This handbook is a working document. The curriculum at Phoenix is organic, adapting to the needs of each student and the learning community as a whole.

Questions may be directed to:

Phoenix High School

1315 West 4th Street

Kennewick, WA 99336

(509) 222-7400

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DREAM BIG • DREAM BIG • DREAM BIG • DREAM BIG • DREAM BIG

If there were ever a time to dare,
to make a difference,
to embark on something worth doing,
it is now.
Not for any grand cause, necessarily—
but for something that tugs at your heart,
something that's your aspiration,
something that's your dream.

You owe it to yourself to
make your days here count.
Have fun.
Dig deep.
Stretch.

Dream big.

Know, though, that things worth doing seldom come easy.
There will be good days.
And there will be bad days.
There will be times when you want to turn around,
pack it up, and call it quits.
Those times tell you that you are pushing yourself,
that you are not afraid to learn by trying.

Persist.

Because with an idea,
determination, and the right tools,
you can do great things.
Let your instincts,
your intellect,
and your heart guide you.

Trust.

Believe in the incredible power of the human mind.
Of doing something that makes a difference.
Of working hard.
Of laughing and hoping.
Of lasting friends.
Of everything that will cross your path this year.

The start of something new brings the hope of something great.
Anything is possible.
There is only one you.
And you will pass this way only once.

Do it right.

~Author Unknown~

DREAM BIG • DREAM BIG • DREAM BIG • DREAM BIG • DREAM BIG

Dear Members of the Phoenix High School Community,

We are so excited to welcome you to Phoenix High School! Our first students chose the name Phoenix because it represents a spirit of renewal and passion, keeping what is of value from each day and starting fresh the next with renewed purpose. The fire that engulfs the Phoenix reminds us of the passion for learning that burns within us all when we are given the space and freedom to pursue our interests.

We invite you to participate in and contribute to a school where….

- *There are no bells segmenting learning in 55 minute periods.*
- *Students are actively engaged in learning projects they design themselves.*
- *Each student has a personal workstation.*
- *Teachers are advisors and learning partners.*
- *Access to technology opens doors to educational opportunities.*
- *Learning extends beyond the doors of the classroom.*
- *Learning not only meets, but exceeds state and national standards and assessments*.

Together, we will. . .

- *Discover a passion for learning within a supportive and innovative environment.*
- *Be creative.*
- *Learn to manage time well and work independently.*
- *Meet state learning standards through personal interests within extended learning projects.*
- *Learn to use our minds well.*
- *Connect learning to life outside of the classroom, applying that learning to real world concerns.*
- *Try out new skills and model complex thinking and behaviors in a non-threatening environment.*
- *Develop the skills and desire to solve problems and thoroughly understand ideas and concepts.*
- *Take responsibility for our own learning.*

If you have any questions, please contact us via the e-mail addresses below. We look forward to building a successful learning community together!

Your Phoenix Advisors

Fire

~Judy Brown ~

What makes a fire burn
is space between the logs,
a breathing space.
Too much of a good thing,
too many logs
packed in too tight
can douse the flames
almost as surely
as a pail of water would.

So building fires
requires attention
to the spaces in between,
as much as to the wood.

When we are able to build
open spaces
in the same way
we have learned
to pile on the logs,
then we can come to see how
it is fuel, and absence of the fuel
together, that make fire possible.

We only need to lay a log
lightly from time to time.
A fire grows
simply because the space is there,
with openings
in which the flame
that knows just how it wants to burn
can find its way.

The students who named Phoenix High School were drawn to the myth of the ancient bird that burns up each day and returns the next. Fire represents passion and daily renewal. This poem captures their ideas while reminding the learning community to create open space and tend the fire.

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Our Vision, Mission, and Guiding Beliefs

Vision

A learning environment centered on relationships, reflection, relevance, and rigor fosters a passion for lifelong learning and empowers students to become responsible members of their community and the world around them.

Mission

A personalized and flexible learning structure motivates students to direct their own education, initiating projects and meeting learning standards in ways that are unique to their own interests and abilities. Students are challenged to learn to use their minds well, to reflect, to dream, to plan, and to transform their goals into realities through authentic, rigorous, and excellent work. Positive relationships among students, staff, parents, and community mentors create a solid foundation for learning experiences that are relevant to the real world. These experiences ensure that students are college-ready, workplace-ready, community-ready, and that they have the desire as well as the means to make sure that learning never ends.

Guiding Beliefs

- The learning community respects the integrity and worth of each individual.
- Small schools and small advisories allow each student to be known well and to have a personal learning plan that is designed to meet individual learning needs.
- Interdisciplinary learning projects develop habits of mind and work, marketable communication skills, citizenship and life skills, and simultaneously meet the essential academic learning standards set by the State of Washington.
- In a democratic learning community all members of the school (including students, staff, parents, and community members) are involved in decision-making.
- Technology opens up worlds of inquiry and educational opportunity.
- Learning is better evidenced by performance than by seat-time.
- Advisors are facilitators of learning and see themselves as generalists first and specialists second.
- Access to community mentors and industry standards helps students obtain the knowledge and skills necessary to succeed.
- Project-based learning promotes ongoing reflection and self-regulated learning by asking students to generate their own strategies for problem definition, information gathering, data analysis, and hypothesis building and testing, and to compare their strategies to those of other students and mentors.
- Ongoing performance assessment of students, staff, and programs is essential to sustainable success.
- Joy is an essential part of learning, and laughter mixes naturally with serious discussion and hard work.

Kennewick School District's Non-Discrimination Policy
The Kennewick School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups. Questions and complaints of alleged discrimination can be directed to the Equity and Civil Rights Director Doug Christensen at (509) 222-5010.

PRIVACY ACT

The Federal Family Education Rights and Privacy Act of 1974 permits the Kennewick School District to release certain information known as “directory information,” to certain people or institutions, unless parents request, in writing, that such information not be released.

In many cases, requests for this type of information come from news media or the armed forces for recruiting purposes. Directory information may include: 1) student name, address, and telephone number, 2) date and place of birth; 3) participation in officially recognized activities and sports; 4) weight and height of athletic team members; 5) dates of attendance; 6) photographs or other similar information. Photographs may occasionally be taken of students for use in the news media or school district publications.

Calendar

KENNEWICK SCHOOL DISTRICT
CALENDAR 2023-24
KENNEWICK
SCHOOL DISTRICT
Every Wednesday is early release for K-8 students except for Highlands and Park middle schools
First / Last Day of School
Professional Day
Holiday
Early Release
Conferences
Snow Make-up
AUG 2023
M T W T F
1 2 3 4
7 8 9 10 11
14 15 16 17 18
21 22 23 24 25
28 29 30 31
24 Staff Professional Day
28 Staff Professional Day
29 Professional Day & Staff Welcome Back
30 First Day of School (Early Release K-8)
SEP 2023
M T W T F
1
4 5 6 7 8
11 12 13 14 15
18 19 20 21 22
25 26 27 28 29
4 No School (K-12) - Labor Day
13 Early Release (9-12)
22 No School (K-12) Staff Professional Day
OCT 2023
M T W T F
2 3 4 5 6
9 10 11 12 13
16 17 18 19 20
23 24 25 26 27
30 31
4 Early Release (9-12)
13 Mid-Trimester (K-5)
13 No School for Kindergarten Students
20 No School (K-12) Staff Professional Day
NOV 2023
M T W T F
1 2 3
6 7 8 9 10
13 14 15 16 17
20 21 22 23 24
27 28 29 30
1 Early Release (9-12)
3 End of 1st Quarter (6-12)
9 Early Release (K-5) Report Card Prep
10 No School (K-12) Veterans Day
17 Early Release (K-8) Conferences
20 No School (K-12) Conferences
21 Early Release (K-8) Conferences
22 Early Release (K-12)
23-24 No School (K-12) Thanksgiving
30 End of 1st Trimester (K-5)
DEC 2023
M T W T F
1
4 5 6 7 8
11 12 13 14 15
18 19 20 21 22
25 26 27 28 29
6 Early Release (9-12)
20 Early Release (K-12)
21 - Jan. 2 No School (K-12) Winter Break
JAN 2024
M T W T F
1 2 3 4 5
8 9 10 11 12
15 16 17 18 19
22 23 24 25 26
29 30 31
1-2 No School (K-12) Winter Break
3 First Day Back from Break (ER K-8)
10 Early Release (9-12)
15 No School (K-12) MLK Jr. Day
24-26 High School Finals
26 Mid-Trimester (K-5)
26 End of 1st Semester- Early Release (6-12)
FEB 2024
M T W T F
1 2
5 6 7 8 9
12 13 14 15 16
19 20 21 22 23
26 27 28 29
7 Early Release (9-12)
16 Special Early Release (K-12)
19 No School (K-12) Presidents' Day
28 Early Release (9-12)
MAR 2024
M T W T F
1
4 5 6 7 8
11 12 13 14 15
18 19 20 21 22
25 26 27 28 29
8 Early Release (K-5) End of 2nd Trimester, Report Card Prep
11 No School (K-12) (Snow Make-up)
14-15 Early Release (K-5) Conferences
22 No School (K-12) Professional Day
27 Early Release (9-12)
29 End of 3rd Quarter (6-12)
APR 2024
M T W T F
1 2 3 4 5
8 9 10 11 12
15 16 17 18 19
22 23 24 25 26
29 30
1-5 No School (K-12) Spring Break
26 Mid-Trimester (K-5)
MAY 2024
M T W T F
1 2 3
6 7 8 9 10
13 14 15 16 17
20 21 22 23 24
27 28 29 30 31
8 Early Release (9-12)
24 No School (K-12) (Snow Make-up)
27 No School (K-12) Memorial Day
JUN 2024
M T W T F
3 4 5 6 7
10 11 12 13 14
17 18 19 20 21
24 25 26 27 28
7 Early Release (K-5) Report Card Prep
8 Class of 2024 Graduation
10-12 High School Finals
12 Special Early Release (K-12) Last Day of School
JUL 2024
M T W T F
1 2 3 4 5
8 9 10 11 12
15 16 17 18 19
22 23 24 25 26
29 30 31

Contact Information

Address
Phoenix is located at 1315 West 4th, Kennewick, WA 99336, next to Grocery Outlet.

Advisor E-Mail
Sarah Ard – sarah.ard@ksd.org
Jill Mulhausen –jill.mulhausen@ksd.org
Pat Yecha- patrick.yecha@ksd.org

Main Office – (509) 222-7400
Fax – (509) 222-5153

Business Hours
Phoenix is open from 7:30am to 3:00pm Monday – Friday.

Snow Days – School Closures or Delays
On days when schools must be closed or delayed because of storms, the information will be posted on the district website at www.ksd.org. In addition, an announcement will be made on the radio at KONA AM 610 or KONA FM 105.3. School will start at 9:00AM if we have a one-hour delay and at 10:00AM if we have a two-hour delay. Please do not call the school to ask about closures or delays.

Daily Schedule

There are no bells at Phoenix, but we find that a regular schedule which includes "anchors" such as daily time for independent reading and for quantitative reasoning help Phoenix students to be successful. Chunks labeled "Independent Work Time" are also used for workshops/seminars and one-on-one time with advisors.

Regular Schedule		Two Hour Late Start	
8:00 – 9:00	Quantitative Reasoning	10:00 – 10:20	Morning Advisory
9:00 – 9:15	Nutrition Break	10:20 – 10:30	Goal Setting
9:15 – 9:35	Morning Advisory	10:30 – 11:15	Independent Work Time
9:35 – 9:45	Goal Setting	11:15 – 11:55	LUNCH (Open Campus)
9:45 – 11:15	Independent Work Time	11:55 – 12:25	Independent Reading
11:15 – 11:55	LUNCH (Open Campus)	12:25 – 1:55	Independent Work Time
11:55 – 12:25	Independent Reading	1:55 – 2:10	Reflection/Time & Learning
12:25 – 1:55	Independent Work Time	2:10 – 2:30	Afternoon Advisory
1:55 – 2:10	Reflection/Time & Learning	2:30	End of Day
2:10 – 2:30	Afternoon Advisory		
2:30	End of Day		

One Hour Late Start 9:00 – 9:15 Nutrition Break 9:15 – 9:35 Morning Advisory 9:35 – 10:10 Quantitative Reasoning 10:10 – 10:20 Goal Setting 10:20 – 11:30 Independent Work Time 11:30 – 12:10 LUNCH (Open Campus) 12:10 – 12:40 Independent Reading 12:40 – 1:55 Independent Work Time 1:55 – 2:10 Reflection/Time & Learning 2:10 – 2:30 Afternoon Advisory 2:30 End of Day	Wednesdays – Community Engagement Wednesdays at Phoenix are off-campus work days for students. Students may work on projects at home, do internships, go to the library, meet with live sources, or visit museums. Students who receive individualized support will have time scheduled on Zoom between 8:00-2:30 on Wednesdays. Any student who has a question or needs help can come to the Zoom link posted in Google Classroom for help. Advisors spend Wednesday working on assessment, preparation, professional development, making parent and community contacts, and scheduled student appointments.

"She's up, ready to go, and angry if she's not here on time. The desire was not there before. The learning was not engaging her [in her old school]. And it is here."
~Phoenix Parent

Community Engagement Wednesdays

We need parent support to keep high expectations about Community Engagement Wednesdays. Every Wednesday, students will work off-campus, accessing community mentors and resources and/or working online and at home as they accomplish personal learning plans created with, and approved by, their parents and advisors. Phoenix advisors and parents will hold students accountable for Wednesday work plans.

Wednesdays serve several important purposes: 1) There are pieces of project work, such as accessing community mentors and using specialized tools, that cannot be accomplished on campus during the regular school day. 2) Students have the opportunity to work on self-management, time-management, and decision-making skills and to troubleshoot their progress in those areas with advisors, parents, and mentors. 3) Because Phoenix does not operate in a traditional course structure, advisors do not have a "planning period" during the school day—they are with students all day long. These advisors use Wednesdays for the purposes outlined below.

Just like the students, Phoenix advisors will continue to work full five day weeks using student off-campus days for professional development, advisor collaboration, meetings with parents, meetings with students, development of community partnerships, and one-on-one tutoring of students in need of remediation. Staff will periodically organize and lead field experiences such as college visits on these Wednesdays as well.

Making Wednesdays Successful

Parent Tips:
1) Keep your student's work calendar for his/her current project posted so that you and your child are aware of deadlines. Hold your student accountable for meeting deadlines.
2) Your student will come home on Tuesday afternoon with a set of goals for Wednesday. Please review those goals with him/her so that you are clear about what they are to accomplish on the following day.
3) If, for some reason, your child comes home without goals, simply print off a goal sheet from the Project Documents section of our website and have them fill out goals with you. Wednesday goals must always include: at least one hour of work in quantitative reasoning (this is a good time to catch up if they've fallen behind), at least thirty minutes of independent reading, and at least twenty minutes of reflection on what they accomplished during the day.
4) Meet with your child on Wednesday evening and review with him/her the required daily reflection on time and learning. Consider fair consequences for missed deadlines or poor time management.
5) Report to your student's advisor if you have concerns about how Wednesday's are being used. When necessary, we require students to report to Phoenix on Wednesdays where they will be supervised completing independent work and coached to become better self-managers. This should be a last resort after other options have been tried to help him/her become a better self-manager.
6) Get comfortable using email. This is the best way to communicate with Phoenix Advisors and to keep your student on-track for success. Because advisors are with students all day, we do not have a confidential place or a regular time to make phone calls. Advisors will be happy to answer promptly any questions and keep you updated on your student's progress through email. Please provide us with a valid email address to contact you, check your email regularly, and respond to our emails.

Absences and Appointments

Please help us keep Phoenix students, staff, and families healthy by checking your students for symptoms every day before school and keeping them home if they are not feeling well. Students will excused absences can keep up with assignments from home using their Chromebooks and Rapid Identity to access Apex and Google Classroom. We strive to keep the atmosphere at Phoenix similar to a workplace. If your student is going to be absent because of an illness or emergency, please make sure that you call in to report the absence before 8:00AM. If you have a planned absence, it must be pre-excused. Here is a link to district guidelines about when to keep students home for Covid infections, symptoms and close contacts: https://www.ksd.org/about/health-safety .

Teachers are required to record all absences and tardies. This record will be kept in PowerSchool. Absences and tardies will be recorded on report cards.

EXCUSED ABSENCES
When a student is absent, in addition to calling in, it is his/her responsibility to clear the absence with his/her advisor with a signed note from a parent/guardian. Absences that are not excused within three (3) school days following the absence shall be considered truant.

HOW TO EXCUSE YOUR ABSENCE
Kennewick School Board Policy #3122 notes five justifications to excuse a student's absence from school:

1. An illness or a health condition; or an appointment required due to illness or a health condition. Illness is to be verified by parent with written note and/or phone contact.
2. Participation in a school approved activity. Your advisor/coach will normally arrange this through a "Please Excuse" list.
3. A family emergency arises, verified by the parent as soon as possible with written note and/or phone contact.
4. A suspension from school. This will be an excused absence.
5. An approved, pre-arranged absence (parent/guardian request in writing is required and approval by a principal).

APPOINTMENTS DURING THE SCHOOL DAY
Whenever possible, appointments should be arranged for outside the school day or on Wednesdays. When it is necessary for a student to leave school for appointments (medical, dental, etc.), the student is to bring a note or appointment verification on the morning of the appointment. Prior to leaving the campus, the student is to check out with his/her advisor. It is expected that the student will return to school immediately following the appointment. Upon the student's return to school, they must check in with their advisor. FAILURE TO FOLLOW THESE PROCEDURES may RESULT IN AN UNEXCUSED ABSENCE. If the student does not bring a note for an appointment, phone calls will be allowed for the student to arrange to leave.

Students needing to leave school because of illness or injury are to check out first. Parental permission will be secured by the advisor. FAILURE TO DO SO WILL RESULT IN AN UNEXCUSED ABSENCE. Students who do not return to campus after lunch must call their advisor to notify them of the reason for their absence.

Participating in school every day is a commitment. It is inappropriate to miss school for:

- Driving tests
- Senior pictures
- Job interviews
- Hair appointments
- Or any other activities that can be scheduled outside of the school day.

Dear Parent/Guardian:

This year, Kennewick School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 9th grade, regular attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your student when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is sick, please contact our main office at (509)222-7400 and let her know and send a written note when your student returns.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student's attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students' teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you

or your student face challenges in getting to school regularly or on time (school nurse, counselor interventionist, etc). We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

Washington Assessment of the Risks and Needs of Students

PARENT OR GUARDIAN CONSENT FORM

PURPOSE OF THIS SURVEY: This survey asks your child about past and current experiences in his or her life. The purpose of the survey is to help adults at your child's school or agency to gather data to create a meaningful truancy intervention for your child after two unexcused absences. The survey will also aid your child's school or agency to develop better programs that promote social, emotional, and educational development.

