



Phoenix Program

@ New Hope Education Center

Brian Otott

Superintendent



Parent & Student Handbook



Phoenix Program

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Phoenix Program

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Phoenix Program Information

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Welcome to the Phoenix Program at New Hope Education Center (NHEC). The program is designed to provide Paulding students options to succeed academically and meet the challenges of our evolving education climate.

NHEC's Mission is to help students achieve academic success in a non-traditional model utilizing individualized web based technology in conjunction with teacher support. We believe every student has the ability to learn and should be provided the opportunity to develop their personal talents on their journey to become graduates from the Paulding County School District.

High School Hours

8:00 – 11:00

12:00 – 3:00

Middle School Hours

8:00 – 12:00

Location and Contact Numbers

4555 Dallas Acworth Highway
Dallas, GA 30132
Phone (770) 445-2656

Directions to School:

From Hwy. 278/CH James Pkwy: Take 92 North to East Paulding Dr. Make a left onto East Paulding Dr. to Dallas-Acworth Hwy. Cross over Dallas-Acworth onto Old Cartersville Rd. New Hope Education Center car entrance is to the right.

From Hwy. 41: Take 92 South to the stop light at 92 junction. Continue straight through the stop light onto Dallas-Acworth Hwy. New Hope Education Center will be on the right.

Dr. Vladimir Labossiere
Director of Alternative Education
vlabossiere@paulding.k12.ga.us
770-445-2656 ext 32022



Mr. John Morrissey
Phoenix Program
jmorrissey@paulding.k12.ga.us
770-445-2656 ext 32040



Phoenix Program

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District Calendar

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July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

25-31 Pre-planning

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Holiday Break
2 - Teacher Workday
3 - First Day Second Semester
20 - MLK Holiday
20 Days

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 - First Day of School
22 Days

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17*	18*	19*	20*	21*	22
23	24	25	26	27	28	29

5 - Two Hour Early Release
17-21 - Winter Break/Holiday
15 Days

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 - Labor Day Holiday
11 - Two Hour Early Release
23-27 - Fall Break
15 Days

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16-20 Parent Conferences (2 hr)
22 Days

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Parent Conferences (2 hr)
23 Days

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6-10 - Spring Break
17 Days

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5 - District Professional Learning
25-29 - Thanksgiving Break
15 Days

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22 - Last Day of School
22 - Two Hour Early Release
25 - Memorial Day
26-28 - Post Planning
16 Days (90 days)

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 - Two Hour Early Release
23-31 Holiday Break
15 Days (90 days)

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Approved 7/24/18

- Holiday/Schools Closed
 - Conferences (ALL Levels) Students Dismissed 2 Hours Early
 - Teacher Workday/Student Holiday
 - Early Release/All Students Dismissed 2 Hours Early
- *Days marked with an asterisk may be used as inclement weather make-up days

