



Phoenix Academy

Leyden Area Special Education Cooperative

Student Handbook

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LASEC
Member Districts

Mannheim District 83
Mr. Diego Giraldo, Superintendent

Rhodes School District 84.5
Mr. Jim Prather, Superintendent

Franklin Park SD 84
Dr. David H. Katzin, Superintendent

Pennoyer School District 79
Dr. Kristin Kopta, Superintendent

River Grove School District 85.5
Dr. Jan Rashid, Superintendent

Union Ridge School District 86
Mr. Michael Maguire, Superintendent

Rosemont School District 78
Mr. John Jonak, Superintendent

Leyden High School District 212
Dr. Nick Polyak, Superintendent

Ridgewood High School District 234
Dr. Jennifer Kelsall, Superintendent



Every student receives a Chromebook and school supplies to facilitate learning activities.



Novel classroom setting for unique learning needs.



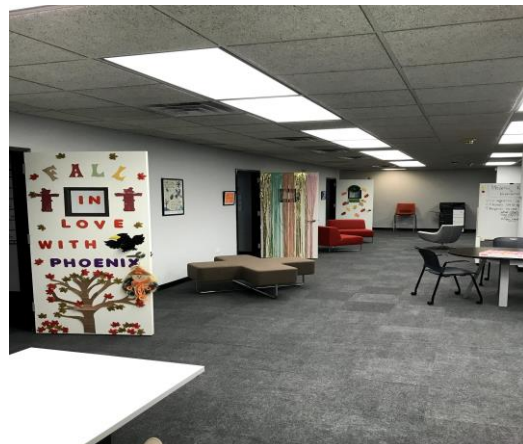
Students utilize flexible learning environments to learn and display learning competencies.



Students are explicitly taught methods to implement coping strategies.



Students participate in small group instruction



Phoenix Academy teachers create an optimal environment for learning.

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WELCOME TO PHOENIX ACADEMY

Welcome to our Phoenix Academy Handbook! This handbook serves as a tool to help you understand who Phoenix Academy is and how we structure our school environment to support students' academic, social-emotional growth, and post-high school dreams!

Phoenix Academy is a school that specializes in servicing students who may need a more unique, therapeutic, and intensive approach to navigate the demands of school. We service high school students with Individualized Education Plans at our newly renovated site on the 4th floor at 10035 W Grand Avenue Franklin Park, IL.

Everything we do is driven by the values of the Circle of Courage framework (see next page) and the core belief that each student can succeed. The skilled and compassionate staff partner with families, students, school districts, and communities to create a structured path that fosters the dreams and hopes of students and families whose lives often feel unhinged by the challenges of school. The path will not always be easy, but it will encourage positive social-emotional growth in a nurturing environment.

“All things are difficult before they are easy.”

Thomas Fuller

We never give up on a student. Our belief in resilience is central to our success. When things seem unreachable, hopeless, and unattainable for our students, Phoenix Academy is there --- we celebrate those small instrumental steps necessary for our students to reach their goals. These breakthroughs are pivotal as for some students: They never thought these breakthroughs were possible!

OUR THERAPEUTIC APPROACH

Instrumental to our program is how we interact with our students. This approach is highly specialized and unique to our school. Our core approach to interacting with students and assisting them with their social-emotional growth is the *Circle of Courage*.

Everything we do in our school is driven by the core beliefs that every student can be successful and that we all need a healthy community in which to grow and change. Our school community is grounded in the principles of the *Circle of Courage*. In this approach, there is a universal understanding that all people must be nurtured within any healthy community for people to grow and thrive.

OUR STUDENTS

The students of Phoenix Academy are strong, resilient, caring, and courageous. They've struggled with complex therapeutic and educational needs (including the stresses associated with depression, anxiety, social skills deficits, autism spectrum disorder, impulsivity, addiction, attachment, histories marked by trauma or loss, chronic school failure, and learning problems). To address the complexity of our student population we have honed the essential skills of collaborative teamwork. Through this process, students,

parents, and Phoenix Academy staff work together to create a community that supports growth and meets the individual needs of each student.

The name of the school is another way to think about this path students are on at Phoenix Academy. In mythology, the Phoenix is a powerful symbol of strength and renewal.



It is a symbol of rebirth and growing into something new...like the sun setting at night and rising the next morning, the Phoenix rises from its ashes into something new. Our students rise and become the compassionate productive students that they aspire to be as they rise to the occasion in the safe nurturing setting of Phoenix Academy.

CIRCLE OF COURAGE

Circle of Courage is a registered trademark visit [https://starr.org/circle of courage](https://starr.org/circle_of_courage) for more information. We all benefit from a Circle of Courage community, but students with emotional and behavioral challenges are especially responsive to a community that embraces these values.

CIRCLE OF COURAGE®



The Circle of Courage® is a model of positive youth development based on the universal principle that to be emotionally healthy all youth need a sense of belonging, mastery, independence, and generosity. This

unique model integrates the cultural wisdom of tribal peoples, the practice wisdom of professional pioneers with troubled youth, and findings of modern youth development research.

Developed by Starr's 2nd President, Dr. Larry K. Brendtro (Ph.D.), and his colleagues, the Circle of Courage® provides the philosophical foundation for Starr's resilience-focused approach to working with children, families, and communities, in addition to the work of Reclaiming Youth International.

The four directions portray universal human needs for belonging, mastery, independence, and generosity. These are the foundations for psychological resilience and positive youth development.

Belonging

In Native American and First Nations cultures, significance was nurtured in communities of belonging. Lakota anthropologist Ella Deloria described the core value of belonging in these simple words: "Be related, somehow, to everyone you know." Treating others as kin forges powerful social bonds that draw all into relationships of respect. Theologian Marty observed that throughout history the tribe, not the nuclear family, always ensured the survival of the culture. Even if parents died or were not responsible, the tribe was always there to nourish the next generation.

Mastery

Competence in traditional cultures is ensured by the guaranteed opportunity for mastery. Children were taught to carefully observe and listen to those with more experience. A person with greater ability was seen as a model for learning, not as a rival. Each person strives for mastery for personal growth, but not to be superior to someone else. Humans have an innate drive to become competent and solve problems. With success in surmounting challenges, the desire to achieve is strengthened. To lead by example and be responsible.

Independence

Power in Western culture was based on dominance, but in tribal traditions, it meant respecting the right for independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modeled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion. It means that people can rely on you and trust you at all times.

Generosity

Finally, virtue was reflected in the preeminent value of generosity. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. In the words of a Lakota Elder, "You should be able to give away your most cherished possession without your heart beating faster." In helping others, youth create their own proof of worthiness: they make a positive contribution to another human life.

LIFE SPACE CRISIS INTERVENTION

Life Space intervention moves towards a skills-set for adults to employ when students are exhibiting inappropriate behaviors. It explicitly teaches strategies for adults and students to employ when a student is exhibiting dysregulation and/or emotional needs that are so great that they are impacting their ability to engage in the appropriate activities at hand. Rather than punish a student who is emotionally deregulated, the adult works with the student through the crisis to melt the barriers of the students' exhibited noncompliance. Through this process, the student learns an effective coping mechanism to address the emotional issue causing the noncompliance. Research indicates using Life Space Crisis Intervention changes students' mind-sets and increases their resilience (Dawson, C. 2003, Noguera, P. 2001a, Wood, M.M., Swan, W & Newman, V., 1982, Noguera, P., 2003). This in turn leads to more positive experiences in school as well as increases their success upon completion of high school. For more information on Life Space Crisis Intervention, visit their website: <https://www.lsci.org/>.

OUR PROCESS

A major difference between Phoenix Academy and other therapeutic programs is our emphasis on developing the skills of emotional regulation and problem-solving. Instead of relying solely on systems that emphasize compliance, incentives, and consequences to change behavior, Phoenix Academy utilizes a growth model to learn new skills. When students struggle, we do our best to seize the opportunity to teach more effective ways for students to regulate their emotions and engage in productive ways to solve the problems they face. Phoenix Academy maintains a high staff to student ratio. This is intentional and in our approach allows students and families to develop quality relationships with staff. The deep knowledge and shared stories we develop with students allows us to engage them in their most challenging moments and challenge them to take steps towards change. We provide supports that allows us to tailor our program to meet specific student and family needs. These supports include academic accommodations, intensive therapeutic programming, competency-based academic learning activities, credit-recovery, and supportive academics.

THERAPEUTIC SUPPORTS

Every student within Phoenix Academy receives individualized therapeutic supports based on their individualized education goals/plans. The therapeutic support may look different based on the utilization of the *Circle of Courage* and *Life Space Crisis Intervention*. That is, all staff are trained in the *Circle of Courage* and *Life Space Crisis Intervention*. Thus, in times of crisis and in everyday interactions, all staff utilize the therapeutic communication and strategies found in both of these philosophies. The Interventionist at Phoenix Academy is a licensed school social worker who may utilize co-teaching within students' courses and more traditional methods of service delivery like individual and group therapy. She also may work with a student during a crisis to provide intervention. Additionally, the interventionist may utilize a psychoeducational curriculum to address social-emotional learning. Social-emotional learning is also embedded into students' academic time through the use of *Circle of Courage* and *Life Space Crisis Intervention* as a foundation for our school program.

Unlike many other school settings, the actual school environment at Phoenix Academy is intentionally set-up to provide a calming, nurturing esthetic that may not resemble a traditional school and classroom.

This intentional design allows students who perhaps are school avoidant and reluctant learners to engage with the environment. Thus, the environment serves as emotional support to bridge students to engage in their learning.

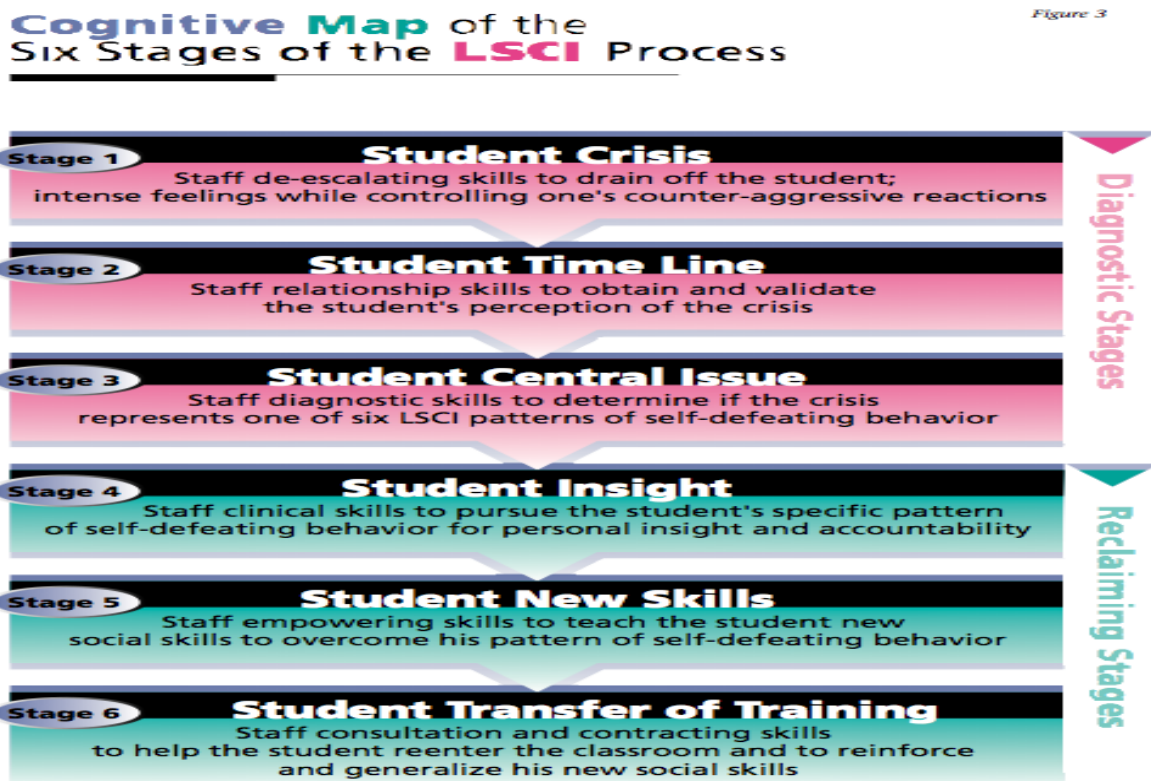
Each learning space has access to a “Calming Corner”. This area is supplied with mindfulness activities and materials to assist students in moving to a more regulated state of mind and re-engage in learning. Staff will encourage students to utilize the techniques in Life Space Crisis Intervention and Circles of Courage. The “Calming Corner” serves as an environment to encourage students to utilize positive coping strategies for their disengagement. Additionally, Phoenix Academy does not look like a traditional school classroom environment. The environment is open with many academic areas for learning that do not mimic a traditional classroom environment. This way, students who are school avoidant are more likely to engage in academics in this inviting safe environment.