WHAT YOUR CHILD WILL DO: Your child will be asked to complete one survey which will take approximately 15 – 20 minutes. The questions will ask about past and current experiences. Some questions are personal. If your child doesn't want to answer them, those questions can be skipped or the survey can be ended. Your child's teacher or counselor will have access to your child's answers. He or she will use this information to create meaningful truancy interventions for your child. Any individual, school, or agency is required to use this information only in your child's best interests.

RISKS: Some of the questions may cause discomfort or embarrassment. If your child feels upset after the survey, the school or agency is required to have someone available to help them.

BENEFITS: The survey results may aid your child's teacher or counselor in selecting appropriate, meaningful interventions. With your child's information, your school or agency may be able to find or develop better programs to assist your child and other students.

CONFIDENTIALITY: Your child's answers will be kept confidential. Your school or agency will keep all answers in a locked drawer or on a secure computer while in their possession. Answers also will be sent to the Washington State Administrative Office of the Courts (AOC) for processing, analysis, and storage. Only an identification number will appear with your child's answers. Answers will be stored on a secure computer protected by the AOC. Your child's identity cannot be determined from any information stored by the AOC unless you give your permission below. If you agree to have your child's identity known to the AOC, it will only be used to follow your child's progress for research purposes. Your child's information will only be available to a small number of research staff, will not be released for any other purposes, and will not become part of any court record.

PARTICIPATION AND WITHDRAWAL: Your child's participation is voluntary, and he or she does not have to participate. There is no penalty or loss of benefit by not participating, except that your school or agency may not be able to help your child and other students as well. Your child may stop participating at any time.

Questions or Concerns? Please contact: warns@courts.wa.gov or your child's school or agency.

09-06-2016 v.

Washington Assessment of the Risks and Needs of Students

STUDENT CONSENT FORM

PURPOSE OF THIS SURVEY: To understand your experiences in and out of school and select meaningful interventions to reduce your absenteeism. Your information may also be used so better programs can be developed to help you and other students.

WHAT YOU WILL DO: You will be asked to complete one survey which will take approximately 15 – 20 minutes. The questions will ask about past and current experiences. Some questions are personal. If you don't want to answer them, just skip those questions or end the survey. Your teacher or counselor may wish to review your answers with you. Your teacher or counselor will use your information to select interventions that may help you.

RISKS: Some of the questions may cause discomfort or embarrassment. If you feel upset after the survey, someone is available to help you. Ask your teacher or counselor.

BENEFITS: Your answers may help your teacher or counselor understand you better and assist them in selecting meaningful interventions to reduce your absenteeism.

CONFIDENTIALITY: Your answers will be kept confidential. Only a unique identification number will appear on any forms with your answers. Only adults who want to help you will see your answers. Your teacher or counselor will keep your answers, and a list linking your name and identification number, in a locked drawer or on a secure computer. Your answers will also be stored on a secure computer protected by the State of Washington. Your name will not be stored with your answers on any computer unless your parent gave permission.

PARTICIPATION AND WITHDRAWAL: Your participation is completely voluntary, and you don't have to participate. There is no penalty or loss of benefit by not participating, except that your teacher or counselor may not be able to help you as well. You may stop taking the survey at any time.

Questions or Concerns? Please contact: warns@courts.wa.gov.
You may also contact someone at your school or agency. Ask your teacher or counselor.

09-06-2016 v.

Kennewick School District Policies & Regulations

BUS REGULATIONS
Parents and students are advised that any student who interferes with the safe operation of a school or transit bus or causes damage to a school or transit bus will be subject to suspension of all transportation privileges. This suspension also applies to any student who is disorderly and/or insubordinate.

CHANGE OF ADDRESS
Should you have a change of address during the school year, please report your new address and phone number to your advisors.

CLOSURES
On days when schools must be closed or delayed an announcement will be posted at www.ksd.org, and on the following radio stations: KONA AM 610 or KONA FM 105.3.

FIRE/EVACUATION/LOCKDOWN DRILL INFORMATION
Emergency drills are held at different times under different circumstances and conditions. We ask that students not use their cell phones during a drill. The district office (222-5000) will always be informed of drills at Phoenix and can answer parent questions.

FOOD SERVICES
Food services are available to provide a mid-morning nutrition break and a nutritionally balanced lunch for each student. Students may bring their lunch, or purchase a lunch. Prices vary according to items selected. Free/reduced lunch charges are available to those who qualify. Forms are available from your advisors.

IMMUNIZATIONS
All students must meet Washington State Department of Health requirements for school admission and/or continued attendance. All students must have completed the required immunizations before being allowed to attend school. Personal and medical exemptions are allowed.

INJURIES/ILLNESS
If a student becomes ill or injured while in school, the student should report to his/her advisor. No student who is seriously injured should be moved. The staff will contact the adults listed by the parent/guardian on the emergency card. Students may not leave the building without authorization from Phoenix staff.

INTERNET ACCESS
All students desiring independent access to the Internet at Phoenix High School will be required to read our expectations for on-line etiquette and consequences for misuse of this resource. Both the student and their parents will be required to sign and comply with the "Independent Internet Access Contract."

SEXUAL HARASSMENT AND PUBLIC DISPLAY OF AFFECTION
All individuals at Phoenix High School are worthy of being treated with respect. When any person is subjected to unwelcome behavior or a comment that is sexual in nature it is considered "sexual harassment." It is inappropriate, harmful and against the law. Unwelcome sexual advances, requests for sexual favors, unnecessary physical contact, or explicit comments may constitute sexual harassment. It is the responsibility of every individual at Phoenix High School to protect students and staff from sexual harassment.

TELEPHONES
Phoenix telephones are business phones and should be used by students for business purposes and emergencies only. Cell phone use is restricted to nutrition break and lunch break time only unless related to a project and cleared with an advisor. Please arrange rides and after school activities ahead of school. If you must phone your child, please do so during nutrition break between 9:00 and 9:15 or during lunch from 11:30 to 12:10.

VALUABLES
The district assumes no responsibility for loss of any student's personal property. Electronics, expensive jewelry, and other valuable items, such as large sums of money, are better left at home. Articles of value for class display should be checked in with your advisor.

Student Computer & Network Usage

Network access allows a student to have a logon name and password to the district network. Students will have access to save and delete their own files from any student computer in the school. Use of the Kennewick School District (KSD) Network and equipment is a privilege and may be revoked for misuse.

I agree to the following conditions:

- I will not attempt to “hack”, enter a command or DOS mode, boot from removable media, bypass district security measures or alter/modify any computer hardware or software without direct staff authorization. This includes “surfing” the network drives and folders not explicitly assigned to you.

- I will not allow another student to use my account. I will keep my password secure. I realize that I can be held responsible for any misuse of my account. I will immediately report to security if I think someone knows my password.

- I will avoid using technologies such as streaming audio or video from the Internet unless I have permission from a staff member. CDs are allowed with headphones.

- I will not store music or video files on the network server unless they are for a school project. I will not listen to music from a CD or other storage media unless teacher directed or in compliance with school policy.

- I will not use computers for sending electronic messages, IM or "chats" on the school network without direct staff authorization.

- I will not use email during regular school hours unless it is for a school related purpose. Misuse of school district provided email accounts will result in possible loss of computer and email access and additional discipline.

- I will not download or install programs, from the Internet or from other media, to the network server or local machines without proper authorization. I will not store files in any location other than my assigned network space(s) or as directed by staff.

- I will follow all copyright laws. In particular, students are not to download copyrighted music, video, text or other media without staff permission, express permission of the copyright holder or within the guidelines of the Fair Use Policy.

- I will not engage in games AT ANY TIME or ANY other activity that is not school-related or teacher directed.

- I will not use KSD technology to harass others or to send, create, duplicate, or in any way convey profanity, abusive language, or inappropriate images or audio.

- I will not participate in any behavior in the student labs that disrupts other students, can cause damage to equipment or results in additional maintenance, repair or time by district staff to rectify.

- I understand that the technology provided by the KSD is for educational use only and not personal or entertainment purposes.

- I understand the abuse and /or misuse of the technology resource at SHS can result in severe disciplinary consequences.

I have read “Kennewick School District Network Use Student Contract”. My signature below shows I understand and agree to these conditions for computer and network use and any violation of these rules could result in a loss of network/computer privileges and/or other disciplinary action, depending on the severity of the violation.

Phoenix High School Tri-Party Agreement

All parties agree that academic success is the product of a cooperative effort. To ensure that your student will benefit from this union, each party had the following responsibilities:

As a student, I am committed to:	1. Following Community Agreements. 2. Graduating from High School. 3. Following my Personal Learning Plan. 4. Participate in quarterly evening Learning Expositions. 5. Inform my parents of my progress through a weekly Friday project status update email to parents and advisors. 6. Actively participate in a Personal Learning Plan meeting twice a year. 7. Accepting help from Phoenix advisors and project managers. 8. Asking for questions and help when I'm confused or concerned. 9. Using the computer and other Phoenix resources appropriately. 10. Attending school daily and be on time. 11. Being goal-oriented and productive every day, including if off-campus on Wednesdays. 12. Taking responsibility for completing project tasks, and math, at home when goals are not completed at school. 13. Spending an hour a day working diligently on learning new math skills. 14. Spending 15 minutes per day engaged in written reflection about my day. 15. Spending 30 minutes per day engaged in independent reading and honoring reading plan commitments. 16. Working my plan at Phoenix for at least one year. 17. Graduating from High School.
As a parent, I am committed to:	1. Supporting my student's commitment to graduate from high school and being committed myself to my student's success at Phoenix High School. 2. Attend a student lead conference once a year. 3. Monitoring my student's Personal Learning Plan. 4. Reviewing student's Wednesday work plan and establishing accountability measures to ensure that productive work is being completed during off-campus Wednesdays. 5. Checking my student's progress through their Apex course and encouraging my student to work on his/her math course at home as well as at school. 6. Keep up with my child's progress through weekly Friday Project status updates my child sends through email. 7. Having open communication with my student and Phoenix staff. Asking questions and getting in touch with any questions or concerns. 8. Honoring my family's commitment to Phoenix for at least one year and helping my student attend quarterly evening learning expositions.
As an advisor, I am committed to:	1. Working to discover the individual learning needs of each student and providing opportunities for growth.

	2. Encouraging students to find their passions and to create Personal Learning Plans and design projects that will make learning an enjoyable experience. 3. Monitoring that school district policies and Phoenix community agreement are consistently followed. 4. Communicating feedback with both student and parents frequently to share successes as well as concerns.

The choice to attend Phoenix High School may be revoked if any of the concerned parties fail to comply with the terms stated above.

Phoenix Community Agreements

1. Respect Everyone's Learning Environment

- Follow the schedule as a guideline.
- Respect the work time of others.
- Read silently during Independent Reading, remain quiet during silent independent work time, and work during work times.
- Make sure your music isn't a distraction for yourself and others.
- Turn cell phones off/silent during advisory, community meetings, and group project meetings. NEVER use cell phones during Advisory, community meetings, direct instruction, guest speakers, etc. Use them during educational time for educational purposes and ask permission. Have integrity and responsibility about your cell phone use. If you cannot use your cell phone with responsibility, it will be taken for the day. Repeated offense, or not handling reminders about cell phone use well, will mean you can't have your cell phone at school or will have to check it in with our secretary.
- Use the amenities of our building (i.e. shower, science equipment, art supplies, shop equipment, nice desks, rolling chairs) responsibly.
- Be on time.
- Be safe.
- Know when to draw the line; be your most mature self and use common sense.
- During independent work time stay in your advisory area unless you have permission from all advisors affected.
- Express yourself in a way that is not offensive.
- Use the bathrooms appropriately. Put paper towels in the trash can. Check to make sure that everything is flushed. Check out with a staff member. No Camping!
- Notify your advisor if you're going to be late or absent.
- Keep desks clean. Store snacks appropriately. Use drink containers with secure lids, or keep drinks on the lunch tables or in a secure location where it cannot spill onto electronics or the carpet. Used gum belongs only in the trash can.
- Ensure that everyone has enough bandwidth by not streaming, downloading, or gaming.
- Ensure that everyone has enough ink and paper by not printing anything unrelated to credit bearing work.
- Participate in weekly deep cleaning.
- Check out library books for tracking purposes.
- No food, drink or loitering in the studio.
- If someone asks you to stop, just stop (like tapping your foot, a joke that ran out, etc.)

2. Support and Be Sensitive to Others.

- Leave your drama at the door and stop gossip and bullying before it starts.
- Reach out to people and stand up for others.
- Protect people and their property, i.e. do not pick up things off people's desk without permission.
- Respect people's boundaries. Ask for consent before offering physical affection or comfort.
- Be aware that you are in public and keep private activities private: PDA makes people uncomfortable.
- Respect the speaker. No side conversations. Advisors, please enforce this!
- Make positive contributions to activities and discussions. Involve yourself and take advantage of learning opportunities.
- Be helpful.
- Give people the benefit of the doubt; don't jump to conclusions.

- Be open to diverse people and ideas. No discrimination or slurs. Respect others' names/pronouns.
- Be open minded and aware of others feelings. Do not make comments or tell jokes that are rooted in racism, sexism, or make light of mental illness or suicide.
- Respect others' challenges.
- Be kind to everyone, especially support staff and volunteers.
- Respect the Free Pantry & Thrift area/supplies. Take what you need and clean up after yourself in that area.
- We prioritize safety over privacy. Trust adults with information when safety is at stake!

3. Be aware of your actions and how they reflect on Phoenix.

- No smoking or vaping on or near campus or during Phoenix-sponsored events EVER.
- Only work with other students when you are able to work with them well.
- Follow and respect Kennewick School District Policies, i.e. Follow internet guidelines.
- Be aware and respectful of other businesses, residents, and local elementary students. I.e., keep campus picked up inside and out, drive safely, don't loiter outside other businesses, respect private property, help make sure cars in the parking lot are safe and secure, etc.
- Have integrity and handle mistakes with dignity.
- Keep good hygiene while at school. Avoid wearing too much cologne/perfume.
- Hold yourself and others accountable to The Community Agreements.
- Don't abuse the opportunities and power that Phoenix staff give you.
- If you can't say something nice about our community, don't say anything at all. Don't be a trash talking drama starter.

DISRUPTIVE STUDENT POLICY GUIDELINES AND PROCEDURES

Please familiarize yourself with the Kennewick School District Policies, available online at https://www.ksd.org/District/School-Board/Policies-and-Procedures .

NONVIOLENCE AT PHOENIX

Phoenix has an unprecedented record for nonviolence. Fighting is practically nonexistent here. Restorative justice practices including mediation, conflict resolution and level-headed communication are encouraged when mistakes are made and tempers flare. Students deserve a peaceful learning environment.

Students who choose to fight at Phoenix may be suspended for ten (10) days. During that time, project work will continue independently. Additionally, students who fight will be required to participate in restorative justice procedures.

KENNEWICK SCHOOL DISTRICT POLICY 3240R: STUDENT RESPONSIBILITIES AND LIMITATIONS - DISRUPTIVE STUDENTS

It is the intent of the Kennewick School District to provide safe, productive, and positive learning environments for students. This includes eliminating disruptive behavior so that all students can learn. Disruptive student behavior is defined as a student whose behavior, either physical or verbal, inhibits the learning process. This type of behavior may lead to physical violence, either on the part of the disruptive child or a person who is offended by those actions. Disruptive behavior will not be condoned in the classroom, in other areas of the campus, or at other related school activities. To ensure the rights of the children to a safe, productive, and positive learning environment; the following procedures have been established.

1. Reporting the Disruptive Student Behavior. The teacher or school personnel will report to the principal or assistant principal incidents of disruptive behavior in the classroom or in other school environments. The teacher, principal, or school personnel will provide written documentation of each incident. The parent/guardian will be contacted by the teacher, principal, or school personnel; and the content of the written report will be shared with the parent/guardian. For each incident a written report will be compiled and contact with the parent/guardian will be made.

2. Remedial Discipline Plan. After a student's fourth documented disruptive incident, the teacher and the principal or assistant principal will assess the situation and develop a remedial behavior plan that addresses the disruptive behavior. The teacher, assistant principal, parents, and other school personnel as needed will meet to develop a remedial discipline plan. The plan will be completed using the District Remedial Discipline Plan Form (Behavioral Contract). The purpose of this meeting will be to address the reasons for the student's disruptive behavior and to cooperatively establish goals, objectives, and timelines to modify such behavior. It will include the consequences in the event that the student violates the plan. The parent/guardian will receive a copy of the plan. The Remedial Discipline Plan Form will be signed by the teacher, student, administrator(s), and parents. If the student is in special education, a Multiple Disciplinary Team (MDT) will meet to review the students Individual Education Plan (IEP) and develop a specific disciplinary plan.

3. Out-of-Classroom Alternative Plan. If the remedial disciplinary plan is violated by a student, the teacher and principal will meet to determine if it is in the best interest of the other members of the classroom that the student be removed and placed on an out-of-classroom alternative plan. The principal will initiate a meeting with the parent/guardian to review the situation and to cooperatively develop an alternative placement plan that will include goals, objectives, and a timeline for changing the disruptive behavior. If the student is in special education, the principal will convene a MDT that will review the student's IEP and develop an out-of-classroom alternative plan. The alternative plan may include alternative programs available within the District and may include grouping disruptive students in self-contained classrooms.

4. Expulsion from the Kennewick School District. If the out-of-classroom alternative plan is violated by the student, the procedures for expulsion from the Kennewick School District will be initiated. One of the options for the hearing officer is the development of a behavior modification plan for the expelled student, which if successfully completed, will allow the expelled student to work his/her way back to school. The behavior modification plan would be developed cooperatively with the parents and could involve professional counseling and other services that would be the financial responsibility of the parents. Upon successful completion of the behavior modification program, the student would be allowed to re-enroll at the beginning of the next semester. If the student is in special education, the MDT will be convened to modify the IEP to include a homebound program.

5. NOTE: The Disruptive Student Policy will be superseded by other policies such as the Weapons Policy (Policy No. 3300) and the AODA Policy (Policy No. 3418) if the circumstances warrant such action.

Student Exceptional Misconduct

Exceptional misconduct means misconduct which the school district has judged as follows:
(a) To be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective action and/or punishment, as to warrant an immediate resort to long-term suspension or expulsion, and/or
(b) To be so serious in nature and/or serious in terms of the disruptive effect upon the operation of the school(s) as to warrant an immediate resort to short-term suspension, long-term suspension, or emergency expulsion.