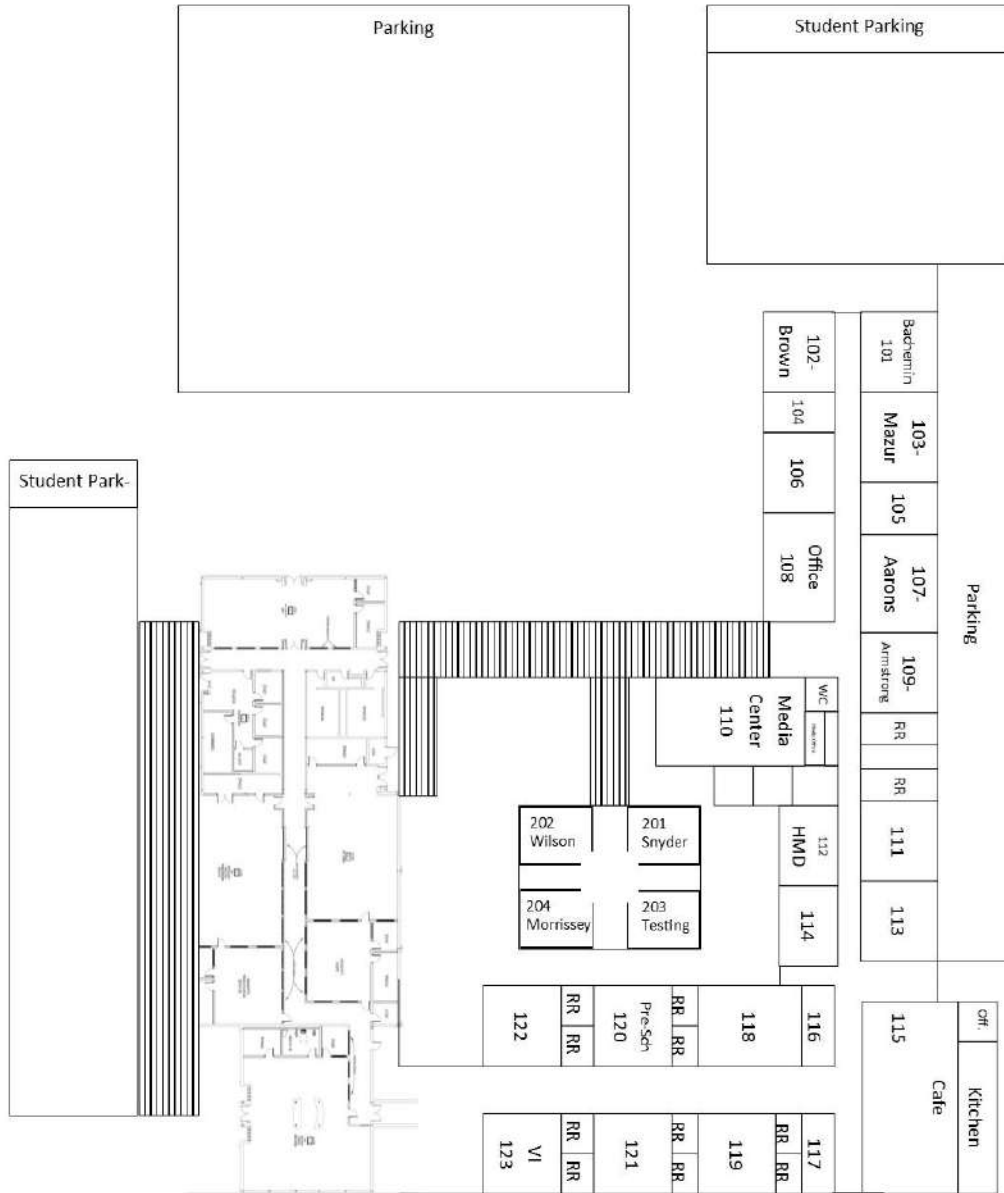


Phoenix Program

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Brian Otott
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School Map





Phoenix Program

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Phoenix Program Policies and Information

Students participating in the Phoenix Program are subject to the rules, regulations, and behavioral expectations of the Paulding County School District as defined by Paulding County School District's Board Policy. All students are expected to adhere to both Board Policy and local program rules. These policies and rules will serve as guidelines and are subject to administrative discretion when appropriate.

Program Delivery Models

The Phoenix Program is designed to utilize current technology to individualize each student's academic program. Students are provided with three delivery models based upon specific requirements designed to maximize success. Not all options will be available to all students. All delivery models require a minimum of onsite assessments and are supported and monitored from the NHEC site by a certified educator. Lateral movement between the models is dependent upon academic performance and progress.

Students within all three delivery models have full access to PCSD social emotional support. All students with IEP's will continue to receive full IEP support via the Full Time Attendance Model. Students with an IEP that wish to participate or assigned to the Blended Delivery or Virtual Delivery models will require a review of their IEP to confirm compliance.

1. **Full Time Attendance:** Students attend NHEC daily during their scheduled session and are granted off site access to the curriculum.
 - a. Zero behavior infractions
 - b. Working from home for a minimum of 1 hour per day
 - c. Adequate technology and internet access from home
 - d. Absences/tardy events in excess of 3 may result in removal from this model
2. **Blended Delivery:** Students attend a full session at NHEC on a minimum predetermined once per week schedule and are granted off site access to the curriculum. Academic progress is monitored by the center. Students that do not progress adequately may have their minimum attendance increased to improve academic outcomes. Criteria which must be met for this model include:
 - a. Zero behavior infractions
 - b. Working from home for a minimum of 3 hour per day
 - c. Adequate technology and internet access from home
 - d. Absences/tardy events in excess of 3 may result in removal from this model
3. **Virtual Delivery:** Students are granted off site access to Phoenix Program curriculum and report to the site for assessment. All site visits require preapproval.
 - a. Working from home for a minimum of 3 hour per day
 - b. Adequate technology and internet access from home
 - c. Behavioral infractions on or off campus may result in removal from the Phoenix program
 - d. Absences/tardy events in excess of 5 may result in removal from this model and the Phoenix program



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Grades

Student grades and course placement are based upon the time of enrollment into Phoenix. The academic expectation is for students to complete all course work prior to returning to their home school.

1. Upon enrollment the student will meet with the graduation coach that will develop an individualized program based upon the student's current progress in their transferred courses.
2. If a student enters the program at 25% completion of a course, the incoming grade will be calculated at 25% of their final grade in the course.
3. Upon return to the home school, student grades and progress will be provided to the home school.

Withdrawal Criteria

1. Appropriate school personnel are authorized to withdraw a student that:
 - a. Accumulates 5 absence/tardy combinations per semester or when the student no longer resides in the school district's attendance zone.
 - b. Fails to maintain appropriate academic pace (percentage of course complete must parallel percentage of semester complete).
 - c. Fails to meet the behavior standards listed within the student handbook.
2. Appropriate school personnel are authorized to withdraw a student if the superintendent or superintendent's designee has determined the student is no longer a resident of the local school system or is enrolled in a private school or home study program.

General Attendance and Tardiness Rules

1. Excessive absences and tardiness have a significant impact on a student academic performance. Students enrolled through the blended, or virtual model must meet minimum attendance parameters in order to maintain participation in the blended, or virtual model.
2. Students must be checked out through the school office by his/her parent or other authorized adult before leaving school.
3. A student is considered to be tardy to class if not in the room at the appointed start time and/or if he does not have the necessary materials to begin class. Teachers are to manage the first three tardy events to class in an eighteen-week period. On the fourth tardy event the student is to be referred to an administrator with the proper discipline form.
3. A student arriving at school after the beginning of class (8:00 AM session 12:00 PM session), is considered tardