

Robertson County Phoenix Academy

800 M. S. Coutts Blvd., Suite 15

Springfield, TN 37172

(615) 382-2328

School Hours: 8:25-3:25

Doors Open 7:50

Student Handbook



A New Beginning

2021-2022

Mission Statement

Our mission is to equip our students with the necessary skills to achieve success in all settings and to become active, productive members of their community and society.

Mascot: Phoenix-The symbolic meaning of a phoenix is about rising to the challenge to become powerful and succeed.

School Colors: Navy, Gray, & Orange



Robertson County Phoenix Academy

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STATEMENT OF NON-DISCRIMINATION

The Robertson County School system does not discriminate on the basis of race, color, national origin, sex, disability, age, religion or marital status, in training, activities or employment practices in accordance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and the Americans with Disabilities Acts of 1997 and 2004.

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Robertson County Phoenix Academy
Educational Partnership

Parents:

1. Be a cooperative member of the educational team.
2. Attend all scheduled meetings.
3. Communicate with the school regarding situations at home or in the community, i.e., medical appointments/medication change, changes of address or contact information, vacations or other reasons school will be missed.
4. Be open and honest.
5. Keep commitments.
6. Assist student in setting weekly personal goals.

Students:

1. Take ownership for all actions. (Positive or negative)
2. Work on personal improvement goals.
3. Communicate with teacher when there is a change in home, medicine change, etc.
4. Keep commitments.
5. Assisting in creating a safe environment.
6. Be open and honest.
7. Find something positive in each day.
8. Be respectful of self and others.
9. Put forth your best effort.
10. Attend school daily and participate.

RCPA Staff:

1. Model open and honest dialogue with parents and student.
2. Keep commitments.
3. Assist each student with setting and meeting weekly personal goals.
4. Model respectful behavior towards students, parent, and staff.
5. See each day as a new beginning and fresh opportunity to succeed.
6. Establish/model healthy relationship with each student.
7. Providing high quality, relevant, and rigorous instruction to meet the academic needs of each student.
8. Establish a safe environment that fosters academic and social growth.
9. Schedule learning opportunities that promote professional growth.

Robertson County Phoenix Academy Policies and Procedures

Daily Arrival/Dismissal Information

1. Transportation to the Phoenix Academy will be the responsibility of the parent or guardian. If the parent or guardian will not be personally transporting the student, the parent or guardian must provide the administration, in writing, a list of people that can transport the student to and from the program.
2. Students will report to the Phoenix Academy between 8:10 a.m. and 8:25 a.m. Students arriving after 8:25 a.m. will be counted tardy. The morning advisory will begin at 8:25 a.m. in their assigned classroom.
3. Students will be dismissed from Phoenix Academy, when their transportation arrives, beginning at 3:25. Dismissal time is from 3:25-4:05 during regular school days and 11:55 on half days.
4. Students must have written permission to walk or ride with another person. Dismissal instructions for each student are required. All students are expected to be picked up by 2:45 p.m. *No loitering in the hallways or the parking lot is permitted after dismissal.*

Absences and Early Dismissals

1. Students are to attend school each day unless they are ill, have a death of an immediate family member, or have a court ordered appointment.
2. Students absent due to illness will be required to present a note from the parent or guardian within 3 days of the absence. A student may be required to obtain a note from the physician for an illness over three consecutive days, or repeated absences.
3. Any early dismissal should be due to a scheduled appointment. A note from the appropriate agency is required for students to receive an excused absence.
4. If a pre-scheduled appointment is to occur, a parent or guardian must inform the administration of this at least one working day prior to the appointment time.
5. If the student has a pre-scheduled, approved appointment the student will report to class prior the appointment. The student will be allowed to check out at a reasonable time to attend the appointment, once verification of appointment has been made. Notes should be turned into the students 1st block teacher. Ms. Kim Wright will then verify the specifics of the stated request. Students are expected to return after the scheduled appointment to complete the school day.
6. When scheduling appointments please refer to the Robertson County school calendar and make appointments on non-instructional days and around school operational hours.
7. The student must meet the required percentage and timeline outlined by each level for it to count as a day to move up the level system and earn a day towards completion.
8. The student is expected to make up all missed work due to an absence.

Parking

Students who drive to RCPA must pay a \$5.00 fee to park their vehicle if they do not have a parking pass from their home school. If a student does drive to school, school administration must know the vehicle make, model and license plate number for each vehicle they could drive to school. Students must possess a valid drivers license (i.e. not revoked, suspended...)

Students, personnel and visitors are permitted to park on RCPA premises as a matter of privilege, not of right. The school; therefore, retains the authority to conduct routine patrols of the parking lot and to search any vehicle on school property whenever individual circumstances dictate. Students assume the responsibility for all contents of the vehicle they drive to school. The aforementioned patrols and searches may be conducted without notice, without student consent and without a search warrant. Searches of such automobiles will be conducted in accordance with Tennessee state law. Searches may be conducted by the RCPA Administration or by the person/persons designated by the principal. Dogs, metal detectors and/or other devices may be used in conducting such searches. Any search may be conducted by the administration or other designated staff.

Robertson County Phoenix Academy Expectations, Policies, & Procedures

1. Student misconduct will be documented by members of the RCPA staff and used in determining the student's progression through the level system.
2. Any offense, or series of offenses, may result in a citation to court.
3. The parent or guardian should notify the RCPA staff of any changes in the student's emergency information. For the safety of students enrolled in RCPA, a working phone number must be provided.
4. Students are expected to follow directions of all adults in the building. Students are searched upon entering the building. Random searches may occur, if warranted. Searches include removal of shoes, taking off belt, and pulling pockets out.
5. RCPA uses video equipment for campus and student safety. Videos are for authorized school personnel use only. Due to the Family Educational Rights and Privacy Act, parents **may not** view video.
6. Students are expected to follow class/school guidelines to limit teaching and learning interruptions.
7. Students are expected to use appropriate volume while talking during transitions.
8. Students are expected to use appropriate language when speaking to peers and staff.
9. Students are expected to respect the property of other and of Robertson County Schools.
10. Students are expected to communicate respectful towards RCPA staff or other students.
11. Prohibited items:
 - a. tobacco, vapes or its paraphernalia.
 - b. drugs or its paraphernalia.
 - c. alcohol or anything containing alcohol.
 - d. anything that might be used or considered as a weapon.
 - e. any type cell phones or smartwatch
 - f. any types of headphones or earbuds
 - g. candy and gum

- h. grooming products
- 12. Students will not be under the influence of any type of intoxicating substance while on school property.
- 13. Students are prohibited from being on **any** Robertson County school campus or at **any** Robertson County school event for any reason, including attendance at sports events, plays, concerts, dances, etc. Failure to comply may result in a 2-day suspension. A second occurrence may result in a DHA with extended time at the Robertson County Phoenix Academy and/or issued a trespassing citation. Special permission may be provided upon request and approval from the Director of Schools.
- 14. Students are expected to remain in the classroom or on school campus during the school day unless permission is provided by RCPA staff or through parent notification.
- 15. Students are expected to be engaged during instruction.
- 16. All items brought to school must pertain to academic success and apply to classroom instruction

Robertson County Phoenix Academy

Dress Code

Uniform

- **Shoes and Socks:**
 - Shoes and socks must be worn.
 - Shoes must be laced to the top and tied tightly. All parts of the shoe must be fastened except for the top hole.
 - Sandals, opened toe shoes, loafers, boots or slip-on shoes are not allowed.
- **Nails:**
 - Nails shall be trimmed to a safe and appropriate length.
- **Eyebrows:**
 - Notched eyebrows are not allowed.
- **Belt:**
 - Belts must fit appropriately.
 - Belts must be worn each day.
 - Belts must be worn through all loops and fastened securely so as not to slip.
- **Pants:**
 - Pants must be a khaki in color, 4 pocket style pants. Cargo pants are prohibited
 - Pants must rest at the waist. Sagging is prohibited
 - Pants may not have holes
 - Pants must not be form fitting pants, “leggings” or skinny jeans are prohibited
 - Pants must be full-length. No shorts are allowed, except as specified for Level 4 students who have earned modified dress privileges;
 - Pants must have belt loops that are intact and able to hold a belt;
 - Pants may not have decorations, pictures or lacing on legs, hip or seat;
 - Pants must remain appropriately fastened.
 - Pants must not have sShorts, other pants, leggings, etc. worn under the khaki pants.
- **Shirt:**
 - Shirts must be navy blue polo shirts without any frayed edges, holes or missing buttons (solid polo).

- Shirts must fit properly
 - Shirts must be full-length and must always remain tucked in, even when seated. The belt must remain showing.
 - Shirts must be solid with no emblems, writing, embroidered logos
 - Shirts may not be made of tight or form fitting material.
 - Shirts must be worn properly– head and arms may not be pulled inside shirt
 - Shirts may not be white undershirt-type t-shirts, even on *Modified Dress Code* days.
- **Undershirts:**
 - Undershirts must be one solid color shirt, short sleeved t-shirt, thermal shirt, or turtleneck may be worn as an undershirt. Undershirts **MUST** be either white or navy colored.
 - Undershirts may not have any writing, logos or decoration of any kind.
 - Undershirts with short-sleeved cannot hang past the sleeve of the blue shirts and must remain tucked in.
- **Hats:**
 - Hats must be removed before entering the building and remain off until the student has left the building.
 - Hats may not possess gang related colors or patterns.
- **Sweatshirts:**
 - Sweatshirt pullovers may be navy without any writing, logos, or designs.
 - Sweatshirts may not have hoods or zippers.
- **Miscellaneous:**
 - Allowable jewelry is: medical alert jewelry (with doctor’s note), regular, non-communication wristwatches, and post style earrings.
 - No purses, backpacks, satchels or other storage devices are allowed.
 - Jackets/coats are not allowed in the classroom. Jackets include “hoodies” and/ or zip up sweatshirts. Wearing “expensive” jackets to school is not recommended.
 - No article of clothing should be worn inside out.
 - No item or article of clothing that could be thought by others to be inappropriately suggestive or gang related, to include crowns, colors, bandanas or any other inappropriate symbols of gambling, drugs, alcohol, tobacco or suggestive logos.
 - Each student must follow the dress code according to his or her current level.
 - **Level 4** – Students may follow the modified dress code every day.
 - **Level 3** – Students must dress in dress code every day. No modified dress code.
 - **Level 2** – Students must dress in dress code every day. No modified dress code.
 - **Level 1** – Students must dress in dress code every day. No modified dress code.

Modified Dress Code means full compliance with the county dress policy.

Pants may also include properly fitting* jeans that have no holes or decoration.

No skinny jeans, low riding jeans, or oversized jeans are permitted.

**Properly fitting* is defined as non-form fitting but fitted enough to stay at the waist without a belt.

Shorts may be worn if they fit, are appropriately belted, and have an inseam of at least 6 inches

Shirts may also include appropriate* t-shirts with traditional sleeves (no puff sleeves). No V-neck, oversized, or form fitting shirts are permitted. T-shirts may **not** be white undershirt-type t-shirts.

**Appropriate* is defined as ones that do not display or promote alcohol, tobacco, drugs, gambling, gangs, lewd or offensive words, pictures, symbols, etc.

Breakfast and Lunch Information

Breakfast- Served at no cost

RCPA serves breakfast each morning from 7:40 a.m. until 8:20 a.m. Students who wish to eat breakfast provided by RCPA must arrive before 8:20 a.m.

Lunch- Served at no cost

A local school cafeteria prepares and delivers lunch to RCPA each day.

Students who are late to school but want to order a school lunch should call the school office by 8:15 a.m. to ensure they will have a lunch.

Students are not allowed to purchase, bring, or drink carbonated drinks. No glass bottles may be brought to RCPA. Fruit drinks, sports drinks, and water are appropriate drinks to bring in sack lunches from home. Opened drinks are not allowed.

Students should not bring the following items in their lunch from home: candy, chewing gum, carbonated drinks (Coca-Cola, Mountain Dew, etc.)

Students should not bring excessive breakfast or lunch items and distribute to classmates. Students are not allowed to purchase or bring fast food lunches (McDonalds, for example), or to have it delivered to them.

ROBERTSON COUNTY SCHOOL SYSTEM'S BULLYING AND HARASSMENT PROCEDURE

The Robertson County Schools' Bullying and Harassment Procedure will be disseminated annually to all school staff, students, and parents via the Robertson County Handbook and website. This policy is in effect while students are on school property, at any school sponsored activity, on school provided equipment or transportation, or at any official school bus stop. If the act takes place off school property or outside of a school sponsored activity, this policy is in effect if the conduct is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the education environment or learning process. These acts may also take place through electronic means. ("Cyber-bullying" is bullying undertaken using electronic devices. Electronic devices include, but are not limited to telephones, cellular phones or other wireless telecommunication devices, text messaging, emails, social networking sites, instant messaging, videos, websites, or fake profiles.)

"Bullying" is conduct that meets one or more of the following criteria:

1. Is an act directed at one or more students that is intended to harm or embarrass
2. Is repeated over time and
3. Involves an imbalance of physical, emotional or social power

"Bullying" can be conducted verbally and in writing (teasing, name calling, taunting, threatening to cause harm) socially/relationally (hurting someone's reputation or relationship), or physically (hurting someone or their possessions).

Other acts of violent behavior may include:

"Hazing" which involves any intentional or reckless act, on or off any property owned by Robertson County Schools, by one student acting alone or with others that is directed against any other student, that endangers the mental or physical health or safety of that student or that induces or coerces a student to endanger that student's mental or physical health or safety. ("Hazing" does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into of affiliations with any organization.)

Reporting and Investigations

The policy requires the principal and /or principal's designee, at each school to be responsible for investigating and resolving complaints alleging violation of this policy. They are responsible for determining whether an alleged act constitutes a violation of this policy. They shall conduct a prompt, thorough, and complete investigation of each alleged incident. Once determined as the result of an investigation that the policy has been violated, within the parameters of the Federal Family educational Rights, and Privacy Act (FERPA) at 20

U.S.C. § 1232g, a written report on the investigation will be delivered to the parents of the complainant and accused student(s) and to the Director of Schools. Documentation of all alleged violations of the bullying policy will be kept for historic reference.

All school employees are required to report alleged violations of this policy to the principal and/or principal's designee. All other members of the school community including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously; however, such complaints may affect the school's ability to issue formal disciplinary action.

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Preventions and Intervention Response

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Consequences and appropriate remedial actions (correct the problem behavior, prevent other occurrences of the behavior; and protect the victim of the act) for anyone who commits one or more acts of harassment, bullying, or other acts of violent behavior may range from positive incentives up to and including suspension or expulsion, as set forth in the Robertson County Board of Education's approved code of conduct.

School administrators shall consider the nature and circumstances of the incident, the age and maturity of the student, the degree of harm, previous incidences or pattern of behavior, or any other factors, as appropriate to properly respond to each situation. Consequences for a student who commits an act of harassment, bullying or other act of violent behavior shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Education's approved code of student conduct.

Reprisal, Retaliation, and False Accusations

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The Robertson County Board of Education prohibits reprisal or retaliation against any person who reports or assists in any investigation of an act alleged in this policy. It prohibits any person from falsely accusing another of having committed an act of harassment or bullying as means of reprisal or retaliation. The consequences of appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

District Contact: Teresa Leavitt Supervisor of Student Services
Phone: 615-384-5588
Email: Teresa.leavitt@rcstn.net

Website: http://www.rcstn.net/student.services/student_services_home

Robertson County Phoenix Academy

The Level System

The level system is a positive, motivational system for tracking student behavioral progress. Through consistent evaluation and remediation, a student will have total control of how he/she performs and progresses through the levels. At each level, a student's responsibilities and privileges will increase. Before moving to the next level, he/she will have to meet the requirements of the prior level for a specified time period. By meeting the level requirements consistently, he/she will demonstrate a commitment to make positive changes.

As a student moves through each level, he/she will be expected to increase personal responsibility and demonstrate positive interactions with peers. With successfully meeting responsibilities, he/she will gain increased privileges and may have access to a less structured environment. In order to maintain the privileges, students must continue to maintain specified point totals.

Movement through each level will be dependent on the student meeting all requirements for that level. A student must complete each level and may not skip a step, unless the student is receiving special education services and the assignment is agreed upon by the IEP team before student attends. Once a level is earned, it will be the student's responsibility to maintain that level's expectations. Failure to meet the responsibilities of a level, may result in a student's privileges being revoked or a level adjustment. Levels and privileges may only be earned back by taking ownership for his/her actions and showing a commitment to improving behavior. Early release is an option for any student who has completed Level 3 requirements and is attending RCPA for the first time.

Criteria

Moving from one level to the next is dependent upon the number of days a student has achieved the criterion for that level. Criteria can be summarized as follows:

LEVEL	% OF TOTAL POINTS NEEDED TO MAKE DAY	MINIMUM NUMBER OF MADE DAYS REQUIRED	CONSECUTIVE DAYS NEEDED AT END OF LEVEL
1	70%	15 days	Last 5 days
2	75%	20 days	Last 10 days
3	80%	40 days	Last 15 days
4	85%	60 days	Last 15 days
Status	No point sheet	Determined by team	N/A

Evaluation of Student Behaviors

0	Violation/No participation. Extremely negative attitude with self/others.
1	Very little effort shown. Continued prompts with somewhat of an oppositional attitude.
2	Some effort shown but needed constant reminders with a neutral type attitude.
3	Few prompts. Apparent student is trying. Attitude mostly positive with others and self. Encouraged others or knew when to stay out of problems. Positive attitude even when the task is difficult.

Special Notes:

1. If a student is not making adequate progress the RCPA administration may develop and implement an individualized behavioral system to ensure student success.
2. **Early Release** – If a student is assigned to RCPA for the first time and successfully completes Level 3 (75 days), he/she may have the opportunity to return to their home school.

EXPECTATION OF A RCPA:

Points are a way for the RCPA Administration to collect data, not a strategy to modify behavior.

Level 1

All students entering RCPA begin on Level 1 (minimum 15-day period). Level 1 allows the staff to meet the student and the student to become familiar with the school operations and expectations. For a student to move to Level 2, he/she must meet the following expectations.

Expectations for Level 1:

1. Earn 70% of points for the day.
2. Bring point sheet back signed daily.
3. Complete and return homework.
4. Follow dress code every day.
5. Attend school with no unexcused absences or tardies.

Level 1 Student privileges may include:

1. In-seat free time
2. Independent daily/weekly activity
3. Attend group
4. Ceremony to move to level 2
5. Eligible to earn student of the week.

Limits:

1. Students will eat breakfast and lunch in classroom their desk. The student meal will be picked up by the teacher or assistant.
2. Student will have an escort everywhere
3. Students will be searched daily
4. Student will be evaluated every academic block
5. Student may not participate outside/group breaks
6. Student materials may not be kept at desk
7. Student may not possess personal items.
8. Student may not possess cellphone.

Level 2

At Level 2, students will identify program requirements and meet daily expectations at 75%. Students must demonstrate an understanding of their behavior and how it impacts them and others. As students' progress through Level 2, students are expected to show behavior that is more responsible and requires less staff supervision. At Level 2, students will receive feedback from peers and staff and will be expected to apply feedback to improve behavior and increase appropriate social interactions. At Level 2, students will begin self-monitoring personal behaviors and improving social interactions.

As students' progress Level 2, students are expected to show improvement towards personal goals and begin to select realistic goals for themselves and accept suggestions on goals from their peers.

At Level 2, the students' attendance must be consistent, and they should have decreased behavioral problems moving to Level 3. The students' homework assignments must be completed in order to move to Level 3.

At Level 2, the students will begin to recognize problems, explain what happened before the problem occurred, identify their role in the problem, and discuss how their behavior affected themselves and others. The student must be able to progressively identify their feelings about a problem, arrive at reasonable solutions, and work on those solutions.

Expectations for Level 2:

1. Earn 75% of points for the day/week.
2. Bring point sheet signed 100% of the time.
3. Complete and return homework.
4. Attend school with no unexcused absences/tardiness.
5. Follow dress code every day.

Level 2 – Student privileges may include:

1. Free time in the classroom away from desk.
2. Earn daily activity/weekly activity.
3. Participate in group.
4. Assigned classroom job.
5. Select own lunch and may eat with others.
6. Ceremony to move to level 3.
7. Earn privilege of attending assemblies and group breaks.
 - a. Participation in group break is dependent on behavior and passing all classes

Level 2 – Limitations

1. Student may not participate in recreational field trips
2. Student will be escorted everywhere in the school building, even to lunch. Eat lunch in the classroom.
3. Student will be evaluated every academic block
4. Student may not possess cell phone.
5. Student will be searched daily.
6. Student may not possess personal items.

EXPECTATION OF RCPA

1. At Level 2, staff completes a Behavioral Profile for on each student when he/she reach Level 2. (See Appendix)
2. At Level 2, RCPA adm. work in conjunction with BIL to develop plan for successful transition to home school
3. At Level 2, staff completes daily point sheets. Point sheets will be turned in to Ms. Perry daily. Each Friday weekly reports will be sent home.

Commented [MJH1]: Need to

Level 3

At Level 3, students have consistently followed program expectations with minimal reminders from group or staff. Less supervision is required due to students following expectations during unsupervised time. During Level 3, students have set realistic goals for themselves and identified effective strategies to meet personal goals with the support of RCPA staff.

At Level 3, students will meet expectations consistently and complete all homework assignments with quality. At Level 3 students will begin moving through the building unescorted.

At Level 3, students will be actively participating in resolving conflicts that arise in and out of the school setting. The student will utilize acquired skills to problem solve and avoid major problems. The student will be active in helping others in the group and lead problem-solving meetings when needed as well as giving honest and constructive feedback to group members.

Expectations for Level 3:

1. Earn 80% of points for the day/week.
2. Have zero bottom line violations.
3. Complete and return homework.
4. Attend school with no unexcused absences/tardies
5. Follow dress code every day

Level 3 – Student privileges may include:

1. Recommendation for early release- Upon completion level 3
2. Earn daily/weekly activity.
3. Attend relevant field trips.
4. Eats lunch with group.
5. Ceremony to move to level 4.
6. Attends assemblies with group.
7. Cell phones are prohibited

Limitations for Level 3:

1. Student must follow dress code every day.
2. Student will be searched daily

EXPECTATION OF RCPA

1. At Level 3, RCPA Admin will meet with student, parent/guardian, Behavior/Instructional Liaison (BIL), and home school representative after 20 days at level 3
 - a. Behavior profile, re-entry plan, assessment of student performance, academic progress, and transition date will be discussed at this meeting
 - b. Early Release recommendation will be discussed

Level 4

At Level 4, students must demonstrate consistent academic and behavioral performance in school. Students will effectively manage conflict in all situations. At Level 4 students will keep commitments and complete tasks with quality on a regular basis. The students will also make decision that lead to positive outcomes.

Expectations for Level 4:

1. Earn 85% of points for the day/week.
2. Have zero bottom line violations.
3. Complete and return homework
4. Attend school with no unexcused absences/tardiness.

Level 4 – Privileges may include:

1. Plan and earn daily/weekly activities.
2. Attend relevant field trips.
3. Eat lunch with group.
4. Escort is not required.
5. Ceremony to move to status level.
6. Attend assemblies with group.
7. Allowed to possess cell phones if behavior warrants.
8. Permitted to wear modified dress code.

Limitations for Level 4:

1. Evaluated once a day.
2. Searched daily

Status Level

At Status Level students who have successfully completed Levels 1-4 may petition for “Status Level.” Status level means students are preparing to transition outside of the RCPA level system. At Status Level students will no longer receive external monitoring points and will receive weekly “feedback” regarding progress/performance from teachers.

Expectations for Status:

1. Full participation

Student Privileges may include:

1. Omission of daily point sheet.
2. Re-Entry from program ceremony when RCPA assignment is completed.
3. Permitted to possess cell phone.

Limits:

1. Student will be searched only when necessary.
2. Student will conference regularly with the RCPA admin and assigned BIL to complete report.

Overall expectations to move to next level:

1. Student must be passing all classes and meeting level criteria

If the student meets the criteria for advancement:

A date and time will be set for the student's level ceremony and program completion if previous level is completed successfully.

If the student does not meet the criteria for advancement:

If a student's behavior does not meet the criteria for program completion or there have been difficulties for the student on the current level, the team may ask the student to complete an additional requirement before level is granted.

Robertson County Phoenix Academy

Personal Goals

The goals we set only help us if we are committed to working to achieve them and if we are willing to ask for feedback about our progress and for help when it is needed.

Each student will select and write an improvement goal each week. The goal or goals the student selects should be specific and should build on past successes. Goals should be written using specific, positive words so the student can easily monitor progress toward achieving the goal.

When a student achieves a goal, it does not mean he or she does not have to think about it anymore. Goals that are achieved need to be practiced so they can help the student with the next goal selected.

Weekly goals are part of the RCPA level system. They are set by the student to develop the habit of setting and working toward positive goals to improve their lives. The faculty and staff are here to assist students as they work toward meeting these goals. Students need to take this process seriously and ask for help if they are having trouble meeting a goal.

Robertson County Phoenix Academy

Behavior Management

Level Suspension:

Level suspension is when a student will stay on the level they are currently on but level privileges are suspended to Level 1 privileges. Bottom line violations, persistent non-compliance with classroom rules, assignments, disrespect of others, etc. can also result in a level suspension. ****This is not a suspension from school.****

Time Period:

Level Suspension time period may be given by a teacher to a student without conferencing with the RCPA admin team for the first short term assignment (1-3 days). Teachers should inform the administration concerning any type of level suspension. If the teacher feels that the level suspension needs to be for longer than 3 days a conference must take place with the RCPA admin team and the student's parent. If level suspension is decided, the student will be required to make the consecutive number of days for the level they were suspended from. However, the student will still be expected to make the point total for their suspended level.

Example:

Rosa was promoted to level 4. Her current goal percentage is 85%. Her level suspension will send her back to Level 1 privileges. In order to get back to Level 4 privileges, she will need to earn 85% of her points for a minimum of 15 consecutive days.

Reasons for level suspension:

Repeated ISS or OSS placement

Patterns of not making % of points

Consistent disrespect to others

Any patterns of lack of effort to improve:

1. Sleeping- Not caused by medication, or other known environmental factors (domestic violence, homelessness, etc.)
2. Refusal to accept consequences
3. Attendance/tardiness
4. Excessive horseplay
5. Minor property destruction

Criteria during level suspension:

1. A daily level sheet will be used and the student will be expected to maintain their current level % of points.
2. Privileges and responsibilities will be as follows:

LIMITATIONS	PRIVILEGES
<ol style="list-style-type: none">1. No breaks away from your desk area (Even the end of day activity.)2. Lunch in classroom – No a la cart items (i.e. ice cream, slushie, cookie, etc.)3. Escort everywhere4. Searched Daily5. Evaluated hourly	<ol style="list-style-type: none">1. All free time in seat2. You may attend group

In School Suspension (ISS):

ISS is when a student is on a level suspension (or Level 1 and needs a suspension level) and needs to be isolated from the rest of the class for the following reasons:

1. He/ She is on Level 1 and needs to serve a level suspension.
2. The student is serving a type of ISS for an incident within the school or building and this is their consequence.
3. The student is not currently maintaining satisfactory behavior on their level suspension within the classroom.

ISS Rules

1. Stay in assigned place, unless RCPA staff comes to get you.
2. Stay seated at your desk and work on assigned task.
3. Raise hand if assistance is needed and RCPA staff will be available to assist
4. Bathroom times will be scheduled.

Use appropriate language:

1. Language that is offensive or foul is not permitted

Respect people and property:

1. Treat people nicely.
2. Do not write on anything but your paper.
3. Keep everything neat and clean.

Complete assignments:

1. Do all of your assignments to the best of your ability – try.
2. Stay focused on the completion of tasks, as this will be a requirement to get out of ISS

Follow Directions:

1. Abide by all the rules and policies of RCPA.
2. Do what the teachers, staff and administrators ask and expect you to do.

Remember!

Your choices will determine how soon you will be able to leave this space and start earning privileges.

****If the student does not make progress/%'s, the teacher may need to notify the RCPA administration and a meeting will be convened to establish a new plan.****

<i>EXPECTATION OF RCPA</i>
When a student has a level suspension, restitution that is logical or natural may be expected even if there is a suspension from school.

Level Adjustment:

Level Adjustment is when a student is consistently not meeting the expectations of their current level and the RCPA staff/administration decides to move the student back to the level where their % of points is being maintained to help the student be more successful. Certain criteria must be met before the student's level is readjusted:

Time Period:

An adjustment may not occur without the student being on the current level for 4-6 weeks.

Criteria:

1. Documented interventions from the RCPA staff have been in place to help the student be successful on the current level.

2. The student shows a willful and persistent lack of concern about the standards and expectations of their current level.
3. A student's current medication, adjustment to new setting, and/or problems at home need to be considered prior to a level adjustment
4. The weekly expectation may be adjusted to fit a student's needs if they are changing levels.

Conditions:

1. This is not be used as a punishment but as a tool to help the student become more successful again.
2. The RCPA Administration will determine the terms of the level adjustment.
3. The RCPA Administration will determine what level the student will be successful on based on percentage points of current point sheets.

<i>EXPECTATION OF RCPA:</i>
A student's level may only be adjusted by the RCPA Administration.

Natural and Logical Consequences

Principles of Natural and Logical Consequences

1. Reward and punishment deny children the opportunity to make their own decisions and to be responsible for their own behavior.
2. Natural and logic consequences require children to be responsible for their own behavior.
3. Natural consequences are those which permit children to learn from the natural order of the physical world – for example, that not eating is followed by hunger.
4. Logical consequences are those which permit children to learn from the reality of the social order – children who do not get up on time may be late to school and will have make up work.
5. For consequences to be effective, the children involved must see them as logical.
6. The purpose of using natural and logical consequences is to motivate children to make responsible decisions, not to force their submission. Consequences are effective only if you avoid having hidden motives of winning and controlling.
7. Be both firm and kind. Firmness refers to your follow-through behavior. Kindness refers to the manner in which you present the choice.
8. Talk less; act more.
9. When you do things for children that they can do for themselves, you are robbing them of self-respect and responsibility.
10. Differences between punishment and logical consequences:
 - i. Punishment expresses the power of personal authority. Logical consequences express the impersonal reality of the social order.
 - ii. Punishment is rarely related to misbehavior. Logical consequences are logically related to misbehavior.
 - iii. Punishment tells the child he or she is bad. Logical consequences imply no element of moral judgment.

- iv. Punishment focuses on what is past. Logical consequences are concerned with present and future behavior.
 - v. Punishment is associated with a threat, either open or concealed. Logical consequences are based on good will, not on retaliation.
 - vi. Punishment demands obedience. Logical consequences permit choice.
11. Avoid fights and power struggles; they indicate lack of respect for the other person. Do not give in; that indicates lack of respect for you.
12. Steps in applying logical consequences:
- i. Provide choices and accept the child's decision. Use a friendly tone of voice that communicates your good will.
 - ii. As you follow through with a consequence assure children that they may try again later.
 - iii. If the misbehavior is repeated, extend the time that must elapse before the child tries again.
13. Be patient, it will take time for natural and logical consequences to be effective.

*****Write offs are not considered logical or natural. These should not be used at RCPA.***

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Robertson County Phoenix Academy

Daily Point Sheet

Level 1 (84/120) Level 2 (90/120) Level 3 (96/120) Level 4 (102/120)

Student: _____

Date: _____

EXPECTATION	1 ST BLOCK A	1 ST BLOCK B	2 ND BLOCK A	2 ND BLOCK B	3 RD BLOCK A	3 RD BLOCK B	4 TH BLOCK A	4 TH BLOCK B	TOTAL
1. Contribute to a safe environment									
2. Have quality participation									
3. Follow Request									
4. Accept Ownership of Actions									
5. Show respect									
		Check the daily expectations that were completed:					Daily Point Total:		
		Point Sheet Signed							
		Homework Returned and Completed							

Bottom Line Violations (0 points in all areas and no activity earned for the day):

A. Assault (verbal/physical) B. Property Damage C. Sexual Harassment D. Leaving without permission
 E. Illegal Items

F. Total Disrespect G. Horseplay = 0 points in #1, 3, and 4 – possibly in personal/group goals also. H. Sleeping = 0 points in all areas

Check if the following occurred today:

_____ physical restraint Time of Restraint: _____ Time Parent was Notified: _____

Teacher: _____ Student: _____

Parent: _____ Administrator: _____

Teacher Comments:

Level 4/Status Consultation Sheet

Student:

Teacher:

Subject:

SCORING- 5 (BEST) o (WORST)	3,2,1,0		3,2,1,0		3,2,1,0		3,2,1,0	
EXPECTATION	AUGUST		SEPTEMBER		OCTOBER		NOVEMBER	
1. Contribute to a safe environment								
2. Have quality participation								
3. Follow Request								
4. Accept Ownership of Actions								
5. Show respect								
Current Grade								
Teacher Initial								

Please list any comments, concerns or needs from the special education department in the following areas:

Date	
Date	
Date	
Date	
Date	
Date	
Date	
Date	

***If student is failing, date(s) parent was contacted

Date Received and Recorded								
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RCPA Enrollment Checklist

Responsible	Document	Initial
KW	Student Information Sheet	
KW	Health History Form	
KW	Transportation Information	
KW	Technology Agreement	
KW	Parent Manual	
CC, MJH	Level System Review	
CC, MJH	IEP, BIP, Crisis Plan	
CC, MJH	Cell Phone Policy	
CC, MJH	RCPA Dress Code Policy	
CP	Transcript Audit	

Notes:

RCPA Re-Entry Checklist

Responsible	Document	Initial
KW	Schedule Meeting	
CC, MJH	Behavioral Data	
CC, MJH, BIL	IEP, BIP, Crisis Plan, Re-Entry Plan	
CP	Transcript Audit	

Behavioral Profile (Level 2)

Student: _____ Age: _____ Grade: _____

RCPA Teacher: _____

Brief Student Background:

Student Strengths:

Student Weaknesses:

Suggested strategies:

Proposed IEP Modifications:

Re-Entry Crisis Plan:
