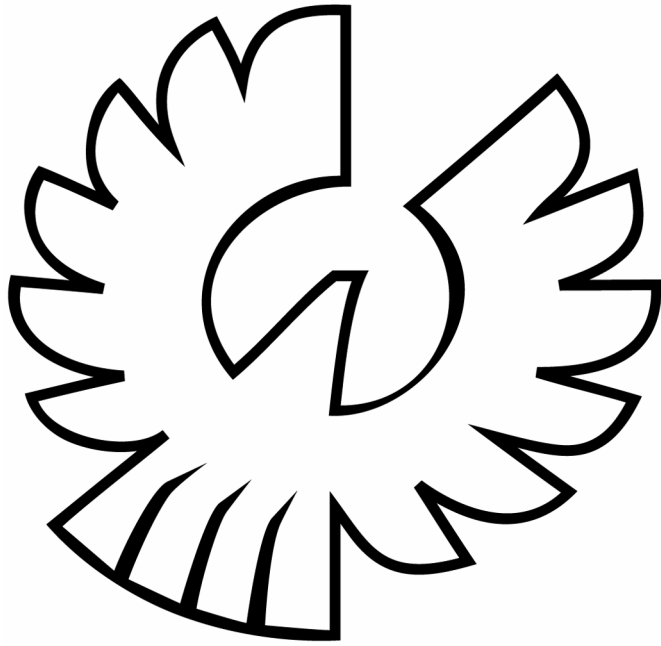


Phoenix Charter School
Student Policy Handbook



3131 NE Diamond Lake Blvd.
Roseburg, OR 97470
(541) 673-3036

WELCOME TO PHOENIX CHARTER SCHOOL!

Our school takes its name from a bird in ancient Egyptian mythology. The powerful bird lived in the desert for five hundred years. The Phoenix, coming to the end of its life, built a nest of wood, set fire to it, and died in the flames only to rise from its ashes as the spiritual body rises from the dead physical form, as the new sun rises from the old, to live again for another five hundred years.

We believe, like the Phoenix, people can rise from the problems that consume them and then soar to a new life. We believe that learning is the key. If you would like another opportunity to make school work Welcome to Phoenix.

“The more you do of what you’re doing,
the more you get of what you’ve got.”

Our belief is . . .
If you don’t like life’s results,
The power is yours to change them.

SCHOOL MISSION

The mission of Phoenix Charter School is to teach students to meet their social, emotional, and educational needs as caring, committed, and productive citizens.

ENROLLMENT AND ELIGIBILITY

Students who are residents of Douglas County, grades 7 – 12, may enroll in Phoenix Charter School, currently we are only enrolling students grades 9-12. As an Oregon Charter School, we maintain open enrollment policies and do not discriminate. We do have enrollment limitations by District and within programs. If our enrollment limitations are exceeded, students are placed on a first-come, first-served waiting list. Speak to Helen Dias at 673-3036 for additional enrollment information.

ENROLLMENT

Enrollment in a Phoenix program requires parent/guardian participation in obtaining the following information:

- EStudent records transfer from last school attended
- EA transcript at time of withdrawal
- EImmunization Medical records
- EFood Program eligibility information
- EPersonal Information for Personal Development Goals
- EPhoenix Registration Packet
- EIntake meeting with the student, guardian/parent, and school principal

EDUCATIONAL PROGRAMS

EPhoenix is accredited by the Northwest Association of Accredited Schools and our high school diploma meets state board requirements.

EWe do not have the resources of a large school and district. Our resources are targeted toward the features that most benefit at-risk youth including smaller class sizes and counseling support. Our school features learning environments designed to offer variety in how learning takes place. The learning environments act as a “home base” and provide different formats for learning the core academic subjects.

EEach student’s personal education plan is further individualized through learning opportunities, coursework specially designed to meet specific learning and personal development needs and interests.

EStudent support services help students with life issues that may require drug and alcohol abuse intervention, therapeutic counseling, or assistance with basic life needs.

CORE BELIEFS

EWe believe in public school mission to educate all children and, as a result, we are a community-based school, will not discriminate in employment or enrollment, and will maintain open student enrollment.

EWe believe that diversity is desirable and, as a result, encourage every individual’s interests, talents, and expression.

EWe believe that no one has the right to abuse themselves or others and, as a result, all staff and students are required to intervene when anyone is at risk.

EWe believe that taking personal responsibility is necessary for people to be able to learn and to grow and, as a result, hold both staff and students accountable for their actions and outcomes.

EWe believe that emotion underlies all learning and, as a result, we address social, emotional, and life issues so that a student may fully benefit from their school experience and become a caring, committed, and productive citizen.

EXPECTATIONS

EBullying or degrading comments are cheap; we are valuable.

ERespect for others shows self-respect. Everyone at Phoenix deserves respect

EStaff is here to help, use them wisely

EWe take pride in our school; make it look that way, use trashcans

EThe language we use reflects on us. We speak with eloquence

EViolence is not the Phoenix Way

EWe are good neighbors. Our community cares about us.

EWe are here because we learn.

LEARNING ENVIRONMENTS

LOFT – Learning On the Fast Track is a program for juniors and seniors who are capable readers and prefer self-directed learning. Students schedule a minimum of 15 hours per week between the hours of 6:30 AM and 2:30 PM. In a quiet, open classroom environment students complete portable assisted study packets for credit, receive help as needed, and progressing as rapidly as they are able to complete the packets and pass their tests. LOFT students may attend scheduled teacher-centered classes elsewhere in the school as needed (i.e., Physical Education).

ALT ED * – Alternative School matches students with a core teacher who teaches English, math, science, and social studies. Students can get the consistency of one teacher who bonds with them rather than may subject-area teachers with less time to bond or build working relationships.

YOUTH CORPS – Students can work one day per week completing natural resource work or community service projects. Students earn high school credit, develop employment readiness skills, and earn minimum wage stipends for satisfactory program participation.

TEEN PARENTS – Pregnant and parenting teens receive child development and parenting education along with their academic instruction. Case management, childcare, and support services are available in our on-site teen parent classroom and child-learning center.

CHARTER SCHOOL – Different teacher-centered classrooms of about 16 students each provide instruction in English, Social Studies, Science, Mathematics and other subjects required for graduation. The student chooses their core teacher, but may elect to take some coursework from other teachers in the high school 4T group.

MIDDLE SCHOOL ** – A self-contained classroom for 7th and 8th graders is available. Students may participate in some elective coursework.

CREDIT RETRIEVAL – Teacher-facilitated instruction is offered for students who benefit from a combination of teacher-directed and self-study learning activities. This learning environment is especially helpful for students who need help in making up partial credits or who do best concentrating on very few subjects at a time.

G.E.D. – Students who decide to earn a GED rather than a regular diploma study each GED subject area, earning high school credit and preparing for their GED exams and transition to employment or college programs.

*** At this time, we are not offering an Alt. Ed. option**

**** At this time, we are not offering a Middle School option**

CTE / VOCATIONAL STREAMS

Phoenix offers a variety of authentic learning opportunities for students to develop career related learning skills. Current vocational streams offer classroom and hands-on learning in natural resource management through the Youth Corps., Culinary Arts through Food Services, Office Systems, Health Tech Fields, Child Care through our infant and toddler learning center, and Plant Nursery & Landscaping through our community garden, greenhouse, and grounds keeping. The vocational streams offer a variety of classroom and hands-on learning through the elective curriculum. The program is designed to increase employability so that the student may progress right into work opportunities through our work experience program and post-high school employment.

LEARNING OPPORTUNITIES

Phoenix provides many opportunities for personal growth, exploring interests, and developing talents through our elective curriculum. Phoenix also integrates activities for learning life skills and personal development into elective courses for credit. As students learn to master life issues that help them with relationships, communication, drug and alcohol abuse, life trauma, and meeting basic life needs they earn elective credit towards graduation. Learning opportunities are conducted like any course of study with content knowledge to learn, concepts to understand, and skills to acquire.

ACTIVITIES

Phoenix school offers students opportunities in art, music, physical education, computer science and leadership/student government. Students are offered assistance with college applications, job seeking, and life needs. Students participate in school spirit weeks, fundraisers, and multiple school events.

RIGHTS AND RESPONSIBILITIES – An Overview

STUDENT RIGHTS

Although the rights of students are not automatically equivalent to the rights of adults, students do have legal rights recognized by law. Phoenix School affords students rights consistent with federal and state statutes. These rights are maintained through school policies and procedures that are designed to create a safe, productive learning environment while striving to assure equity, opportunity, and access for all students.

Among student rights are:

1. Due Process. An opportunity to be told what he/she is accused of doing, what the basis of the accusation is, and to explain their version of the facts prior to suspension or expulsion from school. When one student's rights appear to conflict with another, Phoenix will endeavor to get "best information" and to provide due process prior to possible expulsion. Remedies including in-school suspension may be used while staff investigates incidents that may result in actual suspension or expulsion.
2. Limits to search and seizure. A search requires "probable cause" and the procedures used for the search must be reasonable. Phoenix will base search on facts and circumstances known on the basis of reasonable reliable information. This information must be sufficient to warrant a person or reasonable caution to believe that an offense has been or is being committed.
3. Speech & Expression. Students shall not be punished merely for expressing their personal views unless such expression substantially interferes with the work of the school or impinges upon the rights of other students. Vulgar, lewd, obscene, and plainly offensive speech, by definition, may impinge upon the rights of other students and its suppression is reasonably related to legitimate school concerns. The school has a duty to prevent occurrences of disturbances that predictably cause substantial disruption or material interference with school activities.
4. Privacy. Students should have a reasonable expectation of privacy and without prior consent or unless required by law for program participation shall not be required to reveal information concerning political affiliations; mental and psychological problems potentially embarrassing to the student or family; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals when a close family relationship exists; or legally recognized privileged relationships like those of lawyers, physicians, and ministers; or income.
5. Confidentiality. Student confidences are protected except as to counselors in emergency or comparable situations. In the event that a student's condition presents a clear and imminent danger to the student or others, the counselor shall report this fact to an appropriate responsible authority to take such other emergency measures as the situation warrants. With pre-authorization from a parent/guardian and in the best interest of the student, confidences may be shared among necessary school staff. Whenever possible, the least detailed level of disclosure should be used that the situation demands.
6. Student Records. Parent(s)/guardian(s) may view their student's records; request explanations and interpretations; request a copy; and ask that the record be amended if the record contains information that violates rights, is inaccurate or misleading and a hearing may be requested if the school denies a request to amend the student record.

Either parent is entitled to the benefit of the student records rights as expressed in the Oregon Administrative Rules unless the school has been provided evidence that the court has specifically revoked a parent's rights. A detailed explanation of rights regarding student records is available from the Student Services office.

STUDENT RESPONSIBILITIES

Students committed to personal growth choose Phoenix. Based on this commitment, Phoenix becomes more involved with each student as we all go “the extra mile” together to achieve school success. We expect students and parents to work with us to problem solve and to meet standards for attendance and conduct and to comply with school policies including those for tobacco, alcohol, and other drugs.

Among our standards are:

ATTENDANCE

Students are required to attend school, unless legally exempted, and parents/guardians have a duty to maintain their student’s attendance.

Students who are not benefiting from the school program due to erratic attendance may be dis-enrolled. Our minimum standard for attendance is 80%. Phoenix is committed to helping solve problems related to non-attendance and will work with the student and parent to solve problems related to non-attendance.

STUDENT CONDUCT

The School has the duty to establish standards for student conduct with which students have a duty to comply. Where practical, Phoenix will attempt to deal with unwanted behaviors initially by educating the student(s) through awareness and understanding, teaching productive behaviors, positive reinforcement and natural consequences, intervention and counseling activities, withholding of privileges, required restitution, re-committing, personal behavior contracts, and the like. However, Phoenix will discipline, suspend, or expel any student who assaults or menaces a school employee or fellow student, willfully disobeys or openly defies a teacher’s authority; willfully damages property; uses threats, intimidation, harassment or coercion against any fellow student or school employee, uses or displays profane or obscene language, or possesses, conceals, or uses a weapon under the jurisdiction of the school. Gang affiliation is considered implicit intimidation.

ALCOHOL & DRUGS

Schools have a duty to establish and enforce tobacco, alcohol, and drug abuse policies. Phoenix policy prohibits use, possession or distribution of drug paraphernalia, of look-alike drugs, and of controlled substances except as properly prescribed and dispensed.

The mission of Phoenix is to help at-risk youth succeed. Due to the prevalence of drug use, the least intrusive method to determine use is from a urine sample. Phoenix provides no-cost, on-site urine analysis. If the results indicate use, the sample is forwarded to a laboratory for further testing and an assessment by a qualified drug and alcohol counselor is required. The student is then required to participate in the indicated level of intervention or treatment to maintain their school placement. The parent/guardian may use alternate qualified providers of their choice at their own expense.

MEDICATIONS

Medications of any kind, including aspirin, may not be dispensed or provided by the school according to Oregon State Law. Written authorization from a parent and/or written instructions from a physician make it possible for a student to take the medicine during school hours. Please note that any prescription medicines must be in the prescription bottle and delivered by a parent/guardian. Only parents are allowed to pick up medications from the front-office. Arrangements must be made through the front-office for the storage and dispensing instructions.

SEARCH AND SEIZURE

In an effort to maintain safety and to reserve the educational environment for everyone at Phoenix School, staff may have cause to search a student and their property. A search requires “probable cause” and the procedures used for the search must be reasonable. Phoenix will base the decision to search on facts and circumstances known on the basis of reasonably reliable information. The information must be sufficient to warrant a person of reasonable caution to believe that an offense has been or is being committed. An anonymous “tip” by itself provides insufficient cause as the knowledge is lacking to evaluate whether such information is reliable.

Procedure for initiating a search

When a staff member is privy to facts and circumstances that may rise to the level of probable cause, the staff member shall report the facts and circumstances to administration. The available school administrator will evaluate the information to determine whether there is probable cause that an offense has or is being committed.

RETENTION

Each Phoenix program requires students to meet attendance, academic, and behavioral performance benchmarks for retention (benchmarks by program follow).

Phoenix will submit Benchmark reports on all students so that parents and resident school counselors can assess student performance on an on-going basis.

Phoenix Student Services and Resident School Counseling Offices will hold regular meetings to monitor and consider changes in the student’s PEP (Personal Education Plan).

Phoenix Student Services Office will inform the Parent/Guardian and Resident School Liaison of changes in student status (visiting, eligible/non-eligible, enrolling/enrolled, meeting/not meeting benchmarks, or withdrawn).

PROGRAM BENCHMARKS & ELIGIBILITY REQUIREMENTS

Benchmarks serve as performance standards for program eligibility. Students who do not meet required benchmarks will be considered ineligible to continue their enrollment in Phoenix School.

Each program is required to set benchmarks in the areas of attendance, academic achievement, and “bottom line” behaviors. In addition, programs may set eligibility requirements to help define the program’s student population.

Using the above benchmark criteria, all students will work with their Core teacher and parents/guardians to develop a Maintaining Placement Goal Sheet to base their eligibility for continued placement at Phoenix Charter School.

“Bottom Line Policies” of Behavior:

The primary goal at Phoenix is to save students from harm. Therefore, violation of any of the following “Bottom Line Policies” concerning behavior shall result in a loss of eligibility to participate in Phoenix School programs.

E **Fighting:** Involvement in fighting or violent behavior (at any time, on or off campus, is grounds for ineligibility in all Phoenix programs for up to one calendar year, depending on the circumstances and nature of the involvement by each party. Conditions for re-admission will be set prior to dismissal (e.g. Anger Management, counseling, etc....) and must be met before a student will be considered for eligibility for any Phoenix program. Brandishing or possessing a weapon of any kind, especially on or within five blocks of campus, are grounds for immediate ineligibility in all Phoenix programs.

E **Gang Activity:** Phoenix is to be considered “neutral” territory and free of gang-related activity. Refusal to comply with requirements to eliminate gang-related behaviors (e.g.: bandanas, hand signs, and “flying colors” ...) shall result in a loss of eligibility to participate in Phoenix Programs until compliance is achieved.

E **Alcohol and Other Drugs:** Indication of AOD (Alcohol or Other Drugs) use or distribution will result in AOD assessment by trained staff. A level of intervention will then be determined. A student shall maintain full eligibility only if she/he is participating in the level of intervention or treatment prescribed.

Middle and Senior High Program Benchmarks

Attendance: A minimum of 80% attendance: Parent(s) / Guardian(s) will be phoned each morning a student is considered absent and will be notified if a student is failing to meet the attendance benchmark. Students excused for medical reasons will be eligible for alternative services (e.g. home tutoring). Dis-enrollment automatically occurs when 10 consecutive days of unexcused absences occur. Re-enrollment must be initiated through the referring (home) school district.

Academic: Passing five (5) classes: Students must earn a minimum of five semester credits each semester. Parent(s) / Guardian(s) will be notified if a student is failing in any class and a written plan of assistance will be developed. If a student fails to earn five semester credits within any single semester, he/she will be considered ineligible to continue enrollment in the Jr/Sr High program. Teachers will use the comment box on the monthly Progress Report to notify parents that their child is NP (Not Passing) classes.

Behavioral: All Phoenix School Policies apply. (See the behavioral “Bottom Line” Policies above, or the policies for student behavior that follow for more information.)

LOFT Program Benchmarks

Eligibility: The Loft program offers supervised Independent Study to students in grades 11-12. Required credits are earned primarily through packet completion. Students must be at or near grade level in reading comprehension.

Attendance: A minimum of 15 scheduled on-site hours is required each week.

Academic: Students are required to earn at a rate of five credits or more per school year.

Behavioral: All Phoenix School Policies apply. (See the behavioral “Bottom Line” Policies above, or the policies for student behavior that follow for more information.)

GED Option Benchmarks

Eligibility, Attendance, and Academic: Students must be at least 16 years of age, obtain parental consent, and obtain approval from the school and district identifying the need for a GED rather than a high school diploma, certifying predictor test scores and post-GED transition plans. Students will earn high school credit for work completed in preparing for passing the GED tests and may participate in all learning and student activities at Phoenix under the same conditions as a regular high school student.

Behavioral: All Phoenix School Policies apply. (See the behavioral “Bottom Line” Policies above, or the policies for student behavior that follow for more information.)

POLICIES FOR STUDENT BEHAVIOR

The guidelines for student behavior are based upon the need to comply with state and federal laws, the belief that students thrive only in a school setting that is safe and predictable, and the belief that we must, individually, take responsibility for our own actions.

Phoenix believes that no one has the right to abuse themselves or others and will not tolerate discrimination in any form due to age, disability, national origin, marital status, religion, gender, or sexual preference.

OPEN / CLOSED CAMPUS

Campus is closed from the time of arrival until classes are dismissed at the end of the school day. No student is to leave at any time with the following exceptions:

E When a specific need is verified by parent or guardian and approved by a school representative.

E When students who have pre-approved work-release privilege leave for work.

E When a reasonable prudent person would consider their health or life in danger of staying.

E The Phoenix Campus functions as an open campus during the lunch period; however, students must earn this privilege.*

Students who leave the school grounds for any reason other than the above exceptions without checking-out at the front office or through student services are considered truant and must have a parent-school conference before returning to school.

** Parents not wishing their student to have an off-campus privilege must notify the school in writing.*

SIGNING IN AND OUT

Students must sign in and out of the front office in the Phoenix building once school begins. If a student arrives to school late, they must sign in. Whenever a student leaves the school campus, they must have parental permission before signing out except during the designated lunch hour, the listed exceptions above (see Open/Closed Campus policy), or when the teacher has checked the student out as part of a class activity. Students who violate this policy by leaving or returning without permission are considered to have “cut and run”, the parent/guardian is notified, and a conference is scheduled. Students who are, or turn, 18 during the school year are still required to sign in and out and follow all sign in and out policies and can receive the same consequences or lose placement at Phoenix Charter School.

GOOD NEIGHBORS

Phoenix shares the neighborhood with local businesses, their customers, and their families. We encourage all students and staff to be positive, friendly and responsible neighbors. We have agreed to:

E Walk in smaller groups (5-6 students).

E Obey city ordinances and state statutes including those applying to all pedestrians. Students must use crosswalks when crossing the street, and if there is an indicator.

E Avoid walking into neighborhoods and on private properties – special permission can be obtained through Student Services or our Executive Director.

E Smoke only in a designated off-campus area if you are of legal age.

SAFETY

Immediately report any safety concerns, on or off campus, to a staff member. Check with the staff to see what action will / has been taken. Notify the Executive Director if there is any cause to believe your concern is not being acted upon.

SMOKING AND TOBACCO POLICY

Phoenix Charter School is a tobacco-free environment at all times. This includes staff, guests, visitors, and students. In compliance with state statute, Phoenix staff will closely monitor students and staff within 500 feet of the school campus. Students and staff eighteen years and older may smoke or display tobacco products only in their designated off-campus area(s). Under-aged smokers may have tobacco products confiscated and can be disciplined for violating the smoking law at any time or place. By law, staff must enforce this policy.

ALCOHOL, TOBACCO, AND OTHER DRUG TESTING

Students enrolling in Phoenix Charter School programs agree to submit a urine sample for the purpose of drug / alcohol urinalysis, upon the request of any staff member. Students may also be asked to submit other methods of testing which have been found to be effective. An initial urinalysis may occur within a month of enrollment and follow-up urinalyses will be random. Further testing may be required as indicated by behaviors, information, etc....

If a urinalysis test is positive, indicating the presence of alcohol or drugs, a conference with a parent/guardian will be held and the student will be placed on an AOD (Alcohol and Other Drugs) contract for intervention / treatment in order to remain in a Phoenix program.

