



Phoenix Union High School District

Every Student Every Day

A Resource Guide to
Contact & Connect with
PXU Students

PHOENIX
PXU
UNION

Every Student, Every Day

During a time when our world is navigating new uncertainties, including school closures, PXU is committed to its brand promise and will continue to take deliberate measures to show love and support to all of our students and their families. In this unprecedented context, PXU staff will strive to remove barriers to learning so that our students stay engaged, inspired, and encouraged. Whether it is an Advisory Teacher, support staff member, or other district personnel, every student in PXU, can count on a connection to a caring adult, every day.

PXU Promise

Schools of Opportunity that Welcome, Love, and Inspire All Students to Go Places and Do Things that Matter.

Commitment

PXU is committed to providing every student and family a “go to” staff member, who will facilitate a check-in conversation every day (Monday - Friday) during this period of school closure.

Every Advisory Teacher will be given an opportunity to either serve as the sole daily “go to” person for all of their Advisory students, or will be provided with an additional staff member who will partner to divide the check-ins between the two of them. Ultimately, as a district, we will ensure that every student is provided with a caring adult who will help answer questions, provide encouragement, and connect the student to resources, through the remainder of the school year school year, as needed.

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Steps on Facilitating Every Student, Every Day Phone Calls

In preparation for facilitating check-in phone calls with your elected students and their families, three key steps will be important to have completed ahead of time. The steps are the following:

- 1 Advisory Teachers - Access the Excel spreadsheet/database shared with you by your school administrator titled “EveryStudent ____HS”, where names of all advisories and all students are housed.
- 2 Advisory Teachers - Elect a **minimum of 10 students** from your advisory roster by placing your “last name, comma first initial” in the column titled **STAFF CALLER** next to each of the students who you will call using this protocol. An Advisory Teacher may choose their entire roster, or elect to have a partner support in this effort.
- 3 All Callers/Caring Adults - To link your office phone number to your cell phone use the VOIP/VoiceOver Internet Platform instructions provided in this manual. (Note- you must access the link sent to you via the email from **CenturyLink**)

NOTE: It is acceptable to transition to Microsoft Teams if the student and caring adult prefer this method of contact over a phone call.

| Step | Steps to Follow |
|--|---|
| <p>Preparing for the phone call</p> | <p>Access and be ready to utilize, the following documents:</p> <p style="text-align: center;">Guided Phone Call Script If-Then Cheat Sheet Contingency Plan for Different Situations</p> <p>Ensure that you are ready to make a phone call from your Century Link VOIP account.</p> <p>Ensure you know how to access the language line if the primary home language is not English. If the parent/guardian speaks Spanish, work with the home campus administration to find other campus support to communicate. For any other language, call the campus and ask for an administrative assistant to support the language line.</p> <p>Ensure that you have the roster of student support team members and contact information for your campus.</p> <p>Review the goals of the phone call:</p> <ul style="list-style-type: none"> • General check-in on how the family and the student are doing • Assess student and/or family needs • Document contact. (Campus administration will provide a Link to a short questionnaire. You will log into Office 365 once you access the Link) |

| Step | Steps to Follow |
|---|---|
| <p>Facilitate the phone call</p> | <p>Use the Every Student, Every Day Guided Phone Call Script and place a call to the family.</p> <p>If the family answers the phone, follow the script and ensure you are doing the following:</p> <ul style="list-style-type: none"> • Listening intently • Validating and summarizing thoughts and concerns • Generating next steps with the family to ensure follow up and follow through, as needed • Obtaining permission from the family to contact the student directly <p>If the family does NOT answer the phone, use the Voicemail Script and leave a voicemail to leave a message for the family to call you back.</p> <p>If the family does NOT return messages after multiple attempts and/or the phone line is disconnected, attempt to do the following:</p> <ul style="list-style-type: none"> • Document this in the Microsoft Forms questionnaire provided in the link sent to you by your campus administration |
| <p>Follow up on the phone call</p> | <p>If a family expressed a need and follow up is required, email the most appropriate staff member. Utilize the If-Then Cheat Sheet with a actionable step (typically an email to a site staff member).</p> <p>Fill out the Microsoft Forms questionnaire to document the needs in a database to be used for follow-up. (This link will be shared with you by a site administrator)</p> <p>Set up a time on your calendar for when to follow up with the family.</p> |



Every Student, Every Day

Guided Phone Call Script

Family Contact

Please utilize this script as a guide when making your phone calls to the family. You do not have to use this script word for word. The goal of the call is to have a warm and friendly PXU contact to check in with the family, ask how the student and family are doing, and determine if there are questions/needs that PXU can support at this time.

Introduction

Generic greetings are most favorable when contacting a student's home.

Ex: Greeting: "Hello/Good Morning/Good Afternoon"

Ex: "May I please speak with Mrs. Anderson. Good Morning Mrs. Anderson."

Ex: "My name is Brenda Smith and I am Christina's Advisory Teacher here at Central High School."

Try to call Christina's family using VOIP during typical school hours. In many cases, you will be cued to leave a voicemail. For confidentiality purposes, use only your name and your title (Advisory Teacher at school name), do not reference the child's name. Ask them to call you back at the phone number you prefer to share (see script below).

Example Voicemail: "Good Morning/Afternoon Mrs. Anderson. My name is Brenda Smith and I am an Advisory Teacher at Central High School. I am calling today/this morning to check in with you and your family. I would also like to better understand your current needs, and if needed, work with you to support you in meeting those needs. Please give me a call back when it is best for you. If I happen to not answer, please leave me a message with the best time to reach you."

Request Permission

If you reach the family directly, take the time to request permission at the beginning of the conversation to set a positive tone, respecting their time and choice to speak to you.

Ex: "Do you have a few minutes to chat right now?"

Ex: "Is this a good time to speak?"

Set the Stage

Briefly explain to the family the nature of your call and what you hope to accomplish during this phone check-in.

Ex: "I am calling today/this morning with a couple of goals in mind. I would love to take this opportunity to check in and see how you and Christina are doing. We want every student to be connected to at least one "go to" caring adult in the district during this time."

Ex: "I would also like to better understand your current needs, and if needed, figure out with you how I can support you in meeting those needs."

Ex: "How does that sound to you?"

Facilitate Check-in Dialogue

Carefully ease into your conversation about how the family is doing and what needs they may have. Take the time to ask Christina's family about their concerns and use their input for ways to improve the situation. Make sure that the main goal of the phone call is for family and Christina to feel supported.

Ex: "So Mrs. Anderson, tell me how are you doing and how is Christina doing?"

LISTEN, AFFIRM, and PARAPHRASE

It sounds like...

What I'm hearing you say...

Ex: "What supports do you most need for you and Christina and how can we help?"

LISTEN, AFFIRM, and PARAPHRASE

It sounds like what you most need...

What I'm hearing you say is that _____ would be most helpful...

Offering Support and Next Steps

Be specific about how you will help Christina and her family and include a timeline for the changes. Tell parents what you will be doing after the phone call and make sure to ask if they have initial concerns or questions about the plan.

Ex: "Mrs. Anderson, in order to help meet the needs you've expressed, I am going to do the following (refer to the resource sheet):

I am going to reach out to our school's Community Liaison after we get off the phone call and ensure that they have your name and contact information to set up food delivery or food pick-up."

Ex: "Thank you so much for your willingness to talk to me and express your concerns. I am going to follow up on your needs right away and will do my best to make sure you hear back within the next 24 hours. If you do not hear back from someone, please call me back."

End the Conversation on a Positive Note

Suggest or request that you remain in contact through a mode of communication that is ideal and also the frequency that is most needed (daily, three times a week, weekly). Request permissions to speak to the student and establish the same plan for check in with them. Always remember to keep the door open and establish your timeline for follow-up with the family.

Ex: "Did I miss anything? Anything else I can support with?"

Ex: "Thank you so much for your open communication and your time today. I've really enjoyed talking with you, and getting a better understanding of how we can support you and your family. I know if we continue to work together, we can help Christina have a successful end of this school year. Is this the best number to reach you? When might be a good time to reach Christina and check in with her? I hope you know, if there is anything you need or any concerns you have, please don't hesitate to contact me. Thank you for talking with me. Stay safe and healthy."

Every Student, Every Day

Guided Phone Call Script

Student Contact

Please utilize this script as a guide when making your phone calls to the student. You do not have to use this script word for word. The goal of the call is to have a warm and friendly PXU contact to check in with the student, ask how they are doing, and determine if there are questions/needs that PXU can support at this time.

Opening

Hi Christina!

This is Ms. Smith, your Advisory Teacher calling to check-in with you!

Is this a good time for us to spend a few minutes checking in?

Affirmation

First, it is really good to hear your voice; I truly miss seeing you at school/in class. As you may be aware, I did speak with your mom/dad/aunt/grandpa and checked in on how things are going at home and what maybe your family needs most during this time of school closure. I did ask your mom/dad/aunt/grandpa if it was ok for me to call and check in with you and they gave me permission to do so, which is why I am calling you today.

Check-in

How are you doing?

What have you been up to since we have been out of school?

LISTEN, AFFIRM, and PARAPHRASE

It sounds like...

What I'm hearing you say...

What's been the best part?

What's been the hardest part?

What might be some strategies that you've thought of that would help you continue to stay healthy, safe, and engaged?

Assess Needs and Supports

What supports from the school or from me do you most need?

How would you like to best receive those supports?

LISTEN, AFFIRM, and PARAPHRASE

It sounds like what you most need...

What I'm hearing you say is that _____ would be most helpful...

Close Conversation and Establish Next Steps

I plan to check in with you every day. Would that work for you or would you like us to set up something different?

Thank you for checking in with me – it truly was good to talk to you. I want you to know that I/we miss you, we are going to do everything we can to support you through this time with your academics and other needs, and that you are more than welcome to reach out to me anytime if you need help with something.

Do you know how to reach me when you need something?

Give student guidance on how and when to best reach you.



If-Then Cheat Sheet for Phone Calls

Utilize this resource to provide answers to the expressed concerns by the family during your phone call. In cases where the family's concern has no resolution in this cheat sheet, let the family know that you will take time to find the solution and contact them with the correct information in a future call.

| Concern/Need | Answer |
|---|---|
| <p>Food (food boxes, toiletries, grab 'n go lunches, etc.)</p> <p>Actionable Step:</p> <ul style="list-style-type: none"> Email the Community Liaison and copy Cyndi Tercero | <p>Phoenix Union is offering free "Grab and Go" breakfast and lunch for any child 18 years of age or younger (anyone 21 and younger with a disability). This program will take place from 10:00 am until 12:00 pm Monday through Friday during our district closure.</p> <p>This service is also available at many of our partner districts so that families can access this resource at a neighboring elementary and/or middle school should one be closer than a PXU school site.</p> <p>If a family expresses a need for evening food resources, toiletries, other necessities, please let them know:</p> <p>If you would like, I can take your information and pass it along to one of our Community Liaisons and have them get in touch with you about additional resources. Is that something that you would like me to do?</p> |
| <p>Academic Counseling (graduation, summer school, credit recovery, failing classes, etc.)</p> <p>Actionable Step:</p> <ul style="list-style-type: none"> Email the Guidance Counselor listed on the spread sheet with the family's contact information. | <p>The District is actively working with the Arizona Department of Education with respect to how seniors will graduate, how students will complete their current classes, and if they need to complete their current classes in order to graduate.</p> <p>We will, of course, communicate details and decisions as soon as we have more guidance from the Arizona Department of Education.</p> <p>Graduation ceremonies are on hold at this time until the venues are able to safely accommodate our schools. Rest assured, we will celebrate the class of 2020, but it may be delayed until we can do so safely.</p> <p>We are working diligently to ensure that our students and families stay connected to their education.</p> <p>Please encourage your student to get online and connect with their teachers, even via a phone or mobile device. If your student is a senior, please be sure to see our laptop distribution plan, which began on Thursday, March 26.</p> <p>If you would like, I can take your information and pass it along to _____ (students name) Counselor and have them get in touch with you about addressing your concern/need. Is that something that you would like me to do?</p> |
| <p>Academics (grades, online instruction, laptops, teacher access, etc.)</p> | <p>If your student has not already done so, please have them login to their district student email and use their normal school password.</p> <p>From there, they can access TEAMS and start connecting to their teachers, or get connected with their current teacher's online platform.</p> |

| Concern/Need | Answer |
|--|--|
| <p>Academics (grades, online instruction, laptops, teacher access, etc.) <i>-continued</i></p> <p>Actionable Step:</p> <ul style="list-style-type: none"> • Fill out the FORMS Questionnaire and administration will triage academic supports. | <p>We are not asking students to work on any new material, but they can work with teachers to supplement their learning, and catch up on their grades.</p> <p>Teachers will officially start connecting with students on March 31st for supplemental academic work.</p> <p>The district is working on getting students access to devices, as well as working with the State Board of Education to ensure we are following the guidelines for the graduating class of 2020.</p> |
| <p>Social/Emotional/Behavioral Concerns (anxiety, depression, outburst, defiance, substance dependency/abuse, etc.)</p> <p>Actionable Step:</p> <ul style="list-style-type: none"> • Email the campus SW/SPIS/BIS collectively with the information. Please note that these site teams are working together on a regular basis to case manage to divide up assignments. | <p>Due to the constraints imposed by school closure, our staff are unable to perform intensive psychotherapy with students. However, if a student does require a more intensive level of mental health care, members of the Student Support Team can help connect a student and family with the appropriate community agency.</p> <p>Certified support staff are available during closure to check in with students and address social-emotional needs. These staff members can provide support with:</p> <ul style="list-style-type: none"> • Processing feelings related to the COVID-19 crisis (fear, uncertainty, disappointment) • Healthy coping skills for managing stress and anxiety • Adjusting to changes brought about by the crisis (e.g. quarantine, social distancing, “cabin fever”) • General emotional health (e.g. self-acceptance, managing strong emotions, etc.) <p>Please note that parental consent is required for a support staff member to have ongoing virtual contact with a student.</p> <p>If you would like, I can take your information and pass it along to one of our Student Support Team members and have them get in touch with you about addressing your concern/need. Is that something that you would like me to do?</p> |
| <p>Mental Health/Crisis Concerns (self-harm, harm to other, abuse, neglect, child welfare/DCS, threats, suicidal ideations)</p> <p>Actionable Step:</p> <ul style="list-style-type: none"> • Email the campus Social Worker. Please note that these site teams are working together on a regular basis to case manage to divide up assignments. | <p>PLEASE SEE ATTACHED DOCUMENT TITLED CONTINGENCY PLAN on Page 11</p> <p>REMEMBER, YOU ARE A MANDATED REPORTER</p> <p>If your child is experiencing a mental health crisis or expressing suicidal thoughts, immediately contact the Crisis Line at 602-222-9444. You may also call Teen LifeLine at 602-248-8336 (TEEN) between the hours of 3pm and 9pm or the Suicide Prevention Hotline at 1-800-273-8255 (TALK) twenty-four hours a day. Finally, crisis support is available via text at 741741.</p> <p>I am going to reach out to our school Social Worker, inform them of your expressed concern/situation, and ask that they follow up and assist you with connecting to a community agency for support.</p> |

| Concern/Need | Answer |
|--|---|
| <p>Discipline (Due process hearings, referrals, long-term suspension, threat management, etc.)</p> | <p>Actionable Step: Email your Assistant Principal of Student Success (APSS) or Principal (small schools).</p> |
| <p>Attendance (Attendance contracts, prior long term absence concerns, little to no online interaction, etc.)</p> | <p>Actionable Step: Email the Student Liaisons and/or Grade level Assistant Principal.</p> |
| <p>Athletics (seasonal sports, physicals, summer camps, etc.)</p> | <p>All sports, extra-curricular activities, professional development travel and activities on campus have been cancelled for the duration of our district closure.</p> <p>Actionable Step: Email your campus' Assistant Principal for Opportunities (APO).</p> |
| <p>ESS (IEPs, 504, MET, Gifted/Talented, Placement, Desi, etc)</p> <p>Actionable Step:</p> <ul style="list-style-type: none"> • Email the ESS Facilitator and/or the Counselor listed on the spreadsheet for the student. | <p>All special education students will continue to receive their free and appropriate public education (FAPE), in the same manner as their general education student cohorts will during the closure.</p> <p>Special education case managers will be in touch directly with students and families on their caseloads to discuss the manner in which special education and related service(s) will be provided to your student.</p> <p>Any IEP/MET/504 meetings previously scheduled will be rescheduled virtually.</p> <p>If you do not want to have your child's meeting virtually and would prefer to wait until school resumes, please contact your child's case manager as soon as possible.</p> <p>We also want to reassure you that general education teachers are expected to provide supplemental academic work, including accommodations, to the degree possible/appropriate based on individual student plans (IEP/504).</p> <p>Special education teachers and general education teachers are expected to collaborate to ensure access to the content for students with disabilities.</p> <p>I can take your information and pass it along to the school's Exceptional Student Services Facilitator and have them reach out to the case manager to get in touch with you about addressing your concern/need. Is that something that you would like me to do?</p> |

Contingency Plans for Different Situations Involving Virtual Interaction

Even when providing instruction to and/or interacting with students virtually, situations may occur that require you to take action as a mandatory reporter. In the unlikely (but realistic) event that any of the below situations occur, follow these steps to ensure safety and connect the student to help.

NOTE: For all of the situations described below, make sure to reach out to your school Social Worker(s) after following the prescribed steps.

| Situation | Steps to Follow |
|--|--|
| <p>Suicidal Ideation (One-on-One Interaction)</p> | <p>If the student voices suicidal thoughts during a one-on-one interaction¹:</p> <ol style="list-style-type: none"> 1. Ask: “Are you having thoughts of suicide?” or “Are you thinking of killing yourself?” 2. If the answer is “yes”, listen and express care and concern. For example: “Wow, it sounds like you have a lot going on and it feels very overwhelming. Let’s get you some help.” 3. Do NOT get off the phone or end the video chat. Ask the student if their parent or guardian is present. If so, ask the student to invite them in to the conversation. 4. While staying on the phone (or on the video chat) with the student, dial the mobile crisis line at 602-222-9444. If needed, merge the calls on your phone². 5. As soon as you have connected the student and family with the mobile crisis team and have been signaled by the team that it is safe for you to get off the call, immediately contact your APS and school Social Worker and inform them of the situation. |
| <p>Suicidal Ideation (Group Setting)</p> | <p>If a student voices suicidal thoughts or makes concerning comments in the context of a group chat or videoconference lesson, discreetly ask the student to remain in the chat after others have logged off. Then, proceed with the steps outlined above. If the student exits the chat (or less) before you are able to follow up on the concerning comment, immediately contact your school Social Worker and APS and inform them of the situation.</p> |
| <p>Abuse or Neglect</p> | <p>If a student makes a disclosure (or shows physical signs³) that cause you to develop a reasonable suspicion they are being abused or neglected, follow these steps:</p> <ol style="list-style-type: none"> 1. Call 1-888-SOS-CHILD (1-888-767-2445) to make a report to DCS. 2. Complete the Suspected Child Abuse and Neglect Form and email to your school Social Worker. 3. Immediately after making the report, contact your school Social Worker by phone to inform them that a report of suspected abuse was made. |

¹ i.e. During a phone check-in, one-on-one video tutoring, etc.

² Click **here** for directions on how to merge calls on an iPhone. **Here** for merging calls on an Android.

³ e.g. Unexplained bruises

| Situation | Steps to Follow |
|---|---|
| <p>Abuse or Neglect -continued</p> | <p>NOTE: Child abuse reporting law does not require you to be certain that a child was abused in order to make a report. You do not need to ask any direct questions or seek confirmation from the parent. If you have a reasonable suspicion, you must report.</p> |
| <p>Self-Harm</p> | <p>If a student shows physical signs of self-harm⁴ (or makes comments that concern you):</p> <ol style="list-style-type: none"> 1. Notice: “Hey, I notice [<i>state concern using non-judgmental language</i>].” 2. Listen and express care and concern. 3. Offer to connect the student with a member of the Student Support Team (e.g. Social Worker, Student Interventionist). 4. Immediately reach out to member of Student Support Team to inform them of the situation. |
| <p>Threats</p> | <p>If a student indicates that they are planning to harm another person, or if you suspect they are planning to do so:</p> <ul style="list-style-type: none"> • Seek clarification: “When you said _____, what do you mean by that?” • Based on their response, if you remain concerned that they may harm another person in the near future, immediately report the concern to your school’s SRO and your APS. SROs will continue to be on duty during school closure. • If your SRO is not available, immediately contact your APS or other available administrator. |



⁴ e.g. cutting, self-denial of food, substance abuse

Services Available from Campus Support Staff During Closure

1. **Social-emotional support:** Due to the constraints imposed by school closure, our staff are unable to perform intensive psychotherapy with students. However, if a student does require a more intensive level of mental health care, members of the student support team can help connect student and family with the appropriate community agency.

Certified support staff are available during closure to check in with students and address social-emotional needs. These staff members can provide support with:

- Processing feelings related to the COVID-19 crisis (fear, uncertainty, disappointment)
- Healthy coping skills for managing stress and anxiety
- Adjusting to changes brought about by the crisis (e.g. quarantine, social distancing, “cabin fever”)
- General emotional health (e.g. self-acceptance, managing strong emotions, etc.)

Please note that parental consent is required for a support staff member to have ongoing virtual contact with a student.

2. **Food and hygiene products:** PXU offers free grab and go breakfast and lunch for any child 18 years of age and younger (anyone 21 and younger with a disability). Meal distribution takes place from 10:00am-12:00pm Monday through Friday and distribution locations can be found [here](#). In addition, the district offers regional distribution centers for food boxes and hygiene products. Contact your campus for more information. For a comprehensive list of community agencies offering food and other forms of assistance, check out the list of [Community Resources for Students and Families](#).
3. **Crisis intervention:** If your child is experiencing a mental health crisis or expressing suicidal thoughts, immediately contact the Crisis Line at 602-222-9444. You may also call Teen LifeLine at 602-248-8336 (TEEN) between the hours of 3pm and 9pm or the Suicide Prevention Hotline at 1-800-273-8255 (TALK) twenty-four hours a day. Finally, crisis support is available via text at 741741.

Guidance for Videoconferencing with Students

If you plan to use a videoconferencing app (e.g. TEAMS video chat, etc.) to provide online instruction, virtual tutoring, or supports to students, please adhere to the following guidelines.

Establish clear norms and ground rules

Videoconferencing can be a powerful tool, but can also open up a minefield of professional and ethical dilemmas. It is essential that virtual instruction operate with a high level of formality and that basic ground rules and expectations are clearly established and reinforced. For example:

- **Dress appropriately.** Even though you are at home, this is a school-sanctioned activity so you must be in school-appropriate dress during the video chat.
- **Mute your microphone when you are not talking.** This not only reduces “noise interference” but it also helps protect the privacy of you and others in your household.
- **Use appropriate language.** In phone or video conferences there may be a natural tendency on the part of students to relate to you more as a friend or peer than an adult authority figure. Again, you are interacting in the context of a school-sanctioned activity, so language and topics discussed should be school-appropriate.
- **Respect confidentiality.** Under no circumstances should class videoconferences become a venue for sharing rumors or gossip about others.

Be up front about limits and exceptions to confidentiality

Even within the context of academic instruction, there may be some general conversation during a video chat about how everyone is doing, what’s new, etc. If students share feelings or experiences, they may do so with the reasonable expectation that what they share is kept confidential. However, they must be informed up front that there are some important limits to this. Remind them that you must report if someone is being hurt, if someone is about to be hurt, or if someone is hurting (or is about to hurt) themselves. Your obligations as a mandatory reporter extend to disclosures of past, present, and future abuse. For a sample script/contract you might provide on your TEAMS page, *see the following page*.

Consider muting students’ cameras

You could find yourself in an extremely difficult situation if something is visible on a student’s camera that you’re “not supposed to see”. For example, if illegal drugs or a weapon are within view, or if two other members of the household get into a physical altercation in the background. Consider asking students to mute their cameras, or at the very least to position themselves so that only their faces are visible.

Provide a clear and consistent structure

Try to hold video instruction or virtual tutoring on the same days and times each week. Follow an agenda and establish a regular routine for students who participate. If anything, virtual instruction should operate with an even higher level of formality than usual. This will proactively prevent professional and ethical issues and help shield you from liability.

Norms and Expectations for Virtual Instruction/Interaction

***NOTE: This is an example of a basic “contract” or statement of expectations that could be posted on your TEAMS page for students to review (or for you to review with them) prior to the beginning of virtual instruction/interaction.*

Hello,

Thank you for your participation in online learning during PXU’s school closure. In order to maintain a safe and respectful learning environment for everyone, I ask that you respect these rules during video conferences:

1. Dress appropriately. Even though you are at home, this is a school-sponsored activity so you must be in school-appropriate dress during the video chat.
2. Mute your microphone when you are not talking. This reduces “noise interference” and also helps protect the privacy of you and others in your household.
3. Use appropriate language. Language used and topics discussed should be school-appropriate.
4. Respect confidentiality. Videoconferences are not a place to share rumors or gossip about others not present.

Last of all, it is important to know that even though we are not in school I must make a report if I find out that someone is being harmed or is at risk of being harmed. If you make a comment indicating that someone is being hurt, someone is about to be hurt, or someone is hurting (or about to hurt) themselves, I will not be able to keep that information confidential.



Phoenix Union High School District

Every Student Every Day

Introduction & Resources

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