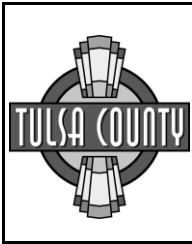


Policies and Procedures *of the* Phoenix Rising Alternative School



*A program of Tulsa County's Family Center for Juvenile Justice
(Juvenile Bureau of the District Court)
in collaboration with Tulsa Public Schools*




	<p>PHOENIX RISING POLICIES & PROCEDURES MANUAL</p> <p>TABLE OF CONTENTS</p>	<p>PR Reference Numbers</p> <p>001 ... 999</p>
	<p>JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p>PHOENIX RISING ALTERNATIVE SCHOOL</p>	<p>Table of Contents Revised:</p> <p>03/16/2018</p>

<u>FILE #</u>	<u>TITLE / SUBJECT</u>	<u>LATEST APPROVAL DATE</u>
	<u>Introductory Note Regarding the Enclosures Cited in This Manual</u>	
PR 001	<u>Emergency Safety and Crisis Intervention</u>	05/03/2017
PR 002	<u>Safety During Student/Family Home Visits and General Employee Safety</u>	05/15/2017
PR 003	<u>Progressive Discipline, Restorative Justice, and Collaboration with Tulsa Public Schools</u>	05/15/2017
PR 004	<u>Sharing and Exchange of Confidential Information</u>	05/22/2017
PR 005	<u>Operational Standards and Staff Expectations</u>	06/13/2017
PR 006	<u>Searches and Use of Metal Detectors</u>	03/16/2018

Although all of the enclosures mentioned in the text sections of this manual are available in printed form and are a part of the approved policies and procedures as indicated, only selected enclosures have been included in the online edition at this time.



	<h1 style="margin: 0;">PROCEDURE</h1> <p style="margin: 0;">JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p style="margin: 0;">PHOENIX RISING ALTERNATIVE SCHOOL: EMERGENCY SAFETY AND CRISIS INTERVENTION</p>		Procedure File Number <div style="background-color: black; color: white; padding: 5px; display: inline-block;">PR 001</div>	
	Approved By: JUSTIN JONES, DIRECTOR	Approval Date: 05/03/2017	Supersedes: NEW	Previous Date: NEW

A. SUMMARY:

Establishes policies and procedures for ensuring all Phoenix Rising staff and students are in compliance with Emergency Response Procedures, Safety Response Processes, and Crisis Intervention Plans during the school day and in the event of any safety or security concerns relating to student or staff incidents.

B. APPLICABLE TO:

Employees of Phoenix Rising Alternative School.

C. ENCLOSURES:

1. Tulsa Public Schools Emergency Procedures and Safe School Plan.
2. Safe School Committee.
3. Tulsa Public Schools Safety and Security Drill Reporting Procedures.
4. Tulsa Public Schools Campus Police, School Resource Officer and Campus Security Officer Guidelines for Schools.
5. Phoenix Rising School Crisis Response Plan and Communication Tree.
6. Phoenix Rising Tips for Communicating Incidents to Students/Staff.
7. Safety Response Steps.

D. POLICY:

OBJECTIVE

The Tulsa County Juvenile Bureau (Family Center for Juvenile Justice) is dedicated to ensuring that all approved emergency and crisis response procedures are adhered to for the safety and security of employees and of the youth and families served. The Bureau has developed the policies and procedures herein, including those adopted from Tulsa Public Schools, to help ensure that all emergency and crisis situations are handled appropriately, that interventions are correctly utilized, and that emergency management protocols are followed.

E. PROCEDURES:

OVERVIEW

1. Annually, Tulsa Public Schools creates and updates its Emergency Procedures and Safe School Plan. Given the policies and procedures that are mandated by the Oklahoma State Board of Education and Tulsa Public Schools, Phoenix Rising Alternative School (as a partnership school of TPS) will accept and adhere to the following in their current form as enclosed and as each is periodically reissued with appropriate updates and revisions:
 - a. Phoenix Rising staff and TPS employees at the site will adopt and utilize the Tulsa Public Schools Emergency Procedures and Safe School Plan (Enclosure 1).

E-1 continues on the following page. →

PROCEDURE

Procedure File Number

PHOENIX RISING: EMERGENCY SAFETY AND CRISIS INTERVENTION

PR 001

E. PROCEDURES: (CONTINUED)

OVERVIEW (CONTINUED)

1. *Phoenix Rising Alternative School (as a partnership school of TPS) will accept and adhere to the following (continued):*
 - b. The Tulsa Public Schools Emergency Procedures and Safe School Plan will be school-specific to Phoenix Rising and will be updated annually.
 - c. The Phoenix Rising Administrator and/or the Phoenix Rising Assistant Administrator will work collaboratively with the site's Tulsa Public Schools Principal and others to create a Safe School Committee (Enclosure 2) to ensure that all stakeholders are able to make recommendations to school staff regarding safety, crisis situations, educational needs, injury prevention, etc., as required under Oklahoma Statutes Title 70 § 24-100.5.
 - d. When an applicable safety concern is presented at the school, the Phoenix Rising staff will utilize the school's Safety Response Steps (Enclosure 7), which were written by the Phoenix Rising Safety Response Team using procedures outlined in Crisis Prevention Institute training and guidelines, to ensure that the high-level safety and security issues identified therein are managed according to TCJB and TPS mandates.
 - e. All employees will adopt and comply with all relevant federal, state, local, and district laws and regulations, as well as applicable policies, procedures, and directives of Tulsa County, TCJB, and Tulsa Public Schools.

SAFETY DRILLS

2. Tulsa Public Schools requires that while conducting educational services within a TPS building, Phoenix Rising Alternative School must ensure that the mandated School Drill Log and Drill Reporting Procedures (Enclosure 3) are adopted and followed.
3. Each employee will receive a map of the school indicating where drill-specific locations in the building will be, emergency materials, and an Emergency Procedures and Safe School Plan specific to Phoenix Rising.
4. All specified drills must be completed within the school year and can be found on the School Drill Log. This includes drills for fire, tornado, atmospheric release, intruder, and lockdowns, as updated annually on page 1 of the Emergency Procedures and Safe School Plan (Enclosure 1).
5. After each drill is completed, it must be reported to both the Tulsa Public Schools Safety Administrator and the Tulsa County Juvenile Bureau Administrator, as well as being reported using the Safety Drills Documentation Form for the State of Oklahoma Office of Homeland Security School Security Institute.

CAMPUS POLICE AND SECURITY

6. Phoenix Rising Alternative School will adopt the Tulsa Public Schools Campus Police, School Resource Officer and Campus Security Officer Guidelines for Schools (Enclosure 4).
7. In an emergency, PR staff, if applicable, will first utilize TPS security to assist. If they are not available, the Administrator or his/her designee will call the TPS Tulsa Police Department at the dispatch number to gain assistance (918-749-9966).

"Campus Police and Security" continues on the following page. →

PROCEDURE

Procedure File Number

PHOENIX RISING: EMERGENCY SAFETY AND CRISIS INTERVENTION

PR 001

E. PROCEDURES: (CONTINUED)

CAMPUS POLICE AND SECURITY (CONTINUED)

8. In an emergency in which the TPS TPD has not arrived within 3-5 minutes and/or where the PR Administrator or his/her designee believes there to be imminent danger to a student, staff, or others, the Administrator or his/her designee will call 911.

CRISIS INTERVENTION

9. During a specified crisis in the TPS Emergency Procedures and Safe School Plan, Phoenix Rising employees must adhere to the School Crisis Response Plan and Communication Tree. (Enclosure 5). This will help to ensure that all aspects of crisis intervention are identified, supported, and all action steps are taken according to the plan.
10. The PR School Administrator and Assistant Administrator will gather the Crisis Team to complete the first meeting actions steps before the school day begins. If extra support is deemed necessary, both TCJB and TPS staff will be called for assistance.
11. Phoenix Rising and TPS staff must comply with their responsibility within the School Crisis Response Plan. In addition, all Phoenix Rising employees must follow policy and procedure relating to the Communication Tree provisions for contact about a crisis. All staff must ensure that not only do they communicate with their supervisor, but also the staff under them on the Communication Tree.
12. All staff must utilize the Tips for Communicating Incident to Students/Staff and Script for Addressing Students (Enclosure 6).

EXCEPTIONS

13. Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Family Center for Juvenile Justice Director.



JUSTIN JONES, DIRECTOR
TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE

TIPS FOR COMMUNICATING INCIDENT TO STUDENTS/STAFF
AND SCRIPT FOR ADDRESSING STUDENTS

- A script is used to inform students of the incident and available support.
- Scripts should be read during a designated time of the day.
- It is highly advised that schools **do not utilize the loud speaker or auditorium setting to share information** in order to best manage and control reactions.
- Sharing the information in contained settings allows for a better way to recognize and provide appropriate support.
- You are being asked to read this script to the students **in your classroom at/during advisory because it is especially important from a familiar source.**
- You know your students best, and you are capable of determining if their response or reaction will require additional assistance.
- **IT IS NOT NECESSARY TO READ THE BELOW SCRIPT WORD FOR WORD BUT:**
 - ✓ Keep the information **brief and simple.**
 - ✓ Share facts only.
 - ✓ Avoid Speculation.
 - ✓ Quash gossip and other things that have not been confirmed.
 - ✓ Observe the emotional level of the students and make adjustments as necessary.
 - ✓ Please be aware of how YOU feel. If you are having difficulties, please let someone know.

SCRIPT

It is with much sadness that I inform you that your classmate at our school _____ passed away due to _____ sustained on _____. Our thoughts are with his/her family during this difficult time. We know this loss will raise many emotions, concerns, and questions for the entire school. In order to help us cope with this tragedy, social workers, case managers, Grief Center counselors, as well as members from the Tulsa Public Schools are available to talk with students and staff members. They will be in the cafeteria and you are encouraged to go see them as needed. Please let any PR staff know if you want to speak to someone at any time.



PHOENIX RISING

SAFETY RESPONSE STEPS

FIGHTING

1. Staff safety-everyone is CPI trained-verbal de-escalation-not your job to fight the kids
2. Primary consideration is containment and other student safety
3. Call security and or Safety and Security Administrator
4. Attempt to disperse an audience; not allowing others to join in or incite/provoke
5. Separate fighting students as soon as it can be safely done (in two different rooms/areas)
6. Activate clinicians/case managers to process the conflict with both parties separately-no advisory on the day of the incident
7. Contact admin on further steps-to make disciplinary decision
8. Write a narrative to give to admin before you leave for the day
9. Be prepared to take a student home and/or arrange transport

UNDER THE INFLUENCE OF SUBSTANCE ABUSE

1. If they appear to be under the influence, isolate student-calling admin, so, or send to office
2. Submit to search and/or standard field sobriety testing
3. If a student refuses a search, call TPS TPD
4. If a student is searched and something is found, call TPS TPD.
5. If nothing is found, but the student is determined to be under the influence, the student will be escorted to the in-school room and determination of whether they should stay or go will be decided

LOCATING STUDENT WITH ILLEGAL CONTRABAND

1. Isolate the student without an audience
2. Ask the student if they have contraband and to voluntarily surrender it at that time (ex. Do you have weed? If so, please give it to me at this time.)
3. If the student denies claim of contraband, notify the student that they will be searched at that time.
4. Notify security before you begin the search, as there always needs to be a witness during searches.
5. If a student refuses a search, call TPS TPD. Keep student isolated until TPS TPD arrive.
6. If a student is searched and something is found, call TPS TPD. Keep student isolated until TPS TPD arrive. Maintain custody of the contraband and turn it over to TPS TPD when they arrive.
7. Ensure that you write a narrative for the officer and admin at the school at the time of the incident.
8. Must call parent/guardian, pc, or any other member of the legal team of the students

LEAVING WITHOUT PERMISSION

1. Document the time and method of leaving (walked off campus, got in a car, etc)
2. Notify clinician/case manager and then the child's PO/OJA worker
3. Notify the parent/guardian that the child left campus without permission and that the child will be required to be in in-house when they return until a restorative conference is held.

ASSAULT AND OR THREAT TOWARDS STAFF

1. Notify Security immediately
2. First priority is staff and student safety; if the student is escalating then leave their location and move immediately toward security or other staff.
3. Zero tolerance for threats or violence toward staff – the student will be suspended until a parent/administration conference can be held.

VERBAL ABUSE TOWARDS STAFF


1. Redirect student – request that they show respect.
2. If the student escalates, request that they leave the classroom and go visit with the clinician/social worker.
3. Within a reasonable period of time, complete a request for a restorative justice conference with the student and staff member.

TRUANCY

1. Except during passing periods, all students in the hallway or outside must have a signed pass.
2. There are “ten minute breaks” every hour during the school day; students should not need an additional break during the instructional period.
3. Consistent truancy should be first addressed with the clinician/social worker, then with the student's Court/OJA worker, and then referred to administration for possible in-house or out of school suspension.

STEALING

1. For minor theft from other students or staff (value <\$20), request a restorative justice conference.
2. For significant theft, where the property is not able to be recovered, notify security and a clinician/social worker to search the student for the stolen property and to request an officer to take a report.

	<h1 style="margin: 0;">PROCEDURE</h1> <p style="margin: 0;">JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p style="margin: 0;">PHOENIX RISING ALTERNATIVE SCHOOL: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY</p>		Procedure File Number <div style="background-color: black; color: white; padding: 5px; display: inline-block;">PR 002</div>	
	Approved By: JUSTIN JONES, DIRECTOR	Approval Date: 05/15/2017	Supersedes: NEW	Previous Date: NEW

A. SUMMARY:

Establishes policies and procedures for ensuring safety of all Phoenix Rising Alternative School staff while carrying out their duties on behalf of the Tulsa County Juvenile Bureau (Family Center for Juvenile Justice).

NOTE: This document is not intended to be a comprehensive statement of all safety policies, procedures or provisions for employees, but rather to address distinctive safety concerns associated with Phoenix Rising's location, clientele, and types of services available to the students and families.

B. APPLICABLE TO:

Employees of the Tulsa County Juvenile Bureau's Phoenix Rising Alternative School.

C. ENCLOSURES:

1. Safety Response Steps.
2. Tulsa County Juvenile Bureau Incident Report, Form 4667.
3. Phoenix Rising Staff Sign In/Sign Out Sheet.
4. TRACIS Tulsa Public Schools Tulsa Police Department Incident Report.
5. Standard Student Accident Report Form, HD46A.

D. POLICIES:

OBJECTIVE

1. The Tulsa County Juvenile Bureau (Family Center for Juvenile Justice) is dedicated to the safety and security of its employees, the community and the youth and families we serve. The Bureau has developed the policies and procedures herein to provide protection of staff at Phoenix Rising Alternative School and during work-related visits to student/family homes.

SAFETY/SECURITY INCIDENT REPORTING

2. All employees involved in an incident with a youth, family member, or other individual encountered during performance of job duties will report the incident as follows:
 - a. As soon as possible after the incident, the employee will report to their immediate supervisor, outlining the incident and identifying (to the extent possible) all parties involved or present as a witness. (See "Safety Response Steps," Enclosure 1.)
 - b. Within 24 hours, the employee must complete and turn in to the supervisor (for review and forwarding to the Phoenix Rising Administrator) a written Incident Report (Enclosure 2) statement detailing the event, including all known parties involved or present as a witness to the event.
 - c. Within 24 hours, the Phoenix Rising Administrator will report the incident to the Tulsa Public Schools Administrator, identifying all known parties involved.

<h1 style="text-align: center;">PROCEDURE</h1>	Procedure File Number
PHOENIX RISING: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY	<div style="background-color: black; color: white; text-align: center; padding: 5px;">PR 002</div>

D. POLICIES: (CONTINUED)

SAFETY/SECURITY INCIDENT REPORTING (CONTINUED)

3. The Administrator of Phoenix Rising will prepare and send the report(s) to TCJB supervisor(s), who will review each Incident Report and conduct a debriefing with the supervisor(s) or employee(s) involved. If an injury occurs, a Tulsa Public Schools Accident Report (Enclosure 5) will be completed by the TPS Principal and sent to the TPS attorney.

E. PHOENIX RISING ALTERNATIVE SCHOOL SAFETY & SECURITY PROCEDURES:

SCHOOL VISIT SAFETY PROCEDURES

1. If an incident involving a visitor (youth, family member, etc.) creates a potential safety or security concern, the following procedures shall be applied.
 - a. If it appears safe to do so, a PR staff member will first attempt to verbally de-escalate the situation and get the visiting individual(s) out of his or her office or classroom and/or out of the building.
 - b. If de-escalation attempts are unsuccessful, the PR staff member will notify others. Those intervening staff will attempt to verbally de-escalate the situation and request that the visitor(s) leave.
 - c. If these requests fail, Tulsa Public Schools Campus Police Department (TPS TPD) Dispatch (918-749-9966) will be contacted to intervene.
 - d. If threats continue and risk of entering into an altercation seems imminent, a staff member must dial 911.
 - e. All employees involved in a safety/security incident with a youth, family member, or other visitor will report the incident to the immediate supervisor(s) (both TCJB and TPS) as soon as possible, file a written Incident Report (Enclosure 2) with the supervisor within 24 hours, file a TRACIS Report (Enclosure 4) with the TPS TPD, and cooperate in all related processes.
 - f. If a safety or security issue continues, PR staff, in collaboration with TPS TPD and the central office staff, may prepare a Tulsa Public Schools "Ban Letter" for the offending party. It will be served by TPS TPD to the visitor, who would then become a trespasser upon entering school property after that date.

F. HOME VISIT SAFETY & SECURITY PROCEDURES:

CLIENT HOME VISIT OVERVIEW

1. Phoenix Rising staff are required to perform home visits as necessary for students attending Phoenix Rising.

<h1 style="text-align: center;">PROCEDURE</h1>	Procedure File Number
PHOENIX RISING: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY	<div style="background-color: black; color: white; text-align: center; padding: 5px;">PR 002</div>

F. HOME VISIT SAFETY & SECURITY PROCEDURES: (CONTINUED)

CLIENT HOME VISIT SAFETY PROCEDURES

2. Phoenix Rising staff shall ensure they have adequately prepared for each home visit by consistently following the safety procedures provided herein.
3. Prior to conducting each field/home visit, the Phoenix Rising staff shall:
 - a. Conduct an in-depth case record review to determine known risk factors that are associated with the family, their home, or their neighborhood. Process information with other staff members, if applicable.
 - b. Contact the family, if possible, in advance and provide approximate time of arrival.
 - c. Appropriately complete the Phoenix Rising Staff Sign In/Out Sheet (Enclosure 3) prior to departure from the office. Write visiting staff member's name and the initials of the student(s) who will be visited.
 - d. Notify the office manager of PR or the administrator(s) that he or she will be conducting home visits.
 - e. If available, utilize a Tulsa County vehicle to conduct all home visits. Ensure the vehicle is in good condition and there is adequate fuel for the trip.
 - f. If available, complete home visits with another TCJB/PR staff member.
4. Upon arrival at the location(s) of the home visit, the Phoenix Rising staff shall adhere to the following safety precautions:
 - a. Visits can be rescheduled if a staff member arrives at a location and determines it does not look or feel safe to enter.
 - b. Before exiting the vehicle, identify the building where the residence is located, particularly if the residence is in an apartment complex.
 - c. Park in an open area and near a light source that offers the safest walking route to the home.
 - d. Do not park directly in front of the residence. Situate the vehicle approximately "next door" in distance, allowing sufficient space to safely approach and observe.
 - e. Park on the street rather than in a driveway, positioning the vehicle in the direction of planned exit. (Back into the space if doing so is feasible and will enable easier exit.)
 - f. Lock all vehicle doors, and keep windows up at all times. Keep valuables out of sight.
5. When approaching the residence, the Phoenix Rising staff member shall:
 - a. Look and listen for signs of someone in the residence and assess whether there is any indication of danger.

NOTE: Observe not only the outside of the residence, but also the surrounding homes, and be alert for any nearby animals, vehicles, or other sources of potential concern.
 - b. Be aware of any unusual smells that might be associated with the manufacture or use of illegal substances.

<h1 style="text-align: center;">PROCEDURE</h1>	Procedure File Number
PHOENIX RISING: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY	<div style="background-color: black; color: white; text-align: center; padding: 5px;">PR 002</div>

F. HOME VISIT SAFETY & SECURITY PROCEDURES: (CONTINUED)

CLIENT HOME VISIT SAFETY PROCEDURES (CONTINUED)

6. During entry into the residence, the Phoenix Rising staff member shall exercise the following safety precautions:
 - a. Whenever possible, go only to the door that is in plain sight of the street and stand to the side of the door when knocking. Do not stand directly in front of the door.
 - b. As the door is opened, look quickly inside to determine if there are any threats to safety.
 - c. Do not enter the home if an unseen person calls for you to come in; instead, call for the occupant to come to the entrance.
 - d. Quickly evaluate the youth and any occupant(s) to assess their attitude and demeanor, to determine if there are warning signs of aggression, violence, illegal substances or suspicious behavior.
 - e. Do not enter the home unless an adult is present. If the youth is 18 years of age, do not enter the home unless the custodian of the home is present.
 - f. Do not attempt to aggressively persuade the youth if he or she refuses to allow access to the home. If denied access, immediately leave the residence and report the incident to supervisory staff.

7. While inside the residence, the visiting Phoenix Rising staff member shall:
 - a. MOST IMPORTANTLY – LEAVE IMMEDIATELY IF THERE IS ANY PERCEIVED AGGRESSION OR RISK TO SAFETY. If this occurs, contact supervisory staff and complete an Incident Report regarding the situation. Supervisors will discuss and plan for future contact with the youth and/or family.
 - b. Stay near an exit and remain alert and observant.
 - c. Immediately leave the area if there is reasonable suspicion that any occupant(s) in the residence are under the influence of alcohol or an illegal substance
 - d. Remain aware of the possibility of any other occupant(s) in the residence and inquire about anyone that may appear to be in another room.
 - e. Avoid proceeding from the entry area/room into any other parts of the residence without permission of the parent/guardian/custodian.
 - f. When permission is given to enter other parts of the residence, follow the resident (parent/guardian/custodian/youth), staying behind them, and proceed with caution.
 - g. Avoid blocking the other person's way out, and ensure an unblocked exit path is always available.

<h1 style="text-align: center;">PROCEDURE</h1>	Procedure File Number
PHOENIX RISING: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY	<div style="background-color: black; color: white; text-align: center; padding: 5px;">PR 002</div>

F. HOME VISIT SAFETY & SECURITY PROCEDURES: (CONTINUED)

CLIENT HOME VISIT SAFETY PROCEDURES (CONTINUED)

8. In interactions with youth, families or other occupants during a home visit, Phoenix Rising staff will observe the following guidelines:
 - a. Listen carefully and agree with valid points whenever possible.
 - b. Never reply in kind to abuse, rudeness or threats.
 - c. Do not make commitments that cannot reasonably be kept or that exceed authorization levels.
 - d. Use a moderate tone of voice. When speaking, speak plainly and clearly to be understood; emphasize positive intent; stop interruptions tactfully; state key points simply and truthfully.
 - e. Do not adopt a confrontational or aggressive posture, keeping the arms and hands relaxed.

9. When leaving the residence, Phoenix Rising staff shall remain alert to safety risks by:
 - a. Having the keys to the vehicle in hand when approaching the parked vehicle.
 - b. Observing any activity or persons near the residence or in the neighborhood.
 - c. Maintaining awareness of surroundings while making a prompt departure.

NOTE: Staff will avoid lingering on site to make phone calls, write case notes, etc.

10. Phoenix Rising staff member(s) who encounter a life-threatening or dangerous situation shall:
 - a. Withdraw from the situation if at all possible.
 - b. Contact law enforcement authorities and advise them of the situation.
 - c. Contact supervisory staff as soon as possible.

11. All employees involved in a safety/security incident with a youth, family member, or other visitor will:
 - a. Report the incident to the immediate supervisor(s) (both TCJB and TPS) as soon as possible.
 - b. File a written Incident Report (Enclosure 2) with the supervisor within 24 hours.
 - c. File a TRACIS Tulsa Public Schools Tulsa Police Department Incident Report (Enclosure 4) with the TPS TPD.
 - d. Cooperate in all related processes.

PROCEDURE

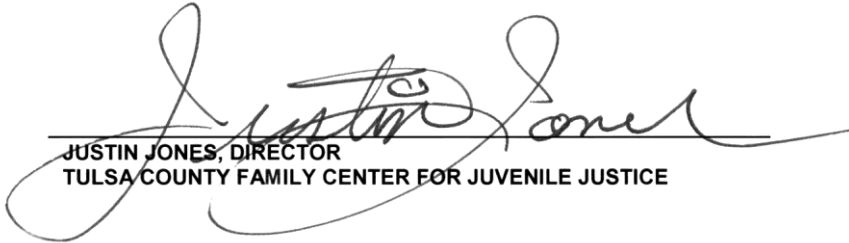
PHOENIX RISING: SAFETY DURING STUDENT/FAMILY HOME VISITS AND GENERAL EMPLOYEE SAFETY

Procedure File Number

PR 002

G. EXCEPTIONS:

Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Family Center for Juvenile Justice Director.



JUSTIN JONES, DIRECTOR
TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE



PHOENIX RISING

SAFETY RESPONSE STEPS

FIGHTING

1. Staff safety-everyone is CPI trained-verbal de-escalation-not your job to fight the kids
2. Primary consideration is containment and other student safety
3. Call security and or Safety and Security Administrator
4. Attempt to disperse an audience; not allowing others to join in or incite/provoke
5. Separate fighting students as soon as it can be safely done (in two different rooms/areas)
6. Activate clinicians/case managers to process the conflict with both parties separately-no advisory on the day of the incident
7. Contact admin on further steps-to make disciplinary decision
8. Write a narrative to give to admin before you leave for the day
9. Be prepared to take a student home and/or arrange transport

UNDER THE INFLUENCE OF SUBSTANCE ABUSE

1. If they appear to be under the influence, isolate student-calling admin, or send to office
2. Submit to search and/or standard field sobriety testing
3. If a student refuses a search, call TPS TPD
4. If a student is searched and something is found, call TPS TPD
5. If nothing is found, but the student is determined to be under the influence, the student will be escorted to the in-school room and determination of whether they should stay or go will be decided

LOCATING STUDENT WITH ILLEGAL CONTRABAND

1. Isolate the student without an audience
2. Ask the student if they have contraband and to voluntarily surrender it at that time (ex. Do you have weed? If so, please give it to me at this time)
3. If the student denies claim of contraband, notify the student that they will be searched at that time
4. Notify security before you begin the search, as there always needs to be a witness during searches
5. If a student refuses a search, call TPS TPD. Keep student isolated until TPS TPD arrive
6. If a student is searched and something is found, call TPS TPD. Keep student isolated until TPS TPD arrive. Maintain custody of the contraband and turn it over to TPS TPD when they arrive
7. Ensure that you write a narrative for the officer and admin at the school at the time of the incident
8. Must call parent/guardian, Probation Counselor, or any other member of the legal team of the students

LEAVING WITHOUT PERMISSION

1. Document the time and method of leaving (walked off campus, got in a car, etc.)
2. Notify clinician/case manager and then the child's Probation Counselor/OJA worker
3. Notify the parent/guardian that the child left campus without permission and that the child will be required to be in-house when they return until a restorative conference is held

ASSAULT AND OR THREAT TOWARDS STAFF

1. Notify security immediately
2. First priority is staff and student safety; if the student is escalating then leave their location and move immediately toward security or other staff
3. Zero tolerance for threats or violence toward staff – the student will be suspended until a parent/administration conference can be held

VERBAL ABUSE TOWARDS STAFF

1. Redirect student – request that they show respect
2. If the student escalates, request that they leave the classroom and go visit with the clinician/social worker
3. Within a reasonable period of time, complete a request for a restorative justice conference with the student and staff member

TRUANCY

1. Except during passing periods, all students in the hallway or outside must have a signed pass
2. There are “ten minute breaks” every hour during the school day; students should not need an additional break during the instructional period
3. Consistent truancy should be first addressed with the clinician/social worker, then with the student’s Court/OJA worker, and then referred to administration for possible in-house or out of school suspension

STEALING

1. For minor theft from other students or staff (value <\$20), request a restorative justice conference
2. For significant theft, where the property is not able to be recovered, notify security and a clinician/social worker to search the student for the stolen property and to request an officer to take a report

IRN: _____

Race: _____ Sex: _____ Age: _____ Date of Birth: _____ JOLTS ID: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date _____

Details of Incident/Complaint (continued):

Resolution:

Evidence/Property (List and Describe, Chain of Evidence Attached, Repair Request Completed):

Was Property Damaged/Destroyed: Yes _____ No _____ (If YES, is a Request for Restitution Needed/Attached?)

Location of Evidence/Property:

Notification (List the Time and All Notifications of this Incident/Complaint Including SUPERVISOR/DEPARTMENT HEAD/DIRECTOR):

Enclosures (list all attached Statements, Receipts and Related Documents):

Was Use of Force Required: Yes _____ No _____

Was Medical Attention Required: Yes _____ No _____

Disciplinary Action Taken: Yes _____ No _____

DISTRIBUTION (Administrative Use Only):

Administrative File _____ Department File _____ Assigned Counselor _____ OJA _____ District Attorney's Office _____

Judicial _____ TPD _____ TCS _____ Recorded on Database _____ Other (Specify) _____


Supervisor _____ date Superintendent's Review _____ date Director Review _____ date

Form 4667 (7-01) Back

**PHOENIX RISING****PR STAFF SIGN IN/OUT SHEET**

Date _____

Last	First	Time In	1 st Time Out	1 st Time In	Time Out	Signature

	<h1>PROCEDURE</h1> <p>JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p>PHOENIX RISING ALTERNATIVE SCHOOL: PROGRESSIVE DISCIPLINE, RESTORATIVE JUSTICE, AND COLLABORATION WITH TULSA PUBLIC SCHOOLS</p>		Procedure File Number <div style="background-color: black; color: white; padding: 5px; text-align: center; font-weight: bold;">PR 003</div>	
	Approved By: JUSTIN JONES, DIRECTOR	Approval Date: 05/15/2017	Supersedes: NEW	Previous Date: NEW

A. SUMMARY:

Establishes policies and procedures for ensuring that Phoenix Rising staff and students understand and utilize progressive discipline protocols aligned with the mission of the Tulsa County Juvenile Bureau (Family Center for Juvenile Justice), principles of Restorative Justice, and Tulsa Public Schools policy.

B. APPLICABLE TO:

All stakeholders of Phoenix Rising Alternative School.

C. ENCLOSURES:

1. Tulsa Public Schools Student and Family Guide to Success.
2. Phoenix Rising Student Handbook.
3. Time Line and Procedure for Restorative Referrals for Phoenix Rising Employees.
4. Phoenix Rising Restorative Practice Structure.
5. Circle Procedure.
6. Phoenix Rising Restorative Task Request Form.
7. Restorative Low, Medium, and High Risk Questions.
8. Effective Questions When Dealing with Challenging Behavior.
9. Phoenix Rising Restorative Justice Task.
10. Phoenix Rising Behavior Contract.
11. Peer Mediation Referral Form.
12. Values and Beliefs for Phoenix Rising Peer Mediation.
13. Parent/Guardian Letter for In-School Suspension.
14. In-School Suspension Sign-In Sheet.
15. Phoenix Rising Simple ISS Rules.
16. Student Reflection Sheet.
17. TRACIS Tulsa Public Schools Tulsa Police Department Incident Report.

PROCEDURE

Procedure File Number

PHOENIX RISING: PROGRESSIVE DISCIPLINE, RESTORATIVE JUSTICE, AND COLLABORATION WITH TULSA PUBLIC SCHOOLS

PR 003

D. POLICY:

OBJECTIVE

1. Phoenix Rising is dedicated to ensuring that all students gain skills to resolve conflict, repair harm, motivate pro-social behavior, and create positive relationships, both at school and within the community. Accordingly:
 - a. Phoenix Rising students are afforded an opportunity for preventative actions, interventions, and diversion activities related to possible acts of misconduct within the school setting.
 - b. In order for the school and students to ensure success, Phoenix Rising staff has adopted Restorative Practices to apply when applicable to infractions within the school.
 - c. Phoenix Rising will follow the Progressive Discipline policy in order to ensure the safety and security of its employees and the youth and families served.
 - d. Phoenix Rising will also adopt the policies and procedures of the Tulsa Public Schools *Continuum of Support and Disciplinary Responses* (a section of Enclosure 1) herein to facilitate that proper responses to inappropriate behavior are implemented, school-based interventions are used, and student consequences are based on the nature and severity of the misconduct.

E. PROCEDURES:

OVERVIEW

1. In the course of fulfilling his or her duties, it is necessary for each Phoenix Rising employee to ensure the safety and security of all students and staff by implementing interventions after behavior infractions and misconducts. Given the importance of progressive discipline and utilizing all interventions and diversions relating to misconducts, employees will observe the following procedures:

TULSA PUBLIC SCHOOLS'

STUDENT AND FAMILY GUIDE TO SUCCESS

2. Annually, Tulsa Public Schools creates and updates its Student and Family Guide to Success. Given the policies and procedures that are mandated by the Oklahoma State Board of Education and Tulsa Public Schools, Phoenix Rising Alternative School (as a partnership school of TPS) will accept and adhere to the following in their current form as enclosed and as each is periodically reissued with appropriate updates and revisions:
 - a. Phoenix Rising staff and TPS employees at the site will adopt and utilize the Tulsa Public Schools Student and Family Guide to Success (Enclosure 1).
 - b. Phoenix Rising will integrate the Tulsa Public Schools *Behavior Response Plan* (a section of Enclosure 1) into the continuum of responses, including Level 100-400 Infractions and the corresponding Disciplinary Responses and Interventions.
 - c. When applicable, Phoenix Rising staff will follow the Restorative Justice Structure before utilizing other responses to any Level 100-300 infractions.

E-2 continues on the following page. →

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PR 003

E. PROCEDURES: (CONTINUED)

TULSA PUBLIC SCHOOLS'

STUDENT AND FAMILY GUIDE TO SUCCESS (CONTINUED)

2. *Phoenix Rising Alternative School (as a partnership school of TPS) will accept and adhere to the following (continued):*
 - d. Phoenix Rising staff are mandated to follow the TPS policy and procedures for responding to all Level 400 infractions, which require a Parent/Guardian Conference and TPS Campus Police Notification.
 - e. Phoenix Rising Staff will also follow the School Protection Act under Oklahoma Statutes §70-6-149.1.
 - f. Phoenix Rising staff will utilize all available resources from each student's "Team," which could include: parent/guardian, student, staff, administrators, Probation Counselors, therapists, community agencies, etc., to support and assist with student interventions.
 - g. Phoenix Rising staff will implement both Peer Mediation (see Enclosures 11-12) and In-School Suspension (see Enclosures 13-15) as interventions and alternatives to Out-of-School Suspension.

PHOENIX RISING STUDENT HANDBOOK

3. All Tulsa County Juvenile Bureau and Tulsa Public Schools staff at the site will adopt and utilize the Phoenix Rising Student Handbook (Enclosure 2) to ensure policy and procedure are followed.
4. The Handbook includes guidelines and policies relating to: attendance, parking and transportation, school visitors, alcohol and other illegal drugs, weapons, stealing and/or theft of property, conflict with others, field trips, school-sponsored events, cell phones, dress code, technology, medication, hall passes, after-school activities, and Restorative Justice.
5. The Handbook will be the first document to which employees will refer in non-harmful situations when there is no immediate danger to self or others. This includes any Level 100-300 infractions in the TPS Student and Family Guide to Success.

RESTORATIVE COMMUNITIES

6. Before the beginning of each school year, the designated Restorative Coordinator will train all Phoenix Rising employees on Restorative communities and Restorative practices. This will include how to create Restorative communities, using Restorative language, how to complete a Restorative referral, various Restorative approaches, and the roles and responsibilities of each staff member as it relates to Restorative Tasks. The Restorative Coordinator will use all aspects of the Time Line and Procedure for Restorative Referrals for Phoenix Rising Employees (Enclosure 3) to train all employees.
7. Advisors will begin to build the school community, Restorative skill practice, and prevention of harm by implementing the Phoenix Rising Restorative Practice Structure (Enclosure 4) within their daily morning meeting.

"Restorative Communities" continues on the following page. →

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PHOENIX RISING: PROGRESSIVE DISCIPLINE, RESTORATIVE JUSTICE, AND COLLABORATION WITH TULSA PUBLIC SCHOOLS

PR 003

E. PROCEDURES: (CONTINUED)

RESTORATIVE COMMUNITIES (CONTINUED)

8. Each Phoenix Rising employee will receive a copy of the Circle Procedure and training from the Restorative Coordinator on how to create a Community Circle. The Circle Procedure (Enclosure 5) is extremely important to the Restorative community and connection. A TCJB employee will be paired with each advisor to assist with creating the culture and community climate of the school.

RESTORATIVE JUSTICE

9. If any staff member, student, or other stakeholder of Phoenix Rising feel as though there has been some harm done to them/others/their classroom/property/the school community, etc., or that a low-level misconduct occurred that can be fixed by using a Restorative practice, or that an intervention is needed to prevent some sort of misconduct or wrongdoing, a Phoenix Rising employee will complete a Restorative Task Request referral form (Enclosure 6).
10. Restorative Task Request referrals should be submitted to the Restorative Coordinator by the end of the school day or the start of the following school day.
11. The Restorative Coordinator (RC) will review submitted referrals within one school day and utilize Restorative approaches in scheduling a meeting with the student. During this time, the RC will ask Restorative Low, Medium, and High Risk Questions (Enclosure 7) and use Effective Questions when Dealing with Challenging Behavior (Enclosure 8) when having a discussion about the next steps in the Restorative process.
12. At the end of each conference, a Restorative Task will be assigned, which may or may not involve referring the incident to Peer Mediation (see E-17 through E-20 and Enclosures 11 and 12).
13. A Phoenix Rising Restorative Justice Task (Enclosure 9) will be completed by the Restorative Coordinator by the end of day and distributed to the student's assigned case manager by the beginning of the next school day.
14. Case managers should review the RJ Task form the first day the student is present, to review the Restorative Task, including, but not limited to: mediations, Peer Mediation, one-on-one, conferencing, specific task to repair harm, Phoenix Rising Behavior Contract (Enclosure 10), etc.
15. Restorative Tasks should be completed within that school day, unless designated by the RC that it may take more time than a day to complete.
16. A Restorative Task summary should be completed for all students receiving a task form. All summaries will be given to the Restorative Coordinator by the end of day each Friday. In addition, the case manager will put a copy of the referral, task form, and summary in the student file.

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Procedure File Number

PHOENIX RISING: PROGRESSIVE DISCIPLINE, RESTORATIVE JUSTICE, AND COLLABORATION WITH TULSA PUBLIC SCHOOLS

PR 003

E. PROCEDURES: (CONTINUED)

PEER MEDIATION

17. One of the Restorative Tasks that may be assigned is Peer Mediation. Peer Mediation is run completely by a student-led group that has been trained and appointed. Peer Mediation is evidence-based when utilized in schools and when following a specific referral procedure: referral process, a mediation process, and a mediation conclusion.
18. The Peer Mediation Referral Form (Enclosure 11) must be completed by both parties, reviewed by the Restorative Coordinator and an Administrator of PR. If deemed appropriate, Peer Mediation will then be utilized as an option to solve a conflict.
19. The students on the Peer Mediation team, the participants, the Restorative Coordinator, and all staff must abide by all Values and Beliefs for Phoenix Rising Peer Mediation (Enclosure 12).
20. If no conclusion can be obtained from a Peer Mediation, the referral will go back to the Restorative Justice Coordinator for review and assignment of a new task.

IN-SCHOOL SUSPENSION

21. If a student has created an unsafe environment either for themselves or others, has more than one infraction, has a high-level infraction, or consistently breaks policy and procedure, one of the Restorative Tasks would be spending a specified number of days in the In-School Suspension room.
22. Phoenix Rising will follow the TPS Student and Family Guide to Success and the PR Student Handbook as it relates to this type of intervention.
 - a. The determination will be made according to the level of infraction and degree of harm to self/others/school community.
 - b. Ordinarily, the decision to implement ISS will be initiated as a suggestion that the PR Administrator will give to the TPS Principal. Ultimately, the TPS Principal will make the final decision. However, the PR Administrator may utilize his or her discretion if an incident occurs that necessitates immediate referral of a student to serve ISS.
23. If a student is given ISS, this will be recorded as a behavior referral in PowerSchool by an appropriate staff member who has access. The behavior will be described and the conclusions will also be documented. Narratives from all those involved in the incident will be given to the PR Administrator or the Administrator's designee.
24. At the time ISS is assigned, a letter will be sent home with the student (see "Parent/Guardian Letter for In-School Suspension," Enclosure 13) to inform the parent/guardian of the situation and what will occur. The student will also be made aware of the decision via conference. In addition to the letter being sent home, a case manager will call the parent/guardian to ensure that the information about the incident and the conclusion are conveyed.
25. There is an *ISS Binder* which will contain the following each morning: students assigned to ISS (and their current schedules and grades); ISS Sign-In Sheet (Enclosure 14); and the Phoenix Rising Simple ISS Rules (Enclosure 15). This will inform the staff member who will be overseeing ISS that day as to who will be in ISS, what work they will need for the students from what teacher, and how to better assist them in preparation for a Restorative conference.

"In-School Suspension" continues on the following page. →

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PR 003

E. PROCEDURES: (CONTINUED)

IN-SCHOOL SUSPENSION (CONTINUED)

26. Students arriving in ISS must immediately turn in their phone to the ISS staff and first complete a Student Reflection Sheet. (Enclosure 16). This will be processed with the student by a school-based clinician and given to both the case manager and the Restorative Justice Coordinator.

CAMPUS POLICE NOTIFICATION AND TRACIS REPORT

27. The TPS Student and Family Guide to Success (Enclosure 1) provides for notification of the TPS Campus Police (TPS TPD) in cases where a student's behavior is creating an unsafe environment for the student and/or others in the school community, as well as in cases involving discovery of illegal contraband or any Level 400 infraction by a student.
28. The PR Administrator or his/her designee will call the TPS Campus Police Department at the dispatch number to report the infraction and gain assistance (918-749-9966).
29. Upon arrival of TPS TPD, the PR Administrator and/or designee will meet with the TPS TPD officer to provide a narrative of the situation and turn over any illegal substances, weapons, or other contraband found, for TPS TPD evidence collection and processing. At this point, all PR staff must abide by TPS TPD mandates and procedures.
30. All staff involved in an incident must write a narrative of the situation and forward to the TPS TPD. This may include having to write a narrative on a TRACIS Report (Enclosure 17). It is mandatory that all PR staff involved in the incident cooperate in the documentation process.
31. It is a violation of this policy for any staff member who witnesses a student creating an unsafe environment either for self or others in the school community, or who finds illegal contraband, or who discovers any Level 400 infraction by any student, to fail to immediately report such observation/discovery to either their supervisor, an administrator, or the TPS Principal or designee. Any JBDC or PR employee found to have committed such a violation may be subject to disciplinary action in accordance with the Tulsa County Juvenile Bureau Policy on Employee Disciplinary Actions (JBDC 123).

EXCEPTIONS

32. Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Family Center for Juvenile Justice Director.



JUSTIN JONES, DIRECTOR
TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE

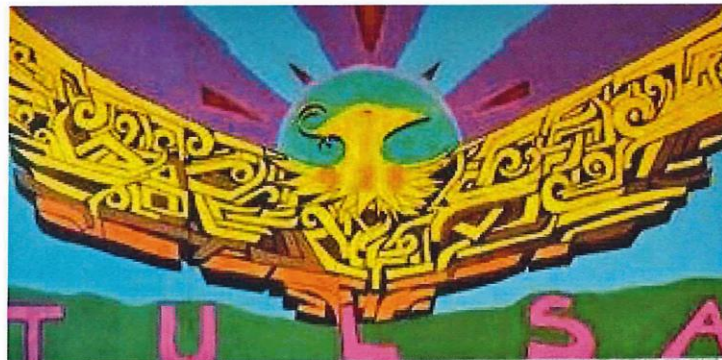


PHOENIX RISING

3441 East Archer Street Tulsa, Oklahoma 74115

www.tulsapublicschools.org

www.tulsacounty.org/juvenile



PR STUDENT HANDBOOK 1

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PR STUDENT HANDBOOK 2

Lindsay Goldfarb - Administrator

Scott Ferris - Assistant Administrator

Micco Freeman - Restorative Justice Coordinator

Gail Dawson Turner - Case Manager

Tito Monroe - Case Manager

Larry Boone - Case Manager

Patrice King - Case Manager

Susan Emery - Therapist

Oliver Ainsworth - Therapist

Diane Dross - Principal

Cassie Austin-Advisor

Matt Myers-Advisor

Krista Waldron- Advisor

Darcy Carson- Special Education

Jessica Keith- Art

Rachel Veale- Career Tech

Jana Schwier- Academic Counselor

Phoenix Rising People to Know

PR STUDENT HANDBOOK 3

PHOENIX RISING BELL SCHEDULE

Hour	Time	Purpose
1	9:00-10:00	Advisory Breakfast until 9:30, Big Picture Learning
2	10:00-11:00	Credit Recovery in Advisory
3	11:00-12:00	Course - Core
L	12:00-12:30	Lunch with Groups
4	12:30-1:30	Course - Core or Elective
5	1:30-2:30	Course - Core or Elective
6	2:30-3:30	Course - Core or Elective

PR STUDENT HANDBOOK 4

ATTENDANCE

A positive educational experience includes regular attendance, classroom participation, and maintaining communication with teachers and staff at Phoenix Rising. School hours will be Monday through Friday, 9:00 AM- 3:30 PM. It is expected that you attend school every day, attend all assigned class periods, and not leave school before it has ended.

If it is necessary for you to be absent, please call either the main office or a staff member before 9:30. After this time, Phoenix Rising Staff will begin making calls to your parent or guardian, probation counselor, emergency contacts, etc. After the third consecutive or non-consecutive day of absence, a member of the Phoenix Rising staff will complete a home visit. This is both to ensure everything is okay and also that you/your family is receiving the support you may need.

If absent, please return with documentation such as court paperwork, doctor's note, written letter from parent/guardian, and any other proof of absence.

Please understand that transportation is NOT an excused absence. If you need a ride to school, please communicate that to staff and we will discuss options, both short and long term.

A student with **more than 9 absences from class** in a semester may be subject to loss of a credit for a class. In addition, if you are **absent 10 consecutive days**, you will be automatically dropped from Phoenix Rising.

While at school, attending class is extremely important for your education. You must attend all class periods and arrive to each one on time. If you know you will be late to class, please get a tardy pass.

Wandering the hallways is not acceptable at any time. Not liking a teacher or class is not an acceptable excuse to skip class. If you complete your work in that class, staff will assist you in finding more challenging educational activities related to that subject. Please communicate with a staff member about any concerns within the classroom and a restorative conference may be scheduled. Increasing levels of action will be taken if nothing is communicated. Continued violations of this rule may result in a possible different educational setting.

You cannot catch up, move forward or graduate without being in class, but you also have to work while you are there. If you are having problems in the classroom and feel that you cannot be in there please talk to your advisor, teacher, case manager, therapist, or any other staff member about the problem as soon as possible so that we can work to find a solution.

PR STUDENT HANDBOOK 5

REMAINING ON CAMPUS

The Phoenix Rising staff is responsible for your safety and security during the school day. To ensure that you are safe at all times, Phoenix Rising is a CLOSED campus. This means that once you are at school, you must remain on campus and school grounds at all times. Even if you arrive early once you are at school you must remain at school until dismissed.

You are not able to leave campus for lunch. If a parent/guardian needs to excuse you for an emergency or another excusable reason, they must make arrangements with staff before leaving campus. If you leave campus without permission, you will not be allowed to return until a conference with you and a parent/guardian, probation counselor, staff member, or an adult significantly involved in your life. If after that conversation, you continue to leave campus without permission, increased levels of action will occur. Continued violations of this rule may result in a possible different educational setting.

- Arrive at school on time and stay at school
- Stay on campus for lunch
- Get permission from staff and parent before giving or taking rides from other students

PARKING AND TRANSPORTATION

All staff and students will park in the back (North) parking lot. The entrance to the parking lot is on North Jamestown Ave. Please do not park on Archer or in front of the school at all. Students may NOT go to their cars during school hours. Without prior authorization by a parent/guardian and staff, students who drive to school may NOT give rides to other students.

If you are picked up or transported in a Tulsa County van, you are responsible for the cleanliness of the van. Please throw your trash away when you leave the van and do not leave a mess for others to clean up. Vandalism on the inside or the outside of the van or county vehicles is considered to be destruction of property. You will be held responsible, required to repair the condition of the property, and may be subject to behavioral interventions.

Your school ID will serve as your bus pass for Tulsa Transit. We will also assist you in learning the Tulsa Transit bus system. We will NOT replace lost, stolen, or damaged student ID cards. If you feel as though that may be difficult, please speak with a staff member to work out a plan.

- **Park in the rear parking lot**
- **Keep the vans clean!**

VISITORS

School safety is our **NUMBER ONE PRIORITY**. All entrances to the building will be locked after 9:30 a.m. All visitors to the building will be required to show a picture ID and sign in at the Security desk. All visitors must have Phoenix Rising visitor's badges clearly visible while in the building.

Phoenix Rising welcomes families, counselors, community agencies, and any other interested parties that are in the lives of the students. However, there is a formal process that a person must follow to visit the school. If a visitor wants to come to the school, they must make an appointment and/or inform the main office. When the visitor arrives, they will check in with the main office, sign in, and receive a visitor's badge. The main office will then notify the appropriate staff. The visitor must be escorted by a staff member within the building.

Any person found wandering the halls in the school without permission, without checking in, and without being enrolled, will be considered trespassing. They will be asked to leave the building immediately and/or escorted off campus. More severe actions will be taken if necessary.

TRANSLATION

We want our building to be safe.

Visitors should check in with security and get a visitors pass.

Family members and other supportive adults are welcome and will have many chances to be a part of your school life.

If you have friends that you think would be a good fit at Phoenix Rising please have them call a staff person to set up an appointment to apply. It will be hard for a staff person to give enough attention to this request during regular school hours.

ALCOHOL AND DRUGS

Phoenix Rising and Tulsa Public Schools maintain strict policy regarding the possession or the use of alcohol or illegal substances and related paraphernalia. Staff has the right to assess and/or search a student at any time, if reasonable suspicion exists. Possession of/ or using illegal substances, alcohol, or related paraphernalia on school premises or at any school sponsored

PR STUDENT HANDBOOK 7

activity is grounds for notifying the Tulsa Public Schools Campus Police and/or the Tulsa Police Department.

WEAPONS

There is ZERO tolerance on this matter at Phoenix Rising. If something is a weapon or can be seen as a weapon, it will be treated as a weapon. Relative to weapons, it is considered a Tier IV offense and we will follow the TPS Family Guide for Student Success regarding the safety and security of all students. TPS Campus Police and/or the Tulsa Police Department will be notified.

Any individual entering a TPS facility may be subject to scans by either walk-through or hand-held metal detectors. As set out below, the school principal or designee may also authorize the search of a student's person or personal property and seize prohibited, illegal or harmful items in the student's possession. School authorities may seize prohibited or illegal items or other substances. Items that could reasonably be expected to be used to disrupt or interfere with the educational process may be temporarily removed from student's possession. Refusal to submit to a search, when reasonable suspicion exists, may result in suspension.

TRANSLATION

Your privacy and dignity is important to us. We will not ask to search you unless it is important to your safety or someone else's. Most times your word will be enough for us to believe you. When we ask for a search to happen it is because something very serious is happening and unfortunately we will need to have your word **and** see for ourselves that you are safe and others around you are safe. Please understand that asking to search you does not mean we are blaming you or accusing you of something. It may be that in order to be fair to others everyone in an area is searched. If you are asked to be searched please cooperate. Refusing to be searched makes you look guilty. If you are found to have something you are not supposed to, your cooperation keeps it from getting worse. If nothing is found then you have gained trust from us in your cooperation. We will always try to find a way for you to grow from your mistakes and finding out you have something you are not supposed to have is no different.

If you bring a weapon to school there is nothing we can do to save you from very serious criminal charges. If you feel unsafe at school for any reason tell a staff member or other trusted adult. We can handle it in a way that doesn't look like snitching but also keeps everyone safe and out of detention/jail. If you need money, don't bring a weapon or drugs to sell at school. We have many staff that can help you find a job, or work for some quick money. We also know where to get stuff you need in an emergency like clothes, food and shelter. Use your words

PR STUDENT HANDBOOK 8

instead of getting in trouble with mistakes. All of us have fallen on hard times or struggled with feeling safe at one time or another so there is nothing to be embarrassed about, we will keep it on the DL.

STEALING

The staff at Phoenix Rising is more than willing to support and assist you with anything you may possibly need whether it is clothing, food, or something else. We want to protect the possessions of every single person that walks into Phoenix Rising. Therefore, if you decide to take something that does not belong to you, please understand that this will be considered theft. Stealing is considered disrespectful and unacceptable by our society and it is our goal to help you learn to do the right thing in this situation. If you are found to have taken something that does not belong to you a restorative conference will be held to make a plan to repair the situation. If you are unwilling to participate in the restorative process more serious consequences will be put into place potentially resulting in transitioning to another school.

Translation

Don't take something that does not belong to you.

Just because something you want is lying around and no one is watching does not mean you can take it. While people should not leave their stuff lying around, that does not make it okay for you to take it. If you decide not to take this advice you will have some relationships to repair and while we try to avoid it, legal charges may be brought against you depending on how serious the theft is.

CONFLICT WITH OTHERS

Verbal

- There is a difference between exchanging inappropriate words with someone and threatening someone. Provocation, increase in tone, obscene or vulgar language about or to someone even if you are “just playin” may lead to something more escalated. Please understand that while you may not be upset, it could be extremely hurtful or scare someone else. This is when it is unacceptable and must be resolved by a restorative conference. If you refuse to participate in the conference, increased levels of action will occur. Continued violations of this rule may result in a different educational setting.

Translation

When you get into an argument (have words, talk noise etc) with someone and it gets heated or someone gets upset from it you will have to talk about the situation with staff and the other people involved so that it can be made right. If you cannot sit down and talk calmly about the situation you will have an opportunity to learn the skills to make this happen from a restorative justice standpoint. If verbal conflict continues to cause problems, staff will meet with your support team to put a plan together which could possibly include going to another school.

Physical

- Physical contact with staff, peers, or any person on campus is unacceptable and will result in immediate consequences relating to progressive discipline. Depending on the severity of the situation, students will be subject to a restorative practice and/or levels of action in the TPS Student and Family Guide.

Translation

If you hit someone or get into a physical fight you will be required to participate in repairing the damage to relationships and the school environment if possible. For safety reasons it may be necessary for you to sit out of school until a plan can be made for you and others to be safe. If this happens, staff will help put services like anger management counseling in place for you so you don't hurt someone or get in more trouble.

Some fights do so much damage to relationships and other people that you may have to go somewhere else for school while you work out how to stay in control of yourself. You could even be charged with a crime. If you have had a difficult time controlling your anger in the past please let staff know about this. We can help you put a plan together so that you don't hurt someone or get in trouble.

FIELD TRIPS

Phoenix Rising students will have many opportunities to go on field trips in the community to add to learning in the classroom. Students will be required to have a permission slip signed by a legal guardian for each individual field trip they are invited to participate in. It is the student's

PR STUDENT HANDBOOK 10

responsibility to make sure field trip permission slips are signed. If you are having difficulty getting these signed or back to school let a staff member know so that we can help you develop a plan for communication and organization.

Not everyone will get to go on every field trip. For example the Biology class might take a trip to a farm to learn about classification of animals. A student not enrolled in Biology that semester won't get to go. We believe that Phoenix Rising Students are valuable members of the community and field trips are an opportunity for us to show others that Phoenix is not made up of "bad kids". If you are having a bad week, or bad day a staff member might ask you to stay behind from a field trip to make sure that problem is not carried into the community before it can be worked out. We want every Phoenix Rising student to get to experience great field trips for years to come, which means we have to get invited back by those places. Being asked to stay behind is not meant as a punishment (though it may feel like it). It should be looked at as a "natural consequence" and a sign that your behavior might need to change. Talk to your case manager or therapist about what changes might need to happen and make a goal to make it happen.

SCHOOL SPONSORED EVENTS

Our goal is to make PR one of the strongest communities you have ever been involved with. Over the years we have listened to our students and with their help planned fun activities outside of the normal school day. Prom, Basketball games, Holiday dances and quarterly family nights are all fun ways for us to connect with our family and friends. The reason we have been able to continue to do this is because of students like YOU. We need your help to make these events happen. Read below to see what you can do.

PROM

Phoenix Rising prom is still very young at three years old. Each year a student prom committee is organized at the end of the first semester. This group of students is responsible for creating a theme, planning decorations, music, food and preparing the space to make for a night to remember. Like other schools our prom will need to be kept in check. One guest per student may be invited from other schools, however each guest must be approved in advance by school administration. Every student who is eligible to attend prom will receive a form to fill out stating their intention to attend prom and to bring a guest. Information about the guest will be needed (refer to prom guest approval form). Your guest will need to have permission from their school's administrator, their guardian and your guardian to attend with you. If you are on probation your probation counselor will also be notified. All guests must be approved **at least one week** before the prom night. If something goes wrong with your guest in that week please

PR STUDENT HANDBOOK 11

let a staff member know so that we can know not to expect them. If you would like to change your approved guest an additional approval form must be submitted at least seven days before the prom. An alternate guest cannot be approved within the week before the prom. PR prom is a school event and all school rules still apply (except amplified music of course!). So that means no alcohol, drugs, tobacco, weapons or gang affiliated activity will be allowed. Fun will be had in a safe, sober sort of way. If you are interested in helping plan the prom please speak with a staff member.

Sports events

At various times throughout the year Phoenix Rising students may be participating in games during the evening. It is our hope that any Phoenix Rising sporting events will be supported by other students. While it may be out of school hours all school rules still apply to students attending games. When you are part of a PR event you are representing our school and we want that to be positive. Our community expectations still apply and any violation of school rules even at off campus events will result in a restorative justice response. Strange as it may sound off campus school sponsored activities will require a higher expectation for behavior as again we are representing ourselves to the community.

DRESS CODE

Phoenix Rising seeks to be an inclusive community and this might mean some changes need to be made to how you dress in the building. While we do not require a uniform, there are a few guidelines that we ask you to stick to when choosing what to wear.

Colors

Black, white and grey are always safe choices. While we realize that all colors could have some gang association, try to use your best judgement about what you are representing to staff and the community. We will help you develop good judgement around these standards. Remember that half of the adults in this school work for the Juvenile Bureau and are coworkers of your probation counselors and judges. Flying flags or other symbols of set membership will be pointed out by staff and you will be required to give up these items, so please don't bring them. Staff will make every effort to provide alternative clothing if it appears you are trying to dress out. Refusal to change will be handled through restorative conferencing and fulfillment of a restorative contract.

Style of Clothing

Students should consider modesty when choosing clothing for school. Clothing should cover your body so as not to reveal your underwear. This applies to sagging, low cut shirts, and high cut skirts and shorts. If your fingers extend past the end of your shorts or skirt it may be too short. Any students wearing clothing with images depicting drugs, alcohol, weapons or explicit sexuality to school will be asked to change. Repeatedly wearing these items to school will result in a restorative conference and the completion of restorative tasks.

Some things need to be kept in mind when deciding what to wear to school:

Could your clothing possibly offend someone else with inappropriate words or pictures? If yes then you should not wear it to school.

Do your fingers, when put at your side extend past the bottom of your shorts, skirt or manpris? If not you may need to change into something longer.

Shirts are to be worn at all times in school.

Dressing out in the colors that represent a gang, especially the gang you are known to be affiliated with is not a good choice in our school. Remember that half of the adults in this school work for the Juvenile Bureau and are coworkers of your probation counselors and judges. This could be really good, as we can tell them how well you are doing with this requirement, or not so good if we have to report refusal to follow through with staff recommendations.

CELL PHONE USE

Basic Rules

- When working in an educational or professional environment, please always make sure that your phone is always on vibrate.
- **There will be NO cell phone use during instructional time.** This includes talking and texting.
- Emergency calls must be directed to the main office, not your cell phone.
- If you know that you are expecting an important phone call from a doctor, job, probation counselor, child's daycare, etc., please let staff know. If not, we will assume it is inappropriate use of the phone.
- If you need a calculator or the internet, please let a staff member know and they will find you access to this technology. Please do not utilize your phone for this reason.

PR STUDENT HANDBOOK 13

- If you receive a phone call that is not an emergency, please allow it to go to voicemail. You are able to make return calls at the appropriate time.
- Offensive conversations and/or music are not allowed inside the school out of respect for your peers, teachers/staff, visitors, and yourselves.
- You may use your phone **before school, during lunch, and after school.**

Staff Responses

- **First Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will be given an opportunity to correct behavior.
- **Second Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will be given a pass to the appropriate staff, who will record the incident, and schedule a restorative conference.
- **Third Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will have their phone confiscated by staff. It will be placed in a secure location in the main office. Student will receive their cell phone at the end of the day.

TECHNOLOGY/COMPUTER USE

Basic Rules

- **There will be NO MUSIC during instructional time.** Unless this is designated in your Individualized Education Plan (Special Education), Behavior Plan, or Individual Learning Plan.
- No amplified music will be permitted at all.
- You may listen to music **during passing periods, before school, during lunch, and after school.**
- School computers may not be used to stream music or music videos.
- School computers may NEVER be used for any social media, including Facebook, Instagram, Twitter, YouTube, etc. Using websites not related to the instructional lesson, at the time, will not be permitted.

Staff Responses

- **First Violation:** Technology being utilized inappropriately and/or students that are blatantly breaking the technology agreement will be given an opportunity to correct behavior.
- **Second Violation:** Technology being utilized inappropriately and/or students that are blatantly breaking the technology agreement will be given a pass to the appropriate staff, record the incident, and schedule a restorative conference.
- **Third Violation:** If after the conference, technology continues to be utilized inappropriately and/or students are blatantly breaking the restorative agreement, the student will have their technology privileges revoked, with a chance for reinstatement (on a case by case basis).

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Excessive inappropriate technology usage can result in conferencing to determine appropriate educational placement within this program. This will include all parties affected by this behavior.

MEDICATION

If a student is required to take medication during the school day, it must be checked in with the nurse especially if it is a controlled substance. Several things must occur:

1. **A guardian must sign a form giving the nurse permission to give you the medication.**
2. If the medication is something that you need to keep on you like an inhaler, or medicine for diabetes, your guardian must fill out a form allowing you to carry the medication and give it to yourself.
3. If you are prescribed something during the year please, let your case manager or another staff member know so that we can get the appropriate form signed by a parent.
4. Do not bring any medication to school without speaking with a staff member. Any prescription drugs found in a student's possession at school will be secured and a restorative conference will be scheduled. This could result in referral to a drug assessment and treatment or other appropriate consequences.

PASSES

During regularly scheduled classes all students must have a pass in order to be out of class. Staff and teachers will need to know that you have permission to be out of class, even if you are running an errand for a teacher or to check in with another staff you may be asked to return to your class to get a pass before being allowed to complete your mission.

If or when you will be more than 15 minutes late to your first class you must get a pass from the front office/staff member before going to your first class. This is so we can count you as tardy instead of absent. If you do not check in with the front office you may be counted absent and potentially not get credit for the school day. If you are on probation this attendance information is shared with your probation counselor so please check in so that we can be sure we counted you present.

AFTER SCHOOL ACTIVITIES

Phoenix Rising is always attempting to make school work harder for you. This year we will be offering after school programming, both academic and extra-curricular. Every student will have the opportunity to take on extra work in order to gain credits faster and catch up with grades. After school Monday-Thursday advisors will be on site to help students with E2020, tutoring help and in certain cases fun activities.

You will hear all about these options during the first few weeks of school. If you have any suggestions for activities you would like to see happen after school please take a moment to fill out the suggestion page at the back of this book and return it to a staff member, or let a staff member know your idea.

SOCIAL SKILLS

It may seem like there are a lot of “DO NOTS” in this handbook, and there are. But what about the “DO’s”? All Phoenix Rising students will be participating in learning social skills over the course of the school year. These social skills will teach ways of dealing with bad situations that don’t get anyone in trouble. Some of the subjects are anger management, peer pressure, communication skills and goal setting.

AFTER-SCHOOL TUTORING PROGRAM

This year, Phoenix Rising will be offering after school tutoring and online access for coursework. This will include your classmates and possibly students from other high schools. Please welcome those other students to our school and make them feel comfortable within our community. All of the same policies and rules apply during this time. If there is a known safety issue, please inform the PR Administrator or Assistant Administrator immediately. There will also be a third meal right after school for those who qualify. Please let the counselor know if you are interested in this programming.

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RESTORATIVE JUSTICE

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community, and involves a process that repairs relationships when harm has occurred. This process involves but is not limited to participating in Community Circles that support daily check – in’s within the class room, challenging behavior, planning class room activities, and building a strong community in and out of the class room. Phoenix Rising will hold each student accountable for inappropriate behavior utilizing Restorative Practices which include community circles, community conferencing, Restorative tasks, and other forms of Restorative Practice.

Part of being a student / community member of Phoenix Rising means participating in Restorative Practices to promote positive school culture and enhance pro-social relationships within the school community. Choosing not to be a part of the restorative culture may mean being transitioned away from Phoenix to an educational environment that is more suitable to that student’s needs.

WE ARE EXTREMELY HAPPY THAT YOU CHOSE PHOENIX RISING!

WE HOPE YOU HAVE A WONDERFUL 2016-2017 SCHOOL YEAR!



PR STAFF

PR STUDENT HANDBOOK 17



PHOENIX RISING

TIME LINE AND PROCEDURE FOR RESTORATIVE REFERRALS FOR PHOENIX RISING EMPLOYEES

1. Restorative Referrals should be submitted by end of school day and/or start of the next school day.
 - Restorative Request form
 - Restorative Language
2. Restorative Coordinator will review Referrals within one school day
 - Utilizing Restorative Approaches
3. Restorative Tasks will be distributed to case manager the start of the next school day.
 - Case Managers will Refer to the Restorative Language
4. Case Manager should make contact with student first school day student is present to go over restorative task, restorative task should be complete by that day unless task requires more time.
 - Restorative Mediations
 - Restorative Conferencing
 - Restorative one on ones
5. Follow up's on restorative tasks should be done on every Friday. Submit follow-up summary no later than end of day Friday's.
 - Restorative Language

Phoenix Rising Restorative Practice Structure

Level 0: Classroom Traditions which help with building community, skill practice, and prevention of harm.

- Circle Topics
 - Low Risk
 - Medium Risk
 - High Risk
 - Immediate Need (school and classroom issues, news, celebrations, etc.)
- One-on-One Procedures connected to learning plans
 - Scheduled weekly meetings about:
 - Learning plans
 - Personal goals
 - Support needed

Level 1: Quick Interventions for school goals

- Quick Restorative Justice Intervention Questions
- Restorative Tasks
- Peer mediation procedure
- Peace Circles

Level 2: Community Conferences

- Conference with Student, Advisor, Social Worker and Student Advocate
 - Student led
 - Adult led

Level 3: Community Conferences Continued

- Conference with Student, Advisor, Social Worker, Student Advocate and Family and/or Probation Counselor
 - Student led
 - Adult led

Level 4: Community Conferences Continued

- Conference with Student, Advisor, Social Worker, Student Advocate, Family and/or Probation Counselor, and Director and/or other external authority figure
 - Student led
 - Adult led

Circle Procedure

The Circle is a potent symbol. Its shape implies community, connection, inclusion, fairness, equality and wholeness.

1. **Create a circle with students, parents, staff, and or others involved** - Meeting in circle creates a level playing field for all participants vs sitting in rows in a traditional school limits connection and conversation.
2. **Introduce who will be the circle keeper as well as the role of the circle keeper.**
ROLE: The role of the circle keeper is not to facilitate, but to act as a guide that introduces the circle prompts and ensures that the circle remains a safe space by reviewing the circle guidelines.
3. **Share about the circle guidelines:** Before any circle begins it is critical to review the circle guidelines to express the importance of the circle being a safe place to share. The circle is a container that can hold as much or as little as people feel comfortable sharing. The guidelines will help to ensure a safe space for connection and learning.

Point to the poster and read the guidelines:

- **Respect the talking piece** – Whoever is holding the talking piece should be the only one talking in the circle.
 - **Speak from the heart:** Share only your experiences; perspectives, feelings-not those of others “I” statements
 - **Listen from the heart:** Let go of stories that might upset you , be opened minded and non-judgemental
 - **Trust you will know what to say:** No need to rehearse
 - **Say just enough:** Be considerate of the time when sharing
4. **ASK:** Are these guidelines something we can all agree to?
Is there any other guideline we need to add?
 5. **Circle round 1:**
 - A. **Introduce the talking piece.** (Share the reason you selected the talking piece for today’s circle.)
 - B. **Introduce the first circle prompt:** For our first circle round , please take no more than 15 seconds to share:
 - The first topic should focus around a fun or easy topic to get everyone interacting and to build trust.

- Ask a volunteer to start and have them state what direction they will pass the talking piece before they answer.

6. Circle round 2:

- This topic should relate to the first topic as far as the goal of getting the community members to interact and build trust within the circle members.

7. Circle round 3:

- By this time the circle keeper will have better vision if the third round is the right time to start asking questions that will address any situations and or behavior that has affected the community. The first 2 rounds will have built trust that will support community members to take a chance and participate.

8. Circle round 4:

A. Closing:

- Closing a circle is more effective when a community member has the last words that are encouraging for all members. This can be a poem, letter, or just anything that has meaning to the closer.



PHOENIX RISING
RESTORATIVE TASK REQUEST FORM

Date Requested: _____ **Person Requesting** _____

Student involved: _____

Others that may be affected (Please include students and staff):

BRIEF DESCRIPTION OF WHY PERSON IS REQUESTING THE RESTORATIVE TASK

WHAT RESTORATIVE TASK WOULD ADVISOR LIKE STUDENT TO COMPLETE?

Low, Medium, and High Risk Questions

Low Risk:

1. Name a place from which you have seen a spectacular display of nature.
2. What was one of the best days of your life?
3. Where do you most often go when you want to be alone?
4. What is the most adventurous thing you've done in the past few years.
5. Name the group where you felt happiest, most integrated, most accepted.
6. What activities do you do well?
7. Where do you feel most at home (other than home itself)?
8. What is the greatest success in your life?
9. What media events have influenced you?
10. Who is your best friend?
11. What is your favorite food?
12. How do you relax?
13. What is your favorite book?
14. Who is your favorite author?
15. Who is your favorite singer/favorite type of music?
16. What is your favorite childhood memory?
17. What is your greatest pet peeve?

Medium Risk:

1. Who is someone, whether living or dead, fictitious or real, met or unmet, that you really respect or admire?
2. Tell a time when you felt you made a very important decision.
3. Who are the three most influential people in your life?
4. What are three words you would most like said about you?
5. What are five values you hold highest?
6. What are your political party beliefs?
7. What are your beliefs on religion and spirituality?
8. Who are teachers/counselors/coaches that had a significant influence on your life in your past?
9. What is your favorite quote/inspirational message?
10. What skill do you wish you had?
11. What is your most significant volunteer experience?
12. Who is the one individual who convinced you to come to Phoenix Rising?

13. What do you picture your career being ten years from now?
14. What is something most other people don't know about you that you wish they did?

High Risk:

1. Who is the person who brings you happiness or joy, makes you smile, almost every time you see him/her?
2. Name the first person with whom you ever fell in love.
3. Name three women (outside your immediate family) that you love (use your own definition of love.)
4. Name three men (outside your immediate family) that you love (use your own definition of love).
5. Tell about your experience in confronting someone on inappropriate behavior or language.
6. What would you do if you had one year left to live?
7. During what year did you experience the greatest amount of personal growth; that is, what year was the most significant in terms of your development?
8. What is the most challenging thing you've had to do?
9. If you knew a friend was blatantly cheating in class what would you think/how would you respond?
10. What is your greatest fear?
11. For what contributions would you like to be remembered?
12. What is your most embarrassing moment?
13. How would you most like to be remembered?
14. What makes you most frustrated about Phoenix Rising?
15. What is your greatest regret?
16. Name one time you experienced a great deal of peer pressure.
17. If you could do anything over again, how would you do it differently?
18. How have you boosted someone's self-esteem?
19. What is your relationship like with your immediate family?
20. If you had three wishes, what would they be?
21. Tonight you can do anything you want, no penalties, no reprisals, the cost is unimportant. What will you do?
22. If you could change one thing about yourself, what would it be?
23. Describe the best or worst date you've ever been on.



PHOENIX RISING

EFFECTIVE QUESTIONS WHEN DEALING WITH CHALLENGING BEHAVIOR

What happened? _____

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you
have done? _____

In what way?

What do you think you need to do to make things right? (Restorative Task)

Phoenix Rising Restorative Justice Task

Student name: _____

Date: _____

A choice you have made has either caused you, someone else, or the school harm. In order to repair that harm you have been issued a restorative task that will give you a chance to take responsibility for your choices.

Individuals involved: _____

Brief description of behavior: _____

Task assigned: _____

When will task be completed Date: _____

Comments on task: _____

This task has been completed ☐ Date _____This task has not been completed ☐

Student: _____

Teacher/Staff: _____

Restorative justice is a theory of justice that emphasizes repairing the harm caused by behaviour. It is best accomplished through cooperative processes that include all people involved. This can lead to transformation of people, relationships and communities.

Phoenix Rising - Behavior Contract

I, _____ understand that I must comply with the following items
(Student Name)

set forth in this contract moving forward while enrolled at Phoenix Rising.

Section 1-Targeted Behaviors

1. Non-compliance and disrespectful behavior towards specific staff when given directives.
2. Inappropriate language towards staff and peers, including profanity, increase in tone, disrespectful words and phrases, and refusing to utilize appropriate words.
3. Off-task behaviors which include: not starting or completing work in the classroom, or being on various websites during time when he should be on online coursework, on inappropriate websites NOT relating to academic or instructional information.
4. Leaving class or school without permission.
5. Roaming or walking the halls during instructional time.
6. Not wearing school appropriate attire.

Section 2-At all times I will comply with the following:

1. I will follow all classroom, Phoenix Rising, and Tulsa Public Schools rules.
2. I will follow all directions and re-direction from any staff in the Phoenix Rising program.
3. I will use appropriate language, tone, and phrases with all adults and peers.
4. I will focus on work while in class and complete class work during class time.
5. I will remain in class and school for the full school day.
6. I will remain on appropriate and not use other websites not related to school work including YouTube, Twitter, Facebook, or other websites inappropriate or interfering with educational progress.

Section 3- I agree to do the following:

1. I will comply with all rules and regulations.
2. I will follow directives the first time I am given a task or spoken to by staff.
3. I will utilize appropriate language and phrases towards staff and peers with respect, at all times.
4. I will come to school every day, on time and prepared to complete class work.
5. I will seek support from any Phoenix Rising staff member if extra assistance is necessary, concerning either academic or social/emotional issues.
6. I will work towards all of my goals in my Individualized Learning Plan and comply with action steps every week.

**Section 4- Ways to assist to be in compliance with
rules and behaviors set forth in contract**

1. If student recognizes that he may be triggered by something and is becoming escalated, he may ask to speak to his social worker immediately.
2. Student will be allowed a brief 3-5 minute break from class (per the staff member discretion) if he needs to refocus, but it must be supervised.
3. Student will ask to speak with a member of the Phoenix Rising staff if necessary.
4. Student will be allowed ample time to follow directives and re-direction.
5. Frequent check-ins with teachers or Phoenix Rising staff to ensure compliance
6. Make sure that student understands classroom and school rules, appropriate behavior expectations, and consequences for behavior.
7. Verbal praise and encouragement when appropriate

**Section 5- Interventions or Violations of the behavior contract
staff may choose whatever item they deem necessary**

1. Restorative Practices with student and advisor
2. Conference with student, Phoenix Rising staff, Parent/Guardian, and Administrator
3. Sent home with Restorative Task assigned by Social Worker/Advisor
4. In or Out of School Suspension
5. Follow the TPS Student Code of Conduct
6. Complete removal from program if deemed appropriate

I, _____ understand that if I do not comply with **ALL** items on my
Student Name

Behavior Contract OR violate any part of the Student Code of Conduct, that there will be immediate interventions.

Student Signature _____ Date _____

Parent Signature _____ Date _____

PR Administrator Signature _____ Date _____

PR Staff Signature_____ Date_____

A copy of the contract will go to the student, parent, and will be put into the student file.

SAMPLE



PEER MEDIATION REFERRAL FORM

WHO IS MAKING THE REFERRAL _____ Date _____

WHO WAS INVOLVED IN THE INCIDENT?

WHERE DID THE INCIDENT HAPPEN?

WHAT TIME AND/OR TIME OF DAY DID THE INCIDENT HAPPEN?

DESCRIBE THE INCIDENT AND WHAT HAPPENED

WHY DO U THINK PEER MEDIATION WOULD WORK OR IS NEEDED?

Values and Beliefs for Phoenix Rising Peer Mediation

The following are the standards for both the Peer Mediation team and the actual Peer Mediations. Those who are Peer Mediators and/or involved in a mediation will be terminated from the program or opportunity to mediate if these rules are not followed. These rules are to be followed by not only the leaders of this program, but by the outside students as well.

- 1) Each person will get a chance to speak, based on the Lead Peer Mediator. Therefore, only one person will speak at a time.
- 2) There will be absolutely no blatant acts of violence, no verbal aggression, no profanity, no threats, or acts of violence (taking an aggressive stance, making a fist, etc.)
- 3) Full participation is a requirement from all participants.
- 4) This is fully voluntary and it is an alternative to progressive discipline.
- 5) Full respect is required by all who are in the circle. Failure to show respect will result in a terminated session. It will be up to the Peer Mediators whether it will be rescheduled.
- 6) A solution must be agreed upon, otherwise the only other option is meeting with the Restorative Coordinator and then the Administrator.

Referral Process

This referral process will determine if a peer mediation session is necessary.

- 1) You must fill out a peer mediation form. (Please see the Peer Mediation Referral Form.)
- 2) Anyone may fill out a referral including staff, students, admin, clinicians, etc.
- 3) Once you fill out the peer mediation form, please put the referral in the Peer Mediation Referral Box which is in Mr. Micco and Mr. Larry's Office.
- 4) One of the team members will check the box at the end of the day.

Once The Referral Is Received:

- 1) Peer mediators will review the referral and understand the need or concern.
- 2) The team will determine the severity of the issue. Keep in mind, our goal is to service everyone, but if it's something like *"ohh she stepped on my shoe,"* then chances are, we will not initiate a mediation session. Now however, if it's something like *"ohh he spilled my food all down the front of me and now I'm ready to beat some ass,"* well then yes we do have a good enough reason to initiate a mediation.
- 3) Once the team decides that it will have a mediation, they will call everyone to the table and start the process of an intervention.

Conclusion

- 1) Upon the conclusion of the mediation, all participants will be asked to sign a contract stating what they will do differently to prevent the problem from happening again.
- 2) The solutions that are agreed upon will be the participants' choice.
- 3) They will be asked to come up with them on their own accord, however we (the mediators) will throw out suggestions to help them agree upon something.
- 4) The final outcomes will be based on a fair agreement between parties that the Peer Mediators believe to be the best outcome.
- 5) If nothing can be agreed upon, then the Restorative Justice policy will continue.



PHOENIX RISING

DATE _____

Phoenix Rising Alternative School
3441 East Archer Street
Tulsa, Ok. 74115

To the parents/guardians of _____,
Student Name

Safety, security, and student success are priorities for Tulsa Public Schools and Phoenix Rising Alternative School. Student conduct is a critical factor in maintaining a safe and secure learning environment for all students.

_____ was referred to the administration at Phoenix Rising for
Student Name

violation and disregard of Tulsa Public Schools' Target Behavior:

Code # _____ Conduct _____

The violation occurred on _____.
Date

CONSEQUENCE: IN-SCHOOL SUSPENSION

The In-School Suspension will be for a period of _____ days, to begin on
Start Date _____ End Date _____

The student and the staff at Phoenix Rising are responsible for ensuring that all of the students' work is readily available to him during this time, as is a computer for him/her to work on their online coursework. They will also be reflecting on their behavior through meeting with a member of the clinical staff and participating in an aspect of Restorative Justice.

Please feel free to call 918-833-8351 if you have any questions about the referral and/or suspension assigned.

Sincerely,

Lindsay Goldfarb

Date_____

[illegible]

Staff Assigned Signature_____



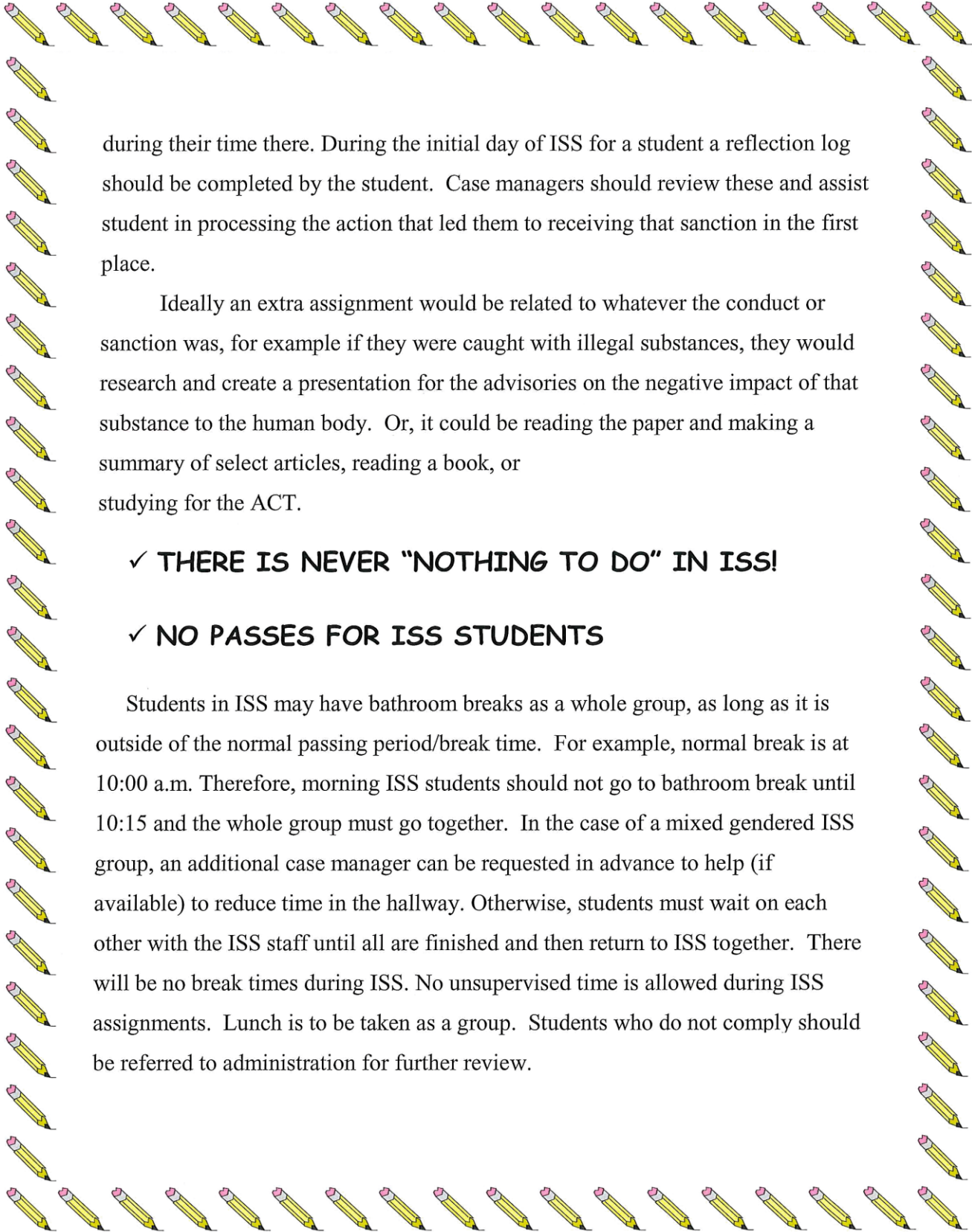
PHOENIX RISING SIMPLE ISS RULES

✓ **NO PHONES IN ISS**

Phones must be checked in while in ISS. There are envelopes and plastics bags available in the main office for ISS staff to put phones in and label them. The phones should be stored in a safe location where the staff can monitor them. If a student refuses to give up their cell phone their specific case manager should then be notified to assist in the process. If their case manager is not able to achieve compliance the student should be referred to an administrator and that case manager should escort the student to the office. If opposition is still maintained the student should be asked to leave campus, parents called and a re-entry meeting scheduled with the student's support team to re-establish appropriate self-control in the student.

✓ **STUDENTS SHOULD BE WORKING AT ALL TIMES WHILE IN ISS.**

This is not a time for students to watch YouTube videos or sleep. The ISS staff is responsible for keeping students accountable to these rules. Check in on their work with them if they appear to be struggling or if they seem to be seeking distraction like music videos. Ask them if they need help. It is also appropriate to request a grade check for individual students in ISS in order to help focus the student on classes where they are struggling. All students should have log-ins for online work. In the case they are having difficulty logging in, contact their case manager to assist. All case managers should have these log-ins for their assigned case load. If for some reason there is absolutely no work possible for a client in ISS, it is the responsibility of the ISS staff to engage student in some kind of work



during their time there. During the initial day of ISS for a student a reflection log should be completed by the student. Case managers should review these and assist student in processing the action that led them to receiving that sanction in the first place.

Ideally an extra assignment would be related to whatever the conduct or sanction was, for example if they were caught with illegal substances, they would research and create a presentation for the advisories on the negative impact of that substance to the human body. Or, it could be reading the paper and making a summary of select articles, reading a book, or studying for the ACT.

✓ **THERE IS NEVER “NOTHING TO DO” IN ISS!**

✓ **NO PASSES FOR ISS STUDENTS**

Students in ISS may have bathroom breaks as a whole group, as long as it is outside of the normal passing period/break time. For example, normal break is at 10:00 a.m. Therefore, morning ISS students should not go to bathroom break until 10:15 and the whole group must go together. In the case of a mixed gendered ISS group, an additional case manager can be requested in advance to help (if available) to reduce time in the hallway. Otherwise, students must wait on each other with the ISS staff until all are finished and then return to ISS together. There will be no break times during ISS. No unsupervised time is allowed during ISS assignments. Lunch is to be taken as a group. Students who do not comply should be referred to administration for further review.



✓ **NON-ISS STUDENTS IN ISS CLASSROOM**

At times it may be necessary for a student to utilize the ISS room for certain periods of time during the day, even though they are not actually in ISS. If a student is referred to ISS during the day, it is the responsibility of the referring staff to notify the ISS staff on duty about the parameters of that student's stay. In such cases, these students should be escorted to ISS by the referring staff. ISS staff should show the same level of support to these students as the other assigned ISS students. If a staff has not referred a student either in person or by note, they do not belong there. Students attempting to come in to ISS without an appropriately communicated referral should be turned away and told to go back to their class.

✓ **NON-COMPLIANT ISS STUDENTS**

Students who refuse to comply with the expectations of the ISS staff should be referred to administration for further action. If a student leaves the ISS room without an appropriate escort, ISS staff must contact that student's case manager or an administrator to make contact with that student and provide intervention. ISS staff is not to pursue a student if there are others present. However, it is unacceptable for a staff to allow students to walk out of ISS room without communicating with other staff or administration that students assigned to them are missing. Please call, text, or even email other staff or administration.

Students who are skipping ISS should be sent home pending a review of their discipline plan by their support team. IF this becomes necessary due to non-compliance, administration, student guardians and probation counselors must be made aware of the child's exit from school grounds as soon as possible. It is appropriate for ISS staff to contact the student's case manager regarding this and request their assistance in communicating with the student's team.



✓ SCHEDULE

The ISS schedule has been emailed to all staff. It is the responsibility of the ISS staff on duty to review the ISS assignments for the day and ensure that all assigned students are present. It is also the expectation for the staff to be in the room by 9:30 AM. We would like the student to be able to attend advisory. However, if it is a serious misconduct, the student will not attend advisory and will go straight to the ISS room.

Student Reflection Sheet

Name _____ Date _____ Time _____

In your eyes, describe what happened. Why do you think it happened?

Where did it happen? _____

Who was involved? _____

How did you feel at the time?

- ☐ Mad
☐ Hurt
☐ Sad
☐ Frustrated
☐ Confused
☐ Disrespected
☐ Other _____

Why did you feel that way?

How do you feel you handled the situation?

- ☐ Great
☐ Good
☐ Okay
☐ Not so well
☐ Poorly

How did you handle the situation?

What do you think you could have done to prevent what happened?

Would you do something differently if it happened again?

☐ YES

☐ NO

☐ MAYBE

Why or why not?

How do you see the situation being fixed or ways to make things better?
(Please give suggestions for all people involved, including yourself)

Student Signature_____


Staff Signature_____

Why or why not?

- ☐ YES
- ☐ NO
- ☐ MAYBE

[illegible]

Staff Signature_____

	<h1 style="margin: 0;">POLICY</h1> <p style="margin: 0;">JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p style="margin: 0;">PHOENIX RISING ALTERNATIVE SCHOOL: SHARING AND EXCHANGE OF CONFIDENTIAL INFORMATION</p>		Policy File Number <div style="background-color: black; color: white; padding: 5px; display: inline-block;">PR 004</div>	
	Approved By: JUSTIN JONES, DIRECTOR	Approval Date: 05/22/2017	Supersedes: NEW	Previous Date: NEW

A. SUMMARY:

Establishes policies and procedures for ensuring all Phoenix Rising staff comply with applicable laws and regulations with regard to confidentiality of juvenile records, including but not limited to requesting or responding to requests for confidential information, and ensuring compliance with legal and regulatory requirements for any sharing or exchange of confidential information with other entities.

B. APPLICABLE TO:

Employees of Phoenix Rising Alternative School.

C. ENCLOSURES:

1. Independent School District #1 of Tulsa County Parental Request/Authorization for Release of Student Records.
2. State of Oklahoma Consent for the Release of Confidential Information.
3. Phoenix Rising Release of Protected Health Information.

D. POLICIES:

OBJECTIVE

1. The Tulsa County Juvenile Bureau (Family Center for Juvenile Justice) and Phoenix Rising Alternative School are dedicated to providing students with a safe and confidential school environment. Therefore, except as otherwise provided by Title 10A, Section 2-6-102 of the Oklahoma Statutes, or if otherwise specified by applicable state or federal law, juvenile records are confidential and shall not be open to the general public, inspected, or their contents disclosed.
2. To provide critical services to students, families and the community, it is sometimes necessary for Phoenix Rising staff to engage with certain other appropriate entities in the lawful sharing of educational information, social/emotional records relating to the creation of a Free and Appropriate Public Education, information from previous school districts including Individualized Education Plans (IEPs), 504 Plans, transcripts, functional behavioral assessments/behavior intervention plans, transcripts, and other important documents for which provisions have been made in district, state, and federal mandates and laws.
3. Phoenix Rising has adopted and will abide by the policies and procedures of Tulsa Public Schools herein with regard to state and district requirements for consent for any release of legally confidential information. Information may be shared between entities provided that:
 - a, It is in the student's best interest; and
 - b. All required consents to release information are signed; and
 - c. Records are exchanged according to law.

POLICY	Policy File Number
PHOENIX RISING: SHARING AND EXCHANGE OF CONFIDENTIAL INFORMATION	PR 004

E. PROCEDURES:

OVERVIEW

1. When a student is being considered for Phoenix Rising, either their parent/guardian or the student if legally eligible to do so, will complete and sign approved forms granting consents to both release and exchange confidential information. These will assist the Phoenix Rising staff to assess proper educational placement, maintain compliance with state and federal law, and ensure the appropriateness of the educational services of Phoenix Rising for the potential student. In order to do so, all entities involved will exchange such information with one another, within the scope of consent, if it is beneficial to the educational achievement of the student and/or the ability to provide appropriate support services within the school setting.

REQUEST FOR STUDENT RECORDS

2. During the enrollment process, the Phoenix Rising and Tulsa Public Schools staff will determine appropriate grade and classroom placement according to current transcripts. If a student has been enrolled in another district at all during their high school education, Phoenix Rising staff will request those documents after obtaining consent as provided below.
3. In order to create the best possible educational experience and environment for the student, the parent/guardian, or the student if legally eligible to do so, will complete and sign the Independent School District #1 of Tulsa County Parental Request/Authorization For Release of Student Records (Enclosure 1) for all schools they have attended from which the Academic Counselor may request records.

CONSENT FOR THE RELEASE OF CONFIDENTIAL INFORMATION

4. Because the educational and support services provided by Phoenix Rising take place in a Tulsa Public Schools facility with a TPS principal, but are in large part conducted by staff of the Tulsa County Juvenile Bureau (Family Center for Juvenile Justice), the parent/guardian, or the student if legally eligible to do so, will complete and sign two separate State of Oklahoma Consents for the Release of Confidential Information (Enclosure 2) between the following:
 - a. Name of Agency Releasing Information - Tulsa Public Schools, releasing to Phoenix Rising Alternative School; and
 - b. Name of Agency Releasing Information - Tulsa Public Schools, releasing to Tulsa County Juvenile Bureau.
5. These releases ensure that all Tulsa County Juvenile Bureau staff at Phoenix Rising will have access to educational records of those students attending Phoenix Rising under the partnership school Memorandum of Understanding with Tulsa Public Schools.
6. These releases will generally would include access to special education records and the ability to attend all special education meetings, if the parent/guardian and/or the legally eligible student consent.

POLICY	Policy File Number
PHOENIX RISING: SHARING AND EXCHANGE OF CONFIDENTIAL INFORMATION	PR 004

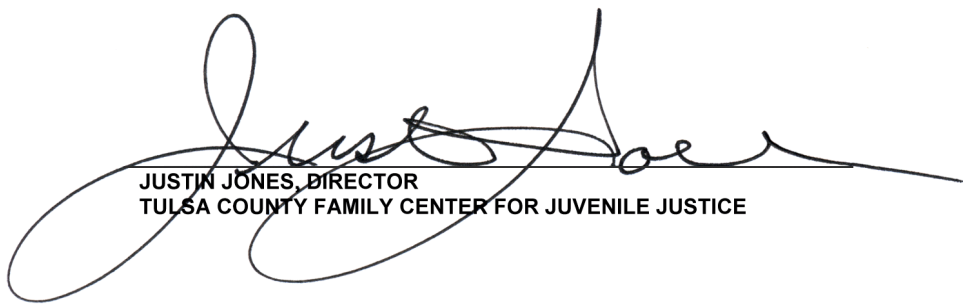
E. PROCEDURES: (CONTINUED)

HEALTH INFORMATION

7. While the student is enrolled in Phoenix Rising Alternative School, there will be times when specific social/emotional and support services may be recommended and/or offered. In order to ensure compliance with external goals and provide appropriate treatment information, the parent/guardian, or the student if legally eligible to do so, may be asked to sign the Release of Protected Health Information (Enclosure 3).
8. Any information exchanged between physician, psychotherapist, and client will remain privileged and confidential. In addition, the parent/guardian, or the student if legally eligible to do so, may choose what information, if any, is to be released.

F. EXCEPTIONS:

Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Juvenile Bureau (Tulsa County Family Center for Juvenile Justice) Director.



JUSTIN JONES, DIRECTOR
TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE



**STATE OF OKLAHOMA STANDARD FORM
CONSENT FOR THE RELEASE OF CONFIDENTIAL INFORMATION**

I understand that these records are protected under Federal and State confidentiality regulations and cannot be released without written consent unless otherwise provided for in the regulations. Federal regulations prohibit further disclosure of the records without specific written consent, or as otherwise permitted by such regulation. I also understand I may revoke this consent in writing at any time unless action has already been taken based upon this consent and in any event this consent expires one year from the date of signature.

AUTHORIZING PERSON -- ☐ CHILD ☐ PARENT ☐ GUARDIAN ☐ LEGAL CUSTODIAN ☐ OTHER
request that information concerning: _____

NAME OF CHILD

DATE OF BIRTH

SSN

be released and authorize

NAME OF PERSON OR AGENCY RELEASING INFORMATION _____

ADDRESS OF PERSON OR AGENCY RELEASING INFORMATION: INCLUDE STREET ADDRESS/P.O. BOX, CITY, STATE AND ZIP _____

to release to:

NAME/AGENCY

NAME/AGENCY

NAME/AGENCY

ADDRESS

ADDRESS

ADDRESS

CITY, STATE, ZIP

CITY, STATE, ZIP

CITY, STATE, ZIP

the following information: _____

KIND AND/OR EXTENT OF INFORMATION TO BE RELEASED

for the following purpose(s): _____

If the records to be disclosed are education records (which may include discipline records), they are maintained and released in accordance with the Family Educational Rights and Privacy Act (FERPA). Parents or eligible students shall be provided a copy of the records to be disclosed if requested. Redisclosure, except as provided at 34 CFR § 99.31, requires prior consent of parents or eligible students.