Students shall refrain from exceptional misconduct while on school property during or immediately before or after school hours, at any time the school or grounds are being used for a school activity or event, or while attending a school activity or event off the school grounds. School events include, but are not limited to, athletic events and athletic team camps, co-curricular events and co-curricular camps, Kennewick School District bus stops, and incidents that occur within the proximity of the campus or has a nexus to school. Acts that occur off campus and/or after school hours will be reviewed by its effect upon the safety and operation of the school and whether it, in fact, is detrimental to the good order and to the welfare of the pupils.

Administrators investigating incidents of exceptional misconduct shall conduct thorough investigations and carefully review the circumstances of the incident. Administrators have the discretion to take appropriate disciplinary actions and to differentiate consequences based on the involvement of various students in the exceptional misconduct. If action is taken to long-term suspend or expel, the exclusion from school must have an end date of not more than the length of an academic term as defined by the school board (90 days) unless the offense involves a firearm.

The Kennewick School District has a zero-tolerance for weapons violations, violence, threats, or threats of violence, acts that could result in bodily harm, or any other conduct that results in a disruption of the educational process. Students engaged in such conduct are subject to corrective action or punishment including, but not limited to, suspension and expulsion. As a matter of practice, law enforcement may be called anytime a student commits any of the following acts:

1. Firearms and Explosives – Students who possess, carry, deliver, transfer, or use a firearm, explosive or explosive device on school grounds, at a school sponsored event, or event off school grounds, will be expelled for no less than one school year. An exploding device is one that is capable of causing substantial property damage or bodily harm or producing destructive effects on contiguous objects. This shall include, but not be limited to, fireworks, pyrotechnic devices and ammunition for firearms. Explosives means gun powders, powders used for blasting, all forms of high explosives, blasting materials, fuses (other than electric circuit breakers), detonators, and other detonating agents, smokeless powders, other explosive or incendiary devices, destructive devices, any chemical compounds, mechanical mixture, or device that contains any oxidizing and combustible units, or other ingredients, in such proportions, quantities, or packing that ignition by fire, by friction, by concussion, by percussion, or by detonation of the compound, mixture, or device or any part thereof may cause an explosion. Look-alike, unloaded and/or inoperable firearms or explosives remain a firearm or explosive for purposes of this section.

2. Weapons and Dangerous Instruments - Weapons may include, but are not limited to, air, aerosol, gas or pump-action chemical agents, air, aerosol, gas or pump-action firearms, nunchaku sticks, throwing stars, clubs, knives of all kinds, silencers and objects similar in form or use to those listed above. Any item used with the intent, or perceived intent to threaten, intimidate, or harm another person would be considered a weapon. Blunt or heavy objects used or displayed during a fight may be considered weapons for purposes of enforcing this policy. Weapon use, transmission or possession shall result in emergency expulsion by building administrators. Such expulsion shall continue until appropriate investigation has been made by school and law enforcement authorities.

a. A student who brings a handgun or explosives to school or school sponsored events will be expelled for one calendar year.

b. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy.

c. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm.

d. The superintendent or designee may modify the one-year expulsion on a case-by-case basis.

Administrators shall use discretion and may select alternative disciplinary measures when investigating incidents involving small pocketknives not used or displayed as a weapon.

3. Intimidation by threat of force or violence. A student shall not singly or in concert with others intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school, or other person legitimately on school grounds, who is in the peaceful discharge or conduct of his or her duties or studies. Double penalties will be imposed whenever "group" or "gang" fighting is involved. "Group" or "gang" fighting as used herein, shall mean two (2) or more individuals who are involved in one side of a fight. Double penalties will be imposed on all high school students who are involved as provokers of fights with middle and elementary school students, and on middle school students who are involved as provokers of fights with elementary students.

4. Harassment – Harassment is prohibited and may be in the form of: a) slurs or b) other harassment based on sex, race, religion, ethnic origin, sexual orientation, or disability (physical, mental or sensory).

5. Bullying – Bullying is prohibited and is defined as any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.35.080(3), which includes race, color, religion, ancestry, national origin, gender, sexual orientation, mental physical disability, physical appearance, clothing and other apparel, socioeconomic status, gender identity, marital status, or other distinguishing characteristics, when the intentional written, verbal, or physical act:

a) Physically harms a student or damages the student's property; or

b) Has the effect of substantially interfering with a student's education; or

c) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

d) Has the effect of substantially disrupting the orderly operation of school.

6. Extortion, Assault or Causing Physical Injury - A student shall not extort anything of value, threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person.

7. Substantial Disruption of School - A student shall not intentionally cause the substantial and material disruption of any school operation. This may include but is not limited to the following:

a. Copy cat acts and

b. Contributing to or knowing involvement in a potentially dangerous activity and failing to report the misconduct; this shall include passive resistance and any overt act toward the commission of a crime.

8. Damage or Theft of Property - A student shall not recklessly, negligently, intentionally, or with gross carelessness, damage school or private property. Additionally they shall not be involved in the theft of any school property or private property on school grounds. Where school property is damaged or stolen, the Superintendent may seek restitution from the student or his/her parents as permitted by law. A student shall not knowingly damage or vandalize the home or property of any Kennewick School District employee.

9. Narcotics, Alcoholic Beverages and Stimulant Drugs - A student shall not knowingly possess, use, transmit, be under the influence of, or show evidence of having used any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind or look-alikes on campus or at any school sponsored event. Appropriate and prescribed use of a drug by a student that has been authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.

10. Repeated Misconduct - A student shall not repeatedly fail to comply with the district policies or school rules or with the directions of school personnel during any period of time when he/she is properly under the authority of school personnel.

11. Forgery - A student shall not make any false entry or alter any school document used or intended to be used in connection with the operation of the school.

12. Lewd Conduct - A student shall not use or exhibit obscene or vulgar behavior through language, writing, pictures, signs, or acts.

13. Gambling - A student shall not engage in gambling of any form. This includes accepting, recording and registering bets, or any form of lottery for money.

14. Cheating - A student shall not intentionally obtain test questions and/or answers through fraudulent means and shall not plagiarize written material.

15. False Accusations - A student shall not intentionally make false accusations against staff or students.

16. Cigarettes, Cigars, Tobacco - A student shall not possess or use cigarettes (including electronic delivery devices), cigars, chewing tobacco, or tobacco of any kind on school property. Kennewick School District bus stop, Kennewick School District transportation vehicle or at any school sponsored event.

17. Computer Misuse – Students will NOT be permitted to:

a. Damage any part of the computer system by attempting to harm, modify, or destroy computer hardware, software, or the data of fellow students.
b. Send, receive, or display offensive, inappropriate, or sexually explicit material,
c. Use obscene language,
d. Use other people's passwords,
e. Harass, insult, or attack others,
f. Seek to receive or provide unauthorized access to resources,
g. Trespass in files and/or folders of others,

h. Violate copyright laws and/or plagiarize the material of others,
i. Steal equipment or software,
j. Intentionally waste resources, and
k. Use a network computer for commercial purposes, personal gain, and fraud.

SEARCH AND SEIZURE

School Authority Rights - School authorities have the responsibility for the health and safety of all the students. Although not having unlimited entry or search powers, school authorities may do so to the extent that they have reasonable suspicion to believe that the intended object of the search is being used for some purpose inconsistent with school policies and/or regulations.

Student Rights - All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Workstations are utilized by students but remain the property of Phoenix High School.

DUE PROCESS

Any student, parent, or guardian who is aggrieved by any disciplinary action or the imposition of a short-term suspension, long-term suspension, or expulsion, shall have the right to an informal conference with the director or her designee for the purpose of resolving the grievance.

If the grievance is not resolved through the informal conference; the student, parent, or guardian may present a written grievance to Ron Williamson, Assistant Superintendent of Secondary Education.

Excused and Unexcused Absences

Regular school attendance is necessary for mastery of the educational program provided to students. It is recognized that, at times, students appropriately may be absent from class. Therefore, the following principles shall govern the development and administration of attendance procedures within the district:
Excused Absences

1. The following are valid excuses for absences from school:
    A. Participation in a district or school approved activity or instructional program;
    B. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
    C. Family emergency, including but not limited to a death or illness in the family;
    D. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
    E. Court, judicial proceeding or serving on a jury;
    F. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
    G. State-recognized search and rescue activities consistent with RCW 28A.225.055;
    H. Absence directly related to the student's homeless status;
    I. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and

J. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

2. If an absence is excused, the student shall be permitted to make up any graded assignments and/or equivalent participation points outside of class under reasonable conditions and time limits established by the appropriate teacher(s).

3. An excused absence shall be certified by the parent in writing, or by the school authority responsible for the absence.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria in #1 A-J above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or unexcused absences only to the extent and upon the basis that:

a. The student's attendance and participation is related to the instructional objectives or goals of the particular subject or course, and

b. The student's attendance and/or participation has been identified by the teacher pursuant to the policy of the school district as a basis for grading, in whole or in part, in the particular subject or course.

3. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has incurred one unexcused absence (equivalent of one school day) within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two unexcused absences (equivalent of two school days) within any month during the current school year.
4. A conference shall be scheduled to determine what corrective measures should be taken to remedy the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.
5. Not later than the student's fifth unexcused absence (equivalent of five school days) in a month the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
6. If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
7. Students who are court ordered to return to school may be placed in an alternative learning setting until the next appropriate reentry point to the regular school setting.

Potential Loss of Credit

Students who attend class are more likely to earn passing grades and credits toward graduation than students who are excessively absent. Therefore, absence limits have been established to promote student engagement in school. Excessive absences may lead to loss of credit as described in this section.

Parents will be notified of their student's absences on the fifth, eighth, and twelfth absence.

After the 12th non-school-related absence in a semester, the high school student will be notified of the 12th absence to determine whether an attendance contract is appropriate.

In addition to the contract, and after the 12th non-school-related absence per semester in a given class, the classroom teacher, at his or her discretion, may forward to the building administration a notice of referral for denial of class credit. The classroom teacher, at his or her discretion, may thereafter rescind said notice, or having rescinded said notice, reinstate it any time for attendance and classroom work related behavior together with a brief explanation thereof, until a week before the meeting of the building Attendance Committee.

The building Attendance Committee shall be formed by the building principal or designee and shall review all timely referrals for denial of credit within a week after the completion of each semester and recording of grades and attendance. An affected student and parent shall be given timely notice and may appear at such review. The Attendance Committee shall consider relevant facts that include:

- Total number of absences in this and other semester classes,
- Pattern of absences in prior semesters,
- Whether the non-school related absences related to verified illness, emergencies within the family, and/or absences that have a significant family or educational related value, (a mitigated factor),
- Whether the student has earned an A through a C- in the course, (a mitigating factor),
- Whether the student has earned a D+ or D in the course, (a negative factor), or
- Whether the student has voluntarily been involved in other mitigating factors developed by the high school.

In the event of credit denial, the student and/or parents have the right to appeal to the building principal. In the event that the issue is still not resolved, the student and/or parents may appeal to the Assistant Superintendent of Secondary Education. In the event that this issue is still not resolved, the students and/or parent may appeal to the School Board following the procedure in Policy 3323-R2.

Each high school shall report the number of notice of referral for denial of class credit by teacher, the number of credits denied, and the summary of rationale. Current levels of attendance and graduation shall be baseline and reviewed with potential revision of this policy in September 2010.
Legal Reference: RCW 28A.225 Compulsory School Attendance
Adopted: September 8, 1993
Revised: August 25, 2004
Revised: February 2008
Revised: October 26, 2011

Family Educational Rights And Privacy Act

The Federal Family Education Rights and Privacy Act (FERPA) of 1974 permits the Kennewick School District to release certain information known as "directory information," to certain people or institutions, unless parents request, in writing, that such information not be released.

In many cases, requests for this type of information come from news media or the armed forces for recruiting purposes. Directory information may include: 1) student name, address, and telephone number, 2) date and place of birth; 3) participation in officially recognized activities and sports; 4) weight and height of athletic team members; 5) dates of attendance; 6) photographs or other similar information. Photographs may occasionally be taken of students for use in the news media or school district publications.

Model Notification of Rights under FERPA for Elementary and Secondary Schools

MS Word (35 KB)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.

   Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the [School] to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   [Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

Phoenix Agreements

I understand that attendance is very important and Phoenix will make phone calls home daily if student is even one minute late or absent.

_____
Initials

I understand students are required to attend one evening Learning Exposition per quarter and agree to attend.

_____
Initials

I understand that Phoenix does not sign GED waivers. Coming to Phoenix means being committed to graduating high school.

_____
Initials

I understand that my student's advisory placement is yearlong. There will be no mid-year advisory switching.

_____
Initials

I understand that Phoenix student earn credit differently and that only credits at full 0.5s transfer to other institutions. I will therefore make at least a yearlong commitment to attend Phoenix to avoid credit loss.

_____
Initials

I understand that Phoenix is a part of the Kennewick School District and students have to follow all KSD policies and graduation requirements.

_____
Initials

I understand that mental health is a key component to academic success. If student is not making adequate academic progress due to mental health concerns I agree to seek out, enroll and attend regular mental health appointments.

_____
Initials

I understand that students who are on track academically have the option to work off-campus on Wednesdays. Students need to show evidence of completing 6.5 hours of schoolwork. The student's advisor makes the determination of whether or not a student is on track and can be off-campus.

_____
Initials

I understand that I will follow a project process at Phoenix to earn credit. This includes completing a project plan, research, note taking, a draft, a final deliverable, a presentation and finalization documents.

_____
Initials

I understand that the way Phoenix operates requires collaboration between a student and a parent/guardian/significant adult at home. This parent/guardian/significant adult needs to be involved until the student graduates, and will be required to give permission, be involved in attendance matters, and sign all school paperwork even after a student turns the age of majority (18).

_____
Initials

I understand that Phoenix does not have yellow bus service and does not provide BFT bus passes unless a student qualifies as a Student in Transition under the Federal McKinney-Vinto law. We will need to arrange for transportation for my student to attend from 8:00-2:30pm daily.

_____
Initials

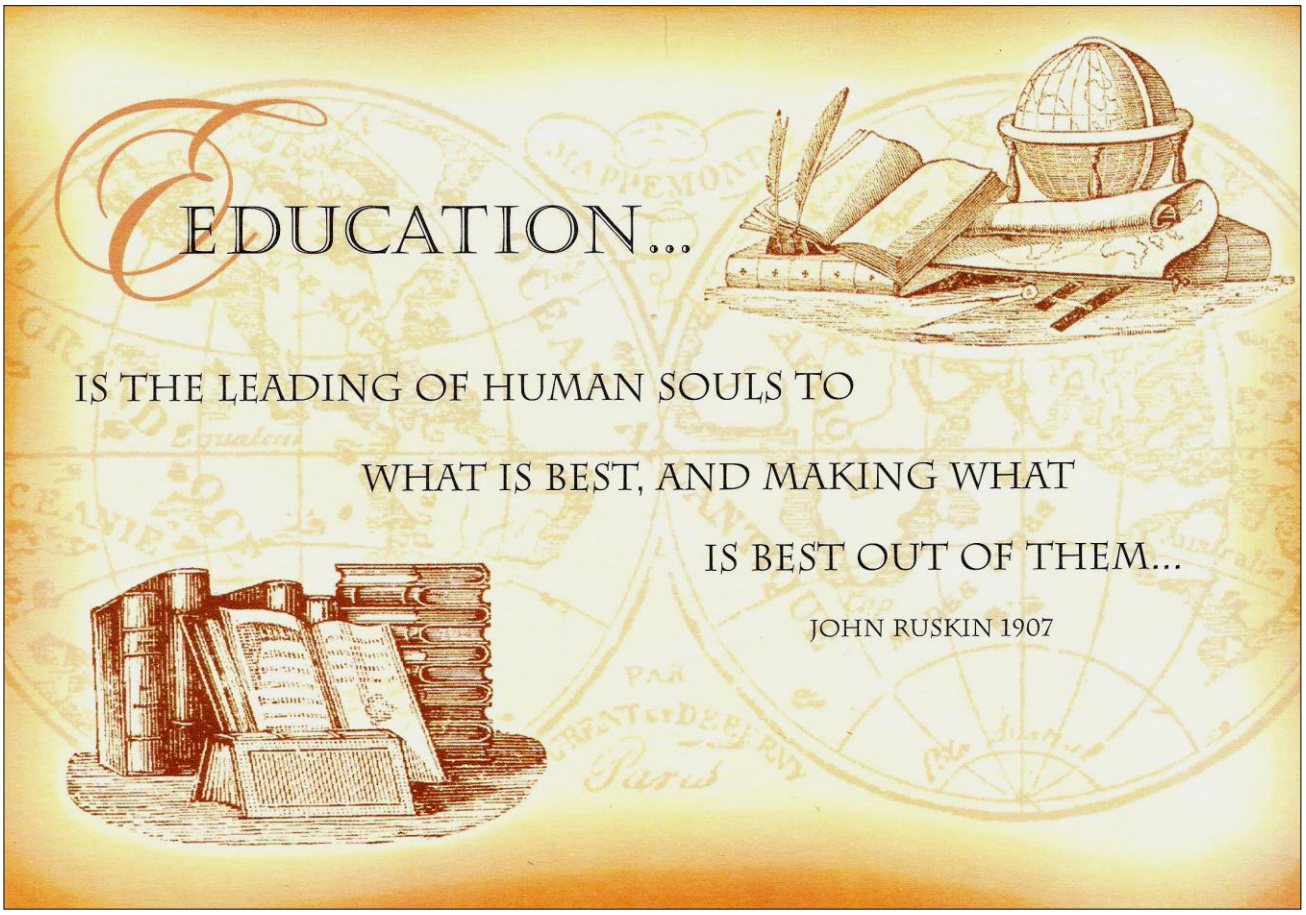
Date Student Signature

Date Parent/Guardian Signature

Please talk this over with your family. This needs to be signed and turned in prior to enrollment.

Phoenix Program Overview –

Background/Philosophy/Foundation



Phoenix Philosophy

Students need to be connected to their school, to the curriculum they study, to other kids, to significant adults, and to the world in which they live. They need a personalized learning community which offers opportunities for relationships, relevance, reflection, and rigor. Students need to be intrinsically motivated, challenged and supported as they tackle authentic learning experiences.

How can all of this be accomplished? The Phoenix program springs from solid brain research and educational theory concerning best practice. The foundation of the Phoenix program is constructivist teaching and learning. Phoenix replicates the self-directed project-based learning educational design of EdVisions, and, in addition, Phoenix staff embrace the common principles of the Coalition of Essential Schools (CES).

What is Constructivism?

