

**Phoenix Secondary**

10621660120964

Principal's Name: Mark McAleenan

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

# FRESNO UNIFIED SCHOOL DISTRICT

## PHOENIX SECONDARY COMMUNITY DAY SCHOOL

### Procedures/By-laws

#### **MISSION**

To provide a safe environment where students can develop resiliency in their social and behavioral skills, develop high personal and academic expectations, and rekindle hope to be successful students at a comprehensive school site.

#### **THE PURPOSE**

The District Community Day School (DCDS) is Board mandated to provide an educational placement option for expelled and other at-risk students.

#### **CRITERIA FOR ASSIGNMENT**

The District will comply with the priorities for assignment, to a DCDS, as outlined in Education Code Section 48662(b) through the following process:

- First priority for assignment will be given to a student expelled pursuant to subdivision (d) of Section 48915 (mandatory expulsion) who will be placed through Administrative Hearing Panel.
- Second priority will be given to students expelled for any other reason through placement by the Administrative Hearing Panel.
- Third priority will be given to Multidisciplinary Team (MDT) referrals of students who are, due to extreme behaviors, headed for expulsion.
- Fourth priority will be given to students on probation referred pursuant to Section 300 or 602 of the Welfare and Institutions Code through collaboration directly with the elementary DCDS.

## **REFERRAL PROCESS AND PLACEMENT**

- 1. Administrative Hearing Panel** (mandatory and other expulsions)
  - a.** School site personnel have followed the procedures and checklist in preparation for expulsion action. See **“Student Discipline-Expulsion Procedures”** document prepared by Department of Prevention and Intervention.
  - b.** The Fresno Unified Administrative Hearing Panel holds a hearing with the family, student and others impacted by the expulsion incident.
  - c.** The Panel develops a rehabilitation plan as a recommendation to the school board for ratification.
  - d.** The Hearing Officer forwards the DCDS Referral Form and student data information directly to the DCDS.
  - e.** The DCDS provides the family and student with instructions to report to an orientation and intake meeting at which time the student is enrolled at the appropriate grade level.
- 2. Multidisciplinary Team Referrals** (elementary schools only)
  - a.** School site personnel prepare an “MDT Referral Packet” (handed out to schools at the beginning of the school year) from the Department of Prevention and Intervention. (this is mandatory)
  - b.** Prior to the student being referred to the MDT, the school should have convened a Student Success Team and developed a level 1 behavior support plan that has been in effect for some time prior to the referral.
  - c.** The MDT consists of representatives from the Fresno County Office of Social Services, Mental Health, Probation and Fresno Unified School District.
  - d.** If the recommendation is placement in the elementary DCDS, the referral is forwarded to the DSDC who will contact parents with scheduling information for orientation.
  - e.** For students needing Special Education services, the DCDS will follow up with the Special Education Department to ensure appropriate placement for services.

### **3. Probation Referrals**

- a.** According to EC 48267, any student who has once been adjudged a habitual truant or habitually insubordinate or disorderly during attendance at school by the juvenile court of the county, or has been found to be a person described in Section 602 and a s condition of probation is required to attend a school program approved by a probation officer who is reported as a truant from school one or more days or tardy on one or more days without valid excuse, in the same school year or in succeeding year, or habitually insubordinate, or disorderly during attendance at school, shall be brought to the attention of the juvenile court and the pupil's probation or parole officer within 10 day of the reported violation.
- b.** The juvenile court can make direct contact with the DCDS to request a student referral. The DCDS will then review the referral with student, parent and probation officer to make the appropriate placement, the duration of which shall be no longer than 1 academic semester.
- c.** If placed the DCDS will provide family with instructions to report to and intake/orientation where the student is enrolled.

### **4. School Attendance Review Board (SARB) Panel**

- a.** Every effort must be made by school staffs to correct irregular pupil attendance. If after working with the family there is no improvement, families are then referred to the SARB Panel.
- b.** The SARB Panel meets with the student and parents to discuss parental legal consequence and hears their concerns and needs.
- c.** If it is determined that a student's inappropriate behavior is a major factor in the attendance issues, a referral to the DCDS can be made. The DCDS will then review the referral with the SARB panel to determine the appropriate placement.

# **DISTRICT COMMUNITY DAY SCHOOL'S PROGRAM**

## **1. Program Goals**

The Program goals of the DCDS are to provide for:

- Development and implementation of the rehabilitation plan for each student.
- Academic instruction and intensive behavioral interventions.
- Utilization of individual behavior and attendance contracts to assist students in meeting personal goals.
- Anger management and individual and group counseling sessions.
- Training for parents/guardians in techniques for successful child rearing.
- Resources to parents/guardians in accessing the school system to become actively involved in their students learning.

## **2. Program Elements**

The DCDS will include the following program elements:

- The pro-social skills development component will be integrated in the classroom through collaborative strands with the school psychologist . A focus will be in establishing meaningful relationships between students and adults to increase the chances of long term student success.
- The educational needs of students will be addressed through a program assessment component to include parent and student pre/post questionnaires, as well as, academic assessments to determine academic functioning level.
- The Special Education component will include a Special Day Class program and a Resource Specialist to service students on an individual basis as determined by their IEP.

