prohibited on campus and at all school-affiliated activities, including:

- All City CCL buildings
- Any school-sponsored events
- City CCL partner spaces
- Pennington Street between Stone and Scott Avenues
- Jacome Plaza

*We understand that for safety reasons, students may need to carry a prohibited item during their daily commute to and from school. If this is the case, students are required to check it in at the front desk upon arrival to campus.

If you are struggling with an addiction, please reach out to the Counselor, Dean, or a trusted adult to get support.

Search Policy

You may be searched if there is a reasonable suspicion you are in possession of prohibited items, such as:

- A staff member reports you demonstrate signs of using prohibited substances
- A staff member witnesses you using or in possession of prohibited substances/weapons
- Another student reports seeing you use or in possession of substances or weapons
- You were the last to use a bathroom facility where there is suspected use of prohibited substances
- You are in a bathroom stall with other students

Search Process:

1. You'll be asked to come to a private space

2. Staff may look through your bag and other personal belongs, a security wand may be used to identify if you have prohibited items on your person
3. If prohibited items are found: Tier 3 consequences (such as: meeting with guardians, behavior contract, suspension with a reentry meeting)

Refusal to cooperate with a search may result in additional disciplinary consequences

Guardians will be notified after, but on the same day, a search occurs regardless if prohibited items are found.

Health & Safety

Medications

- Must be stored in main office
- Epi-pens and inhalers may be carried with physician's order/guardian request
- Requirements: doctor's order, written guardian consent, original container, brought by adult, picked up at year end

Illness/Injury

- Inform teacher and report to front office
- First aid available in office
- Staff will contact guardians/emergency contacts if student needs to go home

Student Records and Media Release

The school maintains essential information files on each student. Students and their guardians may review these records with advance notice to the school. School officials may access student records solely for educational purposes. All individually identifiable educational information is kept confidential.

Students may update their gender identity, pronouns, or name, and these updates will be respected within our community. Changes will be made in City High School-related systems and documents as promptly as possible, provided they are not intentional misrepresentations. For more information, please see the front desk.

City High School periodically creates print and web-based publications to highlight student achievements and school events. Additionally, students, staff, and the school may appear in the media. We will honor parent permissions regarding student recognition as indicated on the "general permission form" completed during registration.

Some Resources (Local and National)

Teen Lifeline: Counseling and Prevention Services teenlifeline.org 1-800-248-8336 (TEEN)	Suicide Prevention Lifeline: Crisis Support 1-800-273-8255 520-622-6000 Text TALK to 74174	The Trevor Project: Suicide Lifeline for LGBTQ+ Youth thetrevorproject.org 1-866-488-7386 Text START to 678-678
La Frontera: Behavioral Health lafronteraaz.org 520-838-3804	Pima Helpline: Behavioral Health and Substance Abuse Support pimahelpline.org/notalone	Casa de los Niños: Family and Child Therapy and Support Groups casadelosninos.org 520-624-5600