THE INFORMATION I AUTHORIZE FOR RELEASE MAY INCLUDE INFORMATION THAT COULD BE CONSIDERED INFORMATION ABOUT COMMUNICABLE OR NONCOMMUNICABLE DISEASE, WHICH MAY INCLUDE, BUT ARE NOT LIMITED TO, DISEASES SUCH AS HEPATITIS, SYPHILIS, GONORRHEA AND THE HUMAN IMMUNODEFICIENCY VIRUS, ALSO KNOWN AS ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS).

☐ NOTARY:

(Notary)

Subscribed and sworn to me _____ 20 _____

My commission number _____

My commission expires _____ 20 _____

Notary Public
(or Clerk or Judge)

(signature of person(s) authorizing release)

(date)

☐ AGENCY VERIFICATION IN LIEU OF NOTARY:

(staff signature and title)

(date)



PHOENIX RISING

RELEASE OF PROTECTED HEALTH INFORMATION

Name of Parent/Guardian: _____ Name of Student _____

Address: _____

Phone: _____ Date: _____

All mental health and drug or alcohol abuse treatment information, whether or not recorded, and all communications between a physician or psychotherapist and a client are both privileged and confidential. In addition, the identity of all persons who have received or are receiving mental health or drug or alcohol abuse treatment services shall be considered confidential and privileged.

I, _____, understand protected health information is information that identifies me. I understand this Release of Protected Health Information is voluntary and will not affect my eligibility for benefits, treatment, enrollment, or payment of claims. I further understand I may change or revoke this authorization at any time by writing to the address listed at the top of this form. I understand I cannot restrict information that may have already been shared based on this authorization. I understand I may inspect or obtain a copy of the protected health information shared under this authorization by sending a written request to the address listed at the top of this form. ***The information authorized for release may include records which may indicate the presence of a communicable or non-communicable disease.***

Information will be released to:

Organization or Person: _____

Address: _____

Purpose: _____


Information to be released from _____ to _____
Date Date

___ Psychotherapy Notes	___ Treatment Plan(s)	___ Other _____
___ Family Support Specialist notes	___ Discharge summary	_____
___ Treatment Participation	___ Treatment Plan Review(s)	

This Release of Information will expire in 12 months (___/___/___) unless revoked by the client and/or guardian.

Student Signature: _____ Date: _____

Parent or Guardian: _____ Date: _____

	<p style="text-align: center;">POLICY</p> <p style="text-align: center;">JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p style="text-align: center;">PHOENIX RISING ALTERNATIVE SCHOOL: OPERATIONAL STANDARDS AND STAFF EXPECTATIONS</p>		<p style="text-align: right;">Policy File Number</p> <p style="text-align: center; background-color: black; color: white;">PR 005</p>	
	<p>Approved By: JUSTIN JONES, DIRECTOR</p>	<p>Approval Date: 06/13/2017</p>	<p>Supersedes: JBDC 103</p>	<p>Previous Date: 09/22/2015</p>

A. SUMMARY:

Establishes policies and procedures for standardizing certain operations and expectations for Tulsa County Juvenile Bureau (Family Center for Juvenile Justice) employees while employed at Phoenix Rising Alternative School (PR).

B. APPLICABLE TO:

Employees of Phoenix Rising Alternative School.

C. REFERENCES:

1. Adoption of the Tulsa County Employee Handbook (JBDC 100).
2. Employee Grievances (JBDC 101).
3. Employee Dress Code (JBDC 104).
4. Employee Use of County Vehicles (JBDC 105).
5. Non-Discrimination in Employment (JBDC 106).
6. Employee Disciplinary Actions (JBDC 123).
7. Phoenix Rising Enrollment Policy.
8. Phoenix Rising: Progressive Discipline, Restorative Justice, and Collaboration with Tulsa Public Schools (PR 003).
9. Phoenix Rising: Emergency Safety and Crisis Intervention (PR 001).
10. Phoenix Rising: Sharing and Exchange of Confidential Information (PR 004).
11. Phoenix Rising: General Transportation Of Youth And Transportation For Field Trips.
12. Phoenix Rising: Safety During Student/Family Home Visits and General Employee Safety (PR 002).

D. ENCLOSURES:

1. Tulsa Public Schools Student and Family Guide to Success.
2. Tulsa Public Schools District Policies (List).
3. On Boarding and Checklist for Phoenix Rising Employees.
4. Phoenix Rising Faculty and Staff Handbook.
5. Staff Faculty and Staff Handbook Document of Acknowledgment.
6. TCJB Staff Sign-In and Sign-Out Sheet.
7. Child Abuse and Neglect Reporting Information for Oklahomans.
8. Oklahoma State Department of Health Suspected Child Abuse/Neglect Report Form.

POLICY

Policy File Number

PHOENIX RISING: OPERATIONAL STANDARDS AND STAFF EXPECTATIONS

PR 005

E. POLICY:

OBJECTIVE

The Tulsa County Juvenile Bureau's Phoenix Rising Alternative School will ensure adoption of applicable Tulsa Public Schools Policy and Procedure, and Bureau Policy and Procedure.

F. PROCEDURES:

COLLABORATIVE POLICIES

1. Annually, the Tulsa County Juvenile Bureau (also known as the Family Center for Juvenile Justice) and Tulsa Public Schools will collaborate and sign a Memorandum of Understanding (MOU) that is approved by both entities. Within this MOU, each entity agrees to adhere to the other's applicable policies, protocols, and procedures. Given its status as a State Approved Alternative School, Phoenix Rising Alternative School (as a partnership school of TPS) will accept and adhere to the following:
 - a. Phoenix Rising staff and TPS employees at the site will adopt and utilize the Tulsa Public Schools Student and Family Guide to Success (Enclosure 1).
 - b. Phoenix Rising staff and TPS employees at the site will adopt and utilize Tulsa Public Schools' District Policies (Enclosure 2).
 - c. While conducting educational services, Phoenix Rising Alternative School staff will adopt and comply with all relevant federal, state, local, and district regulations, as well as applicable policies, procedures, and directives of Tulsa County, Tulsa County Juvenile Bureau (TCJB), and Tulsa Public Schools (TPS).

PHOENIX RISING STAFF EXPECTATIONS

2. Each employee of the TCJB at the site will receive a copy of the On Boarding and Checklist for Phoenix Rising Employees (Enclosure 3) to ensure that each employee receives training on all aspects of the school, programming, and policies and procedures. Each section will be reviewed and completed by a staff member with expertise in that area with the new staff member. All sections must be complete and initialed.
3. Each staff member will receive the Staff Handbook (Enclosure 4) prior to the beginning of the school year. It will be reviewed by an Administrator or designee and the employee will sign the Staff Faculty and Staff Handbook document of acknowledgment (Enclosure 5) when they review and receive the Handbook.

EMPLOYEE WORK HOURS AND ABSENCES

4. Phoenix Rising Alternative School will open daily from 8:00 a.m. - 5:00 p.m. except for approved holidays and other administratively approved closings (e.g., "snow days"). Except in cases of approved leave, and/or approved absences, PR staff are expected to work eight hours each work day. Because of the environment in which we work, the scheduling of employee start and end times may be staggered or otherwise differ. However, all schedules and hours must be approved by the Administrator.

<p style="text-align: center;">POLICY</p>	<p>Policy File Number</p>
<p>PHOENIX RISING: OPERATIONAL STANDARDS AND STAFF EXPECTATIONS</p>	<p>PR 005</p>

F. PROCEDURES: (CONTINUED)

EMPLOYEE WORK HOURS AND ABSENCES (CONTINUED)

5. Phoenix Rising staff are to report all absences in advance to their immediate supervisor, who will advise the PR Administrator. If they are going to be absent or late to work due to illness or emergency, they are to give notice at least one hour prior to the start of their shift.
6. Requests by employees for personal leave and/or vacation must be completed at least one day prior via the MUNIS system and are subject to approval by the Phoenix Rising Administrator.
7. Each day, all PR employees must sign in at their time of arrival and sign out at their time of departure. If leaving the building, employees must ensure that they notify their immediate supervisor before leaving the building, write their name/time/destination on the board in the main office, and ensure that they initial the TCJB Staff Sign-In and Sign-Out Sheet (Enclosure 6) to indicate when they are not in the building, and when they return. This ensures both coverage for school and safety of the PR employees.

EMPLOYEE MEETINGS

8. Attendance is mandatory at all staff meetings each Wednesday morning and/or as otherwise scheduled at the discretion of the Program Administrator.
9. Attendance for Case Managers is mandatory for Case Manager meetings each Tuesday afternoon and/or as otherwise scheduled at the discretion of the Program Administrator.

COMMUNICATION

10. Phoenix Rising employees are responsible for checking and replying to emails throughout the day, as pertinent information will be sent via email.
11. All Bureau-provided technology will be used for work-related activities. It is prohibited to utilize computers for games, movies, television, etc., unless such material is educationally and social/emotionally pertinent to the student and the program goals.
12. Phoenix Rising staff cell phones are utilized to remain in communication with both TCJB staff and TPS staff. During work hours, Phoenix Rising employees are responsible for being a part of, and communicating through, the Phoenix Rising Google Chat, text messages, phone calls, etc., relating to school and student matters.
13. All Phoenix Rising staff are mandated to report any concerning behaviors, anticipated concerns, acts of misconduct, and district rules infractions to the Administrator and/or the Assistant Administrator.
14. All Phoenix Rising staff are required to report illegal activities immediately to both the Administrator and/or the Assistant Administrator for further intervention.

POLICY

Policy File Number

PHOENIX RISING: OPERATIONAL STANDARDS AND STAFF EXPECTATIONS

PR 005

F. PROCEDURES: (CONTINUED)

MANDATED REPORTING OF CHILD ABUSE/NEGLECT

15. All employees at Phoenix Rising Alternative School are mandated reporters. If there is reason to believe there has been any child abuse or neglect, PR staff will immediately contact the TPS Counselor, PR Administrator, and/or the Assistant Administrator. Immediate steps will be taken to ensure the safety of the student.
16. A report will then be submitted to the Department of Human Services hotline and a safety plan will immediately be developed for the student. (If a student already has a current DHS worker, this DHS worker will be called as well to report the incident.
17. All Phoenix Rising employees will adhere to and are responsible for abiding by Oklahoma State law (10A O.S. § 1-2-101) requiring the prompt reporting of suspected child abuse/neglect. All employees are expected to familiarize themselves with the information provided in the brochure on Child Abuse and Neglect Reporting Information for Oklahomans (Enclosure 7) and, in any case requiring such a report to be made, will complete an Oklahoma State DHS Child Abuse/Neglect Report form (Enclosure 8) and/or one provided by the school district.
18. It is against the law to knowingly and willfully fail to promptly report suspected child abuse or neglect. If any employee does not report suspected abuse to the TPS Counselor, PR Administrator, and/or the Assistant Administrator for any reason, the employee will be subject to corrective action, up to and including termination of employment, and/or reporting the employee to the correct authorities, if applicable.

EXCEPTIONS

19. Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Family Center for Juvenile Justice Director.



JUSTIN JONES, DIRECTOR
TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE



IN ADDITION TO THE TULSA COUNTY EMPLOYEE POLICIES SET FORTH IN THE HANDBOOK, PHOENIX RISING STAFF MUST ABIDE BY THE FOLLOWING

TULSA PUBLIC SCHOOLS DISTRICT POLICIES:

- MISSION, VISION, BELIEF POLICY 1501
- CHILD ABUSE-POLICY 2110
- SUICIDE INTERVENTION POLICY 2111
- BULLYING PREVENTION-POLICY 2119
- GRADING SYSTEMS POLICY 2401
- PROMOTION, RETENTION, AND FAILING GRADES PASS/FAILURE POLICY 2406
- STUDENT DISCIPLINE-POLICY 2607
- GUN FREE SCHOOLS POLICY 2616
- EMPLOYMENT CERTIFICATIONS FOR STUDENTS POLICY 2703
- SCHOOL YEAR AND CALENDAR POLICY 3301-R
- FIELD TRIPS POLICY 3314
- ALTERNATIVE EDUCATION POLICY 3403
- ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS POLICY 3404
- SCHOOL VOLUNTEERS AND MENTORS POLICY 4301
- EMPLOYEE ETHICS POLICY 4408
- EMPLOYEE CONFLICT OF INTEREST POLICY 4409
- EMPLOYEE CONDUCT POLICY 4410
- STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS POLICY 4411
- NONDISCRIMINATION POLICY 4901
- SEXUAL HARASSMENT POLICY 4903
- INTERNET PROTECTION AND SAFETY POLICY 6501
- COPYRIGHT COMPLIANCE POLICY 6701
- RESEARCH BY INDIVIDUALS AND/OR INSTITUTIONS POLICY 9102



PHOENIX RISING

ON BOARDING AND CHECKLIST FOR NEW PHOENIX RISING EMPLOYEES

BASIC POLICIES AND GETTING STARTED

Task/Review/Received	Initials	Date
Mission/Vision/Goals		
Tour of the School/Classrooms/Other/Meeting Staff		
Job Description General		
Job Description Specific		
Tulsa County Handbook Review		
Phoenix Rising Staff Handbook Review		
Mandated Reported/Child Abuse and Neglect Policy		
Sexual Harassment/Discrimination		
Tulsa Public Schools Policies (TPS)		
TPS Emergency Procedures (IOC, Fire, Tornado, Atmospheric Chemical Release, Bomb Threat)		
TPS Student and Family Guide to Success		
Daily Schedule for Employee		
Enrollment and Student Starting at PR Process		

MEDICAL/HEALTH/MENTAL HEALTH POLICIES

Task/Review/Received	Initials	Date
Confidentiality Policy		
Safety Response Steps		
CPT Training		
Crisis Intervention Manual		
Medical and General Emergencies		
Incident Reports TCJB		
Incident Reports TPS		
Medication Administration		
Consents to Exchange and Release Information		
Understanding of Trauma Responses Training (Proper tone, respond do not react, etc.)		
Protocol with Student Specific Health Issues (Asthma, Diabetes, Epilepsy, etc.)		

****COUNTY EMPLOYEE PROCEDURES****

Task/Review/Received	Initials	Date
Email Address and Computer		
MUNIS SS Log-In		
How to Request Leave		
JOLTS Log-In and Password		
JOLTS Basic Training-Notes, Profile, Expectations, etc.		
Defensive Driving Training		
Work Hours/Keys/Supplies		
How to Check Out a County Vehicle		
Transportation Policy-Bus Hub and Pick up Times		
Phoenix Rising Foundation		

****TULSA PUBLIC SCHOOLS POLICIES AND INFORMATION****

Task/Review/Received	Initials	Date
Operating Information/Days, Hours, Holidays, School Calendar		
Free/Reduced Lunch		
Enrolling and Re-enrolling		
Communication with Parent/Guardian during emergency		
Initial Intervention Meeting		
Transition Meeting		
Parent/Guardian Involvement		
Emergency Contacts/Pick-Up		
Graduation Requirements		
Credit Recovery Programs (with student username/password)		
Consent to Exchange and Release Authorization for Student Records- explanation of why it needs to be between JB and TPS		
Field Trip Protocols		
Incident Reports		

****RESTORATIVE PRACTICES IN SCHOOL****

Task/Review/Received	Initials	Date
Basic Classroom Management Knowledge		
Trauma Informed Responses		
Restorative Justice Philosophy		
Community Circles		
Paradigm Shift in School and Classrooms		
Restorative Referral and Form		
Restorative Task Request Form		
Restorative Tasks		
Restorative Mediations		
Restorative Conferencing		
Progressive Discipline Policy		
ISS-Policies and Procedures		
ISS Supervision and Schedule		
OSS Policy and Procedures		

****UNDERSTANDING OF SCHOOL AND LOCAL PROGRAMS****

Task/Review/Received	Initials	Date
Google Phoenix Rising Daily Activity Calendar		
Special Education and Understanding of an Individualized Education Plan		
McKinney-Vento Homeless Assistant Act of 1987		
Skillstreaming		
Big Picture Learning		
Calliope Youth Circus/Yoga-Sarah Thomas		
Legal Aid Protocol and Referral Process		
Title I After School Tutoring		
Boys and Girls Club Basketball (AAU)		
Work Study Program (Department of Rehabilitative Services and Gateway)		
Meals on Wheels Volunteers and Procedure		
Food Pantry (Community Food Bank) Policy and Procedure		
Protocol for Project Elf		
Policy and Procedures for involvement in Mental Health Group, Substance Abuse Group, Therapeutic Group, etc.		
DHS Basic Knowledge- Independent Living Skills Program, DHS Workers, DHS Funding		
Basic Knowledge of Government Subsidies		
Basic Knowledge of Homeless/Transition Programs		
Basic Knowledge of Counseling Services		

****TEAM MEETING PROTOCOL AND PROCEDURES****

Task/Review/Received	Initials	Date
Types of Team Meetings, how they are utilized, and how to run each one		
Agenda for Meetings, Note Taker, Tasks		
Student/Teacher/Staff Conferencing		
Initial Intervention Meeting		
Transition Meeting		
Parent/Guardian Involvement		

****CASE MANAGER RESPONSIBILITIES****

Task/Review/Received	Initials	Date
All Staff Duties		
Case Manager Specific Duties		
Advisory Assignment and Caseloads		
PR, County, and TPS Expectations		
Quick Sheets for Caseload		
Daily Attendance Monitoring		
Documentation-JOLTS and Case Manager Specific Binder		
Home Visits-Request Forms and Needs Form		
Initial Contact Forms/Intake		
ISS Responsibilities-Sign-In and Reflection Sheets		
Restorative Referrals and Task Forms Completed		

FACULTY & STAFF HANDBOOK



PHOENIX RISING

ALTERNATIVE SCHOOL

"Whatever It Takes"

SCHOOL YEAR 2016-2017

(918) 833-8650



PHOENIX RISING

Phoenix Rising Program is an alternative school for students in Tulsa County who are involved in the juvenile justice system or at high risk for involvement, and may not be successful in traditional public schools. It is a partnership between the Tulsa County Juvenile Bureau and Tulsa Public Schools. The student may stay at Phoenix Rising as long as it is in the best interest of the student, staff, and family.

The program serves youth between the ages of 14 and 20 in grades 9 through 12. The program offers small classroom settings with an advisor and strong support from the social work team. A learning and wellness plan is created for each student with feedback from the student, family, probation counselor and anyone else involved in the support of the student.

Creative and artistic opportunities are available for each student through the support of various community partnerships. In addition, students may participate in yoga, basketball and other fitness events throughout the school year. The mock trial team engages Phoenix Rising students in a mock court room proceeding competing against schools from across Oklahoma. Phoenix Rising has implemented the Big Picture Learning Model which addresses individual plans, learning styles and best practice teaching strategies.

The primary goal of Phoenix Rising is to reach each student through positive relationships with all staff, enable students to experience success in his or her educational career and become contributing members of our community.

PHOENIX RISING STAFF

Tulsa Public Schools Education Service Center/Tulsa Co. Juvenile Bureau

Dr. Deborah Gist.	Superintendent	918-746-6303
Dr. Ebony Johnson	Executive Director of Student and Family Supports	
Justin Jones	Director-Tulsa Co. Juvenile Bureau	918-596-5900

Administrative

Administrator	Lindsay Goldfarb
Assistant Administrator	Scott Ferris
District Liaison Principal	Diane Dross
Safety and Security Administrator	Richard Harris
Office Assistant/Case Manager	Gail Dawson-Turner
Custodial Staff	Helen Black

TPS Advisors

Senior Institutes	Krista Waldron
Junior Institute	Cassie Baird
Freshman Institute	Matt Meyers
Career Technology	Rachel Vaele
Art /ELL	Jessica Keith
Special Education Teacher	Darcy Carson
Academic/Drop-Out Counselor	

Juvenile Bureau Staff

Restorative Justice Specialist/ Case Manager	Micco Freeman
Case Manager	Tito Monroe
Case Manager	Larry Boone
Student/Family Support Specialist	Patrice King
Clinical Supervisor	Robert Mouser
Therapist	Susan Emery

IMPORTANT NUMBERS:

Bureau Main Line	918-596-5900
Detention Center	918-596-5960
Probation Main Line	918-631-6701
TPS Enrollment Center	918-746-7500
AEOSP	800-942-3767
Vicki Campbell - Secretary and Absences	918-833-8376
Teresa Crocket - Registrar	918-833-8978
Main Office-Phoenix Rising	918-833-8650
Fax Number	918-833-8653

Values

- | | |
|--------------------------|-------------------|
| 1. Social responsibility | 4. Innovation |
| 2. Self-efficacy | 5. Self-awareness |
| 3. Relevance | 6. High standards |

Meeting Norms

- | | |
|-----------------|--------------------------------|
| 1. Be Creative | 6. Be Realistic |
| 2. Be Nice | 7. Be Optimistic |
| 3. Be Concise | 8. Provide Manageable Feedback |
| 4. Be Precise | 9. EACH DAY IS A NEW DAY! |
| 5. Keep Focused | |

10 Distinguishers for Big Picture Learning

1. Learning in the Real World
2. Personalization - "One Child at a Time"
3. Authentic Assessment
4. School Organization
5. Advisory Structure
6. School Culture
7. Leadership (Principal and Advisor)
8. Parent/Family Engagement and Adult Support
9. School-College Partnership: College Preparation
10. Professional Development



BIG PICTURE LEARNING CYCLE

1. Make it work for you: the learning **PLAN**.
2. Pursue your passions.
3. Make it real: Learning through Internship (**LTI**).
4. Organize and **DO** it.
5. **EXHIBIT** it.
6. **REFLECT** & assess it.

Rules for the Road Ahead Daily Expectations



Communication:

Communication is extremely important to me. Please feel free to share your concerns or ideas anytime you need to. You can e-mail or call me on my cell phone lgoldfarb@tulsacounty.org or 918-688-0911. I appreciate being informed of major events happening in your classes. The Tulsa Public Schools principal may also be reached in the same manner.

Work Hours:

Advisors: 8:15 a.m. to 3:55 p.m.

TCJB Staff- Times will be staggered according to need. However, the earliest start time will be 8:00 am and the latest end time will be 6:00PM.

Advisors are expected to sign in to the office by **their scheduled start time**. Because of various meetings, taking students to appointments, home visits, etc., it will be necessary for TCJB staff to leave the building. Please sign out in the main office before you leave. This is for safety reasons. When you return, please sign back in so that the Administrator knows you are back in the building safely. Advisors work 7 hours and 50 minutes. TCJB staff must work 8 hours per day, with a 30 minute lunch break.

Personal Business Appointments:

FOR TPS STAFF:

Appointments arranged between staff members and other persons which are not "job related" or "in the line of duty" and require time away from the assigned classroom or building will not be approved by the principal. Exception is the Personal Business Provisions which must be called in similar to a regular absence and a **PS10 must be completed** before time is taken. The PS10 must be faxed to Vicki Campbell. Refer to

the Negotiated Teacher Contract Agreement on line. **Don't assume that you may be absent from your assignment – ask first.**

Doctor, dental, and business appointments should be arranged after 3:50 p.m. If this cannot be done then you must contact the Administrator and the principal to be released from your contractual teaching responsibilities. A **PS10** form must be completed and faxed to Vicki Campbell indicating the approved leave. **Emergencies and circumstances requiring special attention will be treated individually.**

FOR TCJB STAFF:

Appointments arranged between staff members and other persons which are not "job related" or "in the line of duty" and which require time away from the assigned class and building must be approved by the PR Administrator BEFORE it occurs. Doctor, dental, and business appointments should be arranged after 3:50 p.m. If this cannot be done, you are required to contact the Administrator a minimum of one day before the requested absence. **Emergencies and circumstances requiring special attention will be treated individually.**

Teaching Certificates:

Please make sure you have a current teaching certificate and college transcript on file at the school and Education Service Center (ESC) When you receive your new certificate, it is distributed as follows: (1) to Administrator, (1) to Alternative Principal and (1) to ESC's Ava Hicks.

School Calendar:

A Phoenix Rising school calendar will be in the main office for the posting of school events (i.e. field trips, guest speakers, exhibitions, celebrations, professional development opportunities, faculty meetings, etc.) These events MUST be approved by the Phoenix Rising Administrator and the TPS Principal. Please ensure that this request is **sent two weeks prior to the event. You may do this via email.** Please be sure to post these events no later than **1 week prior to the event.**

In addition, if you plan to be absent or arrive late, please write your name on the white board in the main office.

Exhibition presentation will be scheduled with the Phoenix Rising administrator and principal. Please be sure to have a calendar of dates to both of these individuals at least one week prior to the presentation.