COLLABORATIVE PROBLEM-SOLVING APPROACH TO STUDENT DYSREGULATION

As described earlier, Life Space Crisis Intervention is a tool utilized to assist staff to respond to students' dysregulation in a safe and caring manner. Within the framework of Life Space Crisis Intervention, staff respond to dysregulation through the Life Space Process Crisis Intervention (LSCI).

Cognitive Map of the Six Stages of the LSCI Process¹

There are six patterns of self-defeating behavior that are common among children and teens. The LSCI framework has developed specific interventions for each of these patterns, which are described below.



¹ Nicholas J. Long, et al., *Life Space Crisis Intervention: New Skills for Reclaiming Students Showing Patterns of Self-Defeating Behavior*, HEALING, 1998, at 2.

SUPPORTIVE ATTENDANCE

There are times when the stress of school is so overwhelming that a student will refuse to attend. Phoenix Academy has support available to develop a plan to help a student attend school successfully and empower them with effective coping strategies.

ACADEMICS

Our academic program is designed to provide students with credits toward high school graduation. However, our underlying belief is in a Competency-Based Approach. While students have access to traditional materials and credit recovery programs, Competency-Based Learning practices allow for individual learning pathways for students. This approach is correlated with increasing students with emotional disabilities academic success (Niesyn, 2009, Gunter, P., Countinho, M., & Cade, T. 2002). Students earn credits through individualized academic pathways run in conjunction with the intense emotional program. The Competency-Based learning approach includes alternative learning spaces, methods as well as online curriculum opportunities for students to access education. The Phoenix Academy program is designed to facilitate the growth of students' ability to manage their emotions. By learning to manage their emotions and establish more emotional regulation, students will be more successful in academic and post-high school aspirations. Competency-Based learning allows staff to be flexible and ensure students' academic path allows for instruction in areas that are essential to positive post-high school outcomes.

Our hope is that this information will help you see the possibilities of a new way forward for you and your child. This handbook is a tool to provide you with detailed information on our approach to help students learn how to succeed in school and in life.

DAILY CLASS SCHEDULE

Phoenix Academy is part of the Leyden Area Special Education Cooperative and thus the school calendar provided may differ slightly.

Students should arrive no earlier than 8:30 a.m. and are dismissed at 2:30 pm.

CURRICULUM

Phoenix Academy utilizes a Competency-Based Learning framework for all academic activities. Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. The curriculum is aligned to the common core standards. There is a balance between academic rigor and individualized instruction to meet a student's specific academic needs with access to current technology that includes 1:1 Chromebooks. Academics are differentiated based upon individualized education plans using online curriculum opportunities, assessments, transition goals, and strategic curriculum to assist students to see the relevancy in their learning to their post-high school aspirations. Students and staff utilize Canvas as an online learning platform that empowers staff and students to engage in an online learning tool collaboratively.

ASSESSMENT

Phoenix Academy uses a variety of tools to help gauge student progress. This is in addition to state-mandated tests, classroom tests, and work production. Students may arrive at Phoenix Academy with some deficits or gaps in their learning. As a consequence, they are behind in reading and math skills. Through pre-assessments, staff can gauge students in need of intervention and provide it. Additionally, students who are achieving at or above their peers can be provided with activities to continue their accelerated learning.

RETURNING TO YOUR HOME SCHOOL

Our focus at Phoenix Academy is to provide every student with the skills to successfully return to their home school and or be successful in their post high school experience. The timeline and path back to the home school varies for each student. The key factors in the speed of this transition include a student's ability to acknowledge the challenges that they have, their ability to make essential changes, their willingness to accept support from staff, and their desire to return (students may elect to stay at Phoenix Academy even after being offered the opportunity to return to their school).

The IEP team will meet to discuss a student's readiness to begin taking classes at their home school. A student will often begin the process of transitioning back by taking 1-3 classes at their home school and spend the remainder of the day at Phoenix Academy. This gradual bridging process allows a student to practice the skills developed at Phoenix Academy in their home school while maintaining Phoenix Academy's therapeutic and academic supports. If successful, the IEP team will continue to meet to discuss adding more classes until a full time return to the home district is recommended.

TRANSITION SERVICES

Post-secondary planning is a priority at Phoenix Academy to facilitate support for students and families for life after high school. Phoenix Academy partners with families, home districts, local colleges, community social service agencies, and community businesses to provide a wide variety of student opportunities, all intended to support successful transitions to life after high school. By helping students develop transition plans based on their interests and desires, their time in school can gain greater purpose and meaning.

LUNCH

A lunch program is available to students who wish to arrange for this service and or are eligible for a Free and Reduced Lunch Program. Phoenix Academy partners with Leyden School District 212 to provide meal options for students. Students may bring their meals from home. Refrigerators and microwaves are available for student use. We encourage parents to pack healthy lunches for their child. After eating, students are expected to clean up their eating areas.

Phoenix Academy is a **CLOSED CAMPUS** and requires that students remain on campus during their meal period and will not be permitted to individually arrange food delivery from local vendors.

TRANSPORTATION

Students will be provided transportation to and from school as prescribed in their Individualized Education Plan. The driver is not permitted to change pick-up or drop-off locations, times of pick-up, or students to be transported. Students and families requesting such changes need to contact the Director of Phoenix Academy.

Students are expected to follow all directions by the driver and bus staff. In order to provide for students' safety, smoking, vandalism, rowdiness, exiting at unauthorized locations, etc. will not be permitted. Violations of the transportation policy will be handled in accordance with the school's behavior policy and may also include the involvement of law enforcement. Students who are of driving age may be granted permission to drive to and from school; however, driving is a privilege, not a right, and permission will only be granted through a review process administered by the Director.

COVID-19 PROTOCOLS

All on-campus offerings will adopt extensive measures to help mitigate the spread of COVID-19. These measures come from the guidance of ISBE, the CDC, IDPH, and the local public health department. The Phoenix Academy has adopted a plan to address health and safety concerns while maintaining its focus on student learning. Protocols outlined in this Handbook are subject to change, without notice, as current guidance evolves. Phoenix Academy reserves the right to modify any policies or procedures set forth in this Handbook as it sees necessary in its sole discretion, including but not limited to changes made in order to conform with current State and local health department guidance. All families are required to read and ensure they understand Phoenix Academy's protocols and guidelines. All students who have symptoms or COVID-19, will need to complete a self-certification that they are free of COVID-19 symptoms prior to coming to school.

HOME SCHOOL POLICIES

Phoenix Academy is considered an extension of the home school, and as a result, students and families are subject to the policies and procedures as outlined by their home school. If a conflict arises between this Handbook and a student's home school policies and procedures, this Handbook will take precedence.

PHOENIX ACADEMY STAFF INFORMATION

The main number for Phoenix Academy is 847-370-0145

Role	Name	Phone Number	Email Address
Director	Ms. Fiorito	847-858-5789	kfiorito@lasecfp.org
Special Education Teacher (English, Personal Development, Transition)	Ms. Joyce	847-370-0062	jjoyce@lasecfp.org
Special Education Teacher (Social Studies, Science, Transition)	Ms. Mix	847-370-0334	cmix@lasecfp.org

Special Education Teacher (Math, Health-PE, Transition)	Mr. Stamer	847-370-0179	dstamer@lasecfp.org
Interventionist (School Social Worker)	Ms. Drewno	847-370-3982	kdrewno@lasecfp.org
Special Education Teacher (Social Studies, Vocational Services)	Ms. Cook	224-370-0235	ccook@lasecfp.org
Interventionist (School Social Worker)	Ms. Cerda	224-370-2570	jescerda@lasecfp.org
Educational Support Personnel (Phoenix)	Ms. Romano	847-349-9784	cromano@lasecfp.org

DAILY ATTENDANCE REPORTING

Parents/Guardians are responsible for informing the school when their child is absent from school. Parents/Guardians should call **847-349-9784** and email their child's case manager as well.

COMMUNICATION

At Phoenix Academy, we believe that open consistent communication is essential for the school-home partnership in guiding students forward on their learning journey.

- ❖ Staff will maintain weekly communication with families to share progress and planning for student's academic and social-emotional needs.
- ❖ We will maintain formal communication of progress through quarterly progress reports (October, December, March, & June).
- ❖ Each students' IEP team will convene minimally as required by IDEA. This will include annually to review the progress on annual goals, update transition plans, and establish goals to continue to prepare students for a successful transition to the postsecondary setting. Additionally, completing a re-evaluation for IDEA eligibility.
- ❖ Parents, please remember that you can request an IEP meeting to review your child's progress and services.
- ❖ Phoenix Academy hosts a parent open house in the fall.

CREDITS

Phoenix Academy is considered an extension of the home school, and as a result, credits earned at Phoenix Academy will appear on the official transcript of a student's home school. We will provide semester credits. The difference at Phoenix Academy is our focus on competency, not a passing grade or failing grade. As a result, the time may take longer than the semester for some of our students to show competency for a course..i.e. students may finish semester 1 credits at the end of January instead of the end of December because they need more time to show competency. However, the inverse could be true as well if a student is able to show the necessary competencies in less than a semester a student could earn additional credits in a semester's time.

CONFIDENTIALITY

The Interventionist maintains confidential relationships with students and families unless it is determined that a student or family member is at imminent risk of harming themselves or others or is the case if

suspected abuse or court order. The Interventionist works with students and parents to ensure that everyone is clear about the expectations and limits of privileged information.

MEDICAL EMERGENCIES

In the event a student is a danger to themselves or others, or otherwise requires immediate emergency care, emergency medical services may be contacted. Phoenix Academy will notify the student's parent/guardian immediately if emergency medical services are contacted. If the parent/guardian cannot be reached, the school will notify the person(s) whose name has been provided as an emergency contact. A student's parent/guardian must assume full financial responsibility for any transportation and services rendered.

MEDICATION POLICY

Medication, both prescription and nonprescription varieties, will only be administered to students who have an authorization on file, signed by both the prescribing provider and the student's parent/guardian. Nonprescription medications include, but are not limited to, topical ointments (such as sunscreen and insect repellent), dietary supplements, herbal supplements, and essential oils. Prior to administering any medication, the student's parent/guardian must sign and submit the Phoenix Academy's Medication Authorization Form, which is to be completed and signed by the student's physician and must detail the medication name, dosage, purpose, frequency and time of administration, and any potential side effects.

All prescription and non-prescription medications must be delivered by the student's parent or guardian to the School Director in the original container, labeled with the medication name, prescribed dosage, and time or times at which or the circumstances under which the medication is to be administered. All medications will be stored in a locked receptacle in the School Director's office. The School Director will administer all authorized medications. All unused or expired medication must be picked up from the School Director's office by a parent/guardian before the end of the school year. Any medication remaining will be properly discarded. The Phoenix Academy's Medication Authorization Form must be renewed annually.

Students are allowed to self-carry and self-administer to treat severe allergic reactions and acute asthma episodes, as well as medication and supplies to treat diabetes. In order to self-carry and/or self-administer medication, the student's parent/guardian must complete the appropriate consent form and supply a copy of the student's authorized prescription label and applicable action plan to the School Director. The self-carry and/or self-administration form must be renewed annually.

STUDENT INJURY PROTOCOL

1. All accidents and/or injuries must be reported to the Director immediately.
 - a. If students are able to walk, the staff that witnessed the event should escort the student to the Director's Office or office space. If the student is unable to move, an ambulance and/or parent will be notified.
2. The staff that witnessed the incident will work with the Director and certified staff to complete a student injury/accident report.

- a. The student injury/accident report form needs to be completed by the end of the school day on the day of the injury/accident.
 - b. A copy of the student injury/accident form will be given to the student's parent and the original form will be placed in the student's file.
3. The paramedics will be notified immediately by the Director or designee if the accident is serious enough to warrant outside medical evaluation.
4. The student's parent/guardian or responsible adult will be notified of the accident or injury by a certified staff member or the Director by the end of the school day on the day of the incident. Parents/guardians are responsible for obtaining further medical evaluation and/or treatment and transporting students if further medical evaluation and/or treatment is needed. If the student requires immediate medical attention such that emergency medical services are obtained, the student's parent/guardian is responsible for transporting the student for further medical treatment outside of the emergency room, unless alternative arrangements are made with the parent/guardian and Phoenix Academy administration.
 - a. Parents/Guardians will provide Phoenix Academy with documentation from the medical provider who treated the injury, documenting any medications, treatments, and/or restrictions that may be needed during the school day.
 - b. Parents/Guardians are responsible for providing Phoenix Academy with current emergency contact information and updating emergency contact information if any changes occur.

PHYSICAL EXAMINATION RECORDS

1. Phoenix Academy complies with local and State laws and implementing regulations regarding physical and health examinations and immunizations of students. Each student must have the required physical examination, health examinations, and immunizations as prescribed by Illinois law before entering Phoenix Academy, unless the student is exempt for medical or religious reasons. records documenting completion of the required examinations and immunizations will be maintained at the student's home school and a copy will be kept at Phoenix Academy.
2. Physical examinations are due on or before the first day of school. If a family does not comply with the physical exam requirements, the Phoenix Academy may exclude the student from school beginning October 15th of the school year, until proof of the exam is presented, unless otherwise permitted by law. Immunizations are due on or before the first day of school. If a family does not comply with the immunization requirements, the Phoenix Academy will exclude the child from school beginning October 15th of the school year, until proof of immunizations is presented, unless otherwise permitted by law. Eye exams are due on or before the first day of school. If the family does not comply with the eye examination requirements, the Phoenix Academy may withhold the student's grades until (1) proof of exam is presented; (2) a medical waiver is submitted; (3) a signed Certificate of Religious Exemption is completed; or (4) documentation is submitted proving an examination will take place within 60 days after October 15th. Dental exam forms are due on or before May 15th of the current school year. If a family does not comply with the form requirements, the school may hold the student's report card until (1) proof of exam is presented; (2) a medical

waiver is submitted; (3) a signed Certificate of Religious Exemption is completed; or (4) documentation is submitted proving an examination will take place within 60 days after October 15th.

SCHOOL VISITORS

Any visitor to Phoenix Academy must have the prior approval of school administration and must comply with the following rules. The school has the right to refuse any visitor.

1. All visitors must check-in with the Director of Phoenix Academy.
2. Visitors must sign in and wear a Visitor Pass throughout the school.
3. The visitor must comply with all school rules and regulations.
4. All persons who are not enrolled in school or who do not work at the school must have a visitor's pass issued by the Director.

Persons who do not attend or work at Phoenix Academy or LASEC may not be in the building or on the school property without permission. Failure to comply may lead to an arrest for trespassing.

TELEPHONE MESSAGES TO STUDENTS

Telephone messages from parents or guardians will only be delivered to students in their classrooms for emergency purposes. No telephone messages will be taken for students who receive telephone calls from other students, former students or from friends.

ATTENDANCE

Attendance records become part of the student's high school record and an attendance summary will appear on the transcript.

Parents/Guardians are responsible for informing the school when their child is absent from school. Parents should call Phoenix Academy by **8:00 a.m. at 847-349-9784**.

Authorized absences will be accepted for the following reasons:

Illness, valid appointments as determined by the school, religious holidays, death in the family, family emergencies as determined by school officials and situations beyond the control of the students as determined by Phoenix Academy staff.

EMERGENCY SCHOOL CLOSING

On rare occasions, school must be closed because of weather or other emergency situations. Local radio and television stations broadcast the latest Emergency Closing. Listen for closing notices of Leyden Area Special Education Cooperative (LASEC) and Rich Lee Transportation. Additionally, closing information can be found on the Leyden Area Special Education website (LASEC).

STUDENT EXPECTATIONS

All students and staff share the responsibility of creating a safe and belonging culture at Phoenix Academy. Students who attend Phoenix Academy make a commitment to helping create an environment that encourages student success and emotional health and safety of everyone in our

community. Below is a list of expectations that address some of the more common questions and concerns about student expectations.

Contribute to a Healthy School Culture

In any school, students are ultimately responsible for creating and maintaining a healthy school culture. By supporting one another in positive ways, working with staff respectfully and by engaging in academic activities, students create an environment where everyone can take the necessary steps to make essential personal and academic growth. When students make choices that are hurtful to other students or to disrupt the school environment, it is hurtful to the growth and development of others, Phoenix Academy staff work closely with students to help them become positive members of our school community. To do that students learn how to contribute to a school culture and how to embrace all of the support that a school culture can provide.

Engage Academically

Students who struggle with the social, emotional and behavioral stress of school often also struggle to engage academically. Our hope is that once we are able to support students in managing the stresses of school that they will develop skills for success in school.

Respect School Structures:

We expect that students will respect the learning environment and the staff and students within the learning environment. Phoenix Academy does not have a long list of school rules, but we do expect that students will be responsive when staff set limits and when they disagree with staff, do so with a respectful collaborative spirit.

Although most student challenges can be resolved through helping them become more emotionally regulated and then collaborating with them to develop a better solution to their problem, there are times when students engage in behaviors that require more authoritative action, Below is a list of those behaviors and our possible responses, Also, all students enrolled in Phoenix Academy are subject to the disciplinary procedures outlined in their home school's policies.

Transportation:

It is important for students to feel just as safe during the transportation to and from school as they do in our school building. Students should practice all the expectations they practice at Phoenix Academy on their transportation. Students are subject to the same school practices, policies and expectations.

ILLEGAL BEHAVIOR AND OTHER MISCONDUCT:

Any behavior that violates the law, is of course, not allowed in school . The following misconduct is also prohibited: physical aggression, property destruction, verbal or physical threats, sexting, and the possession, distribution, purchase, selling, or use of tobacco, alcohol, vaping or drugs or look alike counterfeit substances. If illegal behavior or other misconduct occurs, the student's team will meet to discuss the most effective way to address the behavior. Potential responses include: but are not limited to: Parent meeting, searches, confiscation, restitution, suspension, and police involvement.

ALCOHOL AND DRUG GLORIFICATION:

Because of the devastating risks associated with student use of drugs and alcohol in adolescence, we expect students to engage in healthy dialogue and discussion. Students who glorify drugs and alcohol not only distract from the educational environment, but may increase the risk of other students engaging in unhealthy and high-risk behavior. We are committed to letting parents know when their children are discussing drugs or alcohol in school and providing the support and services necessary to help students make healthier lifestyle choices. If students engage in drug or alcohol glorification, staff responses may include: removal from the classroom for problem solving, parent meeting, referral for drug/alcohol assessment or services or suspension.

LANGUAGE:

Learning to communicate effectively is an essential skill. Students are expected to use respectful language in school.

BULLYING:

Phoenix Academy seeks to promote and maintain a school culture that values belonging. We are committed to promoting a safe school culture where students and staff are treated with tolerance and respect and individual differences are valued. We strive to protect and nurture students and we encourage them to be kind, generous, and supportive of others.

Phoenix Academy responds to bullying in accordance with Illinois state law by preventing, investigating and intervening when there are reports that bullying has occurred both in or out of school, including electronic communication and social media.

Bullying can occur in many ways, including more indirect and subtle forms like social exclusion as well as more direct forms like threats and intimidation. Phoenix Academy will take care to protect and support the victims of bullying and will respond if bullying causes students to be fearful, has a detrimental effect on their physical or mental health, interferes with a student's academic performance or interferes with a student's academic performance or interferes with their ability to participate in activities. Depending on the seriousness and circumstances of the situation, students who bully other students will provide interventions ranging from relationship support and mediation to disciplinary action that may include suspension and or police intervention.

- Please see Illinois Public Act 098-0669

STUDENT RECORDS:

A school student record is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by the school or at its direction by a school employee, regardless of how or where the information is stored, except that the following are not school student records:

- Records kept in a staff member's sole possession and destroyed not later than the student's graduation or permanent withdrawal.

- Records maintained by law enforcement officers working in the school and any information, written or oral, received from law enforcement officials concerning less than the age of 18 who has been arrested or taken into custody.
- Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student.

As a general rule, student records are confidential. Student records must not be disclosed without prior parental consent, except as provided by law. The Leyden Area Special Education Cooperative and/or Phoenix Academy may, however, disclose Directory Information about students to the public through posting (e.g. website, bulletin boards, newsletters, etc.) or to specific parties through written requests, unless the student's parent or guardian has opted out of such disclosures. Directory information includes a student's name, address, date and place of birth; parent(s) name, address, e-mail address, and telephone number; honors and academic awards; dates of attendance; and information concerning school-sponsored activities, organizations, and athletics.

Parents have the right to inspect, copy, and challenge school student records. The information contained in school records shall be kept current, accurate, clear, and relevant.

ACCEPTABLE USE OF ELECTRONIC RESOURCES:

The development of technology has given students boundless learning opportunities and access to wonderful educational resources. It can also provide students with the opportunity to be exposed to inappropriate material. We are committed to the safe use of technology and ask parents and students to join us in that commitment.

Acceptable Use – General

Only authorized users may access the Phoenix Academy's electronic resources. This includes connecting personal technology devices to the Phoenix Academy's electronic resources, including the Internet and WiFi.

Access to the Phoenix Academy's electronic resources is intended for educational and extra-curricular purposes and Phoenix Academy business. Students may only use the Phoenix Academy's electronic resources for incidental personal use during non-instructional times if the student is authorized to use the particular electronic resource at the time used, the use complies with the other parameters of this Acceptable Use Policy ("AUP") and any implementing procedures, and the use does not violate any other Phoenix Academy policy or state or federal law, including student discipline processes and procedures.

Users must take reasonable steps to protect the security of the Phoenix Academy's electronic resources. Among other things, users may not share passwords or allow others to access electronic resources using the user's password or profile. Any user who becomes aware of a security breach must notify a Phoenix Academy representative immediately.

Users are responsible for appropriately using the Phoenix Academy's electronic resources. If a user has questions about whether a particular use is acceptable, the user is expected to speak to a teacher or administrator before engaging in the particular use.

Upon separation from the Phoenix Academy, users will securely return to the Phoenix Academy, or verify secure destruction of any Phoenix Academy record in any format. Such records may not be retained, copied, or transferred to anyone or any other electronic device or storage vehicle of any kind. These requirements do not apply to those records which the Phoenix Academy has: 1) made available to the public or 2) advised the record holder in writing or electronically that the records are not exempt from disclosure under the Illinois Freedom of Information Act or any other confidentiality law, such as the Illinois School Student Records Act.

Acceptable Use - Phoenix Academy-Issued Technology (Including One-To-One Programs)

Use of the internet for students at Phoenix Academy is available in all learning spaces. The Phoenix Academy may issue technology to users, including students, for educational or extra-curricular purposes and/or Phoenix Academy business, including through a one-to-one program. Use of Phoenix Academy-issued technology is governed by this AUP, including the Acceptable and Unacceptable Use provisions of this AUP, regardless of when, where, or for what purpose the use occurs. This includes use that occurs outside of normal school hours, for personal purposes, and/or off Phoenix Academy property or away from related events or activities.

The user is responsible for reasonable care of Phoenix Academy-issued technology at all times during which the technology is issued to the user, regardless of whether the technology is on school property or at related events or activities. This includes the requirement that the user not allow others to use the technology without authorization from an administrator. The procedures implemented by the Executive Director or designee for this AUP may contain further guidelines regarding responsible use, as may handbooks and other guidelines issued at the school level. Costs associated with repair or replacement of technology damaged as a result of a user's failure to exercise reasonable care shall be the responsibility of the user, including any fees for insurance premiums and deductibles, regardless of whether the damage is caused by the user or a third party. Users may be required to obtain and/or pay for insurance for Phoenix Academy-issued technology in order to be issued such technology by the Phoenix Academy.

Students may only use or access Phoenix Academy-issued technology outside of school with parental or guardian supervision. The Phoenix Academy is not responsible for unacceptable use of Phoenix Academy-issued technology by students at any time, including outside of school, although students may face consequences for such misuse under this and other Phoenix Academy policies.

Unacceptable Use – General

Users are expected to conform to general expectations of norms outlined in this AUP and other Phoenix Academy policies when using the Phoenix Academy's electronic resources. This AUP sets forth some

general examples of unacceptable use, but does not attempt to set forth all prohibited uses. The following are examples of uses of the Phoenix Academy's electronic resources that are strictly prohibited:

- Any use at a time or in a manner that is not authorized or approved, or in a manner that causes or reasonably could be foreseen to cause a substantial and material disruption to the educational environment or invasion of the rights of others;
- Knowingly or recklessly causing a security breach or disruption of service to an individual or system;
- Damaging Phoenix Academy electronic resources or the electronic resources of others via Phoenix Academy electronic resources, including accessing or attempting to access any content to which the user is not authorized, including "hacking";
- Misrepresenting one's identity or using another person's password, user profile, or technology or allowing another to use one's identity, password, or technology without authorization;
- Any use in a manner that violates state or federal law including using materials that are subject to intellectual property laws, such as copyright and trademark laws, without authorization;
- Any use that violates any Phoenix Academy policy, including policies addressing bullying, harassment, and hazing, and student and employee discipline policies or codes of conduct;
- Publishing or transmitting private information, including photographic, video, and audio depictions of others, without authorization;
- Any transmission, access, creation, or transmission of material that is sexually graphic or explicit, obscene, threatening, intimidating, abusive, harassing, or otherwise indecent, or that reasonably could be interpreted as promoting illegal activity, including illegal drug use;
- Any use for a commercial purpose where the user does not have the express written authorization of the Executive Director or designee;
- Uploading or downloading material, including software, without express authorization of a member of the Phoenix Academy's technology staff;
- Accessing or participating in any games without the express authorization of a teacher or administrator, or using the Phoenix Academy's electronic resources for more than incidental personal use;
- Providing personal information, including photographs, about themselves or another; and
- Any attempt to do any of the above.

A user should notify the Phoenix Academy's Compliance Officer immediately upon receipt of a communication through the Phoenix Academy's electronic resources that the user believes is inappropriate or that makes the user feel threatened or uncomfortable.

Compliance Officer:

Mr. Kevin Wolf
Executive Director LASEC
847-455-3143 x1422

Alternate: Michael Maguire
Union Ridge Superintendent and President of LASEC Executive Committee
708-867-5822 x406

Internet Filtering, Safety, and Security Measures

The Phoenix Academy will implement technology protection measures on each Phoenix Academy computer with Internet access, including filtering devices to block user access to visual depictions of material that is obscene, pornographic, or otherwise harmful to minors as defined by the Children's Internet Protection Act (CIPA). The procedures implemented by the Superintendent or designee for this AUP shall allow users to make requests, including anonymous requests, to disable the filter for bona fide research or other lawful purposes.

The Phoenix Academy also will take steps, to the extent practical, to promote the safety and security of users of its electronic resources. The steps taken shall include efforts to prevent inappropriate network use such as: (a) unauthorized access, including "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors. The steps taken also shall include efforts to protect student and employee privacy, safety, and security when using electronic communications

The Phoenix Academy and its employees shall take steps, to the extent practical, to educate, supervise, and monitor students' uses of electronic resources as required by CIPA and other federal and state laws.

Confidentiality of Private Information

Users of the Phoenix Academy's electronic resources must comply with all policies and procedures that govern the confidentiality of private information, including policies governing school student records and personnel records or information, when using the Phoenix Academy's electronic resources.

Maintenance of Records

Certain laws require the Phoenix Academy to maintain business records, including public records, school student records, and personnel records, for certain periods of time. Users of the Phoenix Academy's electronic resources are responsible for maintaining records as required by Phoenix Academy policy, Phoenix Academy procedures, and/or relevant laws. This may include maintaining school student records and local records as required by state and federal law.

Disclaimer, Limitation of Liability, and Indemnification

The Phoenix Academy does not guarantee the quality of the services provided through its electronic resources. The Phoenix Academy makes no guarantees about the accuracy of the information accessed through its electronic resources. The Phoenix Academy is not responsible for: (i) any loss or damages resulting from the unavailability or failure of its electronic resources; (ii) any information that is rendered unavailable because of its electronic resources or lack thereof; or (iii) any inaccurate information accessed through its electronic resources.

All users assume full responsibility for any costs, liabilities, or damages arising from their use of the Phoenix Academy's electronic resources, and must reimburse the Phoenix Academy for any loss, including reasonable attorney's fees, incurred as a result of their use to the extent allowed by law. The Phoenix Academy is not liable for the actions of users of its electronic resources.

No Expectation of Privacy

Users of the Phoenix Academy's electronic resources have no expectation of privacy with respect to use of the Phoenix Academy's electronic resources, including access of the Phoenix Academy's Internet or Wi-Fi using personal technology, or with respect to any material created, transmitted, accessed, or stored via Phoenix Academy electronic resources. This includes material created, transmitted, accessed, or stored for personal use, including incidental personal use, on or through the Phoenix Academy's electronic resources. The Phoenix Academy reserves the right to monitor users' activities on Phoenix Academy electronic resources at any time for any reason without prior notification; to access, review, copy, store, and/or delete any electronic information accessed or stored therein; and to disclose such information to others as it deems necessary and/or as required by law. Users should be aware that information may remain on the Phoenix Academy's electronic resources even after it has been deleted by the user. This section of this policy may only be altered through amendment of this policy, and may not be altered or diminished by the verbal or written assurances of any employee or representative of the Phoenix Academy.

