

Paulo Freire Freedom School- Downtown
The Dragons' Handbook
2026-2027

We acknowledge and respect all stewards of the Tohono O'odham and Pasqua Yaqui Nations for the land that Paulo Freire Freedom School - Downtown and City Center for Collaborative Learning resides on. We reside on your land, and your stewardship inspires us to be better caretakers of ourselves, each other, and the spaces we share.

Welcome to Paulo Freire Freedom School - Downtown

Contact the Campus

Paulo Freire Freedom

School-Downtown

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pffsd.org

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High School Dean of Students: Jessica Janecek jessicaj@cityccl.org

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Middle School Student Success Coordinator: Z (they/them) zophiam@cityccl.org

District Data and Systems Manager: Esmé Canales esmec@cityccl.org

Front Office: Susan Whiting susanw@cityccl.org

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AT PFFSD, we care deeply about the well-being and mental health of every member of our community. The section of contacts below includes trusted local and national resources for crisis support, therapy, and mental health care. If you or someone you know needs help, please don't hesitate to reach out. You can also speak to a PFFSD staff member if you need additional support or help finding the right resources. Always remember you are not alone - help is available.

School Year at a Glance

First Day of School 08/06/26	Last Day of School	Tuesday, 05/24/2027
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M, T, Th, F	Wednesdays
Drop off: 8:15 - 8:30 am Start Time: 8:30 am Pick up: 3:30 pm	Drop off: 8:15 - 8:30 am Start Time: 8:30 am Pick up: 1:15 - 1:45pm

Four Calendar Quarters

Q1	08/06/2026 - 10/19/2026
Q2	10/19/2026 - 01/04/2026
Q3	01/04/2026 - 03/22/2026
Q4	03/22/2026 – 05/25/2026

Alternative Learning Day(s): 09/18/26 and 3/22/27

School Holidays/ Alternative Learning Day (school not in session)

September	
Labor Day	Monday, 09/07/26
Alternative Learning Day	Friday, 09/18/26

October	
Fall Break	Monday, 10/12 - Friday, 10/16

November	
Veteran's Day	Wednesday, 11/11/26

Fall Break	Thursday, 11/26/26 - Friday, 11/27/26
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December	
Teacher Work Day	Friday, 12/18/26
Winter Break	Monday, 12/21/26 - Friday, 1/1/26

January	
Martin Luther King Junior Day	Monday, 1/18/26

February	
Rodeo Break Thursday, 2/25/26 - Friday, 2/26/26	

March	
Spring Break Monday, 3/15/26 - Friday, 3/19/2026	

April	
Earth Day/Spring Holiday Friday, 4/23/26	

Student Led Conferences: 2/11-12/2027

8th grade Gateways: 05/07/2027

Graduation: 05/24/2027

Mission & Vision Statement

Paulo Freire Freedom School is a joyful and just community dedicated to environmental sustainability and social justice that embraces creative, collaborative, and compassionate teaching, and learning.

To know is to have freedom. To dream is to learn about the world as it is today, and also imagine it as could be one day, working towards this dream together.



To rise is to try, fail, grow, become, and evolve into your best version of yourself.

Academic Culture

Portrait of a Graduate - Our Portrait of a Graduate reflects the kind of learners and leaders we aim to nurture. Through their time at PFFSD and CHS our students grow into individuals who think critically, embrace challenges, and pursue their goals with purpose.

Beyond academics we also help students develop empathy and creativity to make positive impacts for both their communities and the world. The Portrait of a Graduate is made possible through our Academic Framework, which personalizes learning so every student can thrive. The Portrait of a Graduate characteristics inform our instruction, school culture, and the academic experience of students. The goal of being to help each student establish their academic identity, develop their voice, and become the best version of themselves.

Attendance and Time Management

School isn't just about showing up for class...when you show up, you are building a practice to show up for yourself, your future, your loved ones, your community, your values, your culture, and your planet. In middle school, most of the time showing up really is half of the battle. It is vital that learners come to school daily in order to engage in project based learning fully. Please try your best to come to school. If you need assistance coordinating transportation, we want to help.

If your learner is going to be absent, please let us know ahead of time via email and/or phone including the reasoning for the absence.

At PFFS-D learners with five or more unexcused absences will participate in attendance interventions.

Arizona Law

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

Standards Based Grading

At PFFS-D, we use standards-based grading to provide families and students with a clearer, more meaningful understanding of academic progress. Standards-based grading focuses on what students know and can do. Learning is broken down into specific skills and concepts aligned to Arizona State Standards, and mastery is assessed over time and in multiple ways. Students can demonstrate mastery through:

- Projects
- Performance Tasks
- Written Responses
- Quizzes or Tests
- Presentations
- Peer or Self-Assessments

This approach allows students to show their understanding in a variety of ways and at different points in their learning journey. It emphasizes growth, encourages persistence, and supports a more accurate picture of student learning.

