



# **Phoenix Academy High School**

Day Program

Spire Evening Program

CHCCS Virtual Learning Academy

## **Student and Parent Handbook**

**2021—2022**

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Phoenix Academy High School Students and Parents:

Welcome to each of you as you begin your journey with Phoenix Academy High School. Our staff, no doubt, is looking forward to having the opportunity to serve each of you and your family. We continue to value the trust you have given us and will do everything within our power to ensure this trust is justified. Again, welcome and please join me as we look forward to an outstanding year and many successes.

We have some great plans for our 2019-2020 school year. As a staff, we continue to review our school's curriculum, operating procedures, School Improvement Plan, community outreach and engagement as well as any other factors directly impacting the efficiency of the school. Our aim is to ensure our students and families receive the highest level of care, education and attention required to ensure each student guaranteed success. As always, we are continually making additional changes to our program in order to better serve your child. Last year we started a literacy program to focus more on developing our students' reading ability and comprehension. It was a very successful program and we hope to build on it this year with our introduction of some of the AVID (Advancement Via Individual Determination) techniques. We are also instituting a math equivalent program that is designed to target identified math deficiencies. In addition, we were provided with the opportunity to start the Evening Program. This program targeted students considered as high risk potential dropouts. In our first year we witnessed the power of providing additional options for some students to achieve their immediate goal of obtaining their high school diploma. The impact this will have on their life will always be immeasurable. Of course, we continue to work with many of the local organizations to bring additional opportunities and new experiences for our students and will continue to follow this path during the upcoming school year.

Now I would like to make one plea to each of you. In order for us to maximize the effectiveness of the time we have with your child, we need each student at the school everyday. Please make every effort possible to ensure your child attends school and attends regularly. This is an area that has cost too many of the children we serve. It is also an area, where you as the parent has the most influence. Please partner with us as we strive to make this a worthwhile learning environment.

Finally, as I say each year, we would like for each of our students to know we care deeply about each of them. Every decision and action we take will be done with your welfare at the foremost thought in our minds. We look forward to serving you and being your support as you strive toward your dreams. Welcome to Phoenix Academy High School and have a great 2021 - 2022 school year.

Sincerely,

John

## Mission, Equity Vision, and Beliefs

**Mission:** Phoenix Academy High School mission is to provide students with a highly structured, cooperative environment that ensures academic achievement, promotes personal motivation, and renews active participation in their educational process so students can transition successfully to post-secondary educational and career opportunities that provide for well-balanced lives within the broader community.

Motto: “Where success is made simple and education is personalized.”

**Vision for Equity and Excellence:** Phoenix Academy High School believes that all students can achieve educational excellence in a positive, challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. Phoenix Academy High School strives to value each student’s perspective (including racial and cultural perspective).

**Beliefs:** Phoenix Academy High School believes each student should be accepted and treated with dignity and respect. This non-traditional school uses as an educational model “brain-based learning” so there is no way that a student can be marginalized or have lower expectations because of race, school history or anything else.

### School Profile

**Student Description** (*How can we best describe our school? Student demographic data: grade levels, ages, gender, race, total enrollment, English proficiency, special education, free and reduced lunch, attendance rates, discipline referrals*)

Phoenix Academy High School currently serves between 25-45 high school students. One hundred percent of the student population completes an application and is screened to determine potential success at Phoenix Academy High School. The process involves completing the documents of interest to attend the school, a meeting with their current school principal, if they are enrolled in a traditional high school.

They must meet with the administration and counseling team at Phoenix Academy High School and then be accepted into the program. This process highly encourages the engagement of parents or guardians of the students and provides an opportunity for the student and the parent(s)/guardian(s) to assess if the Phoenix Academy High School setting will meet the specific needs of the student. Students are typically assigned to Phoenix Academy High School for the entire school year.

In addition, some students may attend the school due to reasons more related to conduct issues at their previous school. Students falling into this category are administratively placed into the school through a coordinated process with the administration from the previous school and the administration of Phoenix Academy High School. These students will remain at Phoenix Academy High School until a predetermined time arranged by the administrators.

Therefore, there are a total of five ways in which students may receive an assignment to Phoenix Academy High School: (1) student expresses an interest in attending the program and communicates this to the counselor and administrator at their current school. The administration and counselor meet with the student and guardian (if applicable) and contact Phoenix Academy High School to begin the application process. If the student is currently not enrolled in a high school, Phoenix Academy High School will immediately begin the application process and determine if the alternative setting will meet the student’s needs. (2) The administration from the student’s current school identifies the student that would be more successful in the Phoenix Academy High School setting. Again, the administration and counseling staff meet with the student and the guardian and then initiates contact with Phoenix Academy High School staff. At this point the application process is initiated and followed. (3) The student may be administratively transferred to Phoenix Academy High School due to conduct related issues. The student must not be a danger to him or herself and others. In addition, students will still be required to show proof that they can be successful in the Phoenix Academy High School setting. (4) The student is

in the processing of transferring from an out of district block-schedule school and must remain on the block-schedule. Phoenix Academy High School is the only block-schedule high school in the district. (5) The wishes to return to school before aging out of the public school system. This normally occurs after a student has dropped out of high school and no longer has enough time to complete graduation requirements in the traditional school.

The program is open to all students in the district, however the demographics of the school is currently 40% African American, 40% Hispanic and less than 10% Asian and Caucasian. With a 90%+ free and/or reduced lunch rate the economic make-up of the student body is in the low income range of the social/economic status.

**School Description** (*What are unique features of our school? What characteristics set the school apart? School profile: school physical plant, profile of teachers, administrators, special programs, co-curricular, etc.*)

Phoenix Academy High School is an alternative high school serving adolescents who can greatly benefit from a more individualized education approach. The school currently has 6 core teachers; a language arts, math, social studies and science teacher as well as one Career Technical Education teacher, one EC Resource teacher and two teacher assistants. The school is further staffed by a data manager/bookkeeper/administrative assistant, a School Counselor and a School Social Worker. The school nurse, ESL teacher, Physical Education teacher and EC Coordinator is assigned to serve the school on a part-time basis.

The school is located beside the Lincoln Center in a stand alone facility and with one assigned trailer in the parking area of Lincoln Center. Its main facility consists of five(5) classrooms, four offices, a conference room, a commons area (which serves as a cafeteria), a food serving area, a supply storage room, a utility room and one small storage closet. The trailer consists of one additional classroom and a private room for tutoring, counseling or small class instruction. There is a gymnasium located behind the main school building which is considered an extension of the school facility resources.

The school provides both traditional classroom instruction as well as instruction through the NCVPS, and APEX, our online program. Students are provided with an individualized program tailored to accommodate their unique needs. All students attending Phoenix Academy High School are able to receive all graduation requirements while at the school and are able to complete any academy track in which they are enrolled in at the time they are accepted into the Phoenix Academy High School program.

The students at Phoenix Academy High School receive instruction within smaller class settings. Issues that are inherent to the reasons they were not previously successful in the more traditional school settings are able to be identified and addressed.

Phoenix Academy High School operates on a block schedule. Classes are 90 minutes long. The lunch class, which is the 3rd period, is broken up into two sessions of 45 minutes with a 45 minute lunch period in between the 1st and 2nd 45 minutes class time. Phoenix Academy High School is the only high school in the district that operates on a block schedule. The additional time in the classes provide the students with a more enriched process to catch up on their academics and receive the help they require.

Due to the unique size of the school and its location both breakfast and lunch are delivered by the nutritional staff from Carrboro High School. There is a strict accounting for all meals and a head-count is provided to nutritional services mid-morning in order for all students to receive a lunch. Seniors are allowed to leave campus during the lunch period but must return prior to the start of their next class. In addition, this is a privilege and not a right. Some students may lose this privilege if it is abused.

Students are able to ride school buses to school. Some students elect to drive or be driven to school, some walk and others use the public transportation system. Students are required to be in school from 8:45 a.m. until 3:50 p.m.

The staff at Phoenix Academy High School works closely with many local support agencies. These agencies provide monetary, mental/emotional health, food and many other resources for many of our children and their families.

## **THE SPIRE DROPOUT PREVENTION AND RECOVERY PROGRAM**

The SPIRE Dropout Prevention and Recovery Program is an education enrichment program that focuses on providing the Chapel Hill-Carrboro City Schools district students who are a potential dropout with the opportunity to re-engage in the learning process. The Program is also designed to reach out to students who have recently dropped out and provides them with the opportunity to re-engage in the learning process and work toward acquiring their high school diploma. It is the evening alternative to the Phoenix Academy day program. Through structured individual learning activities, the Spire students learn essential skills that will prepare them to recapture the learning skills they require in order to successfully transition to a traditional high school environment or complete all their high school academic requirements. Additionally, the SPIRE Program will incorporate a mental health component that will focus on self-esteem, self-awareness, behavior modification and substance abuse issues. The Program is designed to enhance the students reading and math skills, effective study habits and time management. The opportunities provided in the SPIRE Program will also allow each student to gain additional exposure to different career fields as well as experiences that will lead to their future success.

### **Admissions**

The process for student admissions to the SPIRE Program will be the same as admissions to Phoenix Academy High School. The admissions process will include an In-Take meeting between potential students and SPIRE In-Take team. If the In-take team determines a student to be a viable candidate for the SPIRE program the student will make the final decision on whether or not they will attend. The SPIRE Program will limit student enrollment to 12 students.

### **Transition**

When a SPIRE student meets the program requirements and is working in good standing within the program, the student will be eligible to transition to the Phoenix Academy High School day program with the approval and agreement of the SPIRE Staff and Phoenix Academy High School administration at the beginning of the 2<sup>nd</sup> Semester of the current school year or the following fall semester. Student transition will be based on space availability in the Phoenix Academy day program and students will once again, be required to attend and intake meeting to be accepted into Phoenix Academy High School. Transition priority will be given to students under the threat of aging out before they could complete their time in the SPIRE Program.

At the end of the school year, students who have successfully completed and participated in the program may transfer to Phoenix Academy High School. SPIRE is a transitional program, therefore the goal is to not keep students in the program more than two semesters unless there are no options.

Faculty and staff of Phoenix Academy High School will explore various academic strategies to assist students in achieving high levels of learning. Opportunities are also available for the students to receive additional support (1) prior to the beginning of the school day, (2) during lunch time tutorials, (3) after the normal school day, (4) during individual advisory session and (5) during any other acceleration/remediation and enrichment sessions. In addition, students will learn reading strategies, writing processes, study techniques, SAT vocabulary review, problem solving skills, independent living skills, and career planning. Students will practice these skills in the context of their work for all classes.

## **CHCCS VIRTUAL LEARNING ACADEMY**

The CHCCS VLA is a stand-alone virtual school created to support learners who are committed to learning online for the long-term (at least a full school year) and prefer a virtual learning experience to a physical school building experience.

All students will engage in virtual learning throughout the week in synchronous (live) and asynchronous class sessions and have opportunities for in-person support as needed. All rising 9th - 12th grade students who meet the registration requirements to enroll in a CHCCS school may apply to the Virtual Learning Academy. All students and families will have the opportunity to withdraw from the VLA during the initial 10 days of the school year. After this deadline, students will be required to remain in the VLA until the end of the school year or move to another block scheduled program within the district.

### **Admissions**

Enrollment in the academy is completed through an application process with a possible lottery conducted if applications exceed 250 students. Students with documented high risk medical conditions requiring a remote learning environment enrollment priority. High school students who have been placed on homebound services will also be temporarily assigned to the VLA. All students and families interested in attending the CHCCS VLA will be required to complete a VLA Application/Intent Form. Students who failed two or more classes during Remote Learning will be required to interview with the VLA Enrollment Committee before being eligible to attend. The Enrollment Committee will provide recommendations for support services to be rendered based on the outcome of the interview.

### **Operation**

The VLA will follow the Traditional School Calendar Schedule from August - June for the 2021-2022 school year. The VLA will operate on a Hybrid Bell Schedule where most to all core courses will run on a Block/Semester Schedule while Sequential Electives/AP Courses will run on a Year Long Schedule. Students will have the opportunity to engage in daily LIVE instruction for all CHCCS courses. Courses provided by third party providers may follow alternative schedules, including asynchronous instruction. All students will have the opportunity to engage in athletics and other extracurricular activities at their zoned school.



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# PAHS Daily Schedule (Subject to change if required)

## (Spire and VLA may use a different schedule)

### Daily Schedule-Tuesday, Thursday, and Friday

Period	Length	Start Time	End Time
First Period	80 minutes	8:45 am	10:05 am
Second Period	80 minutes	10:07 am	11:27 am
Enhancement/Navigation	50 minutes	11:00 am	12:19 pm
Announcements/Lunch/Tutorial	45 minutes	12:21 pm	1:06 pm
Third Period	80 minutes	1:08 pm	2:28 pm
Fourth Period	80 minutes	2:30 pm	3:50 pm

### Delayed Opening

Period	Length	Start Time	End Time
First Period	63 minutes	10:45 am	11:48 am
Second Period	63 minutes	11:50 am	12:53 pm
Announcements/Lunch/Tutorial	45 minutes	12:55 pm	1:40 pm
Third Period	63 minutes	1:42 pm	2:45 pm
Fourth Period	63 minutes	2:47 pm	3:50 pm

# Programs

## **SPIRE Dropout Prevention and Recovery Program**

The SPIRE Dropout Prevention and Recovery Program (SDPRP) is an education enrichment program that focuses on providing the Chapel Hill-Carrboro City Schools district students who are a potential dropout with the opportunity to re-engage in the learning process and eventually earn a high school diploma. It is the evening alternative to the Phoenix Academy day program. Through structured individual learning activities, the SDPRP students learn essential skills that will prepare them to recapture the academic skills they require in order to successfully transition to a traditional high school environment or complete all their high school academic requirements. Additionally, the SDPRP will incorporate a mental health component that will focus on self-esteem, self-awareness, behavior modification and substance abuse related issues. The SDPRP is designed to enhance the students' reading and math skills, effective study habits and time management. The opportunities provided in the SDPRP will also allow each student to gain additional exposure to different career fields as well as experiences that will lead to their future success.

At the end of the school year, students determined to be ready to return/enter the traditional education environment will be given the opportunity to transition to Phoenix Academy High School day program.

Faculty and staff of Phoenix Academy High School will explore various academic strategies to assist students in achieving high levels of learning. Opportunities are also available for the students to receive additional support (1) prior to the beginning of the school day, (2) during lunch time tutorials, (3) after the normal school day, (4) during individual advisory session and (5) during any other acceleration/remediation and enrichment sessions. In addition, students will learn reading strategies, writing processes, study techniques, SAT vocabulary review, problem solving skills, independent living skills, and career planning. Students will practice these skills in the context of their work for all classes.

## **CHCCS Virtual Learning Academy**

The CHCCS VLA is a stand-alone virtual school that is intended to support learners who are committed to learning online for the long term (at least a full school year) and prefer a virtual learning experience to a physical school building experience.

All students will engage in virtual learning throughout the week in synchronous (live) and asynchronous class sessions and have opportunities for in-person support as needed. All rising 9th-12th grade students who meet the registration requirements to enroll in a CHCCS school may apply to the Virtual Learning Academy. All students and families will have the opportunity to withdraw from the VLA during the initial 10 Days of the school year. After this deadline, students will be required to remain in the VLA until the end of the school year.

## **The Study for Success Class**

Even though this is considered a regular school day class, it includes a very special and part of our program designed to help some of our most fragile and disenfranchised students. The Study for Success class is a hybrid class designed to address students' emotional or mental health needs as well as many of their pressing academic concerns. During the students assignment to the Study for Success class the staff is afforded the opportunity to get to know each student beyond their specific challenge(s) and to see the many strengths and gifts, i.e., brilliant intellect, amazing creativity, kindness, compassion, and sense of humor each student possesses. It is a safe and caring environment that provides each student the services and supports he or she may need. Below is an overview of the program:

## **Study for Success Overview**

- A. The program serves the academic and mental health needs of high schools.
- B. The program is designed to meet the academic and mental health needs of adolescents with depression/anxiety, psychiatric hospitalization, and/or school refusal/phobia.
- C. All students assigned to this class must participate in all aspects of the class. This would include the academic as well as the mental health program.
- D. The program's mission is to provide a supportive, structured, and small school setting where students are taught the skills to function independently both academically and emotionally.
- E. Skills taught include the following:
  - a. Dialectical Behavior Therapy (DBT)
    - i. Goals of group include building healthy coping skills, providing emotional literacy training, and improving interpersonal relationships
    - ii. Group currently meets daily
  - b. organization and study skills (students may receive credit for this)
  - c. direct academic instruction
  - d. online coursework support
- F. Like all programs at Phoenix Academy High School, the goal of Study for Success is to eventually successfully reintegrate students into their home-base school. However, this is not always the best or most feasible option and some students will remain at Phoenix Academy High School.

## **The Soar Program**

The Soar Program is an extended day program available to Phoenix Academy students. Students can complete coursework in this program that cannot be completed during the regular school day and receive tutoring from our certified teaching staff. Students may work from 7:30am-8:45am or 3:50pm-5:05 pm on school days. Phoenix Academy High School ***will not provide transportation.***

The student must abide by all of the following policies:

- a. student must meet the curriculum objectives
- b. student may not violate the attendance policy or the code of conduct
- c. a contract must be agreed to by the student, parent, teacher, and counselor
- d. a student must have the permission of the principal to participate in the credit recovery program.

## **Service Learning Program (currently suspended)**

Service Learning combines meaningful community service activities with the student's academic learning, personal growth, and sense of civic responsibility. You must complete the service learning requirement to receive a diploma or to request a shortened day. Entering freshmen must complete 25 hours before graduation. The service hours for students who transfer to CHCCS in grades 10, 11, and 12 are prorated amounts. Students must provide the service for a non-political, non-profit organization. Students must write a reflection on their service learning experience through an essay during their senior year. Forms for documenting service learning hours are available from the guidance counselor.

## **Driver Education**

Summer and after school driver education classes are offered for qualified students at the Jordan Driving School. A student must be 15 years of age. Phoenix Academy High School ***will not be responsible for transportation.***

To register for driver's education, log-on to: **www.jordandriving.com** and click on the link, Chapel Hill-Carrboro City Schools.

The Phoenix Academy High School principal will provide a signed copy of the NC Driving Eligibility Certificate for students requiring the form to get their license.

### **Navigation (Mondays and Wednesdays)**

During our Navigation students will have the opportunity to participate in one of the four programs being offered.

1. **SPARCS-** is an evidence based Cognitive Behavioral Therapy group, which focuses on emotion regulation, coping strategies, mindfulness skills, and effective communication skills.
2. **Independent Living-** prepares students for their transition once they leave Phoenix. It teaches personal responsibility, interviewing skills, resume building, career exploration, and goal setting.
3. **NC Cooperative Extension 4-H-** will provide a weekly program targeting female teenagers. The program currently has two areas of concentration. 1) Relating-accepting differences, conflict resolution, social skills, cooperation and communication and 2) Building self-esteem, self-responsibility, character, managing feelings, and self-discipline. This program is offered as a service by the NC Cooperative Extension.
4. **Career Assessments-** students will be individually assessed using a career assessment inventory to better help them identify future pathways to success. By identifying their particular interest, we can help map out goals to be successful upon completion of graduation.

### **Literacy and Math Enhancement Period (Mondays through Thursdays)**

This period, during each school day, is designed to capture and close gaps in students' literacy comprehension, vocabulary, writing and reading. It also will focus on identifying the students' ability to complete math on grade level and address or close those gaps through more focused and personalized instructional support.

### **Navigation Period (Fridays)**

This year, students will be provided with the opportunity to participate in several clubs offered at the school. Below is a list of the clubs tentatively scheduled to be offered:

- Chess Club
- Student Government Association
- Poetry Club
- Garden Club
- Game Club (Wii, field/court and board games)
- Youth Life Institute
- Art Club
- Music Club
- MoneyThink--Financial management program

Note: Some of these clubs are seasonal and not all clubs will be offered during the same semester. Each student will be required to participate in at least one club during each semester.

## **Student Life**

**Electronic Devices:** Cell phones and all other electronic devices will be collected in the morning prior to the beginning of the academic school day, returned to the students during the lunch period, recollected at the end of lunch and returned to the students at the end of the school day. Students failing to comply with this rule will receive appropriate discipline measures.

**School Community Garden:** Each year we continue to focus on teaching the students to nurture the school's garden. We believe it is an excellent way to teach the students responsibility and to build their self-esteem. Students and staff are all involved in the upkeep of the garden with teachers being assigned days to attend to the garden with their students. Students may also earn service learning hours if work is performed during non-school hours.

**Lunch Basketball:** During lunch, students are provided with the opportunity to burn some energy. Staff often escort the students to the gym and participate with them as they form teams and play basketball. This activity allows students and teachers to develop a stronger relationship that revitalizes, strengthens, and supports the classroom and school atmosphere. Additionally, during this time students bond more with each other and develop social skills, such as teamwork and communication.

### **Student Government Association**

The mission of Phoenix Academy High School Student Government Association (SGA) is to provide the student body with representation, services and advocacy within the school. The Student Government Association intends to provide quality leadership for the student body by recognizing that strength arises from diversity, engagement and dialogue. The Student Government Association will work as a liaison between the student body and the administration seeking suggestions and opinions of the students in order to make important decisions for the improvement of the school.

### **Home-Based School Activities**

Students are allowed to participate in school activities (prom, humanities festival, sports, etc.) at their home-based schools on an individual basis. This may include playing sports for the home-based school, driver's education, drama productions, etc. In addition, all graduating seniors will be allowed to participate in Project Graduation. Project Graduation is a safe, drug- and alcohol-free celebration following graduation for all four area high schools. Contact information for the other high schools:

Carrboro High School 919-918-2200

Chapel Hill High School 919-929-2106

East Chapel Hill High School 919-969-2482



# Academic Policies & Procedures

## I. Grading System

- Teachers will not assign a grade of zero on any class work, homework, or other assignments for learning.
- Teachers will assign a grade of zero if students do not complete major assignments (projects, large quizzes, tests, exams, etc.).
- Phoenix Academy has a standard grading system (except for major assignments) as follows:

Numerical Range	Letter Grade	Interpretive Comments
90-100	A	<b>SUPERIOR MASTERY</b> Mastery has been achieved and significant ability to apply knowledge to unfamiliar situations has been demonstrated.
80-89	B	<b>ABOVE AVERAGE</b> Mastery has been achieved to a significant degree beyond the level set as Satisfactory.
70-79	C	<b>AVERAGE</b> Satisfactory mastery of the objectives has been attained.
60-69	D	<b>BELOW AVERAGE</b> Marginal Mastery demonstrated
0-59	F	<b>NOT PASSING</b>
	FF	<b>FAILURE DUE TO ABSENCES</b>
	P	<b>PASS</b> (at least marginal mastery)

## II. Credit

A unit of credit (1 credit) is defined as the successful completion of course requirements after a minimum of 135 hours of contact with a teacher. One unit of credit is normally awarded for semester courses that meet for one period five times a week.

- Credit is offered for semester courses at the end of the semester. A failing grade for that course yields no credit towards graduation. Student progress will be reported each nine weeks and at the conclusion of the course by standard letter grades.
- Some semester courses shall be reported as either “Pass” or “Fail.”
- Teachers will be prepared to justify grades to the parent/guardian or student, if requested.

- Grades for Mid Semester Transfer Students:
  - When grades and transcripts arrive, they are filed in the student's cumulative folder.
  - Teachers shall use the transferring grades for averaging purposes for the student's interrupted nine (9) week grading period.

### **III. Transition Process**

Once students are accepted or assigned to Phoenix Academy High School, they will remain for the remainder of the school year. Students are expected to attend Phoenix Academy High School for one year before any transition back to the student's home-base school is allowed. Students are allowed to participate in their home-based school activities (prom, humanities festival, sports, etc.) on an individual basis. This may include playing sports for the home-base school, driver's education, drama productions, etc.

### **IV. Cross/Dual Enrollment**

At times Phoenix Academy High School may not be able to offer a class a student needs or wishes to take prior to graduation. These classes may affect the decisions students will be required to make concerning their after graduation goals. At other times, students may be completing a specific pathway or special course gear toward a specific career. Students are allowed to cross enroll at their home-base school in order to meet these particular needs. These cases are handled on an individual basis and must meet the approval of the Phoenix Academy High School counselor. When students are cross/dual enrolled at their home-base school

### **V. Conferences with teachers**

Conferences with teachers are highly encouraged. If a student is at risk for failing, a teacher/parent conference is required. When a conference is desired, teachers may coordinate the meeting time with the parent. At times the school counselor or family specialist will establish a convenient time for all parties, however this will be in situations that require more than one faculty meeting and may be needed to address additional concerns about the student. Parents may also call the school at 919-918-2300 in order to schedule a conference with the teacher, counselor or principal. Please be aware that showing up without an appointment may not provide parents with the opportunity to meet with the staff members with whom the parents may need to have a conference. Teachers are often unable to leave their classes without previous arrangements being made.

### **VI. Multi-Tiered Systems of Support (MTSS)**

MTSS is a system of identifying student needs. MTSS is a team comprised of school administration, student support staff, EC staff, Counseling staff, and teachers. The team meets weekly to review the academic, emotional, and behavioral functioning of each student in the school. If a need for support is determined, the team gathers/reviews data and communicates with parents to determine an appropriate intervention. The team then monitors the student response to the intervention to determine effectiveness. MTSS is a collaborative effort between PAHS staff, student family, and students to best support student success.

### **VII. APEX Classes**

For more than a decade, Apex Learning has been the leading provider and publisher of web-based digital curriculum. Its suite of courses serves all students, from those not prepared for grade level academic challenges to those capable of Advanced Placement coursework. Apex Learning courses are created by a team of educational experts and aligned to state and national standards. Technology is used in purposeful ways to enhance the learning process. Multimedia

instruction motivates and engages students. Individualized learning lets students move at their own pace to master the material. Multiple course pathways allow educators to differentiate instruction and spend more time working with students one-on-one to address critical challenges. Assessment opportunities are integrated throughout each course.

All students completing APEX classes will be required to attend school on a regular basis. Students have proven to be more successful when completing the APEX classes while at the school, students are more able to receive tutoring and teacher support when needed.

APEX is a remedial program and will only be used when students were not previously successful when completing the classroom course.

## **VIII. NCVPS Classes**

The North Carolina Virtual Public School (NCVPS) established by the North Carolina General Assembly under the guidance of the North Carolina State Board of Education, is an online school community serving K-12 public school students throughout the state of North Carolina. The first set of course offerings are targeted for high school students and middle school students needing to take high school courses. NCVPS replaces the role the Department of Public Instruction provided you when they paid for seats in online courses offered by various in-state and out-of-state providers for your students to take. NCVPS also replaces the role of the Cumberland County Web Academy as a provider of online courses for students. NCVPS is not degree granting but instead provides courses a student otherwise would not be able to enroll in at the student's local school. When the course is successfully completed, credit is transferred to the local school for placement on the student's transcript. The NCVPS budget absorbs the full operational cost of teaching courses online. There is no cost to the participating school or student. North Carolina Virtual Public School provides high quality online educational opportunities in order to prepare students for a 21st century global economy. Our role is to: *f* Reach the "underserved" such as rural and low-performing schools *f* Help students accelerate and advance *f* Expand and augment existing course offerings *f* Address special needs *f* Provide access to quality teachers *f* Improve workplace and college readiness.

In addition, the North Carolina Virtual Public School serves middle and high school students who are currently enrolled in a state-funded educational institution in North Carolina. The benefits of enrolling your students in the NCVPS include:

- Augments existing faculty and offerings
- Assists in resolving master scheduling issues
- Delivers anytime, anywhere content
- Provides 21st Century learning environment
- Facilitates lifelong learning skills
- Provides access to quality instructors who are experts in their field
- Aligns with SBE Future Ready goals

Prior to enrolling any student in an NCVPS course the school counselor will provide a thorough review of the students records and discuss the decision with the student's parent(s).

# Administrative Policies & Procedures

## I. Change of Address/Phone Number

If your telephone number changes, please notify the data manager at 919-918-2300, if you have a change of address, please report the address change to the registrar office at Lincoln Center.

## II. Attendance Policy

Attendance and participation in school-based learning experiences contribute significantly to academic success. To promote classroom learning and in accordance with the Compulsory Attendance Law and CHCCS Board of Education Policy 4400, Phoenix Academy High School has a mandatory class attendance policy. Attendance policy requires a student to be present at least 83% of the school year. If a student is absent more than seventeen percent **(17%) (8 days)** in a 9 weeks period, he/she may not receive credit for the course. Special circumstances may be considered, however students are always in jeopardy of failing a course if too many days are missed and no seat or academically instructional time is made up.

In compliance with all state attendance laws, Phoenix Academy High School will maintain accurate daily, and period by period attendance records.

- A. After a student has accumulated 3 unexcused absences in a school year, the principal or his designee will notify the parent/guardian by phone call and letter.
- B. After not more than 6 unexcused absences, the principal or his designee will notify the parent/guardian that s/he may be in violation of the Compulsory Attendance Law. A parent and student meeting is required at Phoenix Academy.
- C. At 8 absences, an Attendance Appeals Request form must be submitted to the principal in order to salvage course credit, completion of the form does not guarantee an approved waiver for student absences.
- D. After 10 accumulated unexcused absences in a school year, the principal will review steps A and B and meet with parents and students to determine if a good faith effort has been made to comply with the law. If a good faith effort has been made but the problem persists, the principal may file a juvenile complaint under GS7A-561 alleging habitual absence without a valid reason. If a good faith effort has not been made, the principal will notify the district attorney.

Parents will be notified daily about period attendance. In addition, a written report will be sent home with progress reports and report cards for those students having excessive absences.

## III. Procedures for Absences

### A. Excused Absences

When a student is returning after being absent, he/she must submit a letter from his/her parent or guardian to administration to explain the reason for the absence. The statement must include:

- the date(s) of absence
- the reason for the absence
- the signature of a parent or guardian
- best phone number for parent/guardian

If a student fails to provide written verification for the absence within three days of his/her return or if the absent does not meet the requirements or justification to be excused, the absence will be recorded as unexcused.

AN ABSENCE IS NOT EXCUSED UNLESS THE NOTE VERIFIES A STATE APPROVED LAWFUL ABSENCE.

**LAWFUL EXCUSED ABSENCES ACCORDING TO NORTH CAROLINA STATE STATUTES ARE:**

- Personal illness or injury
- Death / funeral of an immediate family member
- Quarantine
- Medical and dental appointments
- Local board policy
- Court appearance
- Religious observance
- Educational opportunity
- Absences related to deployment
- All other absences will not be excused.
- The student bears the responsibility to inquire about missed work and to make arrangements with the teacher to set deadlines and expectations.

**B. Early Dismissal**

If a student must leave school during the day, except for a school-sponsored event, or if prior permission has been granted, a parental permission slip is required. Students will submit the permission slip to the principal for verification. Once the permission slip has been verified, the student will receive an early dismissal pass to present to the teacher. Students must sign out at the front desk to officially document their departure from campus. Students and parents are encouraged to arrange for medical and dental appointments before/after school hours. Extenuating circumstances should be discussed with school officials at the onset of such arrangements.

**C. Tardiness**

***Phoenix Academy High School has a standard tardy policy. Students are expected to be in class and prepared for learning at the designated time. Students who are routinely late to school will receive consequences from the teacher and principal as deemed necessary.***

**1. Tardy Policy**

- 1<sup>st</sup> Offense: Verbal Warning & Minor Incident Report
- 2<sup>nd</sup> Offense: Parent Contact & Minor Incident Report
- 3<sup>rd</sup> Offense: Parent Contact, Lunch Detention, & Minor Incident Report  
( 3 tardies = 1 absence)
- 4<sup>th</sup> Offense: Parent Contact, Lunch Detention (2 days), & Minor Incident Report
- 5<sup>th</sup> Offense: Guidance Referral, Revocation of Privileges, After School Detention  
(45 minutes)
- 6<sup>th</sup> Offense: Revocation of Privileges, After School Detention (2 days)  
(6 tardies = 2 absences)
- 7<sup>th</sup> Offense: After School Detention (3 days)

- 8<sup>th</sup> Offense: 1 day of ISS at Boomerang
- 9<sup>th</sup> Offense and thereafter: ISS at Boomerang (2 days), Referral to Guidance Counselor/Family Specialist, possible Out-of-School Suspension (9 tardies = 3 absences)

**\*NOTE: Three tardies are equivalent to one absence**

#### **D. Returning to School**

When a student is returning after being absent he/she must submit a letter from his/her parent or guardian to administration to explain the reason for the absence.

#### **E. Skipping**

Because of the emphasis we place on regular attendance, a skip from class can impact a student's academic performance. Teachers may opt to place restrictions on whether students can make up assignments if a class is skipped. Teachers check daily attendance and field trip lists. Students suspected of skipping are referred directly to the principal. Students skipping class are required to serve detention during lunch, or after school, for each class skipped. Skipping or missing numerous days from class can greatly impact a student's academic performance.

### **IV. School Sponsored Events**

For all school sanctioned early dismissals and school-related activities, teachers and/or chaperones are required to check students in and out. School-related activities are not counted as absences. Any event requiring students to be transported off-campus must have parents or guardians prior approval.

### **V. Driving Rules and Regulations**

**Violation of the following policies will result in the cancellation of driving privileges and may result in other disciplinary action:**

- Parking in non-designated parking spaces.
- Taking students off campus without parental permission
- Reckless driving (driving over 10 mph) on school property
- Reckless driving that results in damage to school property and/or to others

In addition to the stated offenses, any other violation of school policy could result in loss of parking privileges and other disciplinary measures. The parking lot is off limits during the school day.

### **VI. Breakfast & Cafeteria Lunch**

Breakfast and cafeteria lunch is available to all students. Anyone who arrives at school after 9:00 am will not be allowed to eat breakfast. It is each student's responsibility to place his/her lunch order in writing no later than 9:00 am on Monday or Friday. Students are responsible for paying for their lunches, in advance, to the Administrative Assistant at the front desk. Students may bring their own lunch from home. Parents and students are discouraged from bringing fast food lunches and breakfasts to school. Off-campus lunch is only available to Seniors and students receiving rewards for outstanding academics, citizenship, or PBIS participation. This is a privilege not a right and can be revoked at any time if someone violates the school policies.

## **VII. Leaving Campus**

During the school day, students can only leave campus with permission from administration.

### **A. Underclassmen or Seniors without off-campus privileges**

Any underclassmen (Freshmen, Sophomores, and Juniors) or Seniors without off-campus privileges that are caught attempting to leave campus or caught leaving campus will be assigned the following consequences:

1<sup>st</sup> Offense—Lunch Detention

2<sup>nd</sup> Offense—Week of Lunch Detention and Parent contact

3<sup>rd</sup> Offense—ISS at Boomerang no less than 3 days

Since leaving campus without permission is a safety issue, OSS will be considered if the behavior does not change.

### **B. Seniors with off-campus privileges**

Seniors with off-campus privileges can only leave campus at lunch. In lieu of the above penalties, seniors with off-campus privileges will be subjected to the loss of those privileges for between 1 week to permanent removal.

### **C. Restricted Areas (out of the building)**

1. Students are not allowed to be in the community park, behind the Phoenix building, or in the parking lots **without supervision**. Consequences are:

1<sup>st</sup> offense: warning

2<sup>nd</sup> offense: 3 days lunch detention

2. In addition, students must be escorted to Lincoln Center or have permission to go to Lincoln Center from one of the Phoenix Academy High School staff during any visit.

## **VIII. General Complaints**

The School Board recognizes the right of students, parents, and other individuals and groups to present complaints concerning school personnel, the curriculum, or instructional materials or concerning school services or school facilities. Although no member of the community shall be denied the right to petition the School Board for redress of a grievance, the board directs that complaints and grievances shall be handled and resolved as close to their origin as possible.

The proper channeling of complaints involving school matters is as follows:

1. Teacher
2. Counselor
3. Principal
4. Secondary Coordinator
5. Superintendent designee
6. Board of Education

## **IX. First Aid**

First aid is administered by the Phoenix Academy High School Nurse. If a student is feeling ill, he or she may request to see the nurse. Parents/Guardians must notify school officials if your child has a medical or health condition that requires specific responses or medication. All medication to be given at school must be kept in a secure location by the School Nurse or



Guidance Counselor. Students must submit a form completed by parent/guardian with a doctor's signature that gives permission to take medication. There are additional requirements for dispensing medication. See the School Nurse for more information.

## **X. Telephones**

Phoenix Academy High School provides a courtesy telephone for students at the front desk. Telephone privileges are ONLY allowed with permission, and at the discretion of a supervising adult. Telephone use is discouraged during class time. Students can make emergency phone calls during lunch or between classes with a note from a supervising adult. Calls are to be limited to three minutes. Staff will not relay messages to students except in cases of extreme emergency. Arrangements for rides and appointments should be made prior to school. Students may not be paged. **Students are no longer allowed to have cell phones on them during the instructional time of the school day.** (See Student Behavior Policies)

## **XI. School Safety**

In the event of a crisis it is imperative that Phoenix Academy High School has a proactive, frequently practiced safety plan.

Students and staff are expected to participate seriously in any practice drills so that the safety plan can be executed confidently in the event of a real emergency. Non-compliance with such drills will result in disciplinary action.

# **Behavior Policies & Procedures**

**Please note, the district will be implementing the Code of Character Conduct and Support for the 2021-2022 school year. We will adhere to much of the same code of conduct, but due to the nature of the school, there will be small modifications to meet the needs of the students served at Phoenix Academy High School. (The Code of Character Conduct and Support will be available on the District's Website.)**

The following policies govern the routines and expectations for students attending Phoenix Academy High School. Individual limits and privileges may vary as they apply to any student based on his/her compliance with school policies, academic and disciplinary circumstances, and individual contracts.

Any grievance between a student and the supervising adult will not be discussed except in a conference which will be arranged by the principal. Other interested parties such as the parent(s)/guardian(s), other student(s) and staff may be invited at the Principal's discretion. Until such a conference can take place, the student bears the responsibility to follow the reasonable requests of all supervising adults (there are no exceptions).

While the listing of policies in this student handbook is comprehensive, it is subject to change at any time by the Phoenix Academy High School Principal and/or the CHCCS Superintendent. Phoenix Academy High School will publicize all changes in a timely manner and ensure parents are notified as expediently as possible.

## **1. Leaving School**

Students who leave school without permission will receive a minimum of a five (5) days suspension. The parent(s)/guardian(s) will be notified and a conference will be arranged at the beginning of the suspension or the end of the suspension. The parents and the principal will discuss behavior modification and possible consequences for a repeat of the behavior. Students must bring a note from a parent or guardian with a verifiable telephone number to get permission for early dismissal. Students, regardless of age, are not allowed to leave without the expressed permission of the principal or a designee.

## **2. Reasonable Requests**

Students are to respond positively to all reasonable requests made by any adult employed in the school system. Failure to respond positively will result in a parent conference arranged by the principal. The disciplinary steps will be outlined before the student may return to class.

## **3. Campus Visitors**

The Phoenix Academy High School campus is closed at all times. Lawful visitors include:

- Persons invited by a staff member for an educational purpose.
- Parents/guardians of Phoenix Academy High School students.
- Other visitors with prior approval from the school administration.

All visitors must have permission of the school administration to lawfully be on the Phoenix Academy High School campus.

#### **4. Electronic Devices**

##### **Policy Code: 4318 Use Of Wireless Communication Devices**

The board recognizes that wireless communication devices have become an important tool for communications and information access. Wireless communication devices include, but are not limited to, cell phones, smart phones, touch screen tablets, net books, laptops, or other devices with internet capability.

These devices allow for ready access to knowledge and continuous connectivity. It is important to acknowledge not only the power of wireless devices but also the appropriate use of these devices. Students are not permitted to possess such devices on school property. **Historically, at Phoenix Academy High School these devices have proven to be detrimental to the order, operation, academic instruction and discipline in the school. Below is the new change to the electronic devices' policy for Phoenix Academy High School and will be effective starting the 2015--2016 school year. The following steps will be taken to ensure students comply with this policy:**

- 1. Each morning students will turn-in their electronic devices to an assigned staff member. If the student reports late to school, he or she will give their electronic device to the first adult they encounter. This may be the receptionist or the teacher in whose room they are reporting.**
- 2. Electronic devices will be re-issued to the students during the lunch period and recollected again after lunch. The electronic devices will be returned to all students at the end of the school day.**

**Students refusing to provide or turn their electronic device over to the Phoenix Academy High School staff will be asked to leave the campus immediately. Parent(s)/guardian(s) will be notified immediately. In addition, any student who is found to be in possession of an unauthorized electronic device during the instructional period of the day will receive appropriate disciplinary action. These consequences will become more severe with increased violations of this policy.**

##### **A. Authorized Use**

Teachers and administrators may authorize students to use wireless communication devices in classrooms for instructional and personal purposes when there is a reasonable need for such communication or access.

Teachers and administrators will regulate the use of authorized wireless devices by students to ensure the integrity of the instructional environment and a positive, safe, and healthy school environment. Consistent with classroom supervision practices, teachers should be aware of how students are using devices in their classroom and address misuse in a way consistent with school policies and the Student Code of Conduct.

Use of wireless communication devices is permitted on school buses; however, this use may be prohibited when noise from such devices or any other disruptions caused by the use of the device, interferes with the safe operation of the buses.

##### **B. Consequences for Unauthorized Use**

If an authorized wireless device is used without permission during instructional time, a warning will be issued to the student for the first offense. If the behavior continues may lose the privilege of continued use of the school's wireless communication devices. As a matter of safety within the school setting, if at any time a school employee requests a student refrain

from using such items, failure to comply will result in use of behavior interventions, which includes but is not limited to confiscation of the device and/or suspension from school.

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy [4300](#), Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed on a student for violations of this policy.

The following factors should be considered when determining appropriate consequences when the wireless communication device was used:

- (1) to reproduce images of tests, obtain unauthorized access to school information, or assist students in any aspect of their instructional program in a manner that violates any school board policy, administrative regulation or school rule;
- (2) to bully or harass other students;
- (3) to send illicit text, email messages, or images;
- (4) to take, send, or post to social media outlets illicit photographs, audio, or video recordings;
- (5) to take, send, or post to social media outlets, photographs, audio, or video recordings of non-public events without the explicit permission of the individual whose image or voice is recorded; or
- (6) in any other manner that would make more severe disciplinary consequences appropriate.

Students must comply with all applicable school board policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to wireless access use. Any use that violates state or federal law is strictly prohibited.

#### **C. Search of Wireless Communication Devices**

In accordance with policy [4342](#), Student Searches, a student's wireless communication device and its contents, including, but not limited to, text messages, digital photos, and files, may be searched whenever a school official has reason to believe the search will provide evidence that the student has violated or is violating a law, board policy, the Code of Student Conduct or a school rule. The scope of such searches must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the suspected infraction.

#### **D. Liability**

Students are personally and solely responsible for the security of their wireless communication devices when these devices or not in the custody of the Phoenix Academy High School staff. The school system is not responsible for the theft, loss, or damage of a cellular phone or other personal wireless communication device.

Legal References: [G.S. 115C-36](#), [-390.2](#),

Cross References: Student Behavior Policies (policy [4300](#)), Disruptive Behavior (policy [4315](#)), Student Searches (policy [4342](#)), Technology Acceptable Use (policy [3225/4312/7320](#)), Computer, Network, and Internet Acceptable Use Procedures for Students (policy [3225-R](#)).  
Adopted: 5/17/12

# School Expectations

## I. Food and Drinks

Eating and drinking are allowed before 8:45 am and at lunch unless the supervising adult calls for a timed break. Students are to clean up after themselves at all times without being asked. Students should put all food and drink away if asked to do so by the supervising adult. Snacks should be brought from home with the student in the morning and placed in an appropriate place for storage during the day. Breaks will occur at the discretion of the supervising adult. Negative comments and/or discussion about breaks, food, etc. are unacceptable as they are disruptive to other students' work. Food or drinks of any type will NEVER be allowed in the computer areas.

## II. Sexual Harassment

Sexual harassment refers to behavior which is unwelcome, which is personally offensive, which impairs morale and self esteem, and which, therefore, interferes with the work effectiveness of those feeling harassed. Harassment is considered to be any behavior, which has the effect of substantially interfering with an individual's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Sexual harassment is a violation of the law, which prohibits sex discrimination. We will maintain an educational environment that is free from sexual harassment at Phoenix Academy. This policy applies to males and females of any sexual orientation. This information is to help students understand procedures to follow if they feel they are harassed.

All persons associated with the school system, including but not necessarily limited to: the Board, the administration, the staff, and the students are expected to conduct themselves properly at all times to ensure Phoenix Academy High School is free of sexual harassment. Students or faculty members who perpetrate sexual harassment will be subject to disciplinary action.

Sexual harassment, as defined above, may include, but is not limited to:

- A. Unwelcome sexual advances or requests for sexual favors;
- B. Slurs demeaning a person due to her or his sexual orientation or status;
- C. Sexually oriented written or verbal "kidding," abuse, or graffiti;
- D. Pressure for sexual activity or continued requests for involvement after being asked to cease such requests;
- E. Remarks or innuendos to a person with sexual or demeaning implications;
- F. Unwelcome touching, such as patting, pinching, or constant brushing against another's body;
- G. Suggesting or demanding sexual involvement accompanied by implied or explicit threats;
- H. Offensive body language or physical gestures;
- I. Ogling or staring fixedly at a person so that she or he becomes uncomfortable;
- J. Using power or threatening blackmail to control, influence or affect another person in exchange for sexual favors; other inappropriate verbal or physical conduct of a sexual nature.

## III. Procedures for Complaints of Harassment and Bullying

An individual who has experienced harassment or bullying including, but not limited to sexual harassment, has two initial options for recourse:

**Option A:** If the harasser chooses, his/her first option is to confront the offender, verbally or in writing, identifying the offensive behavior and requesting that it stop. If this option is chosen, the harasser is encouraged to document in writing any such contact with the harasser for future reference.

**Option B:** This option can be pursued either after or instead of Option A. The second option is for the harassed to report the harassment to any trusted counselor, teacher, or administrator. The person to whom the student makes the disclosure should serve as that student's advocate. The student may or may not choose to make a formal complaint. If a formal complaint is decided as a course of action, then the advocate will proceed according to the established procedures and School Board policy.

The advocate will do the following:

- Support the student with her/his concerns. The advocate will not minimize the incident.
- Determine the harasser.
- Ask the student to put concerns in writing.
- Help the student to report the incident(s) formally.
- Support the student throughout the procedure.

#### **IV. Personal Hygiene/Dress Code**

While attending school or participating in any school-sponsored events and activities, student dress and appearance must be appropriate to the activity and must meet basic standards of health, safety, cleanliness, and decency. In keeping with CHCCS School Board Policy 4315, students are not permitted to wear or display items that represent or display weapons, drugs, alcohol or tobacco products, or gang membership, or that promote violence or that are sexually explicit.

Students should come to school having bathed or showered. A referral will be made to the school social worker and/or counselor if there is a noticeable problem. If necessary, a referral will be made to the school nurse then to a family specialist for a home visit. Students are also expected to use appropriate bathroom etiquette. Grooming during class is prohibited.

##### **Students should conform to the 5 B's:**

No Breasts  
No Buttocks  
No Backs  
No Briefs  
No Bellies

Students should not wear skirts, shorts, or dresses shorter than their middle finger when hands are held at their sides. Leggings shall not be considered pants. Tops worn over leggings should not be shorter than the middle finger.

Additionally, Phoenix Academy High School has a standard dress code. According to our standards of appropriateness, prohibited dress includes but is not limited to the following:  
Clothing worn to reveal undergarments, cleavage, or bare skin between the upper chest and mid-thigh

Bare feet or bedroom slippers

Spaghetti straps, strapless tops, halter tops

See-through, mesh garments worn without a camisole or tank top underneath

Pants worn below waist level



Excessively baggy or tight clothing  
Skirts or shorts (shorter than mid-thigh)  
Sunglasses inside school building  
Hats, hoods, sweatbands, bandannas, or other head wear inside building

**V. Use of School Phones**

- A. Teachers have the option of allowing students to use the school phone in their classroom. At no time will students be allowed to use a phone in the teachers' classroom during the active instruction process of the class.
- B. Parents/guardians may call the school and leave messages for their child to call them back with our school receptionist. Only in extreme cases of emergency will students be allowed to leave the classroom to answer a phone call from their parent or guardian.
- C. Students are not allowed to talk on the phone for over two (2) minutes during any class period. Class and instructional time is important and cannot be interrupted for lengthy periods of time with students speaking on the phone. In cases of an emergency parents/guardians are encouraged to come to the school and remove the student out of the school in order to deal with these important issues.
- D. In the past, the lobby phone has been used very liberally and students have made long-distance calls as well as taken up class time to have general conversations with their family and/or friends. We are removing this phone in order to assist our students in remaining focus on school while at school.
- E. Students may use the receptionist phone, however at times the receptionist may not allow the students to be at her desk due to the sensitive nature of the information on her desk. These phone calls will be limited to two (2) minutes in duration and may be interrupted if the receptionist needs to use her phone.

# Positive Behavior Intervention & Support (PBIS)

Phoenix Academy High School has a school-wide approach to discipline and behavior management. Our goal is to provide guidance, rewards, and consequences to assist students in replacing negative behaviors with more acceptable behaviors. Each teacher designs a creative classroom management plan that focuses on behavior modification in a more positive way.

**Positive Behavior Intervention & Support** is a broad range of strategies for achieving important learning outcomes while also preventing problem behavior. PBIS has three main components at Phoenix Academy High School:

1. Positive Student and Teacher Relationships
2. Classroom and School Environment that promotes Prosocial Behavior
3. High Expectations for all students

The faculty has developed a matrix to help our school community understand how we do business at Phoenix Academy High School. The matrix focuses on “**SOAR.**”

**S**uccess through Change

**O**pen to Diversity

**A**spire towards Greatness

**R**espect Myself and Others

Phoenix Academy High School is excited about the implementation of PBIS and the promise it holds for reducing the number of interruptions to student learning, as well as preparing our students to succeed in all they do.

## Phoenix Academy High School Matrix

Classrooms	Common areas	Gymnasium	Class	Hallways
<b>S</b> uccess through Change	Be punctual put forth your best effort	Use inside voices	Follow directions	Practice patience
<b>O</b> pen to Diversity	Be a peacemaker	Pick up trash and throw it away, even if its not yours	Exhibit good sportsmanship	Be polite
<b>A</b> spire towards Greatness	Lead by example	Use time wisely	Return all equipment	Report issues to maintenance
<b>R</b> espect Myself and others	Help others & have a great day	Push in your chairs, Recycle, walk to class	Avoid “Horseplay”	Remember to flush, wash hands, turn off water.

## **INCENTIVES**

Incentives are one of the key components in implementing PBIS. The two types of incentives are school wide incentives and individual incentives.

### **School Wide Incentives** (possible rewards for the school as a whole)

- Field Trip (once a month for students who do not receive disciplinary notes)
- Party (a school wide incentive to increase attendance rate to 100% at Phoenix Academy)
- Spirit Week (week before exams to motivate students to do well on their EOCs)
- Movie Day (students have a chance to receive special privileges to watch a school approved film)
- School Cook-Out
- School Social with music
- Guest Motivational Speaker
- Talent Show/Dance Off

### **Individual Incentives**

“Winner Wednesday” – Once a week, after the morning announcements, there is a raffle drawing performed in front of the whole school. Only students who have received at least one ticket from a teacher or staff member are able to participate. There are two possible ways for the students to win. The random way is when a student’s ticket is placed in a box and one name is picked and the other way is by receiving the most tickets. The prizes could include one of the following:

- Opportunity to shadow a business owner for a day with credit for writing about the experience
- King or Queen for a day
- Extended lunch time
- Eating Lunch with the Principal
- Extra computer time
- Shout Out
- Attending Movie Day
- Chick-Fil-A Lunch
- Tangible prizes (headphones, iTunes cards, gift cards, etc.)

# Code of Student Conduct

All students enrolled in Phoenix Academy shall comply with the **Code of Student Conduct**, state and federal laws, school board policies, and local school rules governing behavior and conduct. This code applies to any student who is on school property (including school vehicles or private vehicles) and/or at school bus stops. This code also applies during attendance at any school or any school-sponsored activity. This code also applies when conduct at any time or place has a direct and immediate effect on maintaining order and discipline or protecting the safety and welfare of students or staff in the schools.

Range of consequences is based on criteria adopted by CHCCS, for a copy of the complete “Range of Consequences” please see school administration .

## **LEVEL ONE VIOLATIONS—THE FOLLOWING CONDUCT IS PROHIBITED AS OUTLINED BELOW:**

1. **Dress**—Presenting a bodily appearance or the wearing of clothing which is deemed disruptive, provocative, indecent, vulgar, or obscene, or that endangers the health or safety of the student or others.
2. **Gambling**—Participation in any unauthorized event, action, or statement, which relies on chances for the monetary advantage of one participant at the expense of others.
3. **Dishonesty**—Engaging in or attempting to engage in cheating, plagiarism, falsification, violation of software copyright laws, or violation of computer access will result in disciplinary action and/or academic penalty.
4. **Disruption**—Using passive resistance, noise, threat, fear, intimidation, coercion, force, violence, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school or urging any other student to engage in such conduct.
5. **Hazing**—Playing abusive or ridiculous tricks on a fellow student, frightening, scolding, swearing, harassing, or subjecting a fellow student to personal indignity.
6. **Boycotts**—Participating in any boycott or walkout of any lawful school function at which attendance is required.

