

Dear Student,

**Welcome to the Ed Tech Center!** The goal of our **6-8 Phoenix Program** is to prepare students for a successful return to their home school. We believe the program and expectations that we have set will give you the tools and skills necessary to complete this transition and eventually **return** to your regular school.

Today, you will take the first step by completing our **orientation program**. This program will help you understand what is **expected** of students here at Ed Tech. You will learn all of our rules, guidelines, and procedures by completing this packet. Additionally, you will complete a few **reflection activities** and work on some **goal setting**.

Your first activity involves the **Student Handbook**. This handbook contains valuable information to assist you in finding success in our program. It explains everything from our school's **vision** and **mission**, to our **behavioral expectations** for you. The handbook also explains how our leveled behavior system and points sheets work. Later today, you will work on **reflection** and **goals**.

We are happy to meet you and look forward to getting to know you as you accomplish achievements, set goals, and overcome obstacles. Thank you for being a part of our team.

Sincerely,

The Staff at Ed Tech



## **"We Will Rise"**

### Student/Parent Middle School Handbook 2019 - 2020

PS Jones Campus

4105 N. Market Street Ext  
Washington, NC 27889

PSJ campus phone: 946-0874

Ed Tech Main:Telephone – 252-946- 5382  
Fax – 252- 946-7964



**"We will Rise"**

**Administrative Staff**

Principal: Victoria Hamill  
Assistant Principal: Anthony Bailey (PSJ campus)  
Data Manager: Anna Harrell

**Support Staff**

School Social Worker: Belinda Cowell  
Mental Health Coordinator: Laurel Miller

**Program Faculty**

Middle School Teacher: Stephen Menninger

## INTRODUCTION

This handbook provides both general information about our school and highlights the most often used policies and procedures. We suggest that you read it carefully. Should you have a question about any specific aspect of our school, do not hesitate to contact us.

### **The Mission of the Ed Tech Center:**

The Ed Tech Center will promote positive academic, social, and behavioral changes so that students can experience future success in their schools and community.

### **The Vision of the Ed Tech Center:**

Ed Tech will assist in developing each student's academic, social, and emotional skills through student engagement in a positive learning environment.

### **Our Core Beliefs:**

- All students will be treated with dignity and respect.
- All students should be taught the skills and behaviors necessary for success.
- Positive relationships and interactions are essential to student growth.
- Parents, Teachers, students, and the Community must share the responsibility for the development of strong community and personal values.
- Students must take responsibility for their role in the learning process.
- Students should develop critical thinking skills that will enable them to make sound decisions concerning their future.

## **MOTTO: "We Will RISE!"**

**R Respect/Responsibility** (you are accountable for you)

**I Individual Accountability** (make good choices)

**Self-Respect** (be respectful toward yourself)

**Eager to Succeed** (working toward your goals)

Ed Tech's (Administrative Placement) Phoenix Program provides an alternative educational setting for students who have been administratively reassigned after a long-term suspension from their home school. The primary focus of our program is to equip students with the academic, social, and emotional skills necessary to succeed, not only in school, but in life as well.

### **Program Objectives**

- To provide appropriate instruction in an environment that emphasizes student learning and growth.
- Make behavioral adjustments, stressing that students are held accountable for their actions and the natural consequences of inappropriate behaviors.
- Take part in individual and group discussions that will help students learn to make better decisions, avoid escalating potentially troublesome situations, and equip students with alternative strategies to use in various situations.
- Learn to make short-term and long-range plans and goals.
- Earn the privilege of returning to the regular school setting.
- Provide a foundation for personal and social growth in order to develop students of exemplary character who become responsible, productive, and caring citizens.

In order to help a student achieve these goals, the Phoenix Program has a very structured environment with very specific rules and procedures for our students. We believe that all of our students will meet all of these expectations on a daily basis. By doing so, our students will reach their full potential as both a student and person.

### **Student Rights**

- Be respected as an individual human being.
- Be taught in a knowledgeable and professional manner.
- Express their opinions and have them heard and respected as long as the opinion is expressed in an appropriate time and manner.
- Have a positive learning environment including: Meaningful curriculum and materials; explanations and reasons for grading, assignments, behavior requirements consequences, and other actions affecting students' learning and growth.
- Be instructed according to their ability and achievement level and be evaluated according to their ability and achievement.
- Receive fair and consistent treatment in class including a clear understanding and explanation of rules and regulations and their consequences.
- Attend school without having their person or property threatened.

### **Student Expectations**

- **Attend school** on a regular daily basis unless ill or legally excused.
- Be on time, prepared and engaged in all classes. Students who are late, unprepared, and disruptive are interfering with the rights of other students. Being punctual and prepared are habits that are crucial to success in life.
- Complete all assignments and meet all school related deadlines.
- Take responsibility for your own learning.
- Follow all school rules and procedures.
- Follow all directives from school staff, being respectful and courteous.
- Respect the person and property of others.
- Respect school property, as it is a community investment
- Participate in all assigned activities.

- Ensure that all communication from the school to your parents or guardians reach home.
- Seek assistance from school personnel in matters that concern your education, personal safety, and the safety of others.

Parents play a vital role in the educational and social success of their students. The participation of the parent/guardian is a critical aspect of the Phoenix Program at Ed Tech. As a school, we will support the efforts of the parent in encouraging your child to meet your expectations for success. In return, we ask that you support the school in these same efforts as well. Establishing a sound relationship with parents is a priority of the program, as is recording and communicating progress. Through ongoing communication and involvement with parents, our faculty believes that sound relationships can be achieved and maintained for the welfare of all students.

### **Parent/Guardian Expectations**

- Encourage your student to **attend school regularly** and to be punctual.
- Notify the school of a lawful absence **by 9:30 AM.**
- Encourage your student to take personal responsibility for their education and behavior.
- Attend conferences with teachers and other school officials when necessary.
- Agree that you expect your student to follow all school policies, rules, and procedures (including cell phone policy, dress code, and attendance)
- Agree that you expect your student will participate fully in all educational programming at Ed Tech.
- Review and sign all correspondence with the school.
- Understand that mistakes are opportunities for growth and that staff members are required to enforce consequences so that students may learn from their mistakes.
- **Ensure that all emergency and contact information is up to date at all times.**

- Understand that continued placement in the Phoenix Program may be contingent upon their student's demonstration of commitment to academics, positive behavior, and school rules/regulations.
- **Students may only use the office phone in cases of an emergency.**

## **Phoenix Policies and Procedures**

### **Exit Criteria**

The primary function of the Phoenix Program is to equip students with the academic and social skills necessary to find success once they return to their home school. With this focus in mind, it is essential that each student meet the following exit criteria before being considered for a transition back to their home school.

1. Academic Achievement - no more than one failing grade.
2. Attendance - 90% attendance rate for the grading period. (no more than 5 absences)
3. School Behavior - a minimum of 2 weeks at a level 3 on the behavioral points system.
4. Exit Project - successful presentation of exit project to the school panel.
5. Natural Academic Break - grading period or semester.

**Each student is considered for transition to the home school on a case by case basis.**

### **Transition Meeting and Plan**

Once the Ed Tech staff has determined that a student is ready to transition back to his or her home school, a transition plan will be initiated. This will include setting up a meeting with the home school. At this meeting, the student will present the exit project to the transition team, which will include the parent or guardian and a representative from the home school. In addition, the team will discuss and finalize a transition plan.

### **Attendance**

Attendance is crucial to the success of students in the Phoenix Point Program. Students are expected to attend school on a consistent and regular basis. **In the event of an absence, it is the responsibility of the student to bring a note to the front office upon their return to school.** The

school will accept all doctor's notes and court notifications. If the note is from a parent, it should include the student's complete name (first and last), dates of absence(s), reason for absence, and the signature of the parent/guardian. All absences will be coded **UNEXCUSED until a note is presented for an excused absence. Notes must be turned in within 3 days of the absence.**

**Excused Absences**-Absences for the following reasons shall be classified as excused absences when the indicated documentation or approval is provided.

- A. Illness or Injury of the student (more than 3 days requires a doctor's note)
- B. Medical or Dental Appointment (verification by doctor required)
- C. Quarantine (Health Department verification)
- D. Death in the immediate family
- E. Court Proceedings (verification by court system required)
- F. Religious Observances (prior approval by principal)
- G. Educational Opportunity (prior approval by principal)
- H. Absences Related to Deployment activities
- I. Child Care - (due to illness or medical appointment during school hours of a child of whom the student is the custodial parent)

**Unexcused Absences** -Any willful absence from school with or without the parent/guardian's knowledge which does not meet the requirements of an excused absence.

**After 2 unexcused absences,** students will automatically drop one level in the behavioral point system.

**After 3 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held.

**After 6 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held. The student will be placed on an Attendance Improvement Plan.

**After 10 unexcused absences,** the parent will receive written notification and a mandatory Parent-Teacher-Student conference will be held. At this time, the student will not receive credit unless an appeal is filed. In addition, the student may be required to make up missed time in accordance with **School Board Policies.**

**Absences due to out-of-school suspension-** are considered involuntary absences for attendance accounting purposes.

**Make-up work due to absences** - Students are responsible for securing make-up assignments upon returning to school. Students will be given twice the number of days absent to complete all assignments missed.

### **Check-In/Check-out Procedures**

All students will report to their designated class each morning upon arrival to school. Any student who arrives after school begins must check-in through the front office. Students will only be allowed to be checked out of school by those adults listed on their check out sheet.

### **Dress Code**

In accordance with Beaufort County Schools dress policy, students are expected to adhere to the standards of cleanliness and dress that are compatible with the requirements of a productive and safe school environment. The staff at Ed Tech strictly enforces our district's dress code. The following guidelines must be followed by all students at Ed Tech:

#### **All garments:**

- No clothing, belts, jewelry or buttons with letters, initials, symbols, or wording that is obscene, offensive, inflammatory, or detrimental to the instructional process are allowed.
- No gang-related clothing or accessories as defined by law enforcement agencies will be allowed.
- **Headgear, hats, gloves, or sunglasses are not to be worn in the building** except for medical and/or safety reasons.
- Revealing attire is not acceptable. No sleeveless shirts, spaghetti straps or tube tops allowed. Shirts must completely cover undergarments. Clothing with excessive rips, tears or holes are not allowed. Pants with rips and/or tears, intentional or unintentional, must have leggings under them.
- All apparel must be worn as intended. (ie: watches stay on wrists, necklaces around necks, etc.)
- Students may not share, trade, give, or sell any personal property, including any attire.

#### **Pants, skirts, skorts, and shorts:**

- Pants or shorts must be worn **at the waistline**. No undergarments shall be revealed.
- Short dresses, short skirts, or short shorts will not be allowed. Skirts, shorts and skorts will be worn no shorter than three inches from the knee level. No Spandex or form-fitting dresses, skirts, or pants.
- No visible tights, leggings, or pajama pants will be worn.

#### **Shirts:**

- Shirts should be appropriately fitted covering chest, shoulders, back, and belly.

- Shirts covered by a jacket, sweater, or sweatshirt must still comply with dress-code requirements. Otherwise, the outer garment must be worn, closed, throughout the entire school day.

#### **Shoes:**

- Shoes must be worn at all times.
- **Flip-flops, bedroom shoes, shower shoes, or spiked heels are not permitted.**

#### **Coats and "Hoodies":**

- Light jackets, light sweaters, and light "hoodies" may be worn in the classroom as long as they comply with all dress code requirements.

**\*Student in violation of the school dress policy will be required to make necessary changes to comply or parents will be required to arrange for replacement garments to be provided.**

When, in the judgment of the principal, a student's appearance violates the intent of this Policy, or the policy of a school which has established a standard dress code, the student will be required to make necessary modifications. Continued violations of the dress code policy shall result in an in-school suspension.

#### **Searches and Surveillance**

In accordance with Beaufort County Schools Board Policy, School Administrators at The Ed Tech Center may conduct searches of students and their clothing, including pockets, jackets, hats, and shoes. This is in the interest of safeguarding students, their property, school property, and enforcing school system policies and rules if there is reasonable suspicion that they contain evidence of a crime or violation of school policy or rules. In addition administrators may use detectors and detecting mechanisms as well. Video recorders may also be used by administrators to monitor students as well.

#### **Book bags**

Book bags, backpacks, duffel bags, and large purses are **not** allowed on the Ed Tech campus. If necessary, female students can bring a small cosmetic bag with necessities, which may be searched to determine that contents do not contain contraband.

#### **Bathroom**

In order to ensure the safety and security for our diverse student body at Ed Tech, **only one student is allowed** in any restroom at a time. If the restroom is occupied, you are to wait outside until it is unoccupied.

### **ETC's Cell Phone and Personal Electronic Devices**

The possession and use of all personal electronic devices (beepers, pagers, walkie-talkies, cell phones, laser pointers, CD players, personal audio devices, ipods, etc.) is strictly **prohibited** on the campus of Ed Tech. In cases of emergency, students will be allowed to use the classroom phone. Parents may reach their student through the office phone as well. **If you bring your cell phone to school, it will be collected if one is discovered after regular morning collection, it will be taken and the parent will have to pick it up from administration.**

### **Ed Tech Center's Policy for Collection and Storage of Cell Phones**

#### **Collection and Storage:**

- Any cell phone will be collected upon entry into the building.
- Cell phones will be stored in a locked cabinet with limited personnel assigned to redistribution.
- Cell phones will be returned from the designated cabinet at dismissal each day. If the phone is not picked up at the end of the school day. It will be stored until the end of the following school day.
- If a student must leave the building early, the phone will be provided to the parent/guardian at the time of pick up.

#### **Confiscation and Return:**

- If a student is found with their phone during the regular school day, the phone will be confiscated and returned to the parent.

### **Social and Emotional Learning Program**

A key goal of the Phoenix Program is to assist students in acknowledging and addressing negative behaviors and replacing them with more positive and productive behaviors and skills. In order to meet this goal, the staff at Ed Tech utilizes a comprehensive social and emotional learning program. This program consists of a number of activities that each student will participate in on a weekly basis. Each student is expected to fully participate in each activity. The following are some examples of these activities:

- Restorative practices - group discussions
- Service Learning - working with nonprofit organizations to assist them in providing services that benefit our community.
- Lessons on character and social skill development.
- Creation of a Personal Education Plan to help each student take ownership of their educational experience.

### **Exit Project**

In order to transition back to their traditional school, each student in the Phoenix Program must complete an exit project. This project will be presented by the student to a panel consisting of Ed Tech staff members, a home school representative, and the student's parent or guardian. Each student will be guided through this project by a staff advisor. The project will consist of the following:

- Acknowledgement of the behaviors and actions that led to their reassignment to Ed Tech.
- A discussion of the skills developed and experiences at Ed Tech that have helped them to create new attitudes, behaviors, and coping skills.
- An explanation of how the student will use these new skills upon returning to their home school.
- A presentation of the student's short term and long term goals after leaving Ed Tech. Including how they plan on reaching each goal.

**Students will receive support and guidance from staff members while completing this exit project.**

### **Behavioral System and Expectations**

The Phoenix Program at Ed Tech operates on the **Positive Behavior Intervention and Supports System (PBIS)**. PBIS is a school wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive social culture needed for all students to achieve social, emotional, and academic success in the school. Rather than focusing on reacting to negative behaviors, our program will teach, model, and reinforce positive behaviors.

PBIS utilizes a multi-tiered system of support, which includes school-wide (primary), classroom (secondary) , and individual (tertiary) supports. Expectations for behavior will be taught and reinforced consistently throughout the school. (buses, hallways, classrooms, and cafeteria)

**Students must accept the responsibility to behave properly in all school settings.**

### **Point/Level System**

In order to support the PBIS model, the Phoenix Program uses a level point system to promote positive behavior. Each student's behavior will be monitored and evaluated using our point and level system. The system is designed to shape the student's social, emotional, and academic behavior. Through the use of a variety of interventions and consistent feedback, changes in behavior can take place. Students will have individualized behavior goals that can be monitored using the point/level system. Determination of a student's readiness to return to a less restrictive learning environment, such as their home school, will in part depend upon their performance on the point/level system. An additional purpose of the points/level system is to ensure that parents are contacted daily regarding their child's progress.

The primary objective of our point and level system is to promote and increase a student's responsibility for ownership of their behavioral, academic, and social performance. Progression through the levels is determined by measurable behavior and performance. At each level, positive reinforcement, privileges, and behavior expectations are modified.

### **Point Sheet Logs**

Point sheets are handed out during the flex time in the mornings. During this time, staff will discuss expectations for that day in relation to personal goals, position on the level system, and academic progress. Points will be maintained throughout each class and activity. Staff will provide ongoing feedback to students regarding their behavior performance. Point sheets will be marked according to the specific monitoring frequency. Points will be tallied and discussed with students at the end of each day. Progress will be charted and added to his/her notebook as data to support a student's readiness to return to their home school.

<b>Level</b>	<b>Number of Days to Successfully Complete</b>	<b>Monitoring Frequency</b>	<b>Points Required to Earn a Day</b>
<b>Level 0</b>	<b>10 days</b>	Every 30 min	100 out of 126 pts
<b>Level 1</b>	<b>10 days</b>	Every 30 min	105 out of 126 pts
<b>Level 2</b>	<b>10 days</b>	Every 30 min	110 out of 126 pts
<b>Level 3</b>	<b>10 days</b>	Every 30 min	115 out of 126 pts
<b>Level 4</b>	<b>10 days</b>	Every 30 min	120 out of 126 pts

### **FBA/BIP**

Any student who fails to progress past level one in his or her allotted time frame will have a functional behavior assessment (FBA) conducted by Ed Tech staff to pinpoint particular behaviors and triggers to those behaviors. The data from the FBA will be used create a Behavior Improvement Plan (BIP) to assist the student in progressing through the level system.

### **Consequence Continuum**

1. Warning
2. Phone call home, loss of points.
3. Point sheet marked for specific behavior and monitoring time.
4. Write up on point sheet, intervention with behavior specialist (cool down period in reorientation room)
5. In school suspension
6. Out of school suspension

### **Behavior Non negotiables**

The following behaviors will result in an automatic level drop. In addition the student will face significant out of school suspension time and could face criminal charges as well:

- Fighting
- Assault
- Verbal Aggression (cussing, communicating threats)
- Leaving campus without permission
- Any illegal activity including gang activity

In addition, two consecutive days of unexcused absences will result in a level drop as well.

### **Crisis Prevention and Intervention Techniques**

In the event a student displays behavior that poses a physical threat to himself or others, Ed Tech staff may utilize Crisis Prevention and Intervention techniques. Staff members have been trained in these techniques and will only use them as a last resort to prevent injury to members of the school community.

### **Incentives**

In the spirit of PBIS, the Phoenix Point Program provides a number of incentives to students as they progress through the level/point system. These incentives include, but are not limited to: school clubs, free time, monthly social outings, and other enrichment activities.

<b>Level Expectations</b>	<b>Reinforcements/Acknowledgements/Incentives</b>
<b>Level 0</b>	<b>Level 0</b>
Supervised in ALL settings (water fountain, office, dismissal, etc.)	Verbal recognition *Reward determined by classroom teacher *Recess earned daily based on point sheets/behavior
<b>Level 1</b>	<b>Level 1</b>
Supervised in ALL settings	All of the Above *Club activities based on daily point sheets/behavior
<b>Level 2</b>	<b>Level 2</b>
Unsupervised with a pass (water fountain, office, dismissal, etc.)	All of the above Eligible for Off-campus outings and service learning Can attend field trips
<b>Level 3</b>	<b>Level 3</b>
Ability to run errands for staff Unsupervised with a pass	All of the above Listening to music at designated times Free time at lunch/lunch outside Become eligible for consideration for transition to home-school
<b>Level 4</b>	<b>Level 4</b>
Ability to run errands for staff Unsupervised with a pass Point Sheet completed at the end of the day	All of the above Administrative incentives (pizza party, ice cream party)

## Ed Tech Handbook Scavenger Hunt

Use your **handbook** as a resource to answer the following questions.

1. Locate and read the **Vision** for Ed Tech. Rewrite the **Vision Statement**.
2. Locate and read the **Mission** for Ed Tech. Rewrite the **Mission Statement**.
3. **Core Beliefs are the principles the school operates upon. Who must share the responsibility** of the development of **core beliefs and values**?
4. What are the **student's responsibilities** in these **core beliefs**?
5. The school motto is We Will Rise. Define this idea in your own words
6. List 3 of the program objectives for our students.
7. In the Phoenix program, in order to return to their home school, a student must meet the following exit criteria:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

8. If a student is absent, what must they do when they return to school?:

9. What are 3 examples of excused absences?

10. What happens after 10 unexcused absences?

11. Identify 3 clothing items/accessories that should NOT be worn at Ed Tech.

12. The proper way to wear pants is :

13. Are backpacks allowed?

14. \_\_\_\_\_ students are allowed in the bathroom at one time.

15. If someone is in the bathroom when you arrive, you will:

16. If you bring your cell phone to school, you will:

17. What happens if you "sneak" a phone in, and it is found?

18. What are four ways of progressing in **Social Emotional Learning**?

19. When do students complete the **Exit Project**?

20. What must be acknowledged in the **Exit Project**?

21. When do students receive their points sheets each day?

22. What is the purpose of point sheets?

23. What happens if a student does not move up a level in 10 days?

24. What are some offences that result in an automatic level drop?

25. What are the expectations of Level 0, for students who have just arrived to Ed Tech?

26. When a student reaches Level IV, (4) what are they able to do?

# Criteria/Policy for leveling up and down in the Ed Tech leveled behavior management point system

<b>Level</b>	<b>Required %</b>	<b>...to make events</b>	<b>...to make your day</b>
Level 0: Orange	<b>70%</b>	<b>91 / 130</b>	<b>98 / 140</b>
Level 1: Yellow	<b>75%</b>	<b>98 / 130</b>	<b>105 / 140</b>
Level 2: Green	<b>80%</b>	<b>104 / 130</b>	<b>112 / 140</b>
Level 3: Blue	<b>85%</b>	<b>111 / 130</b>	<b>119 / 140</b>
Level 4: Lavender	<b>90%</b>	<b>117 / 130</b>	<b>126 / 140</b>

## To Level Up:

Level 0 (Orange) = 10 days @ 98 pts or more OR 5 consecutive days @ 126 pts or more.

Level 1 (Yellow) = 10 days @ 105 pts or more OR 5 consecutive days @ 126 pts or more.

Level 2 (Green) = 10 days @ 112 pts or more OR 5 consecutive days @ 126 pts or more.

Level 3 (Blue) = 10 days @ 119 pts or more OR 5 consecutive days @ 126 pts or more.

Level 4 (Violet) = 126 pts or more.

## To Level Down:

A student may be lowered all, or part, of a level for any of the following circumstances:

- An office referral / incident that results in an in-school suspension.
- An office referral / incident that results in an out-of-school suspension.
- Five (5) consecutive days of not making the minimum points at their current level
- Ten (10) non-consecutive days of not making the minimum points at their current level
- Recommendation by staff member, reviewed and approved by the Principal
- Principals' discretion

**Point Sheet Tracking Data**

**Student:** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

# Ed Tech Center

## Weekly Academic Progress Report

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write the name of your classes and teachers in the second column. Preferably on Fridays, give this form to each of your teachers at the beginning of class and pick it up at the end of the class period.

Period	Class / Teacher	Missing Assignments / Tests / Quizzes	Comments	Current Grade	Teacher Signature
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					
<b>5</b>					