Students may continue to attend school in the time between the drug testing and a timely assessment and / or parent conference, if they are actively complying with this and all other “bottom line policies.” Students may request a copy of the drug-testing procedures from the Student Services or a Building Administrator.

ABSENCES

Students are expected to contact the front office, at 673-3036, of all anticipated absences and arrange to make-up the time lost with their teachers. After three consecutive days absent, a note from the doctor is required in order to return to school. After five days, a letter is sent home initiating truancy procedures. After ten days of consecutive absence, the state requires mandatory withdrawal from the Phoenix programs.

CLASS WORK

Students who are behind in their work may create a plan, subject to the teacher's approval, to address this issue. If the plan is not successful, the teacher may request the student to attend make-up sessions until he/she is caught up. Credit completion is assessed each nine weeks (see calendar) and is based on work completed and tests passed. Grades reflect the quality of classroom work and participation.

DRESS AND GROOMING

Appropriate Dress means dress and grooming shall be appropriate to the teaching and learning process. Students attending Phoenix programs are expected to dress in a manner that is at all times safe (i.e. no torn clothing, and wear safety equipment when on work projects), healthy (i.e. clean clothing, shoes ...), non-distracting, and appropriate (i.e. no promotion of sex, violence, gang affiliation, tobacco, alcohol, or drugs). Staff will notify students if they are in violation and the student will change or alter their clothing in order to remain in attendance.

DISPLAYS OF AFFECTION

Displays of affection by staff and students while attending Phoenix programs will be limited to generally acceptable displays of affection and should not be in any way sexual in nature (e.g. kissing). Staff will notify students if they are in violation of this policy. If a violation occurs, students must comply with policy in order to remain in attendance.

VERBAL ABUSE

Verbal abuse is defined as any language that degrades, puts down, or otherwise abuses, threatens or is meant to intimidate any person. Caring behavior is expected. Students entering Phoenix School are expected to learn appropriate ways of communicating anger, displeasure, personal needs, and boundaries. Staff or students who use inappropriate, threatening, or abusive language and/or gestures will be required to find an alternative way to express themselves. Verbal abuse or threats by staff may be considered as grounds for dismissal. Continued verbal abuse or threats by a student may be considered a violation of the bottom line for violence and grounds for withdrawal from all Phoenix programs.

SEXUAL HARASSMENT

Phoenix School is committed to maintaining a school environment free of sexual harassment. Staff is required to ensure there are consequences regarding any verbal or physical action that is unwelcome. Any person who has knowledge of unwelcome verbal or physical action or who feels she/he is a victim of sexual harassment should immediately report his/her concerns to a staff member or building administrator. Students are encouraged to file a formal complaint if they feel such actions constitute harassment. Allowing for a fair investigation, all complaints or reports will be treated in confidence.

A complete copy of our policy and procedures on sexual harassment are available upon request from Student Services or a building administrator.

OTHER BEHAVIORS

Vandalism, theft, and gambling are examples of other behaviors that violate state law. A behavior that violates a law or the conditions of parole or probation will be addressed. Students who willfully destroy property will be expected to apologize and to make restitution including repair and/or replacement and will be expected to assume responsibility for the labor and/or costs. The preference of Phoenix School is that violators make restitution to their victims. Violations of state law may require the assistance of local law enforcement agencies.

FEES

There are no fees or tuition for any class, materials, or tests that are not a required part of the program. Students are asked to bring paper, pencils and/or pens, notebook, and backpack. If the student is not able to purchase the necessary supplies, assistance is available.

CLUBS, SPORTS, AND ACTIVITIES

Phoenix students may participate on their resident public school's sports teams with district permission. Other activities and club participation may also be available.

BREAKFAST AND LUNCH

Phoenix has a full-service kitchen staffed by a chef that provides school breakfast and lunch. Students may qualify for free or reduced lunches and are encouraged to apply. Forms are provided upon registration or may be picked up from the Student Services office.

GRADUATION REQUIREMENTS

Phoenix Diploma requirements are available from the Student Services office. Students may also request a copy of their academic plan or transcripts from the Student Services office.

STUDENT RECORDS

Students and parents have the right to access their school records and correct or amend them if inaccurate. If you wish to do so, please make a request, in writing, to the Student Services office. Parents/Guardians are asked to sign a waiver to allow student information to be shared among staff, other school officials and agencies on an as-needed basis.

Information may be shared, contrary to a student's or parent's wishes, when required by law or when judged necessary to protect the health or safety of an individual(s).

CREDITS AND GRADING

Quarterly Grade Reports

<u>Code Definitions</u>	<u>GPA</u>	<u>Credit</u>
A = Superior	4	yes
B = Above average	3	yes
C = Average	2	yes
IP = In-Progress		no
P = Pass	N/A *	yes
F = Fail		no

IP or In-Progress means that credit is earned upon completion of the course. The IP designation will accommodate different learning rates and eliminates our need for Incomplete (INC), No Pass (NP), and NO Basis (NB) grades.

* N/A = Not Applicable. A Pass grade is not factored in when calculating the G.P.A., and may be used for some pre-designated elective courses in our Curriculum (e.g. Math Foundations).

MESSAGES AND VISITORS

Messages will be routed through or held at the front desk. Please check at the front desk during break or lunch if you are expecting a message or item.

Visitors must check in at the front desk, ask for you by name, and state their business. This information will then be relayed to the Core Teacher so that you may choose whether to see them at your first available option.