## **LEVEL TWO VIOLATIONS—THE FOLLOWING CONDUCT IS PROHIBITED AS OUTLINED BELOW:**

1. **Fireworks**—Possessing, distributing, igniting or using any fireworks on school premises or in any vehicles on school premises.
2. **Failure to Comply with Lawful Directive**—Failing to follow a directive after being personally notified by any school employee.
3. **Verbal Abuse/Disrespect**—Participating in serious or persistent verbal action that prevents an orderly and peaceful learning environment. Cursing, using vulgar, obscene, or abusive language including slurs or insults intended to mock a person’s race, religion, sex, national origin, disability or intellectual ability or using sexually offensive or degrading language, are specifically prohibited.
4. **Peer Relations**—Engaging in behavior that is immoral, indecent, overly affectionate, or of a sexual nature while in the school setting, or engaging in sexually harassing behavior toward another student.
5. **Threats**—Directing toward any person within the school context any language, sign, or act which constitutes a threat of force or violence.

6. **Intimidation**—Attempting to extort money, personal property, or personal services.
7. **Disruptive or Obscene Literature and Illustrations**—Possessing or distributing literature or illustrations that are obscene or significantly disrupt the educational process.
8. **Fighting**—Hitting, shoving, scratching, biting, blocking the passage of, throwing objects at another person. Taking any action or making comments or writing messages which might reasonably be expected to result in a fight.
9. **Trespassing**—Being on campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day without special need or proper supervision are trespassers and may be prosecuted if they fail to leave when instructed to do so. A student who has been suspended from school is trespassing if he or she appears on the property of any Chapel Hill-Carrboro City School during the suspension period without the express permission of the principal.
10. **Conduct on the School Bus**—Failing to follow the directives of the school bus driver and the rules and regulations of school bus safety, as well as the rules of the Code of Student Conduct while at a school bus stop, or in the school bus parking lot, or while riding on a school bus or other school vehicle may result in temporary or permanent suspension from the privilege of school transportation services and/or from school.
11. **Skipping School**—Leaving school grounds during the instructional day without prior approval from a site administrator.

**LEVEL THREE VIOLATIONS-- THE FOLLOWING CONDUCT IS PROHIBITED AS OUTLINED BELOW:**

1. **Possession or Use of a Firearm**—Possessing, handling, using, or transmitting a firearm.
2. **Explosives**—Possessing or placing on school premises any explosive device, including but not limited to dynamite, bomb, grenade, or nitroglycerin capable of causing injury or damage.
3. **Arson**—Burning or attempting to burn any school building or property, (Possessing incendiary material, gasoline, kerosene, or other flammable liquid), which could result in the burning or attempted burning of school property.
4. **Bomb Threat**—Making a bomb threat or hoax by making a false report that a device designed to cause damage or destruction by explosion, blasting, or burning is located on school premises.
5. **Use of a Weapon**—Using in a threatening or dangerous manner any weapon or other object that can reasonably be considered a weapon or facsimile of a weapon.
6. **Drugs**—Knowingly possessing, using, transmitting, selling, or conspiring or attempting to transmit or sell, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, other controlled substances, any alcoholic beverage, malt beverages, fortified wine, other intoxicating liquor, drug paraphernalia, counterfeit drugs, or inhaling or ingesting any chemicals or products with the intention of altering the student's mood or behavior.
7. **Theft**—Stealing, attempting to steal, or knowingly being in possession of stolen property.
8. **Vandalism**—Intentionally damaging or attempting to damage or deface school or private property while under school jurisdiction.
9. **Use of Tobacco Products**—Using any tobacco product in any school building or school bus at any time or on the school premises during the school day.

- 10. Assault on Another Student**—Assaulting or attacking or causing or attempting to cause physical injury to another student or intentionally behaving in such a manner that could reasonably cause physical injury to any student.
- 11. Assault on a School Employee**—Assaulting, causing, or attempting to cause physical injury to a school employee or behaving in such a manner that could reasonably cause physical injury to any school employee.
- 12. Possession of Weapons other than Firearms**—Possessing, handling, transferring, or bringing on to school property any items including but not limited to knife, razor, BB gun, air rifle, air pistol, slingshot, blackjack, taser, brass knuckles or facsimile or other item that could be considered a weapon or dangerous instrument.
- 13. Fire Alarms**—Setting off, attempting to set off, or aiding and abetting anyone in giving a false fire alarm. It shall also be prohibited to interfere with or damage any part of a fire alarm, fire detection, smoke detection, or fire extinguishing system.

## **ADDITIONAL GUIDELINES**

The following are ADDITIONAL GUIDELINES to unacceptable behaviors and the strategies and procedures which will be used should such behavior occur:

### **Level One: Disruptions**

- Loud talking
- Bringing unrelated objects to class (radios, games, etc.)
- Grooming in class
- Not following individual classroom rules (wearing hats or sunglasses, not getting into seat, not bringing proper materials)
- Profane speech—which includes any inappropriate language or topics during the instructional day or on the school bus. Cursing, rapping, drugs, and violence are inappropriate topics for school.

### **Level Two: Moderate Offenses**

- Loud/boisterous behavior-- including but not limited to; pushing, shoving, inciting others, name calling (racial epithet, talking about someone's family), aiding and abetting, gambling, tossing objects (including food), tampering with anything on or in the teacher's desk, tampering with school equipment or supplies without permission, inappropriate displays of affection.
- Vulgar gestures
- Insubordination (failure to comply with verbal requests or authority, leaving designated area)
- Clothing with vulgar language or that is disruptive to the order of school; otherwise offensive
- Tardy/attendance
- Smoking on school grounds or anywhere in the vicinity of the school.

**Level Three: Major Offenses** – To be handled by the principal following rules and regulations set by CHCCS Board.

- Alcohol/Drugs/Paraphernalia
  - If you come to school under the influence of alcohol/drugs, you may be searched and you will be sent home with possible disciplinary action.
- Stealing/Possession of Stolen Property
- Weapons
  - Guns, knives, brass knuckles, billy clubs, or anything that can be reasonably construed as a weapon are not allowed on campus under any circumstances.
- Fighting

- Fighting is not acceptable and will not be tolerated under any circumstances. Students may receive different consequences based upon the circumstances. The principal will always report fights to law enforcement as disorderly conduct, affray, assault, or any other violation of school functions.
- Vandalism/Destruction of property
  - The principal will report to law enforcement all incidents of vandalism or destruction of property. Students caught destroying or defacing any school property will be required to pay for the damages. Students will face suspension for such actions.
- Profanity or vulgarity directed at a teacher or another student
  - *Usually results in an automatic 3-day suspension from school*

### **Discipline alternatives at Phoenix Academy:**

1. Short-term isolation from peers
2. Conferences
3. Discipline Referrals
4. Phone calls to parents
5. Referral to outside agencies (including law enforcement)
6. Restriction or revocation of privileges
7. After School Detention
8. In-School Detention/ In School Suspension (ISS) at Boomerang
9. Saturday Academy Detention
10. Home visits
11. Plan for the restitution for careless and willful damage to school property
12. Community Service
13. Out-of-School Suspension ((OSS) (up to ten (10) days per incident)
14. Behavior Intervention Plan or Behavior Contract

### **As the staff, teachers and administrators at Phoenix Academy, we pledge to.....**

- explain expectations, instructional goals, and grading systems to the student and parent
- teach the NC Standard Course of Study
- provide a climate that is conducive to learning
- communicate with parents through conferences, progress reports, report cards, parent meetings, and by telephone
- employ various teaching methods which work best for the student
- provide enrichment and acceleration opportunities for the student as needed
- respect the cultural differences of my students

The principal of Phoenix Academy is committed to providing a safe and orderly environment that is conducive to learning. As the instructional leader of the school, he will support the teachers in their efforts to teach all students. Opportunities for the establishment and attainment of high expectations will be made available to all students.

**Parental involvement is essential as we work to give your child the best educational experience possible.**