A student involved in community research (Wigginton, *Foxfire*, 1986, Introduction) described constructivist learning this way: "*I tell you one thing, if you learn it by yourself, if you have to get down and dig for it, it never leaves you. It stays here as long as you live because you had to dig it out of the mud before you learned it."*

Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs:

1. The brain simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective learners use a variety of strategies.
2. Learning engages the whole child – body, mind, and emotions. Effective learning activities don't address just the intellect.
3. It is human nature to search for meaning. Meaning is personal and unique, and students' understandings are based on their own unique experiences.
4. Learners search for patterns, connecting isolated ideas and information with larger concepts and themes.
5. Learning is influenced by emotions, feelings, and attitudes.
6. The brain processes parts and wholes at the same time. People have difficulty learning when either parts or wholes are overlooked.
7. Learning is influenced by the environment, culture, and climate.
8. Learning always involves conscious and unconscious processes. Students need time to process 'how' as well as 'what' they've learned.
9. People have at least two different types of memory: a rote memory system that stores lists of information, and a spatial memory system that cross-references those lists. Emphasizing rote learning without experiences to join it with other ideas can inhibit understanding.
10. Learning is enhanced by challenge and inhibited by threat. The classroom climate should be challenging but not intimidating.
11. Each brain is unique. Learning activities must allow students to express preferences.

Caine, R.N., & Caine, G. (1991). *Making connections: Teaching and the human brain.* Alexandria, VA: Association for Supervision and Curriculum Development.

"The vast majority of problems, decisions and situations which confront us daily are those which do not have just one answer. Several solutions are usually possible. Logic suggests that if one can mentally generate many possible solutions, the more likely it is that an optimum solution will be reached. This a creative process—the formation of new and useful relationships."
Richard E. Manelis

Phoenix Graduate Attributes - The Importance of Habits

"Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit." ~Aristotle~

Good schools develop lifelong learners who possess habits of mindfulness, wellness, joy, and commitment. Good schools engage students in intellectual activities which develop habits that will inform and enrich their graduates' lives. A simple display of knowledge, however accurate or rich, is only a beginning. Students who can *use* knowledge, and who are in the habit of using it, are prepared for success in post-secondary education, work, and citizenship.

Developing such habits only happens with in-depth practice. More than accumulating knowledge and memorizing information for a test on Friday, students need to be immersed in investigations and explorations which require them to pose problems, discover answers, apply their learning in new ways, and communicate with others. Phoenix students experience such learning—and show evidence of that learning—by performing worthwhile tasks for real audiences.

Each educational discipline is full of rich content to be explored. At Phoenix, rather than *covering* enormous amounts of material on a surface level, students *uncover* key content necessary to solve problems and meet rigorous learning standards. Rather than rush through a hundred years of history in a week, or cover a myriad of complex scientific concepts within a single quarter, students take time to study conflicting evidence, discover multiple view-points, imagine how else events may have happened, and to apply their learning for real purposes.

Time is needed to encourage problem-solving, critical thinking, and the habits of mind that support deeper learning. For example, Phoenix students go beyond simply solving quadratic equations, using procedures they've been taught to solve problems they've been given. These students learn those essentials, certainly, but also decide when to use which math techniques as they solve problems of their own creation.

Intellectual life is challenging, diverse, and rewarding. It requires initiative and independent thinking. Students at Phoenix develop a willingness to figure things out. Advisors encourage them to think and to take responsibility for their own learning. Students don't expect to be given answers, but they know they can uncover them, and readily join in the spirit of shared inquiry.

Phoenix students ask “why” and “is this true?” They keep their eyes and ears open for patterns, for details, for pieces that don’t seem to fit. The Phoenix environment encourages playfulness, the capacity to imagine, and to put things together in unique ways. There are opportunities to imagine how others feel and see the world. Students respect evidence, distinguish good data from bad, and gather factual support for their ideas. Phoenix students learn to communicate those ideas powerfully in a variety of media, becoming skilled speakers, writers, and users of technology.

What Are These Quality Habits?

The diagram on the following page highlights the distinctive attributes of Phoenix graduates—goals for lifelong learning. The visual demonstrates that content knowledge and skills are used as tools at Phoenix, rather than end goals. It is important that students discover and explore the rich content areas of communication (language arts/visual and performing arts), empirical reasoning (science), social reasoning (social studies), and quantitative reasoning (math). These explorations result in developing dispositions for learning—habits of mind, work, wellness, service, and community. Gaining key content knowledge and skills supports the development of habits. Developing these strong habits empowers students to be successful in any endeavor—long after they have graduated from high school.

Habits of Mind shape our attitudes toward learning and the world around us. Humility allows us to acknowledge that there are things we don't know. Curiosity and passion push us to explore, to take risks, and to find answers. Reflection helps us to discover areas to improve and to celebrate successes to duplicate in future experiences.

Habits of Work are essential to productivity. Employers seek those who can not only solve problems, but frame problems and think critically. They seek those who can work well independently and as part of a team. Being self-disciplined means doing what needs doing even when it's difficult or uncomfortable. Managing time rather than being ruled by it leads to meeting deadlines with quality projects.

Habits of Wellness ensure a healthy mind, body, and spirit for many years of productivity. Understanding real-life influences on health and making healthy choices is key. Strong self-awareness and emotional intelligence also lead to truly enjoying one's life and work.

Habits of Service encourage us to care and want to give back to the various communities we are a part of, to contribute to the team, to encourage others, to be involved citizens, and to breed success.

Habits of Community guide Phoenix interactions. At various times, students act as coaches, facilitators, leaders, advocates, innovators, mediators, negotiators, designers, supporters, organizers, and ambassadors. They respect and value the worth of every individual, and help one another to succeed!

Distinctive Attributes of Phoenix Graduates
Goals for Lifelong Learners

Knowledge & Skills • Communication

Knowledge & Skills • Social Reasoning

Knowledge & Skills • Quantitative Reasoning

Habits of Mind
Be passionate
Be ready to take risks
Use imagination and be creative
Demonstrate humility
Contribute to a culture of tolerance, acceptance, and respect
Be culturally aware and responsive
Be reflective

Habits of Work
Problem solve and think critically
Be able to use the world around you well
Work well independently and with others
Demonstrate initiative and goal orientation
Demonstrate perseverance
Be self-disciplined, organized, and manage time well
Communicate, accept, and apply constructive criticism

Habits of Wellness
Be healthy in mind, body, and spirit
Understand the impact of real-life influences on health
Demonstrate emotional intelligence
Truly enjoy your life and work
Have integrity and self-respect
Demonstrate moral courage
Be self-aware

Habits of Service
Be aware of community needs
Care and want to give back to your community
Demonstrate servant leadership
Contribute to team success
Encourage others
Demonstrate social responsibility
Experience involved citizenship

Habits of Community

Leader & Organizer
Earn respect and give direction to others
Help others clarify priorities
Delegate effectively and get results

Coach & Facilitator
Assist others to stick to and meet goals
Mentor by example
Seek opportunities to engage others

Innovator & Designer
Imagine/suggest/initiate improvements
Invent new and unique solutions
Influence continuous progress

Mediator &Negotiator
Be an open-minded active listener
Help others solve problems
Articulate issues that lead to solutions

Advocate & Supporter
Stand up for others publicly
Handle confidential information wisely
Be others centered

Member & Ambassador
Demonstrate appreciation for Phoenix
Represent Phoenix in a positive manner
Respect the integrity and worth of each individual

Knowledge & Skills • Empirical Reasoning

Knowledge and Skills

Communication
How do I express it?
Understand your audience
Write, read, speak, and listen well
Use technology well to access, process, and share information
Use artistic expression well
Experience other languages

Quantitative Reasoning
How do I measure, compare, represent it?
Understand and reason about numbers
Analyze data and statistics
Comprehend the properties of shapes
solve for unknowns
Explore and understand abstract concepts
Find, pose and solve real-world problems

Empirical Reasoning
How do I prove it?
Propose ideas to test
Collect quality data
Apply logical processes
Apply empirical evidence to decisions
Evaluate hypotheses and draw conclusions

Social Reasoning
What are others' perspectives on this?
See diverse perspectives
Understand social issues
Understand how things change over time
Look at issues historically
Explore ethics

Phoenix Graduate Attributes – Another View

Philosophy: Phoenix graduate attributes stem from self-directed project-based learning. They promote a culture of thinking—of problem posing as well as problem solving, thus developing dispositions for learning (knowledge and skills, habits of mind, work, wellness, and service) that remain with the student beyond the walls of the classroom. The learning goals do not represent specific content-oriented curricula, nor are they completely distinct categories, as project work is interdisciplinary and real.

How do I prove it?
Empirical Reasoning

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What idea do I want to test? (essential question)
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information (data) do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What error do I have? How good is my information?
- What conclusions can I draw from my research?
- How will I present my results?

How do I measure, compare or represent it?
Quantitative Reasoning

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?
- Can I estimate this quantity?
- How can I represent this information as a formula or diagram?
- How can I interpret this formula or

What are others' perspectives on this?
Social Reasoning

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

What do I bring to this process?
Habits of Mind, Work, Wellness, & Service

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?

graph? How can I measure its shape or structure? What trends do I see? How does this change over time? What predictions can I make? Can I show a correlation? How do I take in and express ideas? Communications This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language. How can I write about it? What is the main idea I want to get across (thesis)? Who is my audience? What can I read about it? Who can I listen to about it? How can I speak about it? How can technology help me to express it? How can I express it creatively? How can I express it in another language?	How can I persevere at this? How can I better organize my work? How can I better manage my time? How can I be more self-aware? How can I take on more of a leadership role? How can I work cooperatively with others? How can I enhance my community through this?

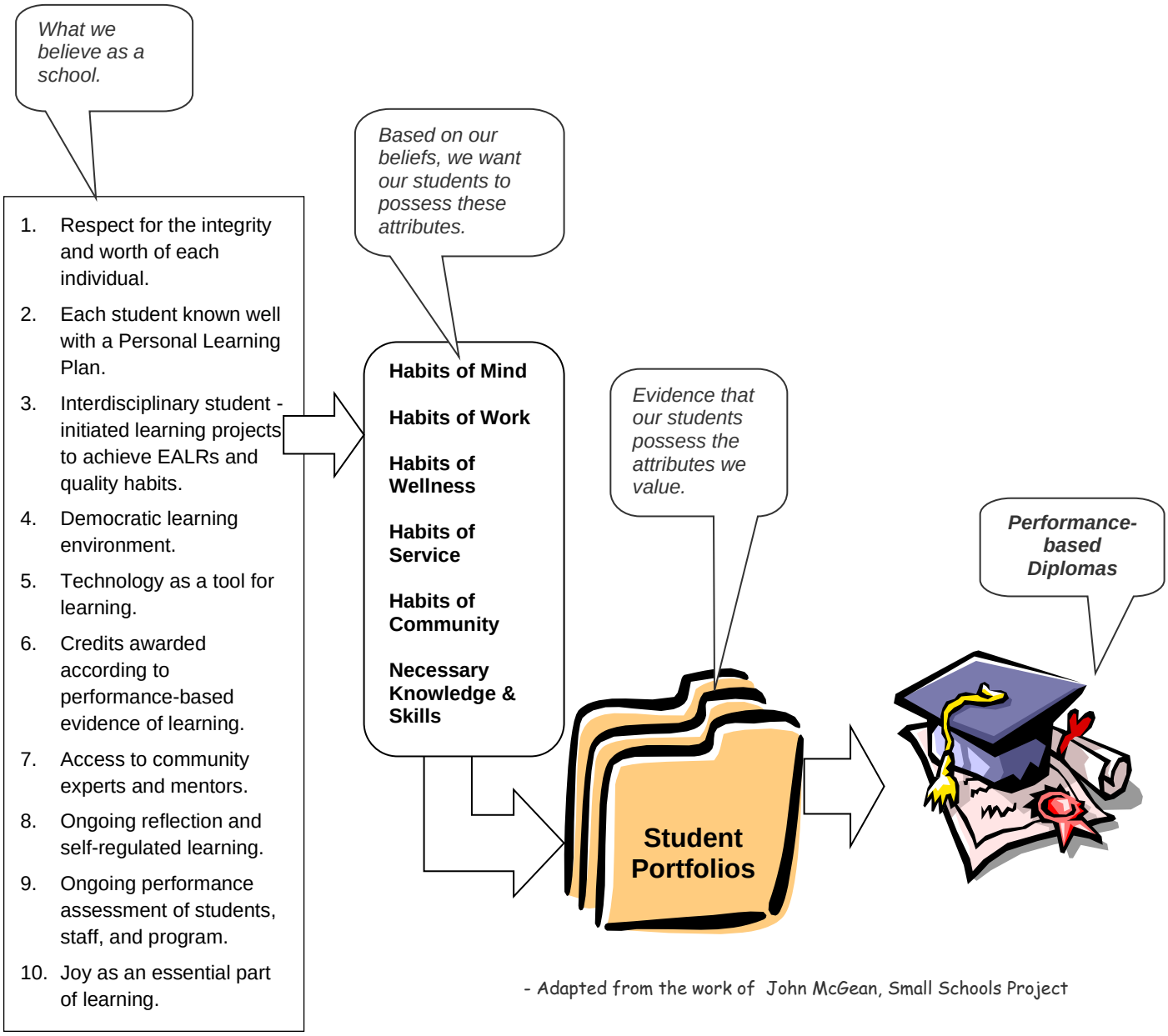
adapted from The Met, Rhode Island, 2005

How to Help Your Child Succeed in a Self-Directed Project-Based Learning Program

The Project Process

Phoenix High School
Performance Centered Education

The diagram below represents the Phoenix educational program. Lifelong learners with meaningful diplomas and the dispositions and skills necessary for success are the goal.



- Adapted from the work of John McGean, Small Schools Project

Graduate Expectations
Daily and Annual Expectations

- ❑ Set daily work goals.
- ❑ Complete daily written reflections on time and learning.
- ❑ Come to school on time every day.
- ❑ Be present and an active participant in twice daily advisory discussions.
- ❑ Follow Community Agreements.
- ❑ Take responsibility for the learning process.
- ❑ Follow interests to develop and complete projects.
- ❑ Have a positive impact on the community.
- ❑ Be aware of gaps in learning and address them through project work.
- ❑ Play a leadership role in the school
- ❑ Share learning in one public exhibition per year.
- ❑ Meet with learning team and create and revise learning plan 3 times yearly.
- ❑ Complete the work in the learning plan.
- ❑ Earn an average of six credits yearly and 21 credits total prior to graduation.

Graduates Must Demonstrate Competency in the Graduate Attributes Detailed in the Accompanying Table (prior page).
Excellence in Habits of Mind, Work, Wellness, Service, and Community are a Phoenix Hallmark.

Knowledge and Skills Area Details

Communication

- ❑ Demonstrate proficiency in all general Communication PhEALRs (reading and writing) and earn 4.0 general Communication credits.
- ❑ Demonstrate proficiency in all Foreign Language Communication PhEALRs and earn 2.0 Foreign Language credits.
- ❑ Demonstrate proficiency in an area of the Arts PhEALRs and earn 1.0 arts credit.
- ❑ Demonstrate proficiency in all Digital Communication PhEALRs and earn 1.0 Digital Communication credits.
- ❑ Pass the High School Proficiency Exam (HSPE) or Washington Assessment of Student Learning (WASL) in Reading and Writing.

Quantitative Reasoning

- ❑ Demonstrate proficiency in all Quantitative Reasoning PhEALRs and earn 3.0 Quantitative Reasoning credits.
- ❑ Pass the High School Proficiency Exam (HSPE) or Washington Assessment of Student Learning (WASL) in Math.

Social Reasoning ❑ Demonstrate proficiency in all Social Reasoning PhEALRs and earn 3.0 Social Reasoning credits. ❑ Earn credit for Washington State History prior to, or during, high school.	Empirical Reasoning ❑ Demonstrate proficiency in all Empirical Reasoning PhEALRs and earn 2.0 Empirical Reasoning credits.
Wellness ❑ Demonstrate profiency in all Wellness PhEALRs and earn 2.0 Wellness credits. ❑ Create and follow a health/fitness plan for exercise, nutrition, and emotional wellness.	Life After High School ❑ Demonstrate proficiency in all Life after High School PhEALRs and earn 1.0 credits. ❑ Complete a post-graduate plan and share with your learning team.

Creating Personal Learning Plans

Each Phoenix student has a personal learning plan (PLP). Personal learning plans help students to determine and clearly state academic and personal goals and to design learning experiences (both in and outside of the classroom) that highlight their individual strengths and interests, fill in learning gaps, and prepare them for post-secondary educational options, work, and citizenship. Diagnostic assessments, standardized test scores, and discussions with parents and students concerning interests and aptitudes help the student set goals and work with advisors and parents to create the learning plan.

Personal learning plans engage students to take responsibility for their learning and build confidence that their learning will prepare them to lead successful adult lives. Through personal learning plans students incorporate learning experiences in the classroom and in the community with their interests. When learning is personalized students can easily answer the question "Why do I need to know this?" For example, a student with a passion for working with animals may develop a learning plan including a sequence of relevant science explorations, enrollment in a community college math class, field experience with a veterinarian, and a community service project with the Humane Society.

Students work collaboratively with advisors and parents to develop their plans, which they review and update at least every nine weeks. Personal learning plans empower students to reflect on what is important to them, and then structure learning that reflects their unique identity and perspective. The involvement of adults ensures that this happens without sacrificing high standards for achievement and completion of all graduation requirements.

The first PLP will be created with students and parents before the end of the first quarter. The plan will be revisited and amended every nine weeks.

The Phoenix PLP process looks like this:

Creating and working the Personal Learning Plan
1. Identify and reflect on your interests, aptitudes, learning styles and learning needs.
2. Create learning objectives and prioritize them.
3. Specify the learning resources, opportunities and strategies you will use.
4. Specify what evidence you will have for having accomplished these objectives.
5. Review your plan with others.
6. Work the plan.
7. Evaluate what you have learned.
8. Review and update the plan at least four times per year.

On the next few pages you will see an example of a student personal learning plan with explanation.

Homework

Frequently Asked Questions

Do students at Phoenix have homework?

YES!!! Though our program of self-directed project-based learning is very different than the traditional high school, most of our students should have homework to work on each evening determined by whether or not they accomplished their daily goals at school.

Did your student "forget" their work at school? *No problem!* All of the documents they need to do their project work are available on our website at http://phoenix.ksd.org/Learning/Project-Process . Your student's math curriculum along with helpful tutorials, worksheets, and quizzes are available at http://www.apexvs.com . We encourage students to have a USB drive, but they can also use Google Docs or Dropbox to share documents between home and school, or they can email documents to themselves or their advisors. If you don't have internet at home, the public libraries have computers and internet. Help your students make progress instead of making excuses.

How do students and parents know what homework needs to be accomplished?