STUDENTS ARE ENCOURAGED TO NOTIFY STAFF
OF ANY UNWANTED VISITORS OR PROBLEMS THEY ARE HAVING
THAT MAY REQUIRE STAFF TO COMMUNICATE WITH PEOPLE
OUTSIDE OF THE PHOENIX BUILDING.

GUESTS

Students must get approval from Student Services, the Front Office, and all classroom teachers (includes elective teachers) when a guest is expected. Twenty-four (24) hours prior notice is required as a minimum. Guests and Visitors are bound by the same rules as other Phoenix Students and will be expected to comply or leave the premises. The student and guest shall “check-in” at the Front Office upon arrival for that day.

HEALTH PRECAUTIONS

A completed emergency medical card must be on file. We are required to have an up-to-date immunization record on file. If a student, staff member, or child is considered contagious, they may be asked to stay home. There is a temporary “sick room” available. Please advise us if you are taking medications or if there is a change in your physical condition or health status of which we should be aware. See “MEDICATIONS” under student responsibilities for medications policy.

BASIC NEEDS

If you are in need of food, clothing, medical care, or safety, please contact a staff member so that we may help you find assistance.

OTHER CONSIDERATIONS

In addition to the Policies and Guidelines stated herein, each program may also have its own rules and procedures. Your teacher should inform you of how to resolve its own policies regarding snacks and drinks, and student behaviors during class activities (in and out of the building). Please contact Ron Breyne, Executive Director, if other staff is being non-responsive or you wish to file a formal grievance.

HELP DIRECTORY

Classroom help is available through your teacher. Access to guidance counseling is available through any staff member. Academic guidance is available through the Student Services office. Help with staff relations is available from other staff, the Student Services office, and the Executive Director.

Executive Director	Ron Breyne
Curriculum and Instruction	
School Policy and Improvement	
Assistant to the Director	Elizabeth Droscher
Principal	Jerry Runnels
Counseling / Scheduling	Dave Forney
Registrar	Helen Dias
Building Supervisor	Gail Good
Business Office	Nancy Hill
Work Experience	Core Teachers
Computer Technician	CJ Bryant
Teen Parents	Susan Potter
CTE / Vocational Streams	Thomas McGregor

CELL PHONE POLICY

Cell phone policy is this:

Cell phones that are seen or heard during class must be left in the front office for the remainder of the day's class periods.

Before and after school as well as lunch are the only times cell phones shall be used.

So as a reminder:

Keep your phones off or we will take them from you until the school day is over!!!

There are no exceptions to this policy.

THANK YOU

1st offense – until the end of the day

2nd offense – until parents retrieve them

3rd offense – you may not bring them back to school

CELL PHONE POLICY

Cell phones are to be off or silent except during lunchtime 11:30 – 12:10 M-F. Cell phones are not to be brought out for any reason except during the above named lunchtime. If a cell phone is seen or heard by any Phoenix staff member, other than during the designated time, the following consequences will be assigned:

- The first time the cell phone will be confiscated, given to the front office to hold, and returned to the student at the end of the school day.
- The second time the cell phone will be confiscated, given to the front office to hold and the student's parent/guardian will need to come to pick it up.
- The third time the cell phone will be confiscated, given to the front office to hold and the student's parent/guardian will need to come pick it up. A behavior contract will be written up which will include banning the student from using any cell phone at any point in time including lunchtime and before and after school if on school property.

PARKING POLICY

Parking permits are required by both staff and students to park on the Phoenix Charter School campus. There is a copy of the formal policy available in the front office.

HOURS OF OPERATION AND CALENDAR

School is open on designated days from 7:30 am – 3:30 pm. Parents are given a school calendar upon enrollment of their student. An additional copy may be requested from the Student Services office.

2007 – 2008 PHOENIX SCHOOL REGULAR DAY SCHEDULE

7:50 – 11:30	Class Time
11:30 – 12:10	Lunch
12:10 – 2:25	Class Time

IDEA REQUIREMENTS

It is the policy of Phoenix School to aid public school districts in identifying Phoenix School students who may be in need of IDEA services and to coordinate with districts in implementing the Individual Education Plans of students who are enrolled in Phoenix programs.

A.) Phoenix School shall follow district policies, procedures, and recommendations regarding enrolled Individual Education Plan (IEP) students and their rights to a free, appropriate public education.

- 1.) When a Phoenix student is suspected of having a disability requiring special education and related services Phoenix School will notify the district liaison.
 - a.) Phoenix shall participate in the district's child find activities.
- 2.) An Individualized Education Program (IEP) must be developed by the resident school district prior to initiation of special education and related services.
- 3.) The resident district is responsible for evaluation of students for special education and related services, IEP development, IEP implementation, and IEP monitoring. Phoenix School shall participate in these IEP processes at the discretion of the student's resident public school district.
 - a.) Phoenix shall maintain records for students with disabilities in accordance with designated district policies and procedures including parent inspection and privacy requirements.
- 4.) The school district, in consultation with Phoenix School, shall develop a program to meet the requirements of the Individuals with Disabilities Education Act (IDEA). For students enrolled in Phoenix School, the program should be limited to those services normally provided by Phoenix.
 - a.) Phoenix shall coordinate with district staff to participate in available district opportunities for Phoenix staff development related to IDEA services.
 - b.) Phoenix shall cooperate with the district to participate in procedural safeguards including scheduled re-evaluations, hearings and audits.
- 5.) The district will provide any additional services required to implement the IEP that is beyond the normal scope of Phoenix programs.
 - a.) Phoenix will cooperate with the district to determine if any developmental, corrective, or other supportive services or aids are required.
 - b.) At the district's direction, Phoenix School will aid in implementation of any required related services provided by the district.
- 6.) Phoenix School shall notify the IEP team and/or school district liaison whenever any of the following events occurs:
 - a.) staff evaluation(s) indicate that an appropriate change in the IEP, including any change in placement, will benefit the student;
 - b.) when disciplinary action leading to long-term suspension or expulsion is contemplated;
 - c.) when a behavior intervention plan must be developed or reviewed;
 - d.) when a child turns age 16 and a statement of needed transitional services must be developed.

-END POLICY-

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Special Education students must be included, to the maximum extent appropriate, in the regular educational environment. This extends to the schools' regular forms of discipline. However:

- 1.) Misconduct may be a manifestation of the student's disability.
 - a.) Whenever the IEP proscribes or prescribes disciplinary strategies or procedures Phoenix staff shall follow the prescription of the IEP and conduct disciplinary procedures accordingly.
 - b.) When disciplinary strategies are proving unsuccessful or staff evaluation(s) indicate that strategies that will benefit the student require a change in the IEP, the district liaison shall be notified.
- 2.) When disciplinary action may lead to long-term suspension or expulsion, the district liaison must be notified as an extended disciplinary removal may be deemed a "change of placement" and district IEP procedures must be followed.
 - a.) The policies and procedures for discipline, suspension, and expulsion that apply to Phoenix students shall be followed unless the district liaison specifically requests modifications to those policies and procedures.
 - b.) Phoenix School shall work cooperatively with the district to devise alternatives to suspension or expulsion for IEP students.
 - c.) When an IEP student is suspended from his or her current placement (for up to ten days), the school shall endeavor to help the student progress in the general curriculum and advance toward his or her IEP goals.

-END POLICY-

SUSPENSION & EXPULSION

Suspension and expulsion is defined as exclusion from school. It is the policy of Phoenix School to consider exclusion from school in qualifying situations. Suspension or expulsion requires a formal process in order to provide that the student/guardian is:

- a.) informed of the charge wherein the qualifying situation is cited;
- b.) provided privacy;
- c.) given notice of and the opportunity to respond to the charge;
- d.) given the opportunity to aide the school in devising possible alternatives to suspension or expulsion;
- e.) informed of the terms of the expulsion or suspension; and
- f.) provided an opportunity to appeal the findings or terms of the expulsion/suspension.

DEFINITIONS:

Suspension is a temporary exclusion of the student from school and/or school activities for up to ten school days.

Expulsion is a release of a student from school attendance for no longer, than the maximum period allowed by law.

SUSPENSION & EXPULSION (CONTINUED)

QUALIFYING SITUATIONS:

Oregon law allows schools to discipline, suspend, or expel any student who:

- Assaults or menaces a school employee or fellow student;
- Willfully disobeys;
- Willfully damages or injures school property;
- Uses threats, intimidation, harassment, or coercion against any fellow student or school employee;
- Openly defies a teacher's authority;
- Uses or displays profane or obscene language; or
- Violates school standards for use, possession, or distribution of controlled substances, look-alike drugs, and drug paraphernalia.
- Violates school standards for gang involvement;
- Does not comply with state immunization requirements for restrictable diseases.

Federal law requires schools to expel any student who:

- Possesses, conceals, or uses a weapon on school property or during a school learning whether the activity is conducted before, during, or after school or on or off-campus.

ALTERNATIVES TO SUSPENSION & EXPULSION

Alternatives to suspension or expulsion in qualifying situations may be preferable when, in the judgment of school staff, the desired effect of meeting the goals of the school can be obtained through less formal discipline procedures, alternative strategies, or alternative placements.

DISCIPLINE PROCEDURES – Staff is considered to have the expertise to handle minor infractions without going through the steps of formal procedure. However, qualifying situations must be discussed with a school administrator when the staff member is unclear if the incident is a qualifying situation. A student incident report must be filed whenever a qualifying situation occurs.

Restrictions on discipline, discipline procedures, and recommended methods are described in the staff personnel manual.

ALTERNATIVE STRATEGIES – When a student is not meeting the goals of the school curriculum, alternative strategies consistent with the student's learning styles and needs shall be considered as the preferable option to suspension, expulsion, or early leaving. Strategies that will result in a modification of the student's Personal Education Plan should be devised in consultation with the student, their parent/guardian, and resident school district official whenever feasible. The strategy should also include a plan to:

- a.) facilitate remediation of the student's barriers to participating in the regular program and
- b.) identify criteria required by the school for the student to return to the regular program.

Alternative strategies include, but are not limited to:

- Requiring learning activities designed to facilitate remediation of student barriers.
- Changing the student's teachers and/or learning environments within the school.
- Modifying the student's daily schedule as to time and/or scheduled classes.
- Scheduling home-study options.

ALTERNATIVES TO SUSPENSION & EXPULSION (continued)

ALTERNATIVE PROGRAMS – In consultation with representative(s) from the student's resident district, alternatives to Phoenix School programs may be considered to assist the student in achieving the goals of the curriculum. These options may include a partial or complete withdrawal from Phoenix School. When a student withdraws from Phoenix School to benefit from an alternative placement any criteria that are required for re-enrollment in Phoenix shall be identified and communicated to the student, parent/guardian, resident district, and a written copy shall be kept in the student's file for future reference.

ALTERNATIVES TO SUSPENSION OR EXPULSION FOR VIOLATIONS OF THE DRUG ABUSE POLICY – The Student/guardian may elect to avoid suspension or expulsion for violation of the student drug abuse policy by completing an alternative strategy as recommended by staff and agreed to by the student/guardian.