Why We Use Standards-Based Grading

- Clarity and Focus: Families and students can clearly see which skills have been mastered and which still need attention - no more guessing what a “B” really means.
- Multiple Chances to Learn: Students have several opportunities to demonstrate understanding, reducing the pressure of high-stakes, one-time assessments.
- Personalized Feedback: Students are not penalized for needing more time. Learning is a process, and standards-based grading honors that by valuing progress and persistence.

Within this system, we remain firmly rooted in Arizona State Standards and creatively blend high-quality elements from various curricula to craft rich, relevant learning experiences. This allows us to stay aligned with our mission of social justice, environmental sustainability, and student-centered learning.

Academic Integrity - 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 ow

M,T, Th, F, Schedule

Time	Monday	Tuesday	Thursday	Friday
8:15 - 8:30 am	Check in	Check in	Check in	Check in
8:30 - 8:50 am	WSM	WSM	WSM	WSM
9:00 - 10:00 am	Period 1	Period 1	Period 1	Period 1
10:00 - 11:00 am	Period 2	Period 2	Period 2	Period 2
11:00-11:30 am	Lunch/Activity	Lunch/Activity	Lunch/Activity	Lunch/Activity

11:45 - 12:30	Advisory	Advisory	Advisory	Advisory
12:30 - 1:30	Period 3	Period 3	Period 3	Period 3
1:30 - 3:00? 3:00 - 3:30 3:30 - 4:15	PBL Literacy Office Hours*	PBL Literacy Staff Meeting	PBL Literacy Office Hours*	PBL Literacy Shout outs

WSM = Whole School Meeting *office hours are subject to change

Wednesday Schedule pick up: 1:15 - 1:45 pm

School Culture

The Ubuntu story reflects the values of many cultures throughout the African continent. It shows us that being human means being connected to others and it reminds us that we find greater happiness when we share our gifts with others.

Respect - At PFFSD, respect is the foundation of our community. We believe that every person deserves to feel safe, valued, and treated with care. We expect students to treat all community members - peers, staff, and themselves - with kindness and consideration, and in return, they can expect to receive the same.

Middle school is a time of growth and change, and we are here to support students as they build healthy boundaries, communicate their needs, and contribute to a community where everyone can feel safe, valued, respected, and where all members can thrive.

Time	Wednesday
8:15 - 8:30 am	Check in
8:30 - 9:00 am	WSM
9:00- 9:45 am	PE/Advisory
9:45 - 10:30 am	PE/Advisory
10:30 -11:30 am	Elective 1
11:30 - 1:15 pm	Elective 2
1:15 - 1:45 pm	Lunch

Responsible Advocacy - As a just community, we believe in growing changemakers - students who use their voices to make a difference in their communities and the world. Advocacy is a powerful tool, and part of our mission is to teach students how to use it responsibly. Authentic connections bring joy, creativity, and hope. We are stronger together.
Welcome to your new learning community!

Whole School Meetings

At PFFSD, we have a whole school meeting (WSM) every morning from 8:30-9am. In WSM, learners will be greeted and welcomed to the school day. We will practice mindfulness to center ourselves for the day and ground ourselves in our intentions. We will present announcements about things coming up, and we will all chip in to start our day off on a respectful, hopeful foot.

Advisory

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. A learner's 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 PFFSD and help learners prepare for their Student-Led Conferences, Gateways, and their future.

Electives

These are classes you find interesting and want to try out. We do our best to make sure you will have an elective class you will enjoy coming to every Wednesday.

Latinx Culture: This year we intend to explore more Latinx culture, as well as increase our practice and study of Spanish literacy. We hope to inspire learners to get curious about latinx perspectives and the histories behind them.

Literacy

Reading is one thing, but literacy is a whole other idea that involves reading.

Health and Sexual Wellness

Our bodies grow and change, especially in middle school. It is important that you have a basic understanding of your body's health and well being, as well as being prepared/understanding puberty, bodies, and how to maintain your wellness.

Expeditions

We love to get out of the basement as much as possible! Expeditions are a practice in our community. They happen weekly, usually Wednesdays, and when your learner is on expedition, they are out in the community, experiencing school in real life in real time. You will be notified of the expeditions coming up via emails from our staff, as well as your learner's academic check in, emails. Parents are encouraged to join us on Expeditions, if available. We may reach out to ask for help with transportation to and from destinations, as well as volunteer chaperones.

Intersession

These are week-long workshops designed and curated by teachers that focus on digging deeper into a topic and getting out into the community to learn!

Websites

Learners will create a Google Site containing, at least, their Projects, SLCs, Gateways, Passion Projects and Writings here.

Student Led Conferences SLCs are what we do alongside Parent/Teacher Conferences. Instead, learners share presentations of learning with their families and advisor. Presentations will reflect on their experiences in classes, personally, and socially.

Gateway Presentations:

This is the 8th grade final presentation. 8th graders must complete this presentation in order to graduate.

Changemakers Challenge/Passion Projects: 20 hours of volunteer service connected to a topic your learner is passionate about, culminating in an end of year fair to celebrate learners' explorations!

Campus Policies & Environment

Closed Campus Policy

Only PFFSD 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. (not a voicemail)

Take Care of Self, Eachother, and our Spaces

While on campus, all PFFSD community members are expected to leave their spaces the way they found it or better. Learners are responsible for their personal belongings. Note: the school is not responsible for lost or stolen items. We recommend that your learner leaves anything of significant value at home, however if they need to bring it, please give us a call, let us know, and we will store it in a secure location until the end of the day for them.

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

Parking

- No designated PFFSD 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)

Restroom Policy

PFFSD provides gender-neutral bathrooms. 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.

- No leaving class within the first 10 minutes, including the bathroom.
- One student can go at a time in every class.
- If you do go, you must sign out and back in with detailing the time you left and got back.
- Like ALL spaces, bathrooms 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
 - Put trash in the trash can; near is not good enough
 - Alert staff if there are issues with the facilities

Hallway Etiquette

Some basic guidelines:

- Keep it moving - Learners have a five minute passing period to get from class to class. Stopping in the hall often clogs the path to class, causing everyone to be late.
- Stay aware and say excuse me - Keep your head up, watch where you're going. 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.
- 3 second rule for physical contact of any kind. 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.

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 PFFSD, 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.

A.R.T. Model Components

Accountability - Accountability is defined as the obligation and willingness to accept responsibility for one's behavior. 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 PFFSD 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 mindful, actively listening and reflecting, students seek to understand the impact of their actions, brainstorm ways to adjust their behavior, make amends to those affected, and learn ways to communicate more effectively in discussion.

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.

Paulo Freire Freedom School-Downtown's Anti-Bullying, Anti-Harassment & Non-Discrimination Policy

PFFS-D 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 PFFS-D community members can report incidents of harassment, discrimination, intimidation, or bullying using the Incident Report Form, available on the PFFS-D website (pffsd.org), 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 school 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.

Notice of Rights, Protections, and Support

At the beginning of each school year, PFFS-D 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, Student Success Coordinator Zophia McDougal (zophiam@cityccl.org), Principal Jessica Melrose (jessicam@cityccl.org), or the front office, as well as the local and national resources listed at the end of this handbook, including Teen Lifeline, the Suicide Prevention Lifeline, The Trevor Project, La Frontera, Pima Helpline, and Casa de los Niños.

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.

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 • Think Sheet • Loss of privileges
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 • School or community service, mini-course, or counseling linked directly to the infraction • Loss of privileges • Check-in schedule with the Dean or advisor • Checklist • 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 remain at PFFSD, they outline the behavior contract that the student must abide by. If the panel determines that a student should NOT remain at PFFSD, the student is expelled, and an expulsion is placed on the student's record.

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

We are a 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 CCCL buildings
- Any school-sponsored events
- CCCL 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 Learners 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 by staff to go to a space with your belongings.
2. Staff may look through your belongings and/or ask you to remove the contents of your pockets. A security wand may be used to identify if you have prohibited items on your person.
3. If prohibited items are found:
 3. 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 PFFSD systems and documents as promptly as possible, provided they are not intentional misrepresentations. For more information, please see the front desk.

School Technology Policies

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) • use resources wisely (bandwidth, printing, storage)
- Take care of school-issued devices. We will show you how, please ask if you need help. • Report any malfunctioning equipment
- Students are responsible for damage due to negligence or inappropriate use Personal Devices
- Learners must turn in any personal technology devices at the Whole School Meeting every day. They will be placed in their Advisor's secure classroom storage space for the duration of the day.
- Devices may not be removed during the day.
- 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

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 the remainder of the day and the learner will send an email/letter reflection home.
- Third Offense: Learner will complete a think sheet during lunch/advisory time and their device will be placed in the locker in the front office until a guardian comes to retrieve it. • If there is an incident after the third offense, the learner will be required to turn their device in at the beginning of the day and retrieve the device upon exiting the campus.
- Cyber bullying is not tolerated and will be met with serious consequences. 17

Media Release

PFFSD 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.

Elevator Use

Did you know that CHS/PFFSD might have the oldest elevator in Tucson!? Facts.

To honor our space's history, we need to treat our elevator with great care and should be used sparingly. Students are not permitted to 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 and we will discuss next steps with you and your parents.

Using the elevator without permission will result in disciplinary action.

GO DRAGONS! 2026-2027