Phoenix students don't begin project work until parents have signed off on the project proposal. That proposal contains a work calendar which lays out a timeline for tasks that need to be accomplished. We encourage parents to keep a copy of that calendar at home so that they can be their child's accountability partner. Additionally, students write even more specific daily goals at the beginning of Independent Work Time every day. Students should complete any goals that they did not get accomplished during the day. Please review your student's work calendar and daily goals and ask your student about homework daily.

In addition to project work, each student is enrolled in a specific online course in quantitative reasoning (math) through Apex. Those courses can be accessed anywhere there is a computer and internet access, and we encourage students to continue the work on these courses at home, especially if they have not completed a lesson and quiz during quantitative reasoning time at school.

How can I encourage my student to do homework and bring project work home?

Below you will find some suggestions that other parents have found helpful when helping their students cultivate the habit of nightly homework.

Create a routine. Help your child find a time and place to do their homework. Be observant and become aware of how your student works best. Do they do best when distractions are limited (TV kept off) or do they need some background noise?

Get involved with your student's project work. Talk about the project. Help come up with suggested resources or ask questions to let your student know that you are interested.

Be a role model by having a 'homework' time of sorts of your own. Use the time to read or catch up on bills or anything that keeps you available to your student for help or questions, but still getting something accomplished that you need, but don't necessarily want, to do.

Show your pride in your student. Nothing says "You did a great job!" like showing up to school events, displaying pieces of project work or talking to others about how interested you are in the project work that your student is doing.

Check your student's "Weekly Project Status Report" form every Friday. Students are required to fill these out and bring them home each week. Please help us hold them accountable by checking these and helping students find ways to catch up when they fall behind.

Weekly Project Status Report

Project Manager:			
Report Date:			
Project Essential Question		End Date	Status
Project Activities completed during this period:			
•			
•			
•			
•			
•			
•			
•			
•			
Project Activities planned for next week:			
•			
•			
•			
•			
•			
•			
•			
Number of Quantitative Reasoning Lessons Completed this week: (Note: 5 is the minimum expected)			
Number of Independent Reading responses completed: (Note: 2 is the minimum expected)			
Title(s); Author(s) of Book(s) Read During Independent Reading:			
Reflections, recommendations, problems, questions, requests and concerns:			

Student-Led Conferences

Every spring, all high school students in the Kennewick School District are REQUIRED to participate in Student-Led Conferences. They will present their past projects, current endeavors, and Personal Learning Plans. The audience for these conferences will be each student's primary advisor, as well as their parents/guardians. Students will only be coming to school during their scheduled conference time. This is a great opportunity for students to highlight their successes, as well as those things that they need to work on. Parent/guardian attendance at this conference is a requirement of the Kennewick School District.

Approximately two weeks before the first Student-Led Conference date each student will bring home a schedule for families to discuss and preference the times that work best for them. On a first come, first serve basis students will sign-up for a conference with their primary advisor based on the preferences discussed.

Below you will find a sample agenda describing how a student-led conference may proceed:

Past Project(s)	(5 min)
• Essential Question(s) • Project Explanation(s) • Successes and Struggles • Habits Mastered • EALRs Mastered • Credit Earned	

Current Project(s)	(5 min)
• Essential Question(s) • Project Explanation(s) • Successes and Struggles • Habits Attempting to Master • EALRs Attempting to Master • Credit Attempting to Earn	

Future Projects (Personal Learning Plan)	(5 min)
• Project Ideas • Habits you will work on • EALRs you will master • Credit you will earn	

Future Plans	(5 min)
• Post High-School Plans • Possible careers • How is Phoenix helping you to reach these goals	

Learning Expositions

Learning Expositions are public exhibitions of Phoenix student learning. Every academic quarter, we invite Phoenix families, Kennewick School District leaders, community mentors, and other interested parties in to see what's happening at Phoenix. Phoenix students are required to participate in all four Learning Expositions.

The purpose of these expositions is for students to demonstrate their growth in our Phoenix Graduate Attributes—growth in habits of mind, work, wellness, service, and community. Using their current project, students share their learning process with the audience. They highlight why they designed the project in question, share their essential and guiding questions, talk through difficulties they encountered and how they solved them, and share what they learned about themselves and about the subject of their project.

When students present to real audiences, it raises the stakes. They increase the rigor and make sure they know their stuff as there are potential experts present. We encourage Phoenix families and friends to attend expositions whenever possible. We always have a good time and it means a lot to the students.

This year's expositions will take place from 6:30pm to 7:30pm. Please look for our announcements of Learning Exposition times and dates.

Phoenix Navigation/Tribe/Quest Requirements

<table>
<tr><td colspan="2">Daily and Annual Expectations for All Students</td></tr>
<tr><td colspan="2">

- Set daily work goals
- Complete daily written reflections
- Come to school on time daily
- Participate meaningfully in advisory discussions
- Follow Community Agreements
- Be aware of gaps in learning and address them through project work
- Play a leadership role in the school
- Showcase a project in at least 3 Learning Expositions per year
- Participate in creating a Personal Learning Plan during a PLP meeting
- Run a Student-Led Conference in the presence of the student's advisor at least one parent/guardian

</td></tr>
<tr><td colspan="2">Phoenix High School Annual Guidelines
(all must be completed prior to graduation)</td></tr>
<tr><td>First Year

- Be an engaged audience member for at least one hour of Senior Expositions
- Begin Life After High School exploration and planning

</td><td>Second Year

- Be an engaged audience member for at least one hour of Senior Expositions
- Build on interests and strengths to create a solid post high school plan
- Research post-secondary options, visit schools, and look at requirements

</td></tr>
<tr><td>Third Year-PreGrad Year

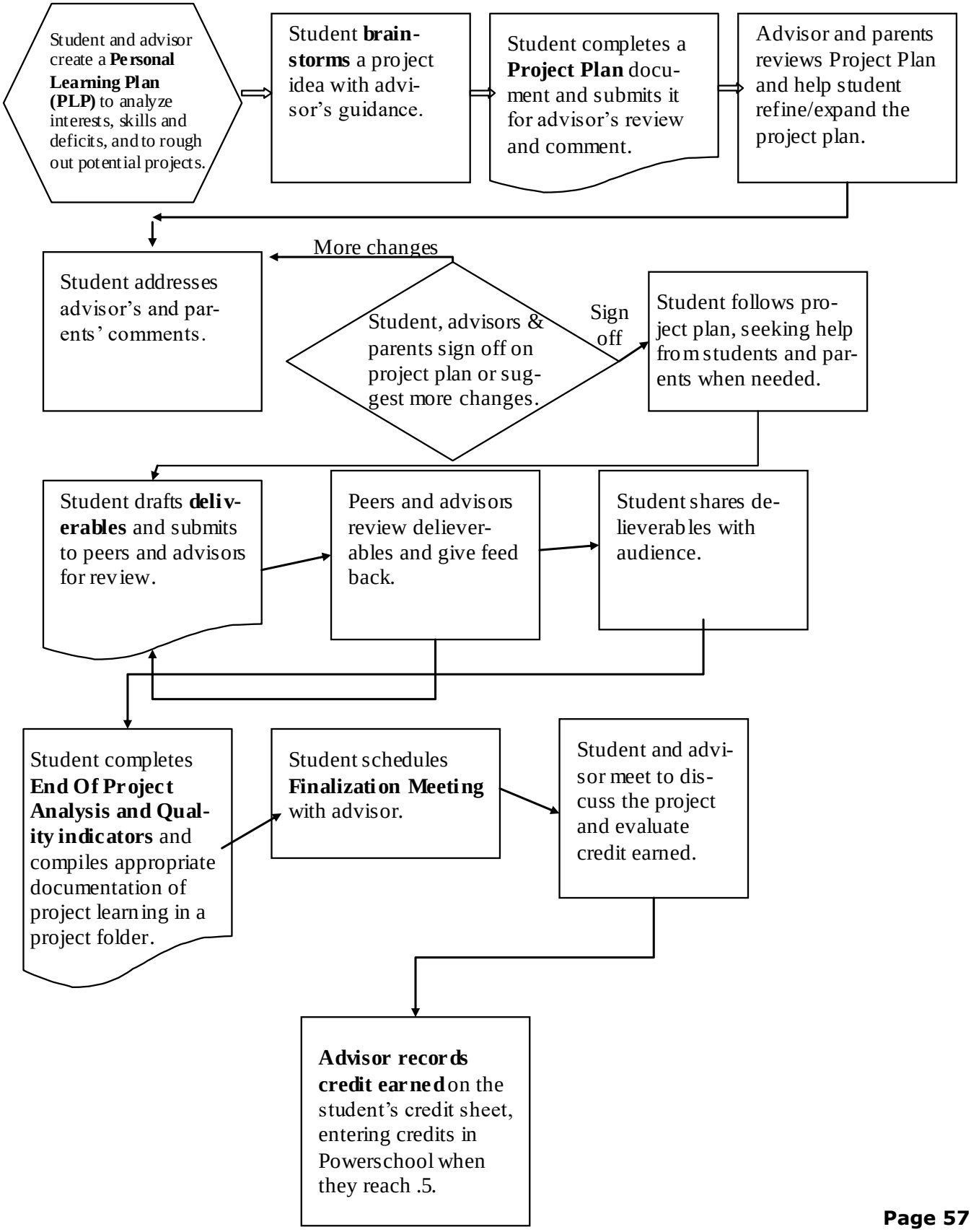
- Be an engaged audience member for at least one hour of Senior Expositions
- Complete the Life After High School project
- Prepare for and take necessary entrance exams (PSAT, SAT, ACT)

</td><td>Graduation Year

- Create, practice, and deliver a Senior Exposition presentation that meets standards
- Prepare for and take/retake necessary entrance exams (SAT, ACT)
- Apply, be accepted and choose a post-secondary option
- Apply for necessary scholarships and financial aid

</td></tr>
</table>

The Phoenix Project Process



The Phoenix Project Plan

This is an example of the plan that students complete prior to beginning a project. Two advisors and a parents must review and sign-off on this plan. The parts in ~~this font~~ are the pieces that students fill out.

This question gets to the heart of why a student is interested in their project. The answer to this question cannot be found by simply moving information from one place to another. Students must invent their own answer through their project work.

dent

project: N/A

Esse ocate for animal rig

BRAINSTORM
Have you completed a brainstorm with your advisor to gather and record your initial thinking and develop your Essential Question and Quality Indicators? If so, attach your signed "Storm Form" to this proposal. If not, grab a "Storm Form," schedule a session with your advisor, and get started!

GOALS AND OBJECTIVES
Why do you want to pursue your Essential Question? How does it fit into your educational/personal goals? *(Minimum of three complete sentences, please.)*

I want to pursue my essential question for many reasons. Educational reasons would be that I will be getting my community service, completing my senior project, and learning a bunch in communications and social reasoning and earning some credit that I need for graduation. A personal goal for me is to do as much as I can to help animals, and that includes helping out animals in shelters. This project will help me to identify what things I can do to advocate for animal rights. I will also learn about being an activist the career of being a lobbyist to see if I may be interested in this as a career path.

List at least three basic goals you would like to explore concerning your project. These goals should help direct your research. Phrase these goals as questions.

1. What are the controversies between animal activist and non animal activists?
2. What are the beliefs of animal activists and what do non animal activists say about their beliefs?
3. What are the different animal rights causes and which one am I most passion
4. What have others tried to do to reduce cruelty to animals?
5. What has worked to prevent animal cruelty? What hasn't worked?
6. What do lobbyists do to advocate for animal rights? Who are they

In this section students detail the products they will produce in their projects. These products provide evidence of the learning students do throughout their project.

DELIVERABLES
All projects have deliverables, or final products – a paper, a sculpture a rebuilt engine, etc. (Check out the 101 Project Ideas sheet for more in deliverables of the project. Provide enough explanation and detail understand what is being produced.

- A very detailed paper on "My Journey Through Animal Activism for S will include details about my life as a vegetarian.
- Through my research I will also choose two things to do to advocate for animal rights. I will include an explanation of why I found that these were the two best, more effective things to do and will find a way to quantify the effectiveness of my actions.

QUALITY INDICATORS FOR DELIVERABL

In this section students determine and list some criteria for how they will evaluate their own project deliverables.

What are the qualities that ... will make your project the best it can possibly be? What will it look like wh... answering your Essential Question and how will others assess that when yo... e Creating Quality Indicators document in your handbook. You will be transferri... ality Indicator Document used in finalization.

1. My paper will be a clear indicator of my beliefs and views on all of the animal activism controversies.
2. My paper will have proper word choice, a high vocabulary, and correct conventions for students of a higher education.
3. My two actions that advocate for animal rights will be professional.
4. My two actions that advocate for animal rights will be extremely informative *and* persuasive.

IMPACT

How will this project impact your life? What makes this project important to the local and global community?

This project will impact me by allowing me to become a healthier and more aware animal lover. Although my actions and choices may directly impact animals that are being tortured, I want to look in to finding out all that I can do to help protect and improve the lives of animals.

RESOURCES

List some initial resources for your project. This will take a little preliminary research on your part. If you are finding it difficult to gather information from a variety of sources you may need to broaden your topic or talk to your advisor about creative possibilities. You must have TWO live resources (at least one of these live resources must be someone that you do not know. Then you need to list at least ONE artifact, THREE credible print resources and THREE credible websites.

Live Sources (2)	
Name: Humane Society members	Contact Info: 374-4235
Name: Ruth Ledes	Contact Info: ruthledes@gmail.com
Artifact (1): PETA literature	
Credible Print Sources (3): The Complete Guide to Service Learning,; The Animal Rights Movement; Animal Rights: Opposi... iewpoints; The Rights of Animals.	
...aldf.org, legal-dictionary.thefreedictionary.com	

Before beginning their projects students do some preliminary research and find a variety of credible sources. It is important that students ensure that they can find sufficient information prior to beginning their projects.

- Books
- Magazines
- Government Documents
- TV/Radio Programs
- CD-ROMs
- Music Recordings
- Works of Art
- Journal Articles
- Websites
- Video/DVD
- Pamphlets

POTENTIAL ROADBLOCKS

What needs to happen in order for this project to go forward? Please list any possible obstacles that you anticipate (supplies needed, time restraints, etc.). If something is missing or you can not proceed with your project at any point during the project process, meet with your advisor immediately.

Not being able to get in contact and talk with an activist or lobbyist. Or if I find out that the most effective ways to advocate for animals rights are time or cost prohibitive.

AUDIENCE

The students of Phoenix High School and I would like to get in contact with someone from an animal rights group (PETA maybe) and share my deliverables with them.

GRADUATE ATTRIBUTES

To ensure that the work you are about to do is rigorous (pushes you beyond where you would otherwise go) and relevant (is meaningful to you), you'll need to align your project with the Phoenix Graduate Attributes. Locate them in your student handbook and make an educated guess about which standards you will meet through your project. Your advisor will help you refine these at your proposal meeting. Select only the graduation attributes that you will explore in depth i… *should not list something for every category*.

In this section students list the Graduate Attributes that they will be actively working on during their project. These are qualities that every Phoenix student will possess prior to graduation. In this project for example, this students wants to work on being ready to take risks. During the course of her project she will take steps to ensure that she is taking risks. This student will check in with her advisor around how successful she's being in this area and, together, they will strategize on how to push her in this area. And, at the finalization meeting at the completion of this project, students will provide evidence for where she excelled and struggled in this area.

Habits

Mind	Be ready to take risks Be passionate
Work	Be self disciplined, organized, and ma…
Wellness	Demonstrate moral courage
Service	Encourage others
Community	

Knowledge & Skills (EALRS)

Communication	Communic…
	EALR 1: The student uses listening and observation skills and strategies to …in understanding.
	…omponent 1.1 Uses listening and observation skills and strategies to focus …tention and interpret information. …mponent 1.2 Understands, analyzes, synthesizes, or evaluates information …a variety of sources.
	…R 2: The student uses communication skills and strategies to …ct/work effectively with others.
	…ponent 2.2 Uses interpersonal skills and strategies in a multicultural …ext to work collaboratively, solve problems, and perform tasks.
	…LR 4: The student analyzes and evaluates the effectiveness of …ommunication.
	Component 4.1 Assesses effectiveness of one's own and others'

Here students list the Essential Academic Learning Standards (EALRS), also referred to as State Standard that they believe they will be getting after during the course of their project. At the end of their projects students will provide evidence to show whether they met these standards and credit is awarded.

	communication.
	Reading EALR 1: The student understands and uses different skills and strategies to read.
	Component 1.2 Use vocabulary (word meaning) strategies to comprehend text Component 1.3 Build vocabulary through wide reading.
	EALR 2: The student understands the meaning of what is read.
	Component 2.1 Demonstrate evidence of reading comprehension. Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
	EALR 3: The student reads different materials for a variety of purposes.
	Component 3.1 Read to learn new information. Component 3.2 Read to perform a task.
	EALR 4: The student sets goals and evaluates progress to improve reading.
	Component 4.2 Develop interests and share reading experiences.
	Writing EALR 1: The student understands and uses a writing process.
	Component 1.1: Prewrites to generate ideas and plan writing. Component 1.2: Produces draft(s). Component 1.3: Revises to improve text. Component 1.4: Edits text. Component 1.5: Publishes text to share with audience. Component 1.6: Adjusts writing process as necessary.
	EALR 3: The student writes clearly and effectively.
	Component 3.1: Develops ideas and organizes writing. Component 3.3: Knows and applies writing conventions appropriate for the grade level.
Quantitative Reasoning	
Empirical Reasoning	
Social Reasoning	Government and CWP EALR 1: The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.
	Civics Component 1.1 Understands the purposes, organization, and function of governments, laws, and political systems. Civics Component 1.2 Understands the purposes, organization, and function of governments, laws, and political systems.
Career and Technical Education	Leadership 1 & 2 EALR 1: Leadership: Individual Skills
	Individual Component 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (workrelated) experiences.

	Individual Component 1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills. Individual Component 1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions. Individual Component 1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals. Individual Component 1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.
	EALR 2: Leadership: Group Skills
	Group Component 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. Group Component 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow. Group Component 2.6 The student will use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. Group Component 2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.
	EALR 3: Leadership: Community and Career Skills
	Community and Career Component 3.1 The student will analyze the roles and responsibilities of citizenship. Community and Career Component 3.3 The student will understand their role, participate in and evaluate community service and service learning activities. Community and Career Component 3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.

WORK PLAN

An important part of beginning a project is making a "to do" list of tasks to complete and projecting how long those tasks will take to accomplish. This will be used at the beginning of your work to set time management milestones, as you work the project to check off tasks completed and plan your next step, and at the end of the project (to reflect on your time management and task completion, and put your "ducks in a row" for finalization.

- Complete project proposal and get it signed off by two advisors and my parent.
- Become a member of PETA, the Humane Society and ASPCA's online mailing lists.

- Gather resources about being a vegetarian to ensure that I eat a well-balances diet during my 30 days as a vegetarian.
- Gather resources about the first amendment rights protecting animal activists and lobbyists.
- Gather resources about the job of an animal rights lobbyist.
- Gather resources about the most pressing complaints of animal rights activists and what they are currently trying to do about those complaints.
- Gather resources about effective ways of protesting and making change.
- Research about take notes from my resources about being a vegetarian.
- Research and take notes off of my resources about the first amendment rights protecting animal activists and lobbyists.
- Research and take notes off of my resources about the job of a animal rights lobbyist.
- Research and take notes from my resources about the most pressing complaints of animal rights activists.
- Research the most effective ways of protesting, what works and what doesn't work.
- Determine which animal rights causes I feel the most strongly about.
- Interview Ruth and someone from the Humane Society.
- Complete first draft of paper and get it revised.
- Revise paper at least four more times.
- Choose 2 ways that I am going to advocate for animals.
- Plan my two acts of animal activism.
- Edit and revise my plans for my acts of animal activism.
- Execute my two acts of animal activism.
- Complete finalization documents.
- Finalization meeting.

PROJECT CALENDAR

Estimate when you plan to complete this project and break it down by phases. Use the calendar below. Fill in the month(s) and dates starting from when you will begin the project. Make sure to fill in projected dates for when you plan to finish the following:

- Gathering Resources
- Taking Notes/Documenting Resources
- Contacting/Interviewing Live Resource
- Rough Drafting
- Revising
- Editing
- Completing Final Works Cited/Refer
- Completing Finalization Documents (E ment)

Students make a calendar in order to create due dates for themselves. This encourages them to backwards plan and estimate how long things will take. Parents should keep a copy of this calendar handy to help their students stay on track with their deadlines. Notice that things are scheduled on the weekends on the calendar below. Students should work on their projects after school and on the weekends as Phoenix's form of homework.

Also calendar the specific tasks that you listed in you s calendar, you and your advisor will schedule a finalization meeting at t s approved.

Month(s): October/November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		Oct. 14 *Finish project proposal	15 *Become a member of Peta, the	16 * Take notes on the resources I	17 *Gather resources on bring a	18 *Take notes on bring a lobbyist and

		*First day as vegetarian	Humane Society and ASPCA *Gather resources about being a vegetarian and the rights of activists.	found about being a vegetarian and the rights of activists. *Document resources used.	lobbyist and the main complaints of animal rights activists.	the main complaints of animal rights activists. *Document resources used.
19 *Schedule interviews with two live resources.	20 *Gather resources about the most effective ways of protesting and making change.	21 *Take notes on the most effective ways of protesting and making change. *Document resources used.	22 *Review all notes and ensure that I answered all of my research questions.	23 *Make a list of the animal rights issues that I am the most passionate about.	24 *Complete one interview with a live resource. Discuss my list and thoughts about my animal rights actions.	25
26 *Complete second interview. *Choose the issue at which I am going to aim my acts of animal activism.	27 *Draft "Life as an animal activist" paper	28 *Make a preliminary plan for my two acts as an animal activist. *Continue drafting paper.	29 *Complete first draft of paper and so a self-edit. *Discuss my plan for my acts of animal activist with my advisor.	30 *Get input from two peers on my paper. *Revise both paper and plan for acts of animal activism.	31 *Get input from advisor on both my paper and revised plan. *Revise.	Nov. 1 *Get input from my parents about my paper and plan for acts of animal activism. *Revise.
2	3 *Final draft on my "Life as an Animal Activist Paper " will be complete"	4 *Work on the necessary pieces of my two acts of animal activism	5 →	6 →	7 →	8
9	10 *Both acts of animal	11 *Write End of Project	12 *Complete Quality	13 *Pull together any	14 *Project Finalization	15

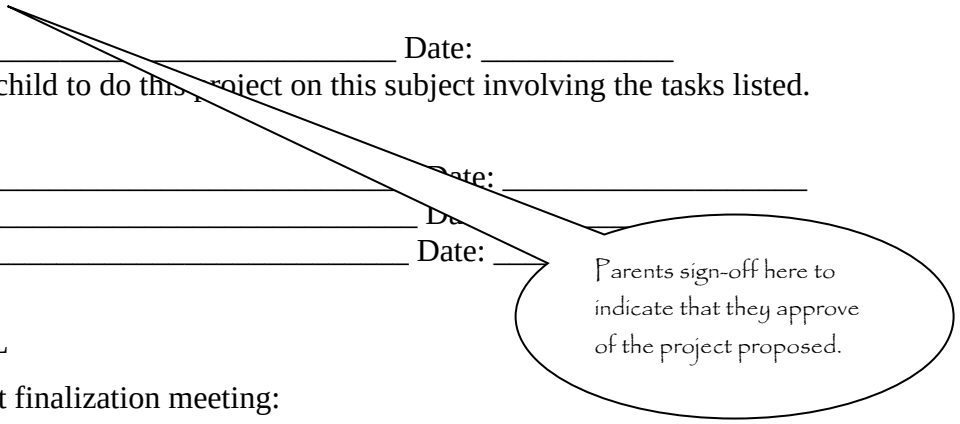
	activism will be complete.	Analysis Document *Get input and revise	Indicator Rubric *Get input and revise * Ensure that my works cited page is formatted correctly	loose ends.	Meeting!!!!! ☺	

PROPOSAL APPROVAL

Time to meet with your project planning team and get your proposal approved. Don't forget to attach your "Storm Form" and get your Parent/Guardian's signature.

Parent/Guardian: _____ Date: _____
I agree to allow my child to do this project on this subject involving the tasks listed.

Advisor: _____ Date: _____
Advisor: _____ Date: _____
Student/Self: _____ Date: _____



FINAL APPROVAL

Bring to your project finalization meeting:

1. This Phoenix Project Plan
2. Your Deliverables
3. A Works Cited/Bibliography
4. End of Project Analysis
5. Quality Indicator Document
6. Your Daily RTLs
7. Anything else you feel illustrates the work you have done.

Finalization Team:
Signature (Student/Self): _____ Date: _____
Signature (Advisor): _____ Date: _____

End Of Project Analysis

Your End Of Project Analysis is an essay you write *after* you have completed your deliverable and presented your learning. Your EOPA works with your Quality Indicator Rubric to explain the learning that you accomplished during your project and justify the credit you receive. The more you learned, the more credit you can earn, but you have to justify that credit, so a longer EOPA probably means more credit. Here is a general outline for an EOPA:

I. Introduction
   a. What was your Essential Question?
   b. Why do you care about this question? Why should the community care? Why should your adviser care?
   c. What was your deliverable? Why did you choose this deliverable?
   d. What was your process for completing this project?
   e. What PhEARs areas do you think you deserve credit in? (For example, Emperical Reasoning, Social Reasoning, Communications, and Art)

II. Write another paragraph/section for <u>each</u> PhEALR area you deserve credit in:
   a. What did you do that proves your mastery of these PhEALRs?
   b. What did you learn about these PhEALRs?
   c. How did your learning about these PhEALRs help you answer your Essential Question.

III. Write a paragraph/section about your mastery of Phoenix Habits.

IV. Conclusion
   a. What was your most significant learning in this project?
   b. What were some shining points of light in this project?
   c. What were some pits of despair in this project?
   d. What is your Big Answer to your Essential Question?

Reflecting on Today's Time and Learning

Please spend at least 15 minutes reflecting on your day. Turn in these two pages to your advisor during Afternoon Advisory. It will be returned to you with advisor comments tomorrow.

Name:	Date:

Project Title:

Goals for the Day	Estimated Minutes	Actual Minutes Spent	Goal Met? Yes/ No
TOTAL Make sure you are accounting for all minutes in IWT.			
Additional things I did			
TOTAL Make sure you are accounting for all minutes in IWT.			

Goals for Tomorrow (at least 3):

REFLECTION (on the back)
What did I learn today—about my project? about the process? about myself?
You may want to talk about: *The thing(s) that worked well. The things that didn't go well. The habits of mind, work, wellness, service and community you applied. New thoughts/ideas that you're excited about. New questions that came up. How well you managed your time—successes and struggles.*

Reflecting on Today's Time and Learning (Example)
Please spend at least 15 minutes reflecting on your day. Turn in these two pages to your advisor during Afternoon Advisory. It will be returned to you with advisor comments tomorrow.

Name: Liz Ard	Date: 10/4/15

Project Title: How are Garnets Formed?

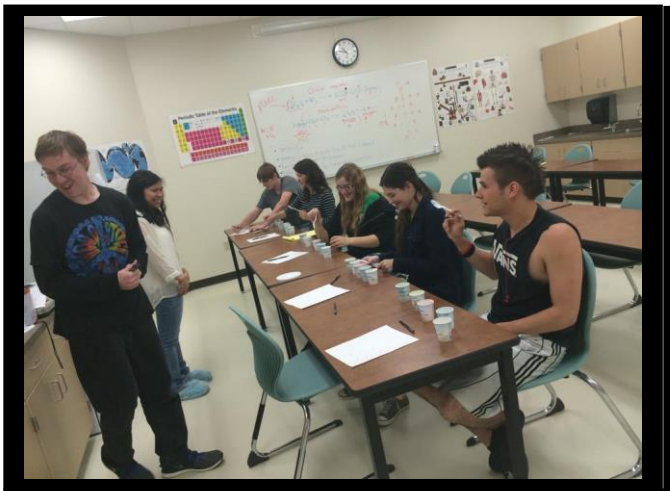
Goals for the Day	Estimated Minutes	Actual Minutes Spent	Goal Met? Yes/ No
Apex Math	60	90	Y
Independent Reading: Finish Chapter 12 of *Abraham Lincoln, Vampire Hunter*	30	30	Y
Take Notes from The Joy Of Rock Hounding text	90	60	Y
Take Notes from Geology.com	60	60	Y
Complete outline of research paper	60	60	N
Walk for Wellness Project	60	60	Y
TOTAL Make sure you are accounting for all minutes in IWT.	360		
Additional things I did			
Blogged about my novel on the Wiggio Site.		15	
TOTAL Make sure you are accounting for all minutes in IWT.		375	

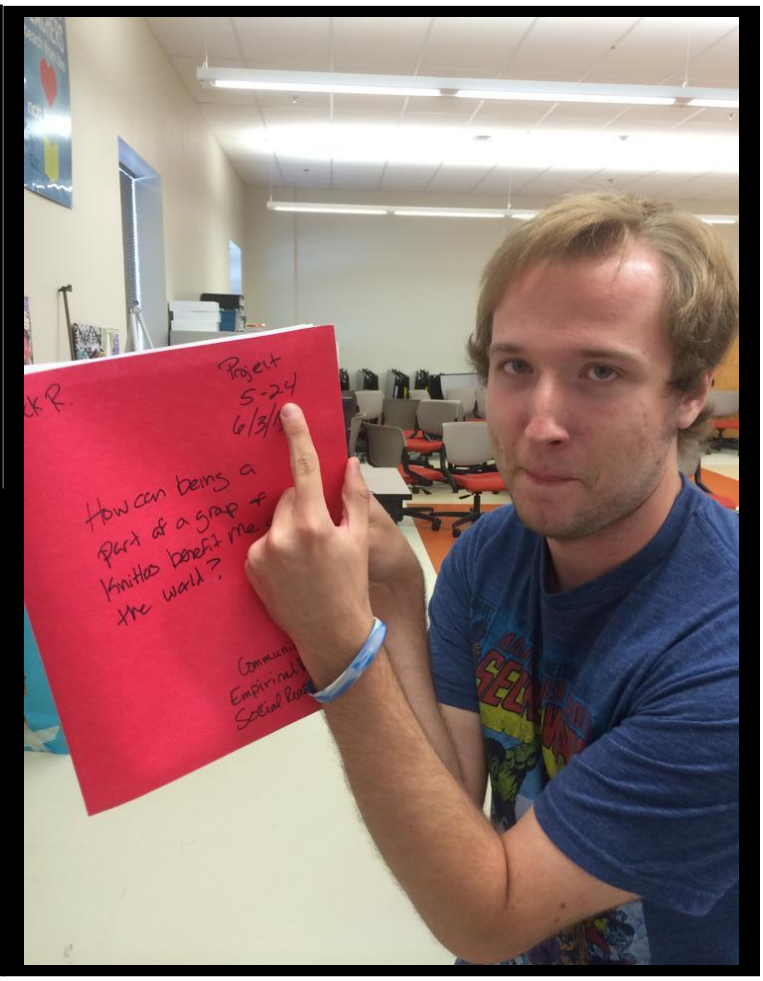
Goals for Tomorrow (at least 3):
Finish my outline, write 3 pages of rough draft, complete Apex Quiz 2.3.1.
REFLECTION (on the back)
What did I learn today—about my project? about the process? about myself?
You may want to talk about: *The thing(s) that worked well. The things that didn't go well. The habits of mind, work, wellness, service and community you applied. New thoughts/ideas that you're excited about. New questions that came up. How well you managed your time—successes and struggles.*
My outline took longer than I thought. I'm not sure about the best way to organize it. Could you look it over for me? Etc., Etc., Etc. for about 20 minutes.

Crediting at Phoenix High School

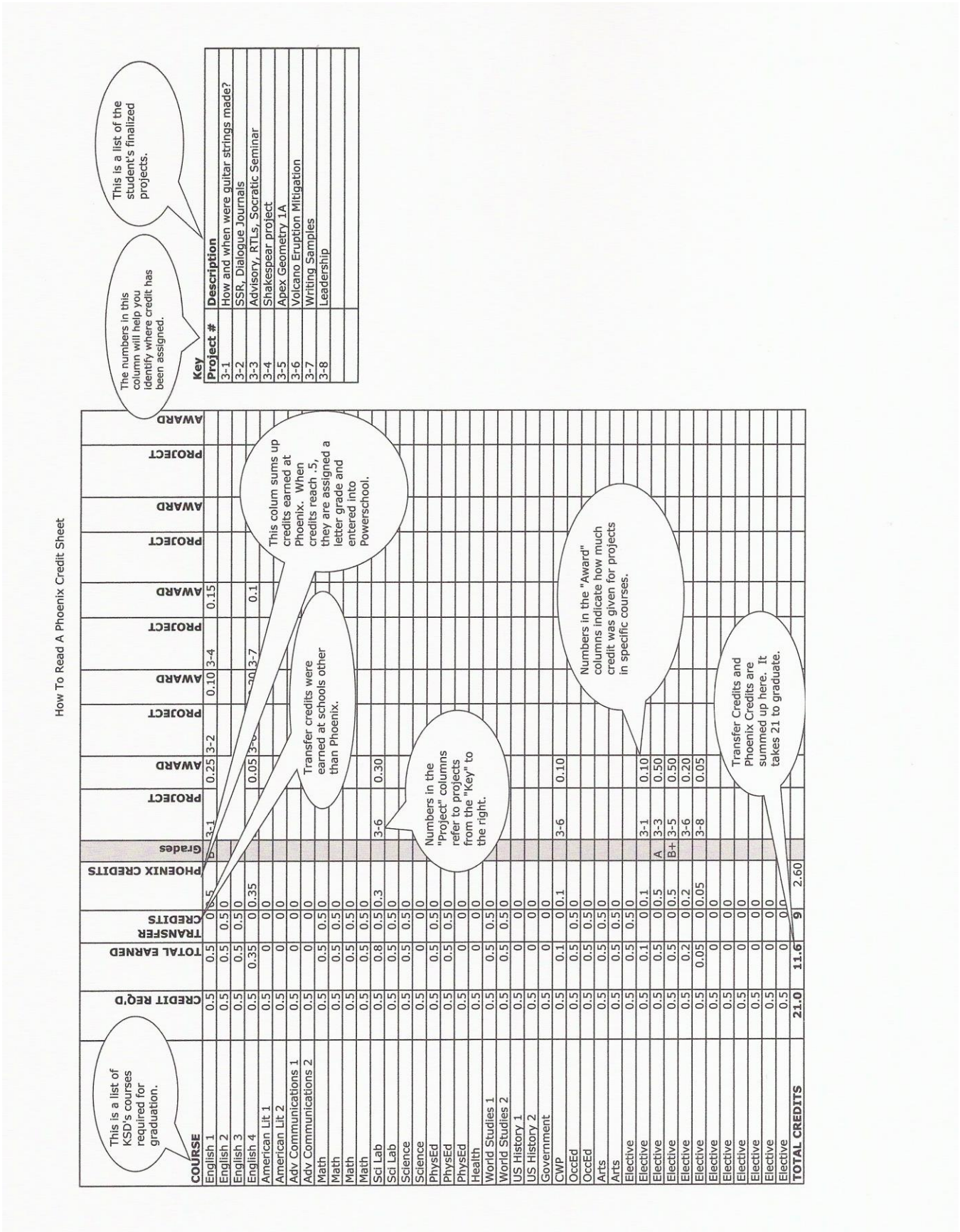
Students at Phoenix have the same high school graduation requirements as all Kennewick School District students, though they will be achieving them in different ways. The document on the following page is used to record progress toward those graduation requirements. Advisors enter student projects by number as well as the amount of credit awarded in the project finalization meeting in the proper category.

Finalization meetings are opportunities for students to share their learning and to negotiate for credit. Projects are all interdisciplinary and credit is awarded accordingly. For example, one project may meet .25 of the standards required for English 1, .1 of the standards required for World History, and .15 for Biology. When a full .5 graduation credit requirement is fulfilled, it will be recorded on the student's transcript.




How can being a
part of a group of
knitters benefit me
the world?

Phoenix Credit Tracking System *(Example)*



"We believe that everyone at the school should be accorded the respect of being known well, that the particular strengths and weaknesses, worries and hopes, of each young person should be understood and accommodated. Personalization is not just courtesy; it is the necessary condition for efficient and effective teaching of each student." *~Ted Sizer, 1992*

Daily Advisory Meetings

Research demonstrates that personalization of the learning environment—enabling students to know well, and be known well by, at least one adult in their school—leads to improved student outcomes (Lee, et al., 1995; Newmann, et al., 1992; Stigler and Hiebert, 1999). Advisory groups are one effective means to achieve personalized learning by building supportive relationships between students and teachers.

An advisory group is an organizational structure in which one small group of students identifies with one educator who nurtures, advocates for, and shepherds through school the individuals in that group. The learning community at Phoenix is small, and students will get to know and be known well by all of the advisors, but they will belong to a specific advisory of no more than 20 students.

Advisory meetings occur each morning and each afternoon at Phoenix. Daily advisory time offers opportunities for rich dialogue. Much is accomplished as students and advisors discuss shared experiences, current world issues, service-learning ideas, career opportunities, college preparation, and issues of Phoenix governance. At times guest speakers may be invited to advisory meetings to share specific expertise. It is a time for students to ask questions, express concerns, and make suggestions. It is a time for skilled advisors to set a tone of respect and caring and to model an effective way of being in a learning community. Advisory time builds community and becomes a rich source for project ideas.