A Teacher and Leadership Effectiveness Evaluation (TLE) date calendar will be available for your review in September. If the date agreed upon at the last minute does not work at the last minute, please find someone in the building that may be able to switch times with you and inform the TPS Principal.

Entrance to Building:

All entrances to the building will be locked after 9:30 a.m. All visitors to the building will be required to show a picture ID and sign in at the Security desk. All visitors must have a Phoenix Rising visitor's badge clearly visible while in the building. **Stop and assist ALL persons that you do not know. STUDENT SAFETY IS OUR NUMBER ONE PRIORITY.** Staff members are **EXPECTED** to escort any visitors not displaying a visitor's badge to the main office!

Closed Campus:

Phoenix Rising is a closed campus. Students will remain on campus from arrival until the end of the school day. Arrival means when a student gets to school even if the school day has not started. **Note: A student cannot leave campus for lunch unless a parent/guardian comes into the office and checks them out.**

Mail:

Inter-school mail will be put in the mail basket in the main office. Always use manila envelopes for inter-school mail, you can find these in the closet main office. Mail received will be placed in the Advisors' boxes as soon as it is received.

E-Mail:

All Phoenix Rising Staff members are asked to monitor their e-mail accounts regularly during the school day, whether you have a TPS email or a Tulsa County email. The majority of building communication is completed via-mail. In some instances, it will be necessary to send critical information via e-mail in the evenings or on the weekends. Please make reasonable attempts to monitor your email account during these time frames.

Telephone Messages:

Telephone messages **WILL BE PLACED IN YOUR MAILBOX UNLESS THE MESSAGE INVOLVES AN EMERGENCY**. If you are expecting an important message, please notify the office and every effort will be made to deliver the message.

Phones in Classrooms:

Classroom phones are designated for staff only. Please do not allow students to use them. The phones are only designed to receive and initiate internal calls and for Advisors to make outside calls. Students are allowed to use their cell phones during lunch or before and after school. Please refer to the Phoenix Rising Student handbook for specific guidelines. Each student must have a signed "Cell Phone Policy Contract" in their file. **Please explain and post the Cell Phone policy in your classroom. During your Advisory time, it is expected that you remind students of the policy.**

Staff Member Cell Phone Usage:

Please refrain from using your cell phone during instructional time or time when you are having a social/emotional group. Personal phone calls need to be handled during your plan or lunch time. However, we understand that there are emergency or critical situations. Please use discretion.

Internet Student Use:

Students may go on approved internet sites. These sites will be approved and explained by each classroom teacher. The teacher is responsible for overseeing students on any technology device. A signed "Internet Contract" should be kept in the student's file. Please also post an unsigned one in your room to be used as a reminder to students.

Dress Code:

Dressing professionally is very important, especially as it relates to being a role model for the students. TCTA negotiated items specify a dress code which states that the employee, "is expected that everyone dress in a manner appropriate for the position they occupy. Dress, including jewelry, and personal grooming, must not offend common standards of decency, contain language which refers directly or indirectly to drugs, alcohol or tobacco, contain direct or indirect sexual references, present health or safety problems, or otherwise constitute inappropriate dress or grooming for the position which the employee occupies. All large and/or obvious tattoos of any type shall be covered, to the extent possible, to prohibit their display when in the presence of children. For all office employees, school based or otherwise, large and/or obvious tattoos of any type shall be covered, to the extent possible, to prohibit their display."

Faculty Lounge:

It is necessary that **EACH STAFF MEMBER ASSUME RESPONSIBILITY FOR MAINTAINING THE CLEANLINESS OF THIS AREA.** The lounge is for the use of our teachers and staff only.

Faculty Meetings:

TPS Faculty meetings will be held according to need at a minimum of once a month for TPS business. Attendance at faculty meetings is mandatory! Phoenix Rising and Juvenile Bureau staff meetings will be held on Fridays from 2:30pm to 3:30pm. The joint meeting is an opportunity for us to build relationships as well as meet the needs of the students and school. There will be specialized meetings for both TPS and TCJB staff to assist with the support of other site needs. All staff is expected to collaborate and work together to make Phoenix Rising a special learning environment. Items that may be discussed are as follows: curriculum/unit/project planning, special education pre-IEP, student staffings, and field trips aligned to curriculum. A list of meetings conducted weekly will be held by key leaders and an agenda will be emailed by the Phoenix Rising administrator before every staff meeting.

Accident Reports:

Reports of accidents experienced by students and adult staff members serve several functions. Among the most important are: identifying hazardous areas or activities, developing a greater awareness of hazards on the part of staff members, and recording actions taken should complications develop or questions arise at a later date.

Check with Vicki or Gail by email, phone, or in the main office for these forms. It is imperative that the narrative/report form be complete on the day of the accident **before you leave the building**. Please include under "remarks" a statement, which explains the action taken to prevent a similar accident. Examples of appropriate remarks are, "The hazard was removed," or "Safety rules will be reemphasized." Statements like "He did not follow directions," or "He has been told not to do this," are **not** a preventive action. If the accident is one which could not be avoided, or which occurred in normal activity, this should be stated.

Tulsa Public Schools staff members who are involved in an incident/accident must call Vicki Campbell, complete an Injury Report form and have a TPS nurse look at your injury and refer you to the proper emergency clinic. This is a TPS policy for identifying hazards and keeping track of staff injuries. A copy must also be given to the Administrator of Phoenix Rising for the on-site school records.

Counselor Conference:

Students should have a pass from an Advisor whenever they want to see the academic counselor, social worker or probation counselor on a routine matter. Normally, the students will be able to see the counselors and clinicians between 2:30-3:30, every day, unless in crisis Advisors should attempt to find the TCJB Case Manager of the student first in order to assess the best solution for the individual student. The CM will be able to find information regarding availability or making an appointment.



Advisor and TCJB Expectations:

Supervision of Students:

NEVER LEAVE ANY ROOM OR OFFICE UNATTENDED WHEN STUDENTS ARE PRESENT. Also, lock any room or classroom when it is vacant AND TURN LIGHTS OFF. If you leave equipment or items, in an unlocked classroom, you are responsible if something is damaged or stolen.

Keys:

Keys are to remain in the possession of the **teacher AND/OR STAFF MEMBER.** Under **NO** circumstances should students be given school keys! If you lose your keys, please report the loss of keys to the PR Administrator and the TPS Principal immediately, as many of our keys unlock many of the same doors, this is a huge liability to all of us in the building. Please let us know and do not wait to inform administration. This could not only result in something getting stolen or damaged, but we would not want the keys to get into the hands of someone who was not an employee of the school. This is a MAJOR safety issue as well.

Lesson Plans:

Weekly lesson plans for each Advisor must be maintained in Google, desktop or a binder folder etc. These plans must contain the following: each content area taught, Big Picture lessons, Northwest Evaluation Association (NWEA) assignments and Advisory information. Outcome expectations, hands on learning, projects and assessments must be recorded on the lesson plans. These plans must include weekly objectives, daily activities, and the objectives addressed during each activity. Formats for these plans will follow the guidelines established by the district. If you do not

know where the standards are for your particular subject, please go to TPS website and the page for Curriculum and Instruction. http://www.tulsaschools.org/1_Administration/03_STAFF_MEMBERS/_DEPARTMENTS/curriculum_instruction/INDEX.asp

Weekly lesson plans are due no later than Monday for the following week. Each Advisor is responsible for turning in his/her own lesson plans. Plans need to be e-mailed to the principal's TPS e-mail address. It is your choice to share them with the Phoenix Rising administrator.

Substitute Lesson Plans:

A substitute plan must be in place at all times. The Plan should include the following: name of a buddy teacher, schedule, roster, emergency/fire drill plans and counselor's office phone number. Please make sure you have enough activities to fill an entire day.

In addition, please utilize the NWEA activities if you believe that some students may need additional support in specific areas. It would be wise to always have additional NWEA materials available for each student in case of a teacher absence.

Reporting Absences

All TPS staff are to report all absences directly on AEOSP and to the principal at **918-638-4348**. Advisors should leave a voicemail message stating the reason for their absence. As a courtesy, please call both the Administrator of Phoenix Rising and also Gail to inform her that you will be absent. This will allow her to be on alert for a substitute.

All TCJB staff please call or text the Administrator and the Assistant Administrator DIRECTLY. If you know that you will be absent, please remind the Administrator or Assistant Administrator, via email the day prior. In addition, please write your name on the white board in the main office before leaving the building.

Notification of Return:

If you plan to be absent another day, you must notify the Phoenix Rising administrator and principal no later than 2:00 p.m. This will help us retain the substitute teacher. Should a teacher fail to notify the principal and both the teacher and the substitute report the following day for an assignment, **the teacher is subject to the loss of one-half (1/2) day of substitute deduct pay.** There will be an automatic substitute deduction when you fail to notify the school before the substitute leaves for the day and the substitute shows up for an assignment. This policy will be strictly adhered to.

For TCJB staff, please turn in your absence form the day you return from your absence to prevent any loss of wages.

Teaching Supplies:

Requests for classroom supplies must be made via e-mail to Gail. Please be sure to specify details including color, size, brand name, and amount needed. Every effort will be made to acquire what you need based on funds availability. Please let the Lead Teacher know via a Warehouse order form completed of your district supplies.

We want to ensure that the students have and gain exposure to various things, however permission is required if you anticipate requesting a reimbursement for items purchased. Reimbursement is contingent upon funds available. If you need additional funds for an activity, please see the PR Administrator to gain approval **BEFORE** you buy or complete the activity. If this activity or item was not pre-approved, it may not be reimbursed.

Child Abuse:

WE ARE ALL MANDATED REPORTERS. There is a reason to believe that a child has been abused, (neglected, beaten, sexually molested, etc.), please send the student to the Phoenix Rising Administrator or Assistant Administrator immediately and we will both the counselor and nurse who will follow TPS guidelines in reporting the abuse. They will follow up with the TPS counselor, clinician, social worker, and appropriate agency. In addition, the Principal must also be notified immediately. The board policy for Child Abuse has been copied and is located in this packet of information. YOU

MUST REPORT THIS IMMEDIATELY. DO NOT WAIT UNTIL THE FOLLOWING DAY. DO NOT FAIL TO REPORT ANY TYPE OF ABUSE OR WHAT COULD BE A SAFETY ISSUE TO A STUDENT.

Please understand that the abuse MUST be reported. If the PR Admin, the counselor, or any other employee is not available at the time of the reported abuse, YOU STILL MUST CALL DHS. This is not only breaking board policy, but it is breaking State and Federal law. Not only is this breaking the law to which you could lose your license/certification, but this violation may be punishable up to termination from your position.

Bullying Behavior:

Phoenix Rising staff follows the District's prevention, intervention, and processing procedure that is stated by the board policy. The board policy for Bullying has been copied and is located in the TPS Student and Family Success Plan. If you have additional questions, please contact the PR administrator or the TPS principal immediately. This behavior is NOT tolerated in the Phoenix Rising community.

Eating and Drinking in the Building:

Students are permitted to eat and drink in the building, as long as appropriate trash receptacles are utilized and spills are cleaned up. Should trash and or the building become messy beyond appropriate, eating and drinking in the building will be prohibited, except in the cafeteria.

Advisors may establish their own classroom rules for eating and drinking. Students may be given passes to go to the vending machines. It is left to the discretion of the staff if students have the ability to pick up food dropped off by parents, in the main office, during the school day.



PHOENIX RISING

Mandatory Student

Grading:

Each Advisor must give a minimum of 2 grades per week per subject area.

Student Contract

For Grades:

Each Advisor has an option of providing a “Student Contract” that denotes student’s grades and academic standards from transferring school, when a student enters mid-year. All contracts must be approved by the principal and follow Alternative school guidelines. Withdrawal grades may also be used to average grades at the end of the semester. If you have questions about this, please see the Lead teacher or the Counselor, as documentation is extremely important in this case.

It is very important that special education IEP and 504 Plan student’s need are addressed in the contract. It is imperative that the special education teacher have input into the development of the contract so that all appropriate individual accommodations are contained in the document. If a student refuses or does not complete the Student Contract a meeting with the parent, Administrator or principal must be held and a retention letter given to the parent.

Grades:

Grades are recorded according to Board policy on PowerSchool. Specific and individualized lessons, per standard, will be kept on IN class. It is strongly suggested that a written back up copy is also kept. When a student withdraws or no longer attends Phoenix Rising, grades must be recorded and sent to Office of Accountability, TPS Registrar, PR Administrator, TPS Principal, and the TPS counselor.

Online Coursework:

After EACH online course is complete on e2020 or A+, a completion sheet, along with a grade form or grade change form, must be sent to the counselor. It must be signed by the teacher, coordinator, and the TPS principal. Both the completion sheet, with the grade and the grade form/grade change form must be scanned and uploaded to Powerschool. After this occurs, an email will be sent to the TPS Registrar, the TPS Online Accountability Office and cc'ed to both the Alternative Principal and the PR Administrator. This must occur immediately after a course is completed. The course must have 100% completion. For A+, please print and attach both Level 2 and Level 3 documentation.

Positive Outcome Classrooms:

Classrooms atmosphere is especially important in the Big Picture model. The following items will be present and visible in all classrooms. They should be updated daily.

- Individual Learning Plans accessible quickly by students and staff.
- Daily Advisory agenda posted on the board.
- Restorative Justice/Positive discipline guidelines posted in the classroom.
- Advisory processes/rituals that are intentional (check-in, calendars, lesson plan, etc.) and tied to student learning plans.
- Weekly one-on-one schedule posted.
- Evidence of student's work with the theme posted on the board.
- Positive classroom behaviors and expectations
- Safety Procedures
- Social Skills Steps

Student Expectations:

For each quarter, students are expected to have an Individualized Learning Plan (ILP). Learning plans should include timelines for all projects, as well as details about their advisory work, inter-disciplinary units, LTI project, math assignments, reading work, and elective projects. These plans need to be very specific and detailed, focusing on credits earned and needed. A Graduation Progress form should be attached to the ILP. Both forms should be updated every 4.5 weeks and sent home with the Progress Report.

Attendance Log:

Improving student attendance is a **major goal** for Phoenix Rising. Teachers will take daily attendance on PowerSchool for each class. In addition, there will be sign-in sheets for each class that will be picked up fifteen minutes into each class period. When a student is absent 10 consecutive days or is known to be in another educational setting, the teacher must inform the principal, Phoenix Rising administrator and Counselor.

As a courtesy, please let the Phoenix Rising administrator or office manager know when a student is absent on the 3rd consecutive day. You may request a Home Visit by a bureau staff member.

Calls will be made by TCJB staff every time a student is absent and documented. If a message is left or contact is not made, then the advisor needs to call as well until a parent or guardian is reached and a reason given for the absence. Additional student phone numbers can be accessed in the main office.

Emergency Care for Ill or Injured Students:

If a student becomes ill or is injured at school, every reasonable effort is to be made to care for him/her. If the parent, the listed responsible persons or the physician cannot be reached, at the direction of the administration, the student should be taken to the emergency room or a hospital. Use the hospital designated by the student's physician, if known. Tulsa Public Schools does not assume responsibility for the payment of hospital or doctor fees. **Be sure to emphasize to parents during the first week of school that inexpensive student accident insurance is available.**

Staff must contact the main office immediately when an emergency arises. The main office will then notify the Administrator. The student's parent/guardian will be called.

Building Safety:

The faculty should be especially vigilant in insisting that our students take pride in our building. Please join me in promoting responsibility and pride in our building. **Advisors are to stand by their doors when dismissing students from class and to observe the halls during passing time.** Students should be directed to move on to classes and not congregate in areas of the building.

Discipline:

Safety of every person in the building is the number one priority. Therefore, there may be times when a student puts oneself or others at risk for their safety. We strive to develop and strengthen each student's internal locus of control to take responsibility of how his/her actions and choices impact others.

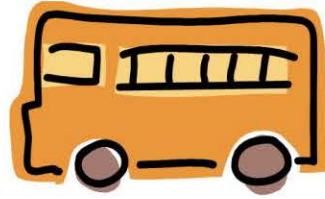
Suggested steps to take with students who are having difficulties:

- ❖ Develop and strengthen your relationship with each student so trust, mutual respect and caring are evident with each student.
- ❖ Ask the student if there is something wrong, if they need a time out especially with his social worker or see what you can do to support the student.
- ❖ Contact your Restorative Justice Coordinator for assistance. Restorative Justice must be implemented according to policy and guidelines. Ask to have a student staffing
- ❖ Take every opportunity to praise and encourage the student in front of others, call his parents and/or probation counselor in front of the student. Be very specific with what the students' actions were that were positive.
- ❖ If you need assistance from the Crisis Response Team, please call for the Crisis Team Leader



TULSA PUBLIC SCHOOLS SECURITY CHECK LIST

1. Close and lock all windows and close all blinds. Nothing that is valuable should be visible from a window or door. A computer that can be seen in a window can be easily stolen and the thief gone before the police have time to arrive at the site.
2. Close and lock all internal doors to classrooms, offices, and the boiler room. Also, lock any storage cabinets or closets including desk drawers. The longer it takes a thief to get what he is after, the better chance Security has of directing the police there to catch him.
3. Turn off all fans. Check all ceiling fans. These cause numerous false alarms.
4. Check for mobiles or balloons hanging in front of security sensors. Do not stack boxes to block view of sensors.
5. Chain all external doors inside, except for entry door which should be chained on the outside.
6. Arm panels before leaving building. Push code numbers in slowly. If panel will not set:
 - check for fans, open doors, and mobiles or anything blocking view of sensors
 - check for blown fuses
 - call Security at 749-9966.
7. Disarm panels immediately when entering the building. If the individual who regularly opens is late or absent, make sure the backup person has the security code. Do not allow others to enter the building until the security system has been disarmed.
8. **ANYONE** coming into the building **AT OTHER THAN REGULAR HOURS** should call is they enter and as they leave. If for any reason that number is an be reached at 746-6818.



Tulsa Public Schools - Fire Drill Procedure

The fire signal shall be a horn blast.

Every fire drill should be regarded as a real fire

Students are not to stop for wraps, books, or any personal property.

After the practice drills at the beginning of the school year, there should be no advance notices as to when a fire drill will be held.

Each person in the building at the time of the alarm should respond to the signal and leave the building.

Children occupying rooms near exits should be appointed to hold the doors until everyone has cleared the exits. Close the doors where necessary to prevent the spread of fire.

Provisions should be made for assisting handicapped children.

Monitors should be appointed to see that restrooms are clear.

Lines should move in single file. Pushing, talking, or any kind of horseplay should not be tolerated. Great stress shall be placed upon the execution of each drill in a brisk, quiet and orderly manner.

Students should walk briskly; no running should be permitted as they march to their designated halting point outside the building.

Advisors must remain calm during an actual fire, and students must be supervised to avoid possible panic.

Each advisor should keep an attendance record up-to-date and take this with you as you move the students to your designated spot when the alarm sounds, when you reach your destination call roll to determine if all pupils are present and accounted for.

The yellow fire drill regulation sheet should be posted in each classroom in a conspicuous place.

The building should not be reentered until the proper "ALL CLEAR" signal has sounded. The "ALL CLEAR" shall be on long continuous ring on the bell system.

Tulsa Public Schools

IOC (Intruder on Campus) Drill Procedures

Intruder/Lock-Down

1. Signal with intercom announcement "IOC Alert".
2. Lock classroom doors; turn off lights & computer monitors, and close windows/shades.
3. Move students away from door/windows.
4. Place the appropriate red/green card under the classroom doorway.
5. "All Clear" will be given through intercom announcement.



Intruder/Modified Lock-Down

1. Notification of procedures in place for a "Modified Lock-Down".
2. All exterior doors locked and no persons in or out unless cleared by the administration.
3. School will continue to function as closely to normal as possible **inside** the building.
4. "All Clear" will be notification to staff.

Atmospheric Chemical Release (Shelter in Place) Drill Procedure

1. Signal with intercom announcement "Shelter in Place".
2. Close all exterior windows and doors (seal gaps under exterior doors with wet towels and/or duct tape where possible).
3. Close as many interior doors as possible.
4. Do not open the building for anyone while under Atmospheric Chemical Release status.
5. Remain in protected interior areas of the building until the All Clear is given through intercom announcement.

Bomb/Explosive Threat

Consider and treat all threats as real!

- Each staff member should be made aware of the predetermined code and the procedure for handling a bomb threat. Only employees familiar with their surroundings can spot an item out of place with its environment. *Each principal should establish and post a clear "chain of command" to eliminate confusion as to who is in authority in his/her absence. If phone threat is made, obtain as many details as possible using the attached checklist while caller is on the phone.*
- Call 911
- Use a **Systemic, Rapid, Through** approach to search the building and surrounding area. Upon hearing the code, employees immediately inspect the area in which they work.
 - ⇒ Teachers inspect their classrooms
 - ⇒ Food service employees inspect the kitchen and cafeteria
 - ⇒ Building engineers inspect their closets, the restrooms, and mechanical areas
 - ⇒ Designated staff members inspect halls and common areas

Notify the principal after each area is searched

If anything is found, **DO NOT TOUCH OR ATTEMPT TO OPEN OR REMOVE IT. NOTIFY THE PRINCIPAL IMMEDIATELY.** The principal will notify the bomb squad using 911.

- Call the appropriate Executive Director
- With assistance from the executive director and the responding police officer, the principal will evaluate the threat and determine whether to evacuate the building.
- If the decision is made to evacuate, use a standard fire drill, avoiding the suspected area. (Teachers need class rosters to call roll)
- Call the Safety and Security Department at 669-3510 advising them of the bomb threat and the action taken - complete the Bomb Threat Report and send to the Executive Director's office

Bomb Threat Information Checklist

> Photocopy for use <

Time of Call _____

Caller ID Information _____

Questions To Ask Caller

1. When is the bomb set to explode? _____
2. Where is the bomb? _____
3. What does it look like? _____
4. What kind of bomb is it? _____
5. What will cause it to explode? _____
6. Did you place the bomb? _____
7. Why was it placed? _____
8. What is your address? _____
9. What is your name? _____

Gender of Caller ☐ M ☐ F **Age** _____ **Race** _____ **Length of Call** _____

Caller's voice

- | | | | | | |
|------------------------------------|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|------------------------------------------|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Soft | <input type="checkbox"/> Distinct | <input type="checkbox"/> Raspy | <input type="checkbox"/> Familiar | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Slurred | <input type="checkbox"/> Deep | <input type="checkbox"/> Nasal | <input type="checkbox"/> Ragged | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Laughing | <input type="checkbox"/> Slow | <input type="checkbox"/> Crying | <input type="checkbox"/> Stutter | <input type="checkbox"/> Deep Breathing |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Rapid | <input type="checkbox"/> Normal | <input type="checkbox"/> Lisp | <input type="checkbox"/> Accent | <input type="checkbox"/> Cracking Voice |

Was the voice familiar? _____

Background sounds

- | | | | | | |
|----------------------------------------|---------------------------------|------------------------------------------|--------------------------------|----------------------------------------|------------------------------------|
| <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Voices | <input type="checkbox"/> Street Noise | <input type="checkbox"/> Local | <input type="checkbox"/> House Noises | <input type="checkbox"/> Music |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Static | <input type="checkbox"/> Motor | <input type="checkbox"/> Clear | <input type="checkbox"/> Long Distance | <input type="checkbox"/> Machinery |
| | | <input type="checkbox"/> Office Machines | <input type="checkbox"/> Other | _____ | |

Language

- | | | | | | |
|--------------------------------------|-------------------------------|-------------------------------------|--------------------------------|-------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Well Spoken | <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Taped | <input type="checkbox"/> Irrational | <input type="checkbox"/> Message Read By Threat-maker |
|--------------------------------------|-------------------------------|-------------------------------------|--------------------------------|-------------------------------------|-------------------------------------------------------|

Additional Comments _____

Name _____ Date _____

Position _____ Phone _____

Buildings and Grounds Security

Phoenix Rising has the assistance of Security assigned daily in the interest of protecting and preserving the safety and welfare of our students. The assigned duties of the Security Officers shall be determined by the Administration and are to ensure a safe and orderly environment for staff and students.

Energy Conservation Guidelines:

1. All TPS employees are responsible for implementing the guidelines during the time that he/she is present in the classroom or office.
2. The custodian is responsible for control of common areas, i.e. halls, cafeteria, etc.
3. The last person to leave a building in the evening will be responsible for verification of the Energy Education Guidelines nighttime shutdown for the building.
4. The building administrator is responsible for the total energy usage of his/her building.
5. The Energy Education Specialist is responsible for either directly or indirectly making adjustments to the Organization's Energy Management System (EMS), including temperature settings and run times for Heating, Ventilation and Air Conditioning (HVAC), and other controlled equipment.
6. Classroom doors shall remain closed when HVAC is operating.
7. All exhaust fans should be turned off daily.
8. All office machines (copy machines, laminating equipment, etc.) shall be switched off each night and during unoccupied times. Fax machines should remain on.
9. All computers should be turned off each night. This includes the monitor, local printer, and speakers. Network equipment is excluded.
10. All unnecessary lighting in unoccupied areas will be turned off. Staff should make certain that lights are turned off when leaving the work spaces empty. Utilize natural lighting where appropriate.
11. Gym Lights should not be left on unless the gym is utilized.
12. All lights will be turned off immediately when students and staff leave for the day. Custodians will turn on lights only in the areas in which they are working.
13. Ensure all plumbing and/or intrusion (i.e. roof) leaks are reported and repaired immediately.
14. All water shall be shut off except when in actual consumption/usage.

Cooling Season Occupied Set Points: 73°F-78°F
Unoccupied Set Point: 80°F-85°F

Heating Season Occupied Set Points: 68°F-70°F
Unoccupied Set Point: 55°F-60°F

Standards of Performance and Conduct for Teachers

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

Principle I - Commitment to the Students

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - A. exclude any student from participation in any program,
 - B. deny benefits to any student, or
 - C. grant an advantage to any student;
7. Shall not use professional relationships with students for private advantage; and
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Principle II - Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Principle III

Subject to the provisions of the Teacher Due Process Act, a probationary or career teacher may be dismissed or not reemployed for any reason or cause allowed by law.

Professional Dress

Certified staff occupies a special position within the education community, particularly with respect to their ability to serve as a positive influence for students. Certified staff is expected to dress in a professional manner at all times. Large and/or obvious tattoos of any type shall be covered to prohibit their display. Dress, including jewelry, and personal grooming, must not offend common standards of decency, contain language which refers directly or indirectly to drugs, alcohol or tobacco, contain direct or indirect sexual references, present health or safety problems, or otherwise constitute inappropriate dress or grooming for the educational process in which the employee is engaged. Visible pierced jewelry shall be limited to two piercings in the ear.

¹ Approved by the State Board of Education, March 1992
Professional Services Division
(70 O.S. Supp. 1990 § 6-101.21 and 101.22)
Tulsa Public Schools – Certified Personnel Handbook

Field Trip Plan Sheet

1. Date and time _____
2. Destination _____
3. Purpose _____
4. Person or group sponsoring trip _____
5. Person in charge of planning trip _____
6. Person in charge on field trip _____
7. Contact person and phone number _____
8. Number of students participating _____
9. Number of Advisors needed for supervision _____
10. Advisors going on trip _____
11. Administrator/Counselor going _____
12. Parents accompanying trip _____
13. Type of transportation needed _____
- If school bus: Number needed _____
 - Date bus (es) requisitioned _____
 - How many students are assigned to each bus _____?
 - Advisor assigned to bus _____
14. NO SUBSTITUTES WILL GO ON FIELD TRIP. The Substitute will fill in for the teacher going on the trip.
15. Procedure to be used to determine which students, if any, will not participate – needs administrative approval.
16. Permission slips:
 - a. Date to be handed out (no less than 1 week before trip) _____
 - b. Date to be turned in (must be 24 hours before trip) _____
17. Advisors who need coverage and blocks needing coverage:
 - _____
 - _____
 - _____

18. Special consideration:

- a. Dress Code for trip
- b. Will students need extra money? a lunch?
- c. Advisor attending field trip who has first aid/medication training.

19. Activities planned for field trip (Attach trip agenda to this sheet.)

20. Funds to be used for field trip _____

Please complete the list above; make arrangements to meet with the Administrator and Principal to approve/disapprove the request.



PHOENIX RISING

CELL PHONE POLICY

Basic Rules

- When working in an educational or professional environment, please always make sure that your phone is always on vibrate.
- **There will be NO cell phone use during instructional time.** This includes both talking and texting.
- Emergency calls must be directed to the main office, not your cell phone.
- If you know that you are expecting an important phone call from a doctor, job, probation counselor, child's daycare, etc., please let staff know. If not, we will assume it is inappropriate use of the phone.
- If you need a calculator or the internet, please let a staff member know and they will find you access to this technology. Please do not utilize your phone for this reason.
- If you receive a phone call that is not an emergency, please allow it to go to voicemail. You are able to make return calls at the appropriate time.
- Offensive conversations and/or music are not allowed inside the school out of respect for your peers, teachers/staff, visitors, and yourselves.
- You may use your phone **before school, during lunch, and after school.**

Staff Responses

- **First Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will be given an opportunity to correct behavior.
- **Second Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will be given a pass to the appropriate staff, who will record the incident, and schedule a restorative conference.
- **Third Violation:** Cell phones that are out during instructional time, being utilized inappropriately and/or students that are blatantly breaking the cell phone agreement will have their phone confiscated by staff. It will be placed in a secure location in the main office. Student will receive their cell phone at the end of the day.

Excessive inappropriate cell phone usage can result in conferencing to determine appropriate educational placement within this program. This will include all parties affected by this behavior.

Student Signature _____
Date _____

Parent/Guardian Signature _____
Date _____



PHOENIX RISING **TECHNOLOGY POLICY**

Basic Rules

- **There will be NO MUSIC during instructional time.** Unless this is designated in your Individualized Education Plan (Special Education), Behavior Plan, or Individual Learning Plan.
- No amplified music will be permitted at all.
- You may listen to music **during passing periods, before school, during lunch, and after school.**
- School computers may not be used to stream music or music videos.
- School computers may NEVER be used for any social media, including Facebook, Instagram, Twitter, YouTube, etc. Using websites not related to the instructional lesson, at the time, will not be permitted.

Staff Responses

- **First Violation:** Technology being utilized inappropriately and/or students that are blatantly breaking the technology agreement will be given an opportunity to correct behavior.
- **Second Violation:** Technology being utilized inappropriately and/or students that are blatantly breaking the technology agreement will be given a pass to the appropriate staff, record the incident, and schedule a restorative conference.
- **Third Violation:** If after the conference, technology continues to be utilized inappropriately and/or students are blatantly breaking the restorative agreement, the student will have their technology privileges revoked, with a chance for reinstatement (on a case by case basis)

Excessive inappropriate technology usage can result in conferencing to determine appropriate educational placement within this program. This will include all parties affected by this behavior.

Student Signature _____
Date _____

Parent/Guardian Signature _____
Date _____

IN ADDITION TO THE
TULSA COUNTY BOARD POLICIES SET
FORTH IN THE BOCC HANDBOOK, ALL
PHOENIX RISING STAFF MUST FOLLOW
THE BELOW TULSA PUBLIC SCHOOLS
POLICIES

- Mission, Vision, Belief Policy 1501
- Child Abuse-Policy 2110
- Suicide Intervention Policy 2111
- Bullying Prevention-Policy 2119
- Grading Systems Policy 2401
- Promotion, retention, and failing grades pass/failure Policy 2406
- Student Discipline-Policy 2607
- Gun Free Schools Policy 2616
- Employment Certifications for Students Policy 2703
- School Year and Calendar Policy 3301-R
- Field Trips Policy 3314
- Alternative Education Policy 3403
- Alternative instructional delivery systems Policy 3404
- School volunteers and mentors Policy 4301
- Employee Ethics Policy 4408
- Employee Conflict of Interest Policy 4409
- Employee Conduct Policy 4410
- Standards of performance and conduct for teachers Policy 4411
- Nondiscrimination Policy 4901
- Sexual Harassment Policy 4903
- Internet protection and safety Policy 6501
- Copyright Compliance Policy 6701
- Research by individuals and/or institutions Policy 9102



PHOENIX RISING

3441 East Archer Street Tulsa, Oklahoma 74115

I, _____ have received the Phoenix Rising
Print Name

2016-2017 Faculty and Staff Handbook. I agree to adhere to all policy and procedures that are within this handbook. I also agree to follow the TPS Student and Family Guide to Success and TPS District Policies. If you have any questions or concerns, please communicate with your supervisor.

Staff Signature

Date



PHOENIX RISING

TCJB STAFF SIGN-IN/SIGN-OUT SHEET Date _____

<u>LAST</u>	<u>FIRST</u>	<u>Time-In</u>	<u>1st Time Out</u>	<u>1st Time In</u>	<u>Time Out</u>	<u>Signature</u>

CHILD ABUSE AND NEGLECT

Reporting Information For Oklahomans

OTHER FACTS:

- Law enforcement is the only entity that can take a child into protective custody. Without a court order, OKDHS cannot remove children from their homes.
- If you are unsatisfied with the way an investigation was handled, it is critical to provide **feedback** through the supervised structure of an investigating agency. Within OKDHS, first contact the county's child welfare supervisor. If you are still unsatisfied, proceed through the **chain of command** of the County Director, Child Welfare Field Liaison, Area Office, and Children & Family Services Division, Oklahoma Department of Human Services. Law enforcement officers also have a chain of command.

**Statewide 24-Hour
Child Abuse Hotline
1-800-522-3511**

This publication, Reporting Information for Oklahomans, is issued by The Oklahoma State Department of Health, as authorized by James M. Crutcher, M.D., M.P.H., Commissioner of Health and State Health Officer. This publication was revised August 4, 2006. It will be re-printed and distributed during October, 2006.

confidentiality, such as doctors, nurses, teachers, and mental health professionals, are **required to report** child abuse and neglect just as every other person in the state. The **duty to report** supercedes professional confidentiality codes when there is reason to believe that a child is abused or neglected.

Professionals should outline the limitations of confidentiality regarding reporting abuse or neglect during their initial session with clients. Before clients give consent for treatment, professionals have the obligation to inform them regarding their legal and ethical responsibilities as mandated reporters of child abuse and neglect. When informing clients, professionals should outline the steps they must take if abuse or neglect is suspected or if a disclosure should occur during treatment.

WHAT ABOUT THE IMPACT OF REPORTING ON THE THERAPEUTIC PROCESS?

With Oklahoma's mandated reporting laws, problems can occur in reporting suspected child abuse and neglect that are likely to test the client-therapist relationship. However, state statute is quite clear in requiring **every person** to report the suspicion of abuse or neglect, regardless of their relationship to the child or family.

Often, one of the biggest obstacles to reporting is the therapist's own personal feelings or beliefs. Some therapists may have difficulty involving OKDHS or law enforcement in the lives of a family, especially if the therapeutic alliance is well established and the client is the alleged abuser.

Mistakenly, therapists may believe that they can assist the family more effectively by working with the child, the alleged perpetrator and/or the family without involving OKDHS or law enforcement.

While reporting does not guarantee the family situation will improve, not reporting guarantees that if abuse and neglect exist, the child will continue to be at risk of further harm, and perhaps more serious harm.

WHAT INFORMATION SHOULD THE REPORTER EXPECT FROM OKDHS AFTER A REPORT IS MADE?

After a report is made, the reporter may obtain information on the status of the report. Information that can be obtained may include whether the case was investigated, assessed or screened out. If the report was screened out, reporters may be informed of the decision to screen out the report and the reason for this decision. If the report has been accepted for investigation or assessment, reporters may be told the finding of the investigation or that the assessment has been concluded. Reporters are **not**, however, entitled to the details of the investigation.

WHAT ARE SPECIAL REPORTING ISSUES RELATED TO SCHOOLS?

- State law specifies that schools are not responsible for notifying parents that a child was interviewed at the school regarding a child abuse report. The task for notifying parents is the responsibility of OKDHS.
- School personnel, as well as medical, public health, mental health professionals, or any other professional person interacting with children should **NOT** delve into a child's situation beyond determining whether there is a **REASON to BELIEVE** the child is being abused or neglected, or in danger of being abused or neglected, assessing the risk of harm for reporting purposes and obtaining enough information to report to OKDHS.

DO PROFESSIONAL CODES OF CONDUCT REGARDING CONFIDENTIALITY PROHIBIT PROFESSIONALS FROM REPORTING CHILD ABUSE & NEGLECT?

Oklahoma Law is very clear that professionals who maintain strict ethical guidelines related to

Child Abuse Training and
Coordination Program

Office of Child Abuse Prevention
Family Support and Prevention Service

Family Health Services

Oklahoma State Department of Health

1000 N.E. 10th Street

Oklahoma City, OK 73117-1299

405/271-7611

WHAT IS CHILD ABUSE?

Child abuse is defined by law as **harm or threatened harm** to a child's health and safety by a person responsible for the child's health and safety. This includes a parent, a legal guardian, a foster parent, or a person 18 years of age or older with whom the child's parent cohabitates, or any other adult residing in the home of the child. Harm or threatened harm includes:

- **Physical Abuse:** nonaccidental physical injury to a child under the age of 18.
- **Neglect:** failure or omission to provide food, clothing, shelter, medical care, supervision or special care made necessary by the physical or mental condition of the child.
- **Sexual Abuse or Exploitation:** includes, but not limited to rape, incest, lewd or indecent acts or proposals, and allowing, permitting or encouraging a child to engage in prostitution or pornography.
- **Emotional Abuse:** mental injury from incessant rejecting, terrorizing, isolating, exploiting, corrupting, and denying emotional responsiveness.

WHO IS REQUIRED TO REPORT SUSPECTED CHILD ABUSE?

State law requires every health care professional, teacher, and every **OTHER** person who has **reason to believe** that a child under 18 is being abused or neglected, or is in danger of being abused or neglected, must report the **suspicion** of abuse promptly to the Oklahoma Department of Human Services (OKDHS).

Failure to report suspected abuse is a crime. No person, regardless of their relationship to the child or family, is exempt from reporting suspected abuse. A person reporting in good faith, however, is immune from both civil and criminal liability.

By law, reporting child abuse is an **individual responsibility**. As the individual who suspects abuse, you are legally responsible for making certain

that the report is made to OKDHS. If you have obtained the information leading to your suspicions from a professional relationship, your legal responsibility is **NOT** satisfied by merely reporting your suspicions to a supervisor. If applicable, it is important to follow your agency's or school's procedures regarding *informing* a supervisor of your concerns, but permission to report is not necessary. You must not let organizational procedures or policies obstruct your duty to report **PROMPTLY** to OKDHS.

A report is a **request for an investigation** to gather facts and protect the child. The individual making the request does not need proof of the abuse prior to reporting. Investigation and validation of child abuse reports are the responsibility of OKDHS or law enforcement officials. If you become aware of additional incidents after the initial report has been made, another report to OKDHS with the additional concerns and information should be made.

IS THE REPORT I MAKE CONFIDENTIAL?

OKDHS policy and state law require **strict maintenance** of the confidentiality of reporters of child abuse. If the incident does become court involved, information on the reporter could be requested by the court. It is rare, however, for the identity of the reporter to be made known in court. Anonymous reports are also accepted.

HOW DO I REPORT A

SUSPICION OF CHILD ABUSE?

Promptly contact OKDHS, Child Welfare Services in the county where the child is located or call the statewide, 24-hour hotline number. It is critical to accurately reflect the nature of the abuse. Do not overstate, nor minimize, the extent of the suspected abuse. Telephone reports are acceptable.

**Statewide 24-Hour
Child Abuse Hotline
1-800-522-3511**

WHAT INFORMATION SHOULD I BE READY TO REPORT?

1. The names, addresses and whereabouts of the child and the child's parents, or other persons responsible for the child's welfare;
2. The child's age;
3. The nature and extent of the abuse or neglect;
4. If the child has tested positive for alcohol or a controlled dangerous substance; and
5. Any other information you believe might be helpful in establishing the cause of the injuries and the identity of the person responsible.

WHAT HAPPENS AFTER THE REPORT IS MADE?

The report is screened by a OKDHS supervisor to determine if the allegation meets the statutory definition of abuse and neglect and if the report falls within the scope of responsibility of OKDHS. If the alleged abuse is perpetrated by someone other than a caretaker, OKDHS is required to forward the report to law enforcement. OKDHS is mandated to investigate or conduct assessments regarding allegations of abuse or neglect by a parent or caretaker. The difference between a Child Protective Services (CPS) investigation vs. assessment is this:

- A **CPS Investigation** is conducted when the report concerns abuse or neglect that is serious, could be extremely dangerous, or when there have been many previous reports of abuse or neglect.
- A **CPS Assessment** is conducted when the report concerns abuse or neglect that is not serious or extremely dangerous.

OKDHS has time frames for response. Assignment to either CPS Investigation or CPS Assessment is based on the potential risk to the children named in the report:

Priority One indicates imminent danger of serious injury. Response by OKDHS is generally the same day.

Priority Two indicates there is no imminent danger of serious injury but the child will not be safe without intervention. Response is within 2 to 15 calendar days depending on risk to the child.

After a report is accepted for investigation or assessment, as much information as possible is gathered. The child is often seen first. Family members, including the alleged abuser, and other persons having information are interviewed about the incident.

A determination is made regarding the findings of the **CPS Investigation**. No findings are made on CPS Assessments. All reports are forwarded to the District Attorney. One of the following findings for CPS Investigations will be made:

- **Services Not Needed**
- **Services Recommended**
- **Confirmed - Services Recommended**
- **Confirmed - Court Involvement**

ARE REPORTS OF SUSPECTED ABUSE EVER REJECTED BY OKDHS?

Yes, there are situations that do not meet the legislative mandate for investigation by OKDHS. Usually, this is due to:

- insufficient information to locate the family and child.
- the report does not meet the legal definition of abuse and neglect.
- the alleged perpetrator is a person other than a parent or caretaker, such as a neighbor or teacher.

Examples of screened out reports may include adolescents with behavioral problems, such as delinquency or truancy, which are not related to abuse or neglect; parent/child conflicts in which no abuse or neglect is occurring; or over reactions to poor parenting practices.

Submit by Email

Print Form

OKLAHOMA STATE DEPARTMENT OF HEALTH SUSPECTED CHILD ABUSE/NEGLECT REPORT FORM

I understand that the Oklahoma State Department of Health policy requires me, as a mandated reporter, to promptly contact the Oklahoma Department of Human Services or call the statewide 24-hour hotline number (1-800-522-3511) to make a report of suspected child abuse and/or neglect in good faith and in accordance with the law of the state of Oklahoma. I understand that this form (333-F) does not replace a call to OKDHS, but is to be used to document adherence to policy, to be sent to OKDHS for hardcopy documentation, and to provide quality assurance.

This written report documents an oral report made to OKDHS on (Date) ____/____/____, (Time) ____:____ ☐ am ☐ pm
to (Person accepting the report) _____ Referral # _____.

IF THIS SITUATION POSES IMMINENT DANGER, WAS LAW ENFORCEMENT CALLED? ☐ Yes ☐ No
WAS THIS REPORT MADE ANONYMOUSLY? ☐ Yes ☐ No

Reporter Information

Reporter's Name: _____ Position/Title: _____
Phone number: _____ - _____ - _____ Fax number: _____ - _____ - _____ County: _____

E-mail address? _____

At which health department or contract agency do you work (also specify city)? _____

At the time of this incident, for which program or clinic were you working?

☐ Children First ☐ Early Intervention ☐ Immunization clinic ☐ Start Right/OCAP ☐ Well-child clinic
☐ Child Guidance ☐ Family Planning ☐ Maternity Clinic ☐ STD clinic ☐ WIC
☐ Administrative staff, multiple programs/clinics ☐ Other: _____

Child Information

Name: _____ DOB/Age: _____ Race/Ethnicity: _____ Gender: _____
Is this child physically or developmentally disabled? ☐ Yes ☐ No IF YES → Please describe: _____

Address or location of child at the time of the report? _____

Family/Caretaker Information

List each person's name and relationship to child (if known):	Age	Race/Ethnicity	Gender	Disabled?	Explain:
1. Parent/Caretaker: _____	_____	_____	<input type="checkbox"/>	_____	_____
2. Parent/Caretaker: _____	_____	_____	<input type="checkbox"/>	_____	_____
3. Sibling/Other: _____	_____	_____	<input type="checkbox"/>	_____	_____
4. Sibling/Other: _____	_____	_____	<input type="checkbox"/>	_____	_____
5. Sibling/Other: _____	_____	_____	<input type="checkbox"/>	_____	_____

What is the primary language spoken in the home? ☐ English ☐ Spanish ☐ Other (specify): _____

Home Address: _____ Telephone: _____ - _____ - _____

Alternative phone: _____ - _____ - _____

Finding Directions: _____

Out of Home Care

Is the child in out-of-home care? Check type:

☐ Unknown/Not Applicable ☐ OKDHS custody ☐ Foster family home ☐ Relative's home
☐ Childcare center or school ☐ Family friend ☐ Group home or institution ☐ Other: _____

Address: _____ Telephone: _____ - _____ - _____

Alternative phone: _____ - _____ - _____

Who are the person(s) responsible for the child at this location? _____

Name of school or childcare/daycare center: _____

Incident Information

Please classify the type(s) of suspected maltreatment you are reporting (check all that apply):

☐ Physical abuse☐ Sexual abuse☐ Emotional or psychological abuse☐ Neglect

Is domestic or intimate partner violence in the home?

☐ Yes: _____☐ No ☐ Unknown

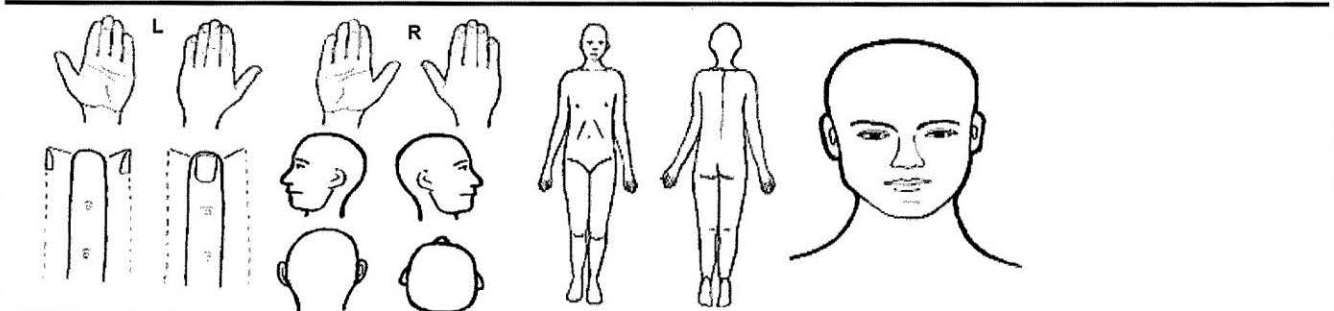
Is alcohol or a controlled dangerous substance involved?

☐ Yes: _____☐ No ☐ Unknown

Are there dangers in the home (i.e. dogs, weapons, meth lab, etc.)?

☐ Yes: _____☐ No ☐ Unknown**Incident Information, continued**

Please describe the nature and extent of the child's injuries, neglect or endangered condition (indicate sites on body map):



Alleged types and/or indicators of suspected maltreatment; check all that apply. (Note: This is not an exhaustive list)

☐ Abrasions/laceration☐ Exposure to domestic violence☐ Inadequate clothing☐ Substance abuse by caretaker☐ Age-inappropriate sexual behavior☐ Failure to obtain medical attention☐ Inadequate or dangerous shelter☐ Threat of harm☐ Bite marks☐ Failure to protect☐ Inadequate physical care☐ Vaginal penetration/intercourse☐ Bone fracture (not skull)☐ Failure to provide adequate nutrition☐ Lack of supervision☐ Wounds/cuts/punctures☐ Bruises/welts☐ Failure to thrive☐ Mental trauma☐ Other: _____☐ Burns/scalds☐ Fondling☐ Pornography☐ Other: _____☐ Exposure to adult sexuality☐ Head trauma☐ Skull fracture☐ Other: _____

Identify any child or adult who gave an explanation of the child's injury/condition and the date; What did the child or adult say happened?

How do you know this child? How long have you known him/her? When did you last see the child, and what was his/her condition? Does the child have any injuries now?

When did the incident occur (time, date, location)? Did you witness the incident?

Other pertinent information, including the name and address of others who may be willing to provide information about this case:

One Week Follow-Up

DHS Caseworker: _____ Phone number: _____ - _____ - _____ County: _____


Was this report: ☐ Accepted ☐ Screened out ☐ Don't knowWas this report assigned for: ☐ Investigation ☐ Assessment ☐ No ☐ Don't knowWhat priority was assigned by DHS (if known)? ☐ Priority 1 (urgent) ☐ Priority 2

Notes: _____

Have you had any problems or concerns interfacing with the local OKDHS / child welfare agency in making this report?

☐ Yes ☐ No → If YES please describe: _____

Reporter's Signature: _____ Today's date: ____/____/____

	<p style="text-align: center;">POLICY</p> <p style="text-align: center;">JUVENILE BUREAU / FAMILY CENTER FOR JUVENILE JUSTICE</p> <p style="text-align: center;">PHOENIX RISING ALTERNATIVE SCHOOL: SEARCHES AND USE OF METAL DETECTORS</p>		<p style="text-align: right;">Policy File Number</p> <div style="background-color: black; color: white; text-align: center; padding: 5px;">PR 006</div>	
	<p>Approved By: JUSTIN JONES, DIRECTOR</p>	<p>Approval Date: 03/16/2018</p>	<p>Supersedes: NEW</p>	<p>Previous Date: NEW</p>

A. SUMMARY:

Establishes policies and procedures for administratively authorized searches and use of metal detectors within Phoenix Rising Alternative School. Weapons and drugs in the schools, on school grounds, or in the surrounding community, are dangers to the educational environment. The safety and welfare of our students, staff, and visitors will not be compromised, nor will protecting them ever be allowed to become a factor which creates a difficulty in the learning process. Therefore, to foster a safe and secure environment for staff, students and other stakeholders, this policy, adopting the terms, laws, and procedures for use of metal detectors and conduct of searches, is established for Phoenix Rising Alternative School.

B. APPLICABLE TO:

All persons, including students, staff and visitors, are subject to search and metal detector scanning when entering the building.

NOTE: Additionally, within the limitations provided by this policy, students may be subject to search in specified cases of reasonable suspicion; and all school property may be subject to administratively authorized search at any time.

C. ENCLOSURES:

1. Oklahoma Statutes Title 70, Section 24-102, Pupils - Searches (Oklahoma School Code, 1971, as amended).
2. Tulsa Public Schools Policy 2602, Student Searches.
3. Tulsa Public Schools Regulation 2602-R, Student Searches.
4. Search of School Property (Pages 34-35) Excerpt from 2017-2018 Tulsa Public Schools Student and Family Guide to Success.
5. Tulsa Public Schools Policy 7311, Use of Metal Detectors.
6. Tulsa Public Schools Regulation 7311-R, Use of Metal Detectors.

D. POLICIES:

OBJECTIVES

1. The Tulsa County Family Center for Juvenile Justice (FCJJ) is dedicated to the importance of education and appropriate educational placement for all youth, as well as service to families and the community. The FCJJ has developed the policies and procedures herein to facilitate proper protocol and policies in which all persons entering Phoenix Rising Alternative School will be subject to a metal detector scanning for building entry.
2. As part of the commitment of FCJJ and Tulsa Public Schools (TPS) to the safety of our schools, students, staff, and all visitors, authorized staff at Phoenix Rising Alternative School, acting within the limitations provided by this policy, may appropriately conduct searches and metal detector screenings of all entering the building, including inspection of property owned by the students, staff, and all visitors entering the school.

Objectives continue on the following page. →

<p style="text-align: center;">POLICY</p>	<p>Policy File Number</p>
<p>PHOENIX RISING: SEARCHES AND USE OF METAL DETECTORS</p>	<p>PR 006</p>

D. POLICIES: (CONTINUED)

OBJECTIVES (CONTINUED)

3. FCJJ and TPS are mandated to ensure all students' rights in the least intrusive and respectful manner. The FCJJ and TPS will continue to protect the rights of all under the Fourth and Fourteenth Amendments of the U.S. Constitution. A search may take place to maintain a safe and orderly environment and provide educational and safety needs. In addition, searches will also be conducted in a manner safeguarding privacy and upholding standards of reasonableness according to the law.

SEARCH AND SEIZURE

4. FCJJ and Phoenix Rising recognize and will fully abide by Oklahoma Statutes Title 70 Section 24-102, Pupils - Searches (Enclosure 1).
5. FCJJ and Phoenix Rising fully adopt TPS Policy 2602, Student Searches, and Regulation 2602-R, Student Searches (Enclosures 2 and 3) as standards for student searches at the Phoenix Rising facility.
6. In accordance with TPS Policy 2602-R (Enclosure 3) the following shall apply:
 - a. A school principal or designee may authorize a search of a student's person or personal property and the seizure of prohibited, illegal or harmful items in a student's possession.
 - b. Upon reasonable suspicion of school authorities that a student is in possession of an item which constitutes a crime or a violation of a local or state ordinance or a school regulation, they may conduct a search. If such an item is found, they may seize that item.
 - c. A search will be completed by someone of the same sex and should be witnessed, when feasible.
 - d. Under no circumstances may any member of the school staff or FCJJ conduct a strip search.
7. In accordance with TPS Policy 2602 (Enclosure 2) the following shall apply:
 - a. All school property is held in "public trust by the [TPS] Board."
 - b. A school principal or designee may authorize a search without the permission of the student and without the presence of the student.
 - c. School personnel may remove articles which are prohibited at school or could be used to interfere with or disrupt the educational process.
 - d. No person attending a public school-sponsored event may conceal on his/her person or in a purse, handbag, backpack, etc., any weapon, narcotic or dangerous drug, alcohol, or any other substance or object in violation of local or State ordinances or school regulation.
8. FCJJ and Phoenix Rising fully adopt Tulsa Public Schools' 2017-2018 Student and Family Guide to Success (Enclosure 4), specifically as it relates to searches of school property and of a student's person/possessions.

POLICY	Policy File Number
PHOENIX RISING: SEARCHES AND USE OF METAL DETECTORS	PR 006

D. POLICIES: (CONTINUED)

USE OF METAL DETECTORS FOR SEARCH

9. FCJJ and Phoenix Rising fully adopt Tulsa Public Schools' 2017-2018 Student and Family Guide to Success (Enclosure 4), specifically relating to the provision that any individual entering a TPS facility may be subject to scans by either a walk-through or hand-held metal detector.
10. FCJJ and Phoenix Rising fully adopt TPS Policy 7311, Use of Metal Detectors (Enclosure 5), including but not limited to the following:
 - a. Metal detectors may include, but are not necessarily limited to: wands, hand-held detectors or scanners, etc.
 - b. Metal detectors may be utilized in any of the district schools or facilities.
 - c. Signs will be posted outside the school building to notify all persons that for security reasons, they are subject to search if they enter the building.
11. FCJJ and Phoenix Rising fully adopt TPS Policy Regulation 7311-R, Use of Metal Detectors (Enclosure 6), including but not limited to the following:
 - a. Signs will be posted outside the school building to notify all persons that for security reasons, they are subject to search if they enter the building.
 - b. The metal detector may be used either daily or on a random daily basis. This will be a formula and decision to be determined by a collaboration between the FCJJ, TPS, and the Tulsa Public Schools Campus Police Department (TPSCPD).
 - c. Areas will be arranged to prevent any and all persons from bypassing the search procedure.
 - d. All entrances not used for the metal detector screenings will be locked to prevent entry from outside, but will abide by all mandates and laws in compliance with Fire Codes.
 - e. Prior to the metal detector scan, the person to be scanned will be requested to remove all metallic objects from their pockets or clothing and place them in a container next to the detector.
12. Any object(s) on a person entering the building, including but not limited to purses, backpacks, bags, etc., are subject to search. After being asked to remove metal objects on their person, the person will then walk through the metal detector and, if the device activates, the following procedure will implemented:
 - a. The operator will make a second request for the person to remove all metal objects from person, pockets, or clothing.
 - b. A second scan will then be completed. If activated again, a hand-held detector may be used at this time.
 - c. An equitable, consistent, and complete search procedure is performed for all persons.
 - d. The operator will escort the person to a private area where a more thorough search will be conducted with a "pat down" search of the location in which the metal detector was activated.
 - e. The person will be given an opportunity to remove any object before the operator does.

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PHOENIX RISING: SEARCHES AND USE OF METAL DETECTORS	PR 006

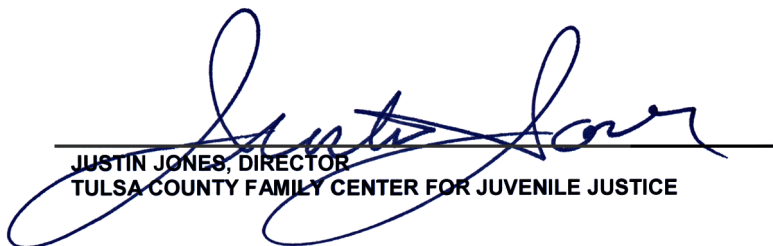
D. POLICIES: (CONTINUED)

USE OF METAL DETECTORS FOR SEARCH (CONTINUED)

13. Situations surrounding searches from TPS Policy 7311-R (Enclosure 6) include:
 - a. If an object is found and/or activates the metal detector and is an item that constitutes a crime, a violation of local or State ordinance or a school regulation, there will be a continued search and seizure process consistent with this policy. TPSCPD will be immediately notified.
 - b. In the event there is an item that may be in violation of local or State ordinance and/or District or school policy, appropriate disciplinary and/or possible criminal consequences may occur.
 - c. In the event a person refuses to cooperate or attempts to evade the use of the metal detector, appropriate disciplinary and/or possible criminal consequences may occur and will be decided by TPSCPD, Phoenix Rising Administrator, and the District.
14. Any attempts to damage or impair the metal detector may result in disciplinary and/or criminal consequences.
15. All appropriate State, District, and FCJJ incident reports will be completed in an appropriate and timely manner in cases of major incidents relating to the metal detector and/or search results.

EXCEPTIONS

16. Any exception to the policies or procedures provided herein will require prior written approval from the Tulsa County Family Center for Juvenile Justice Director, Phoenix Rising Administrator, and the Tulsa Public Schools' District Representative.


 JUSTIN JONES, DIRECTOR
 TULSA COUNTY FAMILY CENTER FOR JUVENILE JUSTICE

§70-24-102. Pupils - Searches.

The superintendent, principal, teacher, or security personnel of any public school in the State of Oklahoma, upon reasonable suspicion, shall have the authority to detain and search or authorize the search, of any pupil or property in the possession of the pupil when said pupil is on any school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school, for dangerous weapons, controlled dangerous substances, as defined in the Uniform Controlled Dangerous Substances Act, intoxicating beverages, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or for missing or stolen property if said property be reasonably suspected to have been taken from a pupil, a school employee or the school during school activities. The search shall be conducted by a person of the same sex as the person being searched and shall be witnessed by at least one other authorized person, said person to be of the same sex if practicable.

The extent of any search conducted pursuant to this section shall be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. In no event shall a strip search of a student be allowed. No student's clothing, except cold weather outerwear, shall be removed prior to or during the conduct of any warrantless search.

The superintendent, principal, teacher, or security personnel searching or authorizing the search shall have authority to detain the pupil to be searched and to preserve any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property that might be in the pupil's possession including the authority to authorize any other persons they deem necessary to restrain such pupil or to preserve any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property. Students found to be in possession of such an item shall be subject to the provisions of Section 24-101.3 of this title.

Pupils shall not have any reasonable expectation of privacy towards school administrators or teachers in the contents of a school locker, desk, or other school property. School personnel shall have access to school lockers, desks, and other school property in order to properly supervise the welfare of pupils. School lockers, desks, and other areas of school facilities may be opened and examined by school officials at any time and no reason shall be necessary for such search. Schools shall inform pupils in the student discipline code that they have no reasonable expectation of privacy rights towards school officials in school lockers, desks, or other school property.

Added by Laws 1971, c. 281, § 24-102, eff. July 2, 1971. Amended by Laws 1973, c. 118, § 2, emerg. eff. May 4, 1973; Laws 1987, c. 115, § 1, eff. Nov. 1, 1987; Laws 1989, c. 105, § 2, eff. Nov. 1, 1989; Laws 1995, c. 274, § 53, eff. Nov. 1, 1995; Laws 1997, c. 350, § 3, eff. July 1, 1997; Laws 2001, c. 206, § 3, eff. July 1, 2001.

TULSA PUBLIC SCHOOLS

Policy 2602

STUDENT SEARCHES

PURPOSE: To establish standards for student searches.

All school property such as lockers, desks, etc., assigned to students is held in public trust by the Board. The student is given a temporary right to use the property and this right may be revoked at any time. School property will not be used to store materials, objects, etc., in violation of school regulations or state and local ordinances. The school principal or designee may authorize the search of school property temporarily assigned to a specific student and without the permission of the student or the presence of the student. Students have no expectation of privacy as to lockers, desks, or other school property temporarily assigned for their personal use. School personnel may remove from lockers or desks any articles which are prohibited at school or could be used to interfere with or disrupt the educational process.

No person while attending a public school-sponsored function may conceal on person or purse, handbag, etc., any weapon, narcotic or dangerous drug, alcohol, or any other substance or object in violation of local or state ordinances or school regulation.

Adopted: November 1982

Revised: February 2005

Legal Reference: Oklahoma State Law Title 70 § 24-102

TULSA PUBLIC SCHOOLS

Regulation 2602-R

STUDENT SEARCHES

The school principal or designee may authorize the search of a student's person or personal property and the seizure of prohibited illegal or harmful items in a student's possession as follows:

- Upon reasonable suspicion by school authorities to believe the student is in possession of an item which constitutes a crime or a school rule violation. The student should be told prior to the search that the search is seeking prohibited contraband. If a "pat down" search becomes necessary, then, when feasible, the "pat down" should be conducted by a person of the same gender. The search should be witnessed, when feasible, by at least another certificated or other authorized person. Under no circumstances should a strip search be conducted.
- At any other time allowed by law, Board policy or the Behavior Response Plan.
- School authorities may seize prohibited, illegal, or harmful items or other substances reasonably determined to be a threat to the safety or security of others.
- Any seized items may be temporarily or permanently removed from a student's possession.

Issued: February 2005

Revised: November 2013

Legal Reference: Oklahoma State Law Title 70 § 24-102



2017-2018 STUDENT AND FAMILY GUIDE TO SUCCESS

EXCERPT

The mission of Tulsa Public Schools is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.



DESTINATION EXCELLENCE

www.tulsaschools.org



How soon do the symptoms appear? Symptoms may appear two to 10 days after infection, but usually within three to four days.

What is the treatment for meningococcal disease? Antibiotics such as penicillin or a cephalosporin such as ceftriaxone are used to treat meningococcal disease.

Should people who have been around a person infected with meningococcal disease be treated? When meningococcal disease occurs in one person, only people who have been in close contact with that person's respiratory secretions are recommended to receive antibiotics. These include (household members, intimate contacts, health care personnel performing mouth-to-mouth resuscitation, day care center playmates, etc.). Such people are usually advised to obtain a prescription for a specific antibiotic (rifampin, ciprofloxacin, ceftriaxone, or azithromycin) by their physician. The health department will contact the individuals who are recommended to receive antibiotics, and advise them of option to obtain antibiotics. Casual contacts including classmates, coworkers or those in a factory setting are not at increased risk of disease when a single person has meningococcal illness. When clusters or outbreaks occur, the health department may expand the recommendations for which groups need to receive antibiotics to prevent possible spread. Antibiotics do not protect people from future exposure to *Neisseria meningitidis*.

Is there a vaccine to prevent meningococcal disease? Three types of meningococcal vaccines are available in the United States. They are effective against four of the five most common disease-causing types of meningococcal disease: A, C Y and W-135. An additional vaccine is now available that protects against serogroup B, but is currently only licensed for high-risk children over ten years of age. Consult with your healthcare provider or the local health department about receiving the vaccine.

MOTOR VEHICLES ON SCHOOL GROUNDS

Each school principal has the responsibility of establishing motor vehicle regulations according to the needs of the school. Students in violation may have their school parking privileges revoked and may be subject to suspension. A principal's decision to limit or revoke parking privileges is final and may not be appealed.

PARENTS RIGHTS IN SPECIAL EDUCATION

Parents/guardians of children with disabilities are entitled to protections under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act before the district may change the student's educational placement for disciplinary reasons. For specific information explaining these procedural protections under IDEA, consult the handout entitled "Parents Rights in Special Education: Notice of Procedural Safeguards," copies of which are available at school sites at no charge. For specific information explaining procedural protections under Section 504 and Title II, consult the handout entitled "Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards," copies of which are also available at all school sites without charge. Contact the TPS Department of Special Services in the Education Service Center, 918-746-6800, with questions or for additional information.

PUBLIC OFFICE/POLITICAL CAMPAIGNS

Distribution on school premises of literature or commercial advertising advocating the nomination or election of any person for public office is expressly prohibited.

READMITTANCE AFTER SUSPENSION

Students returning from any suspension must re-enroll and will again be required to provide current proof of address (gas bill, electric bill, etc.). Students returning from a long-term suspension may be required to bring a parent/guardian and sign an agreement stipulating, if any legal offense recurs, the student may be suspended for the remainder of the current semester and the succeeding semester. Before the student will be admitted back to school, they must complete an assessment that is provided free of charge using the TPS Student Referral For Free Assessment form available in the school office.

RETENTION & PROMOTION

See Policy 2406 http://www.tulsaschools.org/1_Administration/_board_policies/2406.pdf.

SEARCHES Search of School Property

All school property (lockers, desks, etc.) assigned to students is the property of Tulsa Public Schools. The student is given a temporary right to use the property which may be revoked at any time.

School property may not be used to store contraband or other prohibited materials, objects, etc., that are in violation of school rules. The school principal or designee may at his/her discretion authorize the search of any school property without the permission of the student or the presence of the student. Students have no expectation of privacy as to lockers, desks or other school property temporarily assigned for their personal use. School personnel may remove from lockers or desks any articles that are prohibited at school or could be used to interfere with or disrupt the educational process.

No person attending a school-sponsored event may conceal on his/her person, in a purse, handbag, etc., any weapon, narcotic, dangerous drug, alcohol, or any other substance or object that is in violation of local or state ordinances or school rules.

Search of Student's Person/Possessions

Any individual entering a TPS facility may be subject to scans by either walk-through or hand-held metal detectors. As set out below, the school principal or designee may also authorize the search of a student's person or personal property and seize prohibited, illegal or harmful items in the student's possession. Except for a metal detector search, there must be a reasonable suspicion by school authorities to believe the student is in possession of an item, the possession of which constitutes a crime or a school rule or board policy violation.

Procedures regarding searches other than those conducted by use of a metal detector are as follows: The student must be told, prior to the search, what item or substance is being sought. The search must be done in a manner that avoids undue humiliation to the student.

The search of a student's person must be conducted by a person of the same gender as the person being searched and should normally be witnessed by at least one other authorized person, said person to be of the same gender, if practical. Under no circumstances shall a strip search be conducted.

School authorities may seize prohibited or illegal items or other substances. Items that could reasonably be expected to be used to disrupt or interfere with the educational process may be temporarily removed from student's possession. NOTE: Refusal to submit to a search, when reasonable suspicion exists, may result in suspension.

SMOKING/TOBACCO/E-CIGARETTES

All Tulsa Public Schools facilities are tobacco and smoke free. Tobacco use by students or staff is strictly prohibited. It is against Oklahoma State Law 37-600.4A for persons under the age of 18 to possess tobacco or tobacco products. Students smoking or in possession of tobacco will be subject to discipline procedures by the school and fines by the State of Oklahoma ABLE Commission. Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other smoking article. Smoking also includes using products which mimic or simulate smoking behavior, regardless of whether such products actually contain tobacco. This prohibition includes but is not limited to e-cigarettes, personal vaporizers, and electronic nicotine delivery systems. See related board policies 2108 and 4402.

STUDENT DISTRIBUTION OF WRITTEN MATERIALS IN SCHOOL

Distribution of written materials by students in school facilities is governed by Board Policy 2604 and Regulation 2604-R.

SUSPENSIONS Homebased Instruction

Suspended students who are provided with home-based instruction will receive support for core academic courses only. Accordingly, this support will not include Honors course, Advanced Placement courses, or International Baccalaureate course.

Suspension for students with Disabilities Disciplinary Removal of Students with Disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act

The term "disciplinary removal" refers to every out-of-school suspension and any other disciplinary consequence that changes the educational placement of a student with a disability.

The district may implement a disciplinary removal of a student with a disability from the student's current educational placement for up to 10 consecutive or cumulative school days in a school year for any violation of school policies, rules or regulations, to the same extent that it would implement the removal of any other student for the same violation.

The district may implement a disciplinary removal of a student with a disability from the student's current educational placement beyond 10 days cumulative or consecutive in any school year in the same manner it disciplines other students for behavior that is not a manifestation of the student's disability. The building principal or designee will determine the number of days of disciplinary removal to be imposed and implemented for a violation of school policies, rules or regulations. **Special education services must be provided to the student for the duration of the suspension beginning the eleventh day as determined by the IEP team.**

TULSA PUBLIC SCHOOLS

Policy 7311

USE OF METAL DETECTORS

PURPOSE: To establish a procedure for the use of metal detectors.

The District authorizes use of metal detectors, including but not limited to, wands, hand-held detectors or scanners, and magnetometers for the purpose of prohibiting weapons brought to school in violation of the District policies, procedures and Behavior Response Plan. Metal detectors may be utilized in any of the District schools or facilities. This will include the use of metal detectors at school-sponsored athletic events involving both students and the general public.

Signs will be posted outside school buildings and other District facilities to notify students/persons they are subject to scanning by a metal detector in order to enter the building.

Adopted: December 1997
Revised: December 2013
Cross Reference: 2602, Student Searches

TULSA PUBLIC SCHOOLS

Regulation 7311-R

USE OF METAL DETECTORS

The principal or designee will be present during the use of metal detectors and will confiscate any weapon found as a result of the use of metal detectors. The principal or designee will take charge of the student in the event a student is in violation of the District policies by possession of a weapon. Disciplinary action will be handled in accordance with the *Behavior Response Plan*.

Any student attempting to evade a metal detector or refusing to open a bag or parcel, or otherwise refusing to cooperate in the use of the metal detector, will not be allowed to enter and will be deemed in violation of this policy and the Behavior Response Plan and will be disciplined accordingly.

For the safety and security of students and patrons, the general public may be subject to metal detector scanning when entering a district facility.

Discovery of weapons or illegal contraband may result in law enforcement officers being notified.

Signs must be posted outside school buildings and other District facilities to notify persons that they are subject to scanning by a metal detector in order to enter the building.

Persons entering a school building or other District facility are subject to metal detector scanning; however, the person operating the metal detector may limit the use by a random formula. For example: if the lines become too long, the operator may decide to scan every second or third person. Metal detectors may also be used in classrooms or other building areas. The use of a metal detector to scan a particular person may be based on individualized reasonable suspicion. "Individualized reasonable suspicion" means a belief that a particular person is in possession of a weapon and in violation of the District policies and the Behavior Response Plan based on specific objective facts and reasonable inferences drawn from those facts in light of the experience. "Individualized reasonable suspicion," among other things, may be based upon observance of behavior indicating weapon possession or a report of weapon possession provided by reliable and credible sources.

Persons entering a school or other District facility may be required to pass through a metal detector or be scanned. Prior to the initial metal detector scan, the person will be requested to remove metal objects from pockets or clothing. If the device activates, the operator will make a second request for the person to remove metal objects from pockets or clothing. A second scan will then be conducted beginning at the person's toes and continuing up to the head without actually touching the body. If the metal detector continues to activate, the operator will escort the person to a private area where a more thorough search will be

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conducted. The private search will involve at least two adults other than the person who is the subject of the search. At least one of the adults must be of the same sex as that person. Prior to the private search, the operator will ask the person for the third time to remove any metal objects. A "pat-down" search will be conducted for the purpose of locating the item(s) that triggered the scanning device. The "pat-down" will begin near the place where the metal detector was activated. If the operator feels an object during the "pat-down," the person will be given the opportunity to remove the object before the operator does. If the object appears to be the item that activated the metal detector, the search will cease. The search will continue only if a subsequent scan continues to activate the metal detector.

If a person has documentation from a doctor that states they should not be scanned by a metal detector, a pat down search as described above, shall be conducted before the person will be granted permission to enter the facility.

In the event weapons are discovered, the appropriate administrator will make a recommendation related to the disciplinary consequences of the discovery of weapons prohibited by District policy. If a person refuses to cooperate or attempts to evade the use of the metal detector, the appropriate administrator will recommend discipline in accordance with the District policy based on the facts of the individual incident.

Adopted: December 1997
Revised: November 2013

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