PERSONAL COMMUNICATION EQUIPMENT:

Technology empowers students to communicate with others (phone, text, email, social networking) and access resources (music, photos, video) in new and wonderful ways. This same technology can also be a distraction to the learning environment and can interfere with a student's ability to engage in instruction. We believe learning how to use this technology productively and while also respecting others is an essential skill for students to develop. There are many ways to use technology and mobile devices as effective instructional tools. Used as a tool for enriching and deepening the curriculum, devices have become increasingly essential in the world in which we live in.

Mobile devices (i.e. cell phones, smartphones, tablets, and laptops) may be carried to school and receive the same type of filtered Internet access as on Phoenix Academy computers when connected to Phoenix Academy WiFi. However, Leyden Area Special Education Cooperative and Phoenix Academy reserve the right to deny a student the right to bring a mobile device to school, at their sole discretion.

Phoenix Academy values for personal technology include the following goals:

- Maintain academic engagement in the classroom
- Honor instruction during class time
- Scaffolding expectations based upon student independence and their progress towards academic achievement
- Privacy and safety within the school community for both students and staff

Students in possession of mobile devices while on school property or attending school-sponsored or school-related activities will observe the following conditions:

- Students will not use mobile devices in a manner that poses a threat to academic integrity, disrupts the learning environment, violates the Phoenix Academy's policy on harassment and bullying, or violates the privacy rights of others;
- Students will not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit conduct, in electronic or any other form, on a cell phone or other electronic device, while the student is on school grounds, at school-sponsored events or on school buses or vehicles provided by the school;

- When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a mobile device in a manner that violates the law or Phoenix Academy rules, the official may confiscate the device, which will only be returned to the student's parent or legal guardian, or law enforcement, where appropriate;
- By bringing a mobile device to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or Phoenix Academy rules. The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;
- Students are responsible for the devices they bring to school. The Phoenix Academy will not be responsible for loss, theft, or destruction of devices brought onto school property or to school-sponsored events;
- Students will comply with any additional rules developed by the Phoenix Academy concerning the appropriate use of mobile or other electronic devices.

During school hours, students are expected to be engaged in learning. Students who violate this policy may be subject to disciplinary action, up to and including expulsion.

VIDEO AND AUDIO RECORDING

Some Phoenix Academy lessons, classes, and activities may be live-streamed and/or video or audio recorded. Livestreaming lessons allow students to observe and participate in class remotely. Recording lessons allows students who are not available during the lesson or who require repetition to view the lesson at an alternate time. During classroom instruction, students are prohibited from making audio and video recordings without the advance permission of the teacher and written consent of the classroom students' parents/guardians.

The Phoenix Academy will comply with all State and federal laws when live streaming and recording students, including but not limited to, the Family Educational Rights and Privacy Act ("FERPA") and the Illinois School Student Records Act. However, no education technology is 100% safe and secure. The Phoenix Academy works diligently to provide the best resources for teachers and families and to secure robust data privacy protections that comply with relevant laws and safeguard student information.

SOCIAL NETWORKING

Blogs, podcasts, and social media websites such as, but not limited to, Facebook, Twitter, Pinterest, Instagram, Tumblr, WhatsApp, Tik Tok, Houseparty, and Snapchat offer members of the Phoenix Academy community an opportunity to connect, communicate, and extend learning. However, the use of online tools requires diligence and responsibility. Students and families are ultimately responsible for their own conduct on social media and the Internet. Phoenix Academy asserts no responsibility for monitoring student or parent conduct online outside of its obligations under its harassment and bullying policies.

Anyone seeking to post photos, videos, or information that identifies Phoenix Academy, its students, faculty, or staff must first obtain permission from the appropriate teacher or administrator. If permission

is granted, please refrain from using student names. Phoenix Academy is not responsible for privacy disclosures by other individuals that occur in violation of this guideline.

Any misuse of social media, including cyberbullying, may result in disciplinary action, up to and including expulsion.

SEARCHES

Students are expected to maintain the safety of the school environment by refraining from bringing things to school that are prohibited. Students' personal belongings will be subject to a search if there is reasonable suspicion of the presence of unlawful objects or substances, etc. In the event of a search, Phoenix Academy will confiscate illegal and/or potentially hazardous items. Parents will be notified if something is confiscated and depending on the nature of the confiscated object, police intervention may be necessary. Students may be held to the district of attendance discipline policy as well. This is under the discretion of the Phoenix Academy leadership.

STUDENT AMBULATION

Phoenix Academy is intentionally designed to be flexible and inviting with various untraditional academic spaces for students to engage in their learning. To ensure a safe school environment, students are expected to walk from area to area unless they have a physical disability or injury (supported by a doctor's note). Consistent with this value, students and staff are not to use a device with wheels in the school. This includes, but is not limited to skateboards, shoes with wheels embedded in them, rollerblades, bicycles, or hoverboards. A student may bring these devices to school with prior permission but they may not be used on the school property without permission from a Phoenix Academy staff member and with appropriate supervision.

PERSONAL APPEARANCE

A student's clothing and appearance are an important form of self-expression. There are times that a student's clothing can interfere with our vision of maintaining a safe environment that enhances learning. Some examples include:

- Clothing that references, represents, or glorifies drugs, alcohol, violence, gangs, and sex.
- Accessories that can be seen as threatening or may cause injury to self or others (for example: chains, studded chokers, or wristbands).
- Revealing clothing that is the result of the thin fabric or limited skin coverage.
- Heavy coats can often interfere with interpersonal interaction or can feel threatening to others when worn in a temperature-controlled setting, Students are expected to leave their jackets as designated by Phoenix Academy staff.

If students wear clothing that reflects the above, staff will meet with the student to share concerns and assist the student in how to meet the expectations, which can include changing. If the student refuses to change, we can and will attempt to problem solve and utilize coping strategies following the Life Space Crisis Intervention methodology. Interventions may include but are not limited to meeting with child

and parent, offer clothing alternatives, or provide instruction away from the given environment until the issue is resolved.

Handbook Date:
November 2020

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