

Phoenix Charter School

Student Policy Handbook  
2017-18



[www.roseburgphoenix.com](http://www.roseburgphoenix.com)

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. This 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 an opportunity to soar . . . Welcome to Phoenix.

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“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.

*(and we can help show you how)*

## **SCHOOL MISSION**

*Students creating pathways to college and careers through high standards of academic achievement, career-technical education, and personal growth.*

### **ENROLLMENT AND ELIGIBILITY**

Students who are residents of Douglas County, grades 8 – 12, may enroll in Phoenix Charter School. As an Oregon Charter School, we maintain open enrollment policies and do not discriminate. We do have enrollment limitations for the total number of students we may enroll and within programs. If our enrollment limitations are exceeded, students are placed on a first-come, first-served waiting list.

Speak to Kelli Traviss, Registrar at (541) 673-3036 for additional enrollment information.

### **ENROLLMENT PROCESS**

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

- Student records transfer from last school attended
- A transcript at time of withdrawal
- Immunization/Medical records
- Food Program eligibility information
- Personal Information for Personal Development Goals
- Phoenix Registration Packet
- Intake meeting with the student, guardian/parent, and appropriate staff;
  - Diana Juarez: Grades 8-9
  - Lindley Ballen: Grades 10-12
  - Melanie Morrow: LOFT
  - Brandy Osborn: GED & Early College

### **EDUCATIONAL PROGRAMS**

- Phoenix is accredited by AdvancED Accreditation ([www.advanc-ed.org](http://www.advanc-ed.org)) and our high school diploma meets state board requirements.
- We 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 vary to provide different options for learning.
- Each student's personal education plan is further individualized through learning opportunities, coursework specially designed to meet specific learning and personal development needs and interests.
- Student support services help students with life issues that may require drug and alcohol abuse intervention, therapeutic counseling, or assistance with basic life needs.
- Our school features alignment with and articulation to our local community college, Umpqua Community College, including an Early College program, to continue encouragement of college and career pathways development.

## **CORE BELIEFS**

- We believe in the 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.
- We believe that diversity is desirable and, as a result, encourage every individual's interests, talents, and expression.
- We 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.
- We 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.
- We 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**

- Bullying or degrading comments are cheap; we are valuable.
- Respect for others shows self-respect. Everyone at Phoenix deserves respect
- Staff is here to help, use them wisely
- We take pride in our school; make it look that way, use trashcans
- The language we use reflects on us. We speak with eloquence
- Violence is not the Phoenix Way
- We are good neighbors. Our community cares about us.
- We are here because we learn.

## **LEARNING ENVIRONMENTS**

**Readiness Classrooms** – Self-contained classrooms of about 20 students each provide targeted instruction in Reading, Writing, Mathematics, Social Studies, Science, and Pathways (building pathways to college and careers). Students concentrate on developing proficiency in these subjects to meet credit and testing requirements for graduation.

**Instructional Classrooms** – Students placed as 'ready for instruction' are scheduled into classes from all subject areas. Students take a combination of block classes and single period classes, classes are typically 20 to 30 (team taught blocks) students per class.

**Early College** – This program is for high achieving junior and senior students and allows them to take classes for dual high school and college credit, while enrolled at Phoenix. Students generally take ½ of their courses at Phoenix and ½ at Umpqua Community College. Students earn college credit at UCC at no charge through this program.

**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 20 hours per week between the hours of 7:30 AM and 2:30 PM. In a quiet, open classroom environment students complete on-line coursework for credit, receive help as needed, and progress as rapidly as they are able to demonstrate understanding. LOFT students may attend scheduled courses elsewhere in the school as needed and are eligible to take part in our CTE programs.

**GED** – Our GED program is geared towards older students with few credits or for those who need to be self-supporting now, providing a quicker pathway to graduation. While GED is the credential targeted for this program, students will also receive a National Career Readiness Certification rating and will be enrolled with South Coast Employment Business Corporation (SCEBC). SCEBC will help students with short-term, paid on-the-job trainings and job placements through the age of 24. The Phoenix GED program provides options to take on-campus career-technical education courses and participate in learn/serve/earn activities that build resumes and workplace skills.

**Career-Technical Education** – Career-Technical Education (CTE) opportunities are available in nine different career fields. CTE courses help prepare students for college-level CTE certification courses, help students qualify to compete for career training and employment opportunities, and offer real-life hands-on experience. Some CTE courses offer both college and high school credit. Learning opportunities for students to develop career related learning skills in Culinary Arts, Natural Resource Management, Sustainable Agriculture, Computer Technology, Business & Marketing, and Health Technology. 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.

**Credit Retrieval** – Instruction is offered for students who benefit from a combination of teacher-directed and self-study learning activities. This learning approach is especially helpful for motivated students who need help in making up partial credits or who do best concentrating on very few subjects at a time.

## **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 Charter School offers students opportunities in school leadership and to participate in school events including spirit weeks, class field trips and fundraisers, college campus visitations, and other training and cultural events. Phoenix Charter School offers the following clubs and student organizations: Future Business Leaders of America (FBLA), Trades Club, Fishing Club, and Student Government. Students may participate in OSAA Extra-Curricular activities at their district high school including sports, band, and club activities under the same eligibility requirements as their on-campus students.

## **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 Charter 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. Civil Rights. The right to equal educational opportunity and freedom from discrimination. It is also the student's responsibility to not discriminate against others.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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 offices.

## **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:

### **1. ATTENDANCE:**

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

## 2. 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.

## 3. 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 primary goal of Phoenix is to help youth succeed. We believe this is reinforced with a drug-free student body. We seek only low-intrusive methods for screening. Currently we collect urine samples to determine use. This service is performed on-site and at no-cost. 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.

## 4. MEDICATIONS (Phoenix follows the policies mandated by the Oregon Dept. of Education):

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. A copy of the complete medications policy is available in the front office.

## 5. SEARCH AND SEIZURE:

In an effort to maintain safety and to reserve the educational environment for everyone at Phoenix Charter 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 (Maintaining Placement)

- Each Phoenix program expects 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 Offices & Pathways Teachers 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 Charter 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 Charter School programs.

- **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.
- **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.
- **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.
- **Behavioral:** All Phoenix Charter 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 on-line course work. Students must be at or near grade level in reading comprehension.
- **Attendance:** A minimum of 20 scheduled on-site hours are required each week.
- **Academic:** Students are required to earn at a rate of five credits or more per school year.
- **Behavioral:** All Phoenix Charter 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 on the basis of race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity or gender expression.

- **LIMITED OPEN CAMPUS:** *This policy is based upon the sole interpretation of our Executive Director. This policy can and may change at any time according to his discretion.*

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

- When a specific need is verified by parent/guardian and approved by a school representative. **Note:** Parent/Guardian must come in to the front office to pick-up student.
- When students who have pre-approved work-release privilege leave for work.
- When a reasonable prudent person would consider their health or life in danger of staying.
- Off-campus lunchtime pass privileges are available to junior and senior students only and require that a student meet the following conditions: a clean UA, passing 70% of classes, hold a minimum of 80% attendance, and parent approval. Students who arrive late back from lunch may have their lunchtime off-campus pass revoked and may be suspended upon the third occurrence.
  - Students 18 years of age or older may leave campus during lunch but must utilize the off-campus pass system. If a student who is 18 years of age or older signs themselves out for lunch or a non-approved absence, and that action results in them missing class time, they may be suspended upon the third occurrence. The Phoenix Charter School Principal reserves the right to make the final decision on suspensions related to this policy.

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.

- **SIGNING IN AND OUT:** *This policy is based upon the sole interpretation of our Executive Director. This policy can and may change at any time according to his discretion.*

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. Parental permission is required for a student leave to leave the school campus (*Note: Parent/Guardian must come in to the front office to pick-up student*) except for 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 will be notified, and a conference will be 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 procedures and may receive the same consequences for not following policy and procedure, up to and including, loss of placement at Phoenix Charter School.

- **GOOD NEIGHBOR POLICY:**

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:

- Walk in smaller groups (5-6 students), keep moving on sidewalks, and not obstruct other pedestrians.
- NOT loiter on street corners, such as Patterson and Diamond Lake Blvd.
- NOT walk into the surrounding neighborhoods. (*Note: student may obtain special permission from the Executive Director or Principal to travel through the neighborhood if they walk to school and live in the neighborhood*).
- NOT trespass on private property.
- NOT cross Diamond Lake Blvd for any reason on foot, bike, or skateboard. (*Note: student may obtain special permission from the Executive Director or Principal to cross at an approved crossing site if they walk to school and live on the North side of Diamond Lake Blvd*).
- Obey city ordinances and all federal and state laws including those applying to all pedestrians.
- If students are of legal age, they may only use tobacco products before or after school (or during lunch if you have off-campus privilege) according to legal requirements which prohibit use on or within 500 feet of a school or designated smoke free campus.

- **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 statutes, Phoenix staff will closely monitor students and staff within 500 feet of the school campus. Students and staff of legal age 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. All vapor pens, e-cigarettes, chewing tobacco, and similar type devices are strictly forbidden and will be confiscated.

- **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 their teacher who can print it from the administrative forms archive.

- **ABSENCES:**

Parents/Guardians are expected to contact the front office, at (541) 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 record the absences as excused. 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 term (see calendar) and is based on work completed and tests passed. Grades reflect the quality of classroom work and participation.

- **BATHROOM/HALL PASS:**

In an effort to reduce vandalism and increase the safety of all students and staff, Phoenix Charter School has a bathroom/hall pass procedure. Each teacher will have one bathroom pass and one general pass with an area to mark the student's destination and time. In addition, teachers may have a sign-in/sign-out sheet in their rooms to monitor out of class activities. Staff will also encourage students to use the water fountains in their classrooms to reduce the number of students in the hallways. Students will be asked to follow the "2 minute" rule when using the restrooms and no one will be allowed to use the passes during the first 10 minutes or last 10 minutes of class. Please contact any teacher or Student Services Staff member for the full policy document.

- **DRESS AND GROOMING:** *This policy is based upon the sole interpretation of our schools Executive Director. This policy can and may change at any time according to their discretion.*

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, etc.), non-distracting, and appropriate (i.e. no promotion of sex, violence, gang affiliation (no bandannas/colors), tobacco, alcohol, drugs or inappropriate body exposure). Staff will notify students if they are in violation and the student will change or alter their clothing in order to remain in attendance.

- **PUBLIC DISPLAYS OF AFFECTION:**

We understand that it is common for many students to be in relationships while attending school. However, PDA is limited to hand holding, a brief peck on the cheek, and a brief hug and release in the hallway only—once students are in class all PDA must stop. The Phoenix Public Display of Affection (PDA) Policy applies to all school functions, including field trips, dances, and bus transportation.

The reason for this policy is to show respect for others who may not be comfortable with intimate behavior in their presence. In certain situations, it can distract all parties from participating in school work. Staff will notify students privately if they are in violation of this policy. If a student chooses to not follow the policy and continue the behavior it will be considered an act of willful disobedience and possibly even harassment, and will result in appropriate intervention by Student Services staff.

- **SEXUAL HARASSMENT:**

Phoenix Charter 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 with Student Services Staff 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.

- **VERBAL ABUSE and HARRASMENT:**

Verbal abuse is defined as any language that degrades, puts down, or otherwise abuses, threatens or is meant to intimidate any person. Students entering Phoenix Charter 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. Phoenix does not tolerate harassment of any kind, such as: hazing, intimidation, bullying, menacing, cyberbullying,

Phoenix is committed to providing a positive and productive learning environment—caring behavior is expected. Continued verbal abuse, threats, and/or harassment by a student may be considered a violation of the bottom line for violence and grounds for withdrawal from all Phoenix programs. Verbal abuse or threats by staff may be considered as grounds for dismissal.

- **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 Charter 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:**

Oregon Law provides students the ability to participate with their resident public school's sports teams. Other activities and club participation may also be available.

- **COMPUTERS:**

Student computers are only to be used for educational purposes, not for entertainment or other personal reasons. In order to monitor academic integrity Phoenix reserves the right to review any material transmitted using Phoenix student computers and may review the material at any time, with or without notice. Email transmitted via student computers is to be considered not private and may be monitored.

- **BREAKFAST AND LUNCH:**

Phoenix has a full-service kitchen that provides USDA sponsored school breakfast and lunch. All students receive breakfast and lunch service at no cost. Free & Reduced School Lunch Program forms are provided upon registration and must be completed.

- **BEVERAGES:**

All drinks, both hot and cold, are required to have a screw top lid. If a student is found with a beverage without a screw top lid they will be asked to dispose of the item. If a student continues to bring non-screw top lidded beverages to campus it may be considered willful disobedience and will result in a parent/teacher conference.

- **FOOD DELIVERY:**

We understand that students may enjoy having food (such as pizza) delivered to campus from time to time. It is our expectation that students pre-pay with the front office staff, not interrupt class time, and enjoy their food during scheduled lunch breaks. Please see the Front Office for a copy of the full policy document.

- **GRADUATION REQUIREMENTS:**

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

- **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).

- **GRADING:**

<u>Code Definitions</u>	<u>GPA point</u>	<u>Credit</u>
A = Superior	4	Yes
B = Above average	3	Yes
C = Average	2	Yes
X = Incomplete	N/A*	No
P = Pass	N/A *	Yes
F = Fail	0	No

\*A grade of "P" or "X" does not calculate into the students GPA.

- **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 student's Pathways Teacher so that you may choose whether to see them at your first available option. Any visitor that will travel anywhere in the building beyond the Front Office is required to sign in and wear a Visitor Pass.

**\*\* 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 CAMPUS.\*\***

- **BASIC NEEDS:**

If you are in need of food, clothing, medical care, shelter, or safety, please contact your Pathways Teacher or Student Services Staff so that we may help you find assistance.

- **GUESTS:**

Students must get approval from Student Services, the Front Office, and all of their classroom teachers when they would like to have a guest on campus for the day. Twenty-four (24) hours prior notice is required at a minimum. Guests are bound by the same rules as other Phoenix Students and will be expected to comply or leave the premises. If a student would like to have a guest on campus they must contact Student Services for the full procedure and permission form.

- **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. If a student’s temperature needs to be taken and is over 100, they are required to go home. 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.

- **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 program. Please contact Ron Breyne, Executive Director, if other staff is being non-responsive or you wish to file a formal grievance.

- **PARKING POLICY:**

Parking permits are required by both staff and students to park on the Phoenix Charter School campus. If a student would like to bring a motorized vehicle to campus, copies of the full policy are available in the Front Office.

- **BIKE, SKATEBOARD, SCOOTER, & SKATE POLICY:**

All bikes, skateboards, scooters, and skates brought to campus must remain secured for the duration of the day. Bikes and scooters must be locked (if you don’t have a lock please contact Student Services Staff) to the bike rack outside of the front office and skateboards and skates must be secured in a Student Services Staff member’s office. A student may be permitted to use their bike, skateboard, scooter, or skates at lunchtime, outside, but only with a full set of protective equipment (helmet, kneepads, elbow pads, and wrist guards). Students are not permitted to use their bikes, skateboards, scooters, or skates on Phoenix Charter School property outside of normal business hours. Repeated violations will be responded to with a call home, and up to and including, the loss of privilege to bring a bike, skateboard, scooter, and/or skates to campus.

- **CELL PHONE POLICY:**

*This policy is based upon the sole interpretation of our schools Executive Director. This policy can and may change at any time according to his discretion.*

We recognize that cell phones are a part of everyone’s life. Here are the times and uses for your cell phones:

- Cell phones may be used before and after school and during lunch from 11:30 – 12:00.

- Cell phone use during class is at each teacher’s discretions. Some teachers may allow you to use your cell phone as a calculator, computer, etc during class time but it is the student’s responsibility to follow each teacher’s direction on cell phone use in their class.

Cell phone use other than at the times and for the uses listed above can result in the phone being taken away until the end of the day. Repeated inappropriate use will require a parent to retrieve the phone or may result in a ban from bringing the cell phone to school. NOT RESPECTING THIS POLICY CAN AND WILL FORCE IT TO BE CHANGED.

## HELP DIRECTORY

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

- Executive Director: Ron Breyne
- Principal Brandy Osborne
- Chief Operating Officer (COO) Thomas McGregor
- Executive Assistant to the Director: Crissy Lindsey
- Lead Counselor: Dave Forney
- Registrar: Kelli Traviss
- Business Manager: Nancy Hill
- Computer Technician: CJ Bryant
- Facilities Maintenance: Ray Ste.Marie
- Teen Parents: Crissy Lindsey & Pathways Teachers
- Freshmen Instruction Lead: Diana Juarez

## 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 Front Office OR visit our website at [www.roseburgphoenix.com](http://www.roseburgphoenix.com).

### 2017-2018 PHOENIX CHARTER SCHOOL DAILY BELL SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period #1: Pathways</b> 8:00am – 8:40am	<b>Block A</b> 8:00am – 9:45am	<b>Period #1: Pathways</b> 8:00am – 8:40am	<b>Block A</b> 8:00am – 9:45am	<b>Period #1: Pathways</b> 8:00am – 8:40am
<b>Period #2</b> 8:40am – 10:05am		<b>Period #2</b> 8:40am – 10:05am		<b>Period #2</b> 8:40am – 10:05am
<b>Period #3</b> 10:05am – 11:30am		<b>Period #3</b> 10:05am – 11:30am		<b>Period #3</b> 10:05am – 11:30am
<b>Lunch 11:30am – 12:00pm</b>				
<b>Period #4</b> 12:00pm – 1:10pm	<b>Block C</b> 12:00pm – 1:45pm	<b>Period #4</b> 12:00pm – 12:45pm	<b>Block C</b> 12:00pm – 1:45pm	<b>Period #4</b> 12:00pm – 1:10pm
<b>Period #5</b> 1:10pm – 2:25pm		<b>Period #5</b> 12:45pm – 1:25pm		<b>Pathways-Learning Lab</b> 1:45pm – 2:25pm



## IDEA REQUIREMENTS

It is the policy of Phoenix Charter School to aid public school districts in identifying Phoenix Charter 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.

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

## 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 Charter 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.

## **SUSPENSION & EXPULSION**

Suspension and expulsion is defined as exclusion from school. It is the policy of Phoenix Charter 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.

## **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
- 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.

**ALTERNATIVE PROGRAMS:** In consultation with representative(s) from the student's resident district, alternatives to Phoenix Charter 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 Charter School. When a student withdraws from Phoenix Charter 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 Charter 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:

- The student/guardian shall be informed of the charge. A written summary of the incident and charge will be provided to the student/guardian;
- 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;
- 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;
- 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.
- 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.
- 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.
- 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:

- 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.
- 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 Charter School, the parent must either participate in or waive their right to an expulsion hearing prior to re-enrollment in Phoenix Charter School.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- Expulsion of a student shall not extend beyond the maximum allowed by law.
- A student who is under suspension or expulsion may be restricted from all school events including the graduation ceremony.
- 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.
- Other procedures apply to a student who is identified for special education services as a child with disabilities.

# PHOENIX CHARTER SCHOOL

## 2017-18 STUDENT POLICY HANDBOOK SIGNATURE SHEET

Signature by the Student and Parent/Guardian signifies their commitment to accept and abide by these policies to fully enroll in Phoenix Charter School and that they have read and understand the Student Policy Handbook of Phoenix Charter School.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Please PRINT Student Name Here

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Pathways Teacher or New Student Intake Teacher Name

\_\_\_\_\_  
Date

Pathways Teacher and/or New Student Intake Teacher: Upon completion of the classroom presentation of this Student Policy Handbook, sign and date this sheet as directed above. Remove this sheet from the handbook and forward it to the Registrar for placement in the student's file.

Thank you!