THE SUSPENSION & EXPULSION PROCESS

While Phoenix School does not consider suspension and expulsion as a preferred option there are situations where its use is warranted including:

- a.) Where, despite alternative strategies having been employed, the student is still not meeting the goals of the school curriculum;
- b.) When the parent/guardian agrees that suspension or expulsion is the appropriate strategy to motivate their student;
- c.) When suspension or expulsion is considered by the school to be beneficial in maintaining the safety of a student(s) or staff member(s); and
- d.) When the student's behavior(s) require the school to suspend or expel the student to comply with applicable state or federal statutes.

SUSPENSION PROCEDURES – A qualifying situation will result in staff conducting an investigation of the facts and filing an incident report with administration. Students and staff with factual information related to the qualifying situation shall provide testimony to be included in the incident report. If in the judgment of the school administrator that suspension is to be considered, the following steps shall be taken:

- 1.) The student/guardian shall be informed of the charge. A written summary of the incident and charge will be provided to the student/guardian;
- 2.) The student may be placed on in-school suspension if the guardian or a suitable replacement cannot be reached or is not immediately available to care for the student;
- 3.) A parent meeting with the student, guardian, and necessary school staff will be conducted at the earliest convenience of those scheduled to attend. The purpose of the meeting shall be to: explain the charge; give the student/guardian an opportunity to defend the charge or to explain mitigating factors; to consider the best course of action for the student to meet the goals of the school; and to determine the length and nature of a suspension;
- 4.) The student/guardian shall be informed of the terms of the suspension or an alternative to suspension and a written summary will be provided for the student/guardian, the student's school file, and school administration.

- 5.) If the student/guardian disagrees with the findings, a conference with the Executive Director may be requested and/or elect to follow the grievance policy procedure.
- 6.) Students may be suspended under emergency conditions without following these procedures until it is deemed that the emergency condition has passed. Emergency situations shall be limited to those instances where there is a serious risk that substantial harm will occur if suspension does not take place immediately.
- 7.) Whenever a student is suspended from their regular school program, the school will endeavor to provide students with their classroom assignments in an effort to mitigate the negative effects of the suspension on academic success.

EXPULSION PROCEDURES – A qualifying situation will result in staff conducting an investigation of the facts and filing an incident report with administration. Students and staff with factual information related to the qualifying situation shall provide testimony to be included in the incident report. If in the judgment of the school administrator expulsion is to be considered, the following steps shall be taken:

- 1.) The student shall be required to follow the suspension procedures which will result in; a.) an alternative to expulsion or b.) in suspension until the outcome of an expulsion hearing.
- 2.) The student/guardian shall have the right to an expulsion hearing prior to expulsion. If they choose to waive this right, they must do so in writing. By waiving their right to a hearing, the student/guardian agrees to abide by the lawful findings of the expulsion officer. If a student/guardian chooses not to attend the expulsion hearing nor to waive their right to the hearing and instead withdraws from Phoenix School, the parent must either participate in or waive their right to an expulsion hearing prior to re-enrollment in Phoenix School.
- 3.) The student/guardian will be notified in writing, by certified mail, of the specific charge(s); the acts that support the charge; their right to representation; and the pending recommendation for expulsion including its length and conditions.
- 4.) Unless otherwise provided by the Board of Directors, the Executive Director shall act as the hearings officer and conduct the meeting in such a way as to assure that any necessary accommodations for participation are made as to communication and accessibility and to provide order.
- 5.) The hearing shall: be closed to the public; proceedings will be kept confidential; the hearings officer or the accused may make a record of the hearing; the student shall be permitted to hear the evidence presented against him/her; the student shall be afforded the right to present his/her version of the situation and to make a showing by way of oral testimony, affidavits, or exhibits; the student shall be permitted to have a representative (i.e., parent, legal counsel) at the hearing to advise him/her; and witnesses shall be in attendance only when testifying.
- 6.) The Hearings Officer shall: determine the facts of the case based on the evidence proved at the hearing; determine whether the student charged is guilty of the alleged conduct; decide on disciplinary action up to and including expulsion; notify the Board of Directors of his/her findings and decision. The written decision shall inform the student/guardian of their right to appeal the decision within five working days of the receipt of the decision.

- 7.) If a student/guardian files a request to appeal the decision, the student shall remain suspended until the Board of Directors acts on the appeal.
- 8.) Upon appeal, the Board shall move to review the decision of the Hearings Officer at a special meeting to be held in executive session and shall affirm, modify, or reverse the decision.
- 9.) A student/guardian may petition the Board of Directors at any time for conditional re-admission to school, modification of the terms of expulsion or modification of any other disciplinary action.
- 10.) Any student who is suspended or expelled may be released to enroll in another district school or alternative education program subject to the requirements of the district or program.
- 11.) Expulsion of a student shall not extend beyond the maximum allowed by law.
- 12.) A student who is under suspension or expulsion may be restricted from all school events including the graduation ceremony.
- 13.) The victim(s) of any alleged violation of any policy shall be informed of all hearing dates and shall be allowed to provide testimony in person, in writing, or by telecommunications at all stages of the expulsion process up to and including the expelled student's petition for conditional re-admission or modification of the expulsion order. A victim may be accompanied by an advocate whenever appearing to testify.
- 14.) Other procedures apply to a student who is identified for special education services as a child with disabilities.

-END OF POLICY-

I have read and fully understand the Student Policy Handbook of Phoenix School.

Student Signature

Date

Please PRINT Student Name Here

Parent/Guardian Signature

Date