## **3. Program Essentials**

It is the intent of the DCDS t maintains the following program essentials:

- Low student/teacher ratio
- Individualized instruction and assessment
- Maximum collaboration with the school district support services and resources
- Interagency collaboration

#### **4. Rehabilitation Plan**

- Mandated by AB922
- Requires assessments, educational and behavioral plan, and a process of evaluation for whether a student has met the conditions of the Rehabilitation Plan and is ready to successfully transition back to a comprehensive school.
- Plans should include elements for improved academic performance, tutoring, special needs and counseling suited to the student's needs.

#### **5. Monitoring and Transition**

Ongoing monitoring of students, during the placement, ensures early intervention where academic or social issues arise. Once a student is ready to return to a comprehensive school site, a Transition Specialist (from DCDS) will meet to:

- Review the student's progress
- Assess the student's needs
- Identify a site team of support
- Develop an instructional assistance plan
- Work with receiving teacher/administration to provide academic and behavioral supports

Phoenix Secondary  
**Title I Parent and Family Engagement Policy**

School recognizes that parents are their children's first and most influential teacher and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

School, with input from their Title I parents, has developed and distributed the Title I Parent and Family Engagement Policy. The policy includes four dimensions:

- Policy involvement
- Shared responsibilities for High Academic Achievement
- Building capacity for involvement
- Accessibility

This policy will be updated annually to meet the changing needs of parents and the school.

**Policy Involvement**

- School will convene Title I Parent Meetings to review, revise and comment on the following items:
  - Site level Parent and Family Engagement Policy
  - School Parent Compact
  - School Plan for Student Achievement (SPSA)
  - Title I requirements, involvement rights, and programs offered at the site
  - State adopted ELA/Math curriculum, academic assessment tools and proficiency levels of student achievement at the site
  - Parent survey results related to the academic programs and learning environment at the site
  - Parent involvement opportunities for helping children succeed
  - Parent recommended meetings with flexible dates and times supported by funding for transportation, childcare and/or home visits from Home School Liaisons when available.
  - Parent requested meetings related to the educational decisions for their children

**Shared Responsibilities for High Student Academic Achievement**

- Staff/Student/Parent Compact – the jointly developed School-Parent compact will identify staff-parent strategies that best support student academic achievement. This compact will be widely distributed to all students, staff and parents of Title I students. The Compact describes and defines the following:
  - The school's responsibilities in providing high quality curriculum and instruction in a supportive learning environment
  - Parent and student responsibilities promoting improved academic learning
  - Effective and ongoing communication methods between parents and teachers

### **Building Capacity**

- During Back to School and Parent Conferences teachers will inform parents about curriculum content, achievement standards, assessment results and monitoring student progress
- Parents will be provided with requested training and materials helping to improve their children's achievement
- Teachers and other staff members will be trained on working with parents as equal partners and building ties between parents and the school
- Teachers will inform parents and students about individual goals based on local and state assessment results
- School will provide opportunities for parents to volunteer and participate in their child's classroom.
- Parents will be encouraged to participate in school activities through memos, weekly letters, surveys, email, phone and flyers. Information will be provided in a language and format parents can understand.
- School will offer a flexible number of meetings to encourage parent participation.
- Examples of programs and activities at Phoenix Secondary that encourage parent participation in the education of their children, include the following:
  - ◆ *English Language Advisory Council*
  - ◆ *School Site Council*
  - ◆ *Parent Training—PIQE, Parent University*
  - ◆ *Back to School Family Luncheon*
  - ◆ *Open House Family Luncheon*
  - ◆ *Academic Awards Family Luncheon*
  - ◆ *Classroom Participation*
  - ◆ *Career Fair*
  - ◆ *Athletic Events*

### **Accessibility**

- School will provide opportunities for full participation to parents with limited English proficiency, parents of migrant children and parents with disabilities. School information and required reports will be provided in a format and, to the extent practicable, in a language, such parents understand.



FRESNO UNIFIED SCHOOL DISTRICT  
Staff/Student/Parent Compact  
**Phoenix Secondary – Southeast**

**Staff Section:**

I understand the importance of the school experience to every student and my role as an educator. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Receive training in strategies to effectively communicate with parents
- ◆ Teach California adopted grade level standards, skills, and concepts that provide high quality curriculum instruction in a supportive and effective learning environment
- ◆ Strive to address the individual needs of your child
- ◆ Communicate with you regarding your child's progress
- ◆ Provide a safe, positive and healthy learning environment for your child
- ◆ Communicate homework and classroom expectations
- ◆ Correct and return appropriate work in a timely manner
- ◆ Support your child's primary language and culture
- ◆ Show respect to self and others at all times
- ◆ Provide opportunities for parents to volunteer, participate and observe in child's classroom
- ◆ Support students in transition to comprehensive from Phoenix Secondary

**Student Section:**

I know that my education is important and that I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Attend school every day on time and ready to learn
- Review my class work with my parent(s) weekly
- Return completed homework on time
- Follow school rules and be responsible for my own behavior at all times
- Ask for help when needed
- Show respect to self and others at all times

**Parent Section:**

I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will voluntarily:

- ◆ Foster/encourage parent/teacher partnerships
- ◆ Attend Back to School event, Parent/Teacher conferences, Open House, and other events
- ◆ Encourage my child to engage in reading activities for at least 20 minutes every day
- ◆ Provide a quiet place/time for my child to complete his/her homework
- ◆ Make sure my child gets adequate sleep and has a healthy diet
- ◆ Adhere to the school's homework, discipline, dress code and attendance policies
- ◆ Participate in district opportunities for parenting training
- ◆ Support all elements of the Parent Involvement Policy adopted by the FUSD School Board.
- ◆ Show respect to self and others at all times