Phoenix advisories have nine basic goals:

Goal 1: Understanding Self and Others
Goal 2: Understanding and Influencing the Phoenix Environment.
Goal 3: Understanding Attitudes and Behaviors
Goal 4: Developing Decision-making and Problem-solving
Goal 5: Developing Interpersonal and Communication Skills.
Goal 6: Developing a Passion for Learning
Goal 7: Developing Key Habits of Mind, Work, Wellness, Service, and Community for Life Success
Goal 8: Developing Career Awareness and Educational Planning
Goal 9: Developing Community Pride and Involvement

References:
Lee, V., Smith, J., & Croninger, R. (1995). Another look at high school restructuring. *Issues in Restructuring Schools.* (Report #9). Madison, WI: Center on Organization and Restructuring of Schools.

Newmann, F., Wehlage, G., & Lamborn, S. (1992). The significance and sources of student engagement. In F.M. Newman (Ed.), *Student Engagement and Achievement in American Secondary Schools*. New York: Teachers College Press.

Stigler, J., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York: Simon and Schuster.

Workshops and Advisor-Lead Projects at Phoenix

A rich learning and thinking culture exists at Phoenix. This is fostered by the inquiry-based learning evident in student's project work, as well as our twice daily advisory meetings in which students discuss goals, successes, failures and big ideas. In order to further support this culture, Phoenix staff and community mentors offer both workshops and seminars.

Workshops

As needs arise, advisors either plan or bring in community mentors to help students acquire the necessary project-based learning skills to be successful at Phoenix. Similarly, when learning gaps become evident, either through diagnostic testing or assessment of project work, targeted workshops are designed to help students over those hurdles. Examples of project-skills or learning gap workshops are:

- Conceptualizing true essential questions.
- Understanding and computing percentages.
- Writing specific, measurable, attainable realistic and timely goals.
- Effectively paragraphing in written work.
- Assessing the credibility of resources.

Advisor-Lead Projects

Advisors and community mentors also offer seminars. Seminars are designed to be enriching, student-driven experiences where advisors or community mentors introduce the topic. In this way the topic is not necessarily student-initiated, rather it is the desire to learn about the unknown that motivates students to elect to take a certain seminar. A small group, led by an advisor or community mentor, engages in discussions, reading and other learning activities and, then, either as a group or individually, the students in the seminar will create something, or a series of things, to express their learning. There is still much student-voice and choice in the development and implementation of these seminars and it is the job of the advisor, or community mentor, to keep the seminar student-focused even when working with a small group of students at the same time. Examples of seminars that have gone on at Phoenix, or are planned for the next school, year are:

- Vote!
- Goofy Science
- Building Live Edge Waterfall Tables
- Band Camp
- The Forge Publishing Project
- Arduino 101
- Blender Bootcamp
- Calvacade of Authors
- Yoga
- Tae Kwon Do
- How to Human

Community Engagement and Service-Learning at Phoenix

Phoenix students will access the world around them and come to know their community well as a result of their project work. Because we know that students learn much through the experience of offering service in the school or community and actively reflecting upon those experiences, advisors will encourage students to make service learning a part of their project work whenever appropriate. In a true service learning experience the lives of all parties involved are enriched or empowered. This is real-world education that makes a positive difference. The skills and behaviors learned while experiencing service are life-long and life-changing.

Service-Learning and Its Impact on Youth

In 1998 and 1999, the U.S. Department of Education and other agencies conducted studies on service-learning in schools and found the following:

- High school students who engaged in quality service-learning programs showed increases in personal and social responsibility, communication, and sense of educational competence.
- High school students who engaged in service-learning were more likely to treat each other kindly, help each other, and care about doing their best.
- High school students who engaged in service-learning increased their self-esteem.
- High school students who engaged in service-learning were less likely to be referred to the office for disciplinary measures, or engage in behaviors that lead to pregnancy or arrest.
- High school students who engage in service-learning are less likely to drop out.
- High school students who participate in high quality service-learning programs were more likely to develop bonds with a variety of adults.
- High school students who participated in service-learning reported greater acceptance of cultural diversity.
- High school students who participated in high quality service-learning developed a better understanding of how to effect social change and developed a greater sense of civic responsibility and service ethic.
- High school students who engage in service-learning really feel that they can “make a difference.”
- High school students who participated in service-learning scored higher on state mandated tests.
- High school students who participated in service-learning had fewer absences and tardies. They felt that they learned more in service-learning classes than in other classes.
- Teachers and students who participate in service-learning report that service-learning builds cohesiveness and positive relationships among students, among teachers, and between students and students.
- Teachers and students who participate in service-learning report that the general climate of the school is more positive, and there is a greater connectedness in the school.

Specific Benefits of Service Learning

Benefits to Phoenix Students

- Learn from the organization/agency personnel, clientele, and experiences
- Experience practical application of required knowledge and skills
- Explore passions and possible careers
- Broaden horizons
- Gain valuable job experience
- Strengthen the resume
- Develop greater self-awareness
- Enhance critical thinking skills and moral/ethical development
- Experience involved citizenship
- Increase understanding of multicultural values and traditions

Benefits to Phoenix High School

- Create curricular connections for community issues and setting
- Form new ways of encouraging and monitoring students' academic progress and comprehension
- Develop greater understanding of current industry standards
- Build avenues for greater understanding through intentional guided reflection
- Broaden the role and nature of education
- Improve the motivational base for instruction and learning
- Generate support and positive publicity in the community
- Create research opportunities

Benefits to the Tri-Cities Community

- Increase opportunities for collaboration and the creation of possible solutions
- Enhance services to the community
- Gain access to Phoenix talent and resources
- Increase awareness of community needs
- Develop new ideas to better serve the community
- Encourage citizen support

Appendices

Phoenix and the Traditional High School: A Comparison

Phoenix differs from the traditional high school in many ways. Our constructivist approach and focus on relationships, reflection, relevance, and rigor require a personalized structure which cannot exist to the extent necessary in large, comprehensive high schools.

Traditional High School	Phoenix High School
<u>Physical Structure</u> 1400 students move from classroom to classroom, desk to desk with only their locker as personal space.	<u>Physical Structure</u> The learning space is personalized--each of the students has a work station, sending the message that each student is important and that the school is about individual work, not "classwork." Because students are trusted with this space, they see the school as an extension of their lives and not some building that belongs to the adults.
<u>Student/Teacher Relationships</u> Most teachers see 135+ students per day in 55 minute chunks of time. This large load fosters student anonymity—it is easy to remain in the background—interests, strengths, and weaknesses unknown.	<u>Student/Teacher Relationships</u> Advisories operate as learning circles and meet twice per day. Advisors serve as mentor, guide, facilitator, assessor, teacher, and advocate for no more than 20 students. They monitor their advisees' progress toward learning standards, life skills, and credits. Since they are primarily responsible for only 20 students, they also have the time to interact with students outside their advisory, providing them with areas of expertise other advisers may not have, and time for tasks necessary for school operation. It is a family-style structure. A culture of caring exists.
<u>Student/Community Relationships</u> Most learning is done within the school building. If performed, service-learning projects typically take place within extra-curricular clubs.	<u>Student/Community Relationships</u> Students search for group and individual projects which constitute real work that helps other people. They help solve community problems, investigate issues, and help make improvements to their neighborhoods. Students are involved in school governance which models community structure. Much education takes place outside of school.
	<u>Student/Student Relationships</u> Students have frequent opportunities for purposeful collaboration within self-designed projects. Twice daily advisory meetings develop support systems among students as

Student/Student Relationships Small group work occurs sporadically with roles assigned that don't necessarily match interests or abilities.	well as between students and advisors. Older students act as mentors to younger students. (continued on next page)
Traditional High School	Phoenix High School
Student/Curriculum Relationships Students are grouped to learn the same thing simultaneously. Teachers typically choose and deliver the curriculum—fact-transmission models dominate. Many courses are text-driven with the focus is on what is taught, rather than what is learned. Courses divide and frame the curriculum. Courses are time-based. Semester credits are awarded upon completion of 90 hours of study (Carnegie Units). Bells send students to the next 55 minute class. If used, projects are often assigned after the learning, as forms of assessment. Many students are disengaged—bored by a curriculum that doesn't seem to touch their lives.	Student/Curriculum Relationships Project-based learning resulting in a product and an audience beyond the teacher is the norm. Students submit project proposals outlining the product, the process, and the standards which will be developed and/or mastered. Students choose the "how" and "when" of the curriculum and their learning is not time-based. No credit is awarded until projects meet standards—mere "seat time" is not adequate. Students engage in real-world experiences using the whole world as curriculum. Students (rather than teachers) are involved in purposeful action that shows acquisition of knowledge or skills. Teachers facilitate and guide the acquisition of knowledge rather than deliver a curriculum. "Interest-driven projects and choice allow the brain to be engaged, which increases motivation and attention. This in turn triggers actual changes in brain chemistry with the brain producing endorphins, chemicals that allow for attitudes of 'I can' and 'I will.'" (Newell, *Passion for Learning)* Choice and projects build student ownership of their own education. Ownership develops confidence, self-reliance, self-efficacy and lifelong learning

Lifelong Learning Skills Much of the focus is on knowledge itself rather than how to obtain it and apply it. Learning facts is emphasized. Frequently the information learned is used only to pass a test and is quickly forgotten.	skills. Lifelong Learning Skills It is more challenging to identify a problem or question and design a real project than to read a chapter and answer the questions. Process-oriented skills are emphasized—finding resources, reading, analyzing, synthesizing, writing, organizing thoughts, creatively demonstrating ways to show learning. Higher-order thinking skills, and lifelong habits of mind and habits of works, are stressed over learning facts. Information learned in the context of a project is more memorable than information read in a time-based contest and used only to pass a test. Students journal about learning experiences—reflecting and refining as they go. Phoenix is intentional about getting students in the habit of thinking about how and what they learn in all their activities, and about how they demonstrate that learning. (continued on next page)
Traditional High School	Phoenix High School

Assessment The assessment of retention of facts occurs more often than assessment of the application of those facts. More time is devoted to final outcomes than to problem-solving. Grades are awarded on an A – F basis, meaning that even "D" quality work + seat time can move you on to the next level—a necessary evil when moving masses of students in a time-based curriculum system which groups students into manageable categories for simultaneous learning. It is difficult for teachers to structure necessary academic supports for 135+ students.	Assessment Serious attention is given to quality and organization in student projects. Each project ends with a finalization meeting and some sort of demonstration of understanding—most often for real audiences. Every six weeks several Phoenix students present their learning for validation at a community presentation night. (Each student will be responsible for at least 3 of those presentations.) No credit is awarded until projects meet standards—mere "seat time" is not adequate. Students take their projects seriously. They get valuable practice speaking in public, parents understand the learning process, and the public knows the school is serious about academics. The students prepare a Senior Exhibit—in-depth, high-tech exhibits that take between 300-400 hours to research, document, and create. A team of advisors and evaluators, including two community experts, oversees the project process. If a student needs specific improvements in reading skills, writing skills, math skills, and so on, it is possible to create projects that meet the student's needs. This is a manageable task when a teacher is primarily responsible for 20 students rather than 135+. Academic supports are more easily provided.
Accountability Teachers work in isolation with few opportunities for reciprocal learning with colleagues. Student assignments are typically presented only to the teacher.	Accountability Smallness means that students and educators operate in a fishbowl. Everyone knows on a daily basis what everyone else is doing—not in a critical or negative way. There is respect for all members of the Phoenix team and a desire to mutually learn from one another. Diverse backgrounds and areas of expertise are honored. This is an exhilarating experience. People are challenged to perform at optimum levels. Students present their learning to a broad audience. Motivation Authenticity and choice create conditions for the development of intrinsic motivation. With intrinsic motivation, there is a heightened sense of alertness, enthusiasm and interest in accepting challenges. Customizing the learning for each student allows for the

Motivation Grades, potential honors distinctions, and graduation, appear to be the prime motivating factors. For many, these extrinsic rewards create an artificial learning that is temporary. Many students never experience a passion for learning. Students typically leave the building as soon as the final bell rings.	learning environment and tasks to be tailored to each person's strengths and learning styles. Because projects are done for real audiences, students quickly realize that good reading and writing skills are needed in order to present their work well. Students and teachers don't want to leave the building and often stay well after their designated time.

Much of the information used in this comparison came from the books The Coolest School in America by Doug Thomas, Walter Enloe, Ron Newell, and Passion for Learning by Ron Newell.

Phoenix Communication - Dialogue

Phoenix students learn that while there are appropriate forums for debate, dialogue is a better mode for communicating within the learning community.

Dialogue	Debate
Dialogue is collaborative. Two or more sides work together toward common understanding.	Debate is oppositional. Two sides oppose each other and attempt to prove each other wrong.
In dialogue, finding common ground is the goal.	In debate, winning is the goal.
In dialogue, one listens to the other side(s) to understand, find meaning, and find agreement.	In debate, one listens to the other side to find flaws and to counter its arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a person's own point of view.
Dialogue complicates positions and issues.	Debate simplifies positions and issues.
Dialogue reveals assumptions for reevaluation.	Debate defends assumptions as truth.
Dialogue causes introspection on one's own position.	Debate causes critique of the other position.
It is acceptable to change one's position.	It is a sign of weakness to change one's position.
Dialogue is flexible in nature.	Debate is rigid in nature.
Dialogue stresses the skill of synthesis.	Debate stresses the skill of analysis.
Dialogue opens the possibility of reaching a better solution than either of the original solutions.	Debate defends one's own position as the best solution and excludes other solutions.
Dialogue strives for multiplicity in perspective.	Debate strives for singularity in perspective.
Dialogue affirms the relationship between the participants through collaboration.	Debate affirms one's own strength in opposition to other points of view.
Dialogue creates an open-minded attitude, an openness to change.	Debate creates a close-minded attitude, a determination to be right.
In dialogue, one submits one's best thinking, knowing that other people's reflections will help improve it rather than destroy it.	In debate, one submits one's best thinking and defends it against challenges to show that it is right.
Dialogue calls for temporarily suspending one's	Debate calls for investing completely in one's

beliefs.	beliefs.
In dialogue, one searches for basic agreements.	In debate, one searches for glaring differences.
In dialogue, one searches for strengths in the other position.	In debate, one searches for flaws and weaknesses in the other position.
Dialogue involves a real concern for the other person and seeks to not alienate or offend.	Debate involves a countering of the other position without focusing on feelings or relationship, and often belittles or deprecates the other position.
Dialogue assumes that many people have pieces of the answer, and that together they can put them into a workable answer.	Debate assumes there is a right answer and that someone has it.
Dialogue encourages depolarization of an issue.	Debate encourages polarization of an issue.
In dialogue, everyone is part of the solution to the problem.	In debate, one person/viewpoint wins over the other.
Dialogue affirms the idea of people learning from each other.	Debate affirms the idea of people learning individually in competition with others.
Dialogue remains open-ended.	Debate implies a conclusion.

Borrowed from Socratic Circles:Fostering Critical and Creative Thinking in Middle and High School by Matt Copeland, p. 47.

Demonstration of Understanding

Ways to demonstrate knowledge:

- State it in my own words.
- Give examples of it.
- Recognize it in various guises, circumstances, contexts.
- See connections between it/other facts/ideas.
- Make use of it in various ways.
- Foresee some of its consequences.
- State its opposite or converse.
- Generalize from it.
- Place it in context.
- Explain phenomena.
- Give arguments for it.
- Justify it/provide evidence for its justification.
- Compare cases, phenomena, and claims.
- Transfer it from one domain to another and to life experience.
- Discover contradictions and tensions.

- Formulate new knowledge that contradicts the old.
- Break it into its components (analysis).
- Unite components (synthesis).
- Criticize knowledge on the basis of knowledge.
- Identify basic presumptions.
- Create a simulation, metaphor, or model.
- Present it in an interesting and clear way.
- Ask an essential question.

Ideas For Project Deliverables

Don't settle for producing reports and display boards for every project. There is life beyond the powerpoint presentation. Get creative! The possibilities are endless. Use the ideas below to help you design original products that really show what you know. *Remember: any product can be modified to work with any topic.*

Design an advertisement
Curate and hang an art exhibit
Write a biography
Crate a batik
Draw a blueprint
Design a board game
Make a book
Create a card game
Create ceramic pieces
Do a charcoal drawing
Create a detailed chart/diagram
Perform a choral reading
Write a cinquain
Create a coin collection
Make a collage
Illustrate a book
Write a letter to a politician
Compile a short story collection
Draw a series of comic strips
Write a computer program
Create a crossword puzzle book
Design & sew a costume
Choreograph a dance
Schedule & lead a debate
Keep a journal/diary
Build a diorama
Set up a display
Direct a play/musical
Perform a monologue
Design the sets for a play
Write an editorial
Create an elegy
Write an essay
Do an etching or print
Do an experiment
Write a fable/fairy tale
Record a family tree
Make a film/video
Create a glossary/dictionary
Create a graphic design
Design a series of greeting cards
Fund & invite a guest speaker
Write a series of haiku
Write a children's book
Give a lecture
Write a letter to the editor
Design a teacher's lesson plan
Write a series of limericks
Create a scale drawing/model
Write/submit a magazine article
Draw a map with legend
Create a mobile
Do a movie montage
Paint a mural
Display a museum exhibit
Compose a piece of music
Broadcast the news
Write a newspaper article
Write a novella
Create an oil/acrylic painting
Design a product package
Layout a pamphlet
Perform a pantomime
Create a pattern w/instructions
Create a photo essay
Take/develop photographs
Make a poster
Put on a puppet show
Perform a radio show
Do Readers' Theater
Write a science fiction story
Create a scrapbook
Create a sculpture
Do silk-screening
Put on a skit
Do a slide show
Make a compilation CD
Write a sonnet
Do stitchery
Survey & collect data
Record a song/CD
Construct a terrarium
Build furniture
Write a textbook/manual
Create a timeline
Design a travel itinerary
Make a documentary
Design a video game
Create a watercolor painting
Write a report
Put on a fashion show
Sew clothing
Reupholster a chair
Do colored pencil drawings
Publish a magazine
Start a hotline
Start an organization
Design a website
Create/sell bumper stickers
Build a _____
Host a competition
Do a demonstration
Create jewelry
Clean a park/river/etc.
Take action on an issue

Cook an international dinner
Sew a flag
Make wallpaper
Learn a musical instrument
Make candy
Start a band
Construct a toy or puzzle
Write the history of _____
Recite a speech

Phoenix Writing Ideas – Beyond the Essay

Ads
Advice columns
Allegories
Anecdotes
Annotated bibliographies
Announcements
Anthems
Appendices
Apologies
Assumptions
Autobiographies
Awards

Ballads
Beauty tips
Bedtime stories
Beginnings
Billboards
Biographies
Blurbs
Books
Book jackets
Book reviews
Brochures
Bulletins
Bumper stickers

Calendar notes
Calorie charts
Campaign speeches
Cartoons
Captions
CD covers
Cereal boxes
Certificates
Character sketches
Church bulletins
Community bulletins
Couplets
Comparisons
Comic strips
Complaints
Constitutions
Contracts
Conundrums
Conversations
Critiques
Cumulative stories

Data sheets
Definitions
Descriptions
Dialogues
Diaries
Diets
Directions
Directories
Documents
Doubletalk
Dramas
Dream scripts
DVD covers

Editorials
Epilogues
Epitaphs
Encyclopedia entries
Endings
Essays
Evaluations
Exaggerations
Exclamations
Explanations

Fables
Fairly tales
Fantasies
Fashion articles
Fashion show scripts
Folklore
Fortunes

Game rules
Graffiti
Good news-bad news
Greeting cards
Grocery lists
Gossip

Headlines
Horoscopes
How to do it speeches

Impromptu speeches
Indices
Inquiries
Insults
Interviews
Introductions to people, places, books, etc.
Invitations

Job applications
Jokes
Journals
Jump rope rhymes

Labels
Lab reports
Legends
Letters
Lies
Lists
Love notes
Lyrics

Magazines
Marquee notices
Memoirs
Metaphors
Menus
Monologues
Movie reviews
Movie scripts
Mysteries
Myths
News analyses
Newscasts
Newspapers
Nonsense
Notebooks
Nursery rhymes

Obituaries
Observations
Odes
Opinions

Palindromes
Pamphlets
Parodies
Party tips
Persuasive letters
Phrases
Plays
Poems
Post cards
Posters
Prayers
Problems
Problem solutions
Profound sayings
Prologues
Proposals
Propaganda sheets
Protest signs
Protest letters
Product descriptions
Proverbs
Puppet shows
Puns
Puzzles

Quips
Quizzes
Questionnaires
Questions
Quotations

Ransom notes

Reactions
Real estate notices
Rebuttals
Recipes
Remedies
Reports
Requests
Requiems
Requisitions
Resumes
Reviews
Revisions
Riddles

Sale notices
Sales pitches
Satires
Schedules
Science fiction
Secrets
Self-descriptions
Sentences
Sequels
Serialized stories
Sermons
Signs
Silly sayings
Skywriting messages
Slogans
Soap operas
Society news
Songs
Speeches
Spoofs
Spooky stories
Spoonerisms
Sports accounts
Sports analyses
Superstitions

TV commercials
TV guides
TV programs
Tall tales
Telegrams
Telephone directories
Textbooks
Thank you notes
Theater programs
Titles
Tongue twisters
Traffic rules
Transcripts
Travel folders
Travel posters
Tributes
Trivia

Used car descriptions

Vignettes
Vitas

Want ads
Wanted posters
Warnings
Websites
Wills
Wise sayings
Wishes
Weather reports
Weather forecasts

Knowledge & Skills

In Washington State there are certain Essential Academic Learning Requirements (EALRs) for each content area that are aligned with the Common Core Standards. At Phoenix, we have combined these with ideas from our own experience and other project-based schools' standards. We endeavored to distill the learning requirements into affirmative, kid-friendly statements that outline the ways of thinking exemplified by experts in various fields. Our goal was to both clarify the requirements for our students and add depth and rigor to their project work. We call our results Phoenix Essential Academic Learning Requirements (PhEALRs). They are listed below.

Communications PhEALRs

Think like a Great Writer, Reader, and Communicator

Great Communicators use reading, writing, speaking, and listening to expand and express their ideas, to do their jobs, and to inspire a response from others.

C.01- I read lots of different texts from different sources, like the library, the internet, and my house. I read to learn how to do things, to learn about myself, cultures, academic subjects, and current events. I read to do better at school, at work, and in my life. *I like to read.* I read fiction and nonfiction. I'm familiar with and understand the context of literary classics, founding documents of our country, and significant primary sources of important moments in history. (RL4, RL7, RI8, RI9)

C.02- I use strategies to help me understand, evaluate, and enjoy literature. These strategies include, connecting what I'm reading with my own experiences and knowledge, connecting my reading with other things I've read, communicating with other readers and writers, and understanding the meanings of words. I know how to "sound it out," use context clues, and use graphics to understand new words. (RL3, RL7, RI4, RI5, L4)

C.03- I adjust my communication effectively with a variety of audiences and for different purposes. I make adjustments in my communication to interact with different cultures. I communicate well in both formal and informal settings. I use technology to communicate to my desired audience. (W6, S&L5, S&L6)

C.04- I use the writing process fluently, and I adjust the process to meet my own particular needs with different writing tasks. I use the reading process to improve my understanding and appreciation of text. (W5)

C.05- I communicate conventionally and I use correct grammar, punctuation, and spelling. I can evaluate other people's use of conventions. I know when deviations from conventions can and should be used. (W4, L1, L2, L3)

C.06- I communicate for different purposes, including sharing information, persuading people to agree with my opinion, coming to an understanding of other people's ideas and opinions, describing things, and entertainment. (W1, W2, W3, S&L1)

C.07- I gather information from a variety of sources, including print, internet, and live sources. I weave information from these sources together with my own ideas to create an original piece and communicate my learning. I give credit to my sources and I don't plagiarize. I evaluate the reliability, purpose, and bias of my sources and base my conclusions on reliable sources. (RI2, RI3, RI6, RI7, W7, W8, S&L2)

C.08- I understand many literary elements, such as style, themes, parallel structure, tone, irony, symbolism etc., and I use my knowledge to create and evaluate literature. (RL2, RL5, RL6, S&L3, L5)

C.09- I read, write, speak, and listen fluently, frequently, effectively and with clarity. (W4, S&L1, L6)

C.10- I use and cite specific evidence from my sources to support my conclusions. (RL1, RI1, W9, S&L4)

Empirical Reasoning PhEALRs

Think like a an Astronomer, Biologist, Chemist, Engineer, Geologist, Physicist

Scientists try to answer basic questions about the world, how it is put together, and how it changes. They seek to find patterns and or rules and try to explain how they work. For example, scientists learn how energy is produced, how it travels from place to place, and how it can be controlled, how matter and energy are related to each other and how they affect each other over time and through space. Scientists try to identify scientific laws and procedures that can be observed and then study those to try and explain how it happens. They then use these laws and a procedures to make predictions based on common behaviors and/or observations.

Scientists investigate the world and the universe using strategies that help them understand why natural phenomena occur. They have strategies that help them determine if their ideas are correct or not. Scientists communicate with others about new findings and understandings. They use scientific knowledge and data to design solutions to human problems. They follow specific steps to make sure that their solution is practical and does what it is designed to do.

ER.01- I know all of the steps of the scientific method/process and I can use it to investigate my essential questions. (ETS1-1-4)

ER.02- I can use the engineering process to design solutions to real problems. (PS2-6, PS3-3, ETS1-1-4)

ER.03- I can identify and analyze components and relationships in diverse ecosystems and evaluate how they are affected by change and their relationship with humans. (LS2-1-8, LS4-6)

ER.04- I can use scientific language to identify parts, functions, and relationships of various biological systems. (LS1-5)

ER.05- I can use scientific language to describe cells, cell division, and cellular interactions. (LS1-1-4)

ER.06- I can explain how heredity, genetics, and environmental pressure affect organisms over both short and long periods of time (evolution). (LS3-1-3, LS4-1-6, ESS2-7)

ER.07- I can identify atomic structure of elements and explain chemical bonds and properties using numbers, words, the periodic table, and diagrams. (PS1-1-8, LS1-5-7)

ER.08- I can use math to describe and analyze science. (LS2-2&4, LS3-3, LS4-3, ESS1-4, ESS2-6)

ER.09- I am familiar with major discoveries, events, and people in scientific history and understand their impact. (ESS3-1-6)

ER.10- I can demonstrate a scientific understanding of objects, events, and systems in space. (ESS1-1-6)

ER.11- I can demonstrate a scientific understanding of geologic, climactic, and atmospheric events and how humans have impacted these events. (LS2-5, ESS1-5-6, ESS2-1-7)

ER.12- I can use physics to show a relationship between motions, forces, waves, radiation, and energy transfer and how they are a fundamental process associated with all scientific processes. (PS3-1-5, PS4-1-4, PS2-1-5, ESS2-4)

ER.13- I can understand how humans play a role in the earth's fragile ecosystem, including developing, managing, and using natural resources, biodiversity, climate change, and natural systems. (ESS3-1-6, ESS2-7)

Quantitative Reasoning PhEALRs

Think Like a Mathematician

Mathematicians recognize patterns in the things they study. They consider the attributes and qualities of these patterns independently of the situation. This is called abstraction. While studying these qualities they develop new principles and make connections between existing principles in math. They also use theories and techniques to formulate and solve practical problems in business, government, engineering, and the physical, life, and social sciences.

Mathematicians use the skills of abstraction, and deductive and inductive reasoning. They use mathematical theory (i.e. number theory, set theory), computational techniques, algorithms (i.e.

steps to complete a long division problem, steps to add fractions), and the latest computer technology to solve economic, scientific, engineering, physics, and business problems. Calculators, rulers, protractors, thermometers, and stopwatches are a few of the many examples of concrete tools mathematicians use.

QR.01 - I solve mathematical problems. I have developed fluency in operations with real and complex numbers, algebraic models and geometric models that allows for the judgment of the reasonableness of computation and results. (A1.1A-E, A1.2.A-A1.2.F, A1.3.A-C, A1.4.A-E, A1.5.A-D, A1.6A-E, G.6.A-F, A2.1.A-F, A2.2.A-D, A2.3A-C, A2.4.A-C, A2.7.A-B, A2.8.A-H) (N-RN 1-3, N-CN 1-9, A-SSE 1-4, A-APR 1-7, G-CO 1-8, G-SRT 1-3)

QR.02 – I make mathematical predictions based on data and patterns and prove them. (A1.6A-E) (S-IC 1-6)

QR.03 – I formulate questions that can be answered through mathematical reasoning. I select and use appropriate statistical, geometric or algebraic methods to collect and analyze data. (G.1.A-F, G.7.A-H, A2.5.A-D, A2.8.A-H) (A-CED 1-4, S-MD 1-7)

QR.04 – I represent, model, and communicate mathematical ideas verbally and in writing using algebraic symbols, functions, diagrams, graphs, symbols, and mathematical vocabulary. (A1.1.A, A1.4.A-A1.4.E, A1.5.A-D, A2.4.A-C, A2.5.A-D) (F-IF 1-3, F-BF 1-3, F-LE 1-5, N-QI 1-3, S-ID 1-6)

QR.05 – I understand and apply basic concepts of probability, including conditional, independent, and compound events. (A2.6.A-A2.6.G) (S-CP 1-9)

QR.06 – I use a Cartesian coordinate system to ask and answer questions and to analyze and model algebraic and geometric situations. (G.4.A-D, G.5.A-D) (A-REI 1-122, F-BF 4-5, G-GPE 1-7, S-ID 7-9)

QR.07 – I understand and apply appropriate techniques, tools, and formulas to determine measurement and placement of two and three dimensional geometric (length, area, surface area, volume) and algebraic (precision, accuracy, approximate error) situations. (G.3.A-K, G.6.A-F) (G-CO 12-13, G-GMD 1-4, G-MG 1-3, G-C 1-3)

QR.08 – I develop and evaluate mathematical arguments and proofs using various types of mathematical reasoning and methods. (G.1.A-F, G.2.A-D, G.3.A-K) (G-CO 9-11, G-SRT 4-5)

QR.09 – I understand how to use the unit circle and trigonometric functions and identities to model, evaluate and verify properties of angles, triangles and circles. (F-TF 1-9, G-SRT 6-11, G-C 4-5)

Social Reasoning PhEALRs

Think like a Historian, Geographer, Archeologist and Political Scientist

Social scientists study events, people, and systems that affect the way we live our lives. They try to understand how our present situations are effected by governments, money, where we live, and what has happened in the past. They study records of events and prepare written accounts based on their research. Social scientists attempt to explain the causes and effects of events and offer interpretations of them. They form questions to direct and focus research, act as a guide to selection of evidence, and help test the evidence for its meaning. They use primary sources and secondary sources to learn basic information and the state of current knowledge. They are skillful at deciphering and interpreting documents and objects. Social scientists read documents in their original languages, and routinely master skills from other disciplines, ranging from art history archaeology to statistics and economics. They often extract statistical information from original records and translate it into a form that computers can read and analyze. They study the location and distribution of living things and the earth features among which they live. They study where people, animals, and plants live and their relationships with rivers, deserts, and other earth features.

SR.01- I understand the founding documents of the United States and how they are used to make decisions on local, state and federal levels. I understand political systems and the function and creation of laws in society. (1.1, 1.2)

SR.02- I understand the importance of foreign policy and international relationships on people of the United States in the past as well as in current events. I know that governments must preserve individual rights and I can evaluate the effectiveness of campaigns promoting the establishment of those rights. (1.3, 1.4)

SR.03- I understand how to make, budget, and exchange money. I know how to be a responsible consumer. I understand how economic systems function in terms of production, distribution, and consumption of goods and services as well as supply and demand. I can analyze the advantages and disadvantages of different economic systems for countries and groups of people. (2.1, 2.2)

SR.04- I understand how financial institutions, industry, trade, and the government affect money on a personal, local, national, and international scale. I am aware of current events that are affecting the economy as well as historical economic events. (2.3, 2.4)

SR.05- I understand the physical and cultural characteristics, location of places, regions, and spatial patterns on the Earth's surface that have occurred naturally or through human activities. I can evaluate human interaction with the environment in the past and present such as migration, cultural interaction, and the use of natural resources. I understand geography in the context of global issues. (3.1, 3.2, 3.3)

SR.06- I understand the order of major events in political, economic, technological, religious, philosophical, and natural history. I can evaluate how individuals and movements have shaped major events in history and how certain causal factors can define an era. (4.1, 4.2)

SR.07- I can evaluate multiple perspectives and interpretations of historical events. I can use history to understand the present and predict the consequences of current events. (4.3, 4.4)

SR.08- I can use critical reasoning skills to analyze and evaluate positions on an issue or event. I can create research questions to focus on an idea, issue, or event and determine the need for new or additional questions. I understand the importance of reliable sources and know how to evaluate them. (5.1, 5.2)

SR.09- I can communicate responsibly and knowledgeably about my ideas, and opinions regarding civics, geography, history and current events. I know how to create a deliverable that supports my thesis in a meaningful way. 5.3, 5.4

The Arts PhEALRs

Think like an Artist

Artists work in a variety of forms, including visual art, music, theater, and dance. While some artists create pieces designed for museums or performance halls, others create the art that surrounds us every day in electronics, media, clothing, architecture, and advertising. Artists understand and experiment with their audience's reaction to their work, using techniques, mediums, and styles that help them express themselves and achieve the desired effect.

ART.01– I engage in, analyze, assess, derive meaning from, and reflect on works of visual art, music, theater, or dance using precise vocabulary from the various forms to express my ideas. (1.1) (CC Reflecting/Responding)

Art.02 – I can create visual art, music, theater, or dance, applying skills and techniques used by respected artists in the form to communicate meaning and inspire a reaction in my audience. (1.2, 3.1-3.3) (CC Creating)

Art.03 – I can analyze the role and development of visual art, music, theater, or dance in past and present cultures throughout the world and understand and apply art styles from various artists, cultures, and times. (1.3, 4.2, 4.4) (CC Connecting)

Art.05 – I can use the competencies and creative skills I've developed in visual art, music, theater, or dance to further my understanding of other content areas and learn about careers in relation to the visual arts. (4.1, 4.3, 4.5) (CC Connecting)

Art.06 – I can perform or show a visual art, music, theater, or dance piece with an audience, using an artistic process that includes gathering information, creating, drafting, gaining feedback, and revising. (2.1-2.3) (CC Performing)

Digital Communications PhEALRs

Think like A Technology Professional

Technology Professionals integrate many different kinds of technology to take their expression and thinking to the next level. They deploying projects across multiple technology platforms in a timely, accurate manner while utilizing proper testing and industry best practices. They work closely with creative teams to manage scope creep and ensure proper digital functionality of designs, as well as ensure ability of design to work in relevant technology platform. Technology professionals act as a daily point of contact with clients and vendors – providing efficient, effective service in a positive, common professional manner. They develop HTML coding including testing and reviewing all outgoing online products for planned functionality. They analyzing the performance of campaigns and strategies and making recommendations to improve effectiveness.

DC.01- I can use technology to create art, construct knowledge, analyze information, and synthesize new ideas. (1.1, 2.4; NETS 1)

DC.02- I can various technological tools, systems, and applications to communicate and collaborate with others in order to learn. (1.2, 2.4; NETS 2)

DC.03- I can use technology to gather, evaluate, apply information to my learning. I can evaluate the validity of digital information and apply digital information to my learning without plagiarizing from my sources. (1.3; NETS 3, 4)

DC.04- I am aware of societal issues related to technology and I use technology in a safe, legal, respectful, and just manner. (2.1, NETS 5)

DC.05- I can use various technological tools, systems, and applications to learn and express myself. (2.2, NETS 6)

Life After High School PhEALRs

Think like a responsible, adult member of a democratic society

Responsible adults take care of themselves. They make plans that will help them get the things they want in life. They make sure they have the qualifications to get jobs that they are good at, that they enjoy, and that allow them to live a life style with which they are happy. They look after their own health, welfare, and finances, and maintain positive relationships. They realize that their participation in this society is a part of what makes it work, and they keep themselves informed about current issues so that they can participate in a meaningful way.

Life.01- I have researched career options that I am interested in pursuing, and I understand how the career relates to my current skills and aptitudes, the employment outlook, and the lifestyle afforded by my career options.

Life.02- I have researched, evaluated, and chosen the educational facility, training program or entry level position that I will pursue to start my desired career.

Life.03- I have made preparations for my career by completing necessary educational and testing prerequisites and starting required entrance procedures.

Life.04- I have analyzed my role as a citizen in my community, and I have made positive impacts on my community through my work at Phoenix. I am prepared to continue to be an active participant in my community.

Life.05- I am informed about current issues that affect me, my family, my community, and the world. I know how to evaluate information about current issues. I know how I can participate in current events.

Life.06- I have skills to live independently. I can communicate in a professional manner, manage money, read contracts, find housing, transportation, and be a responsible consumer.

Life.07- I know how to manage my emotional and physical health. I understand how the choices I make regarding my emotional and physical health may impact my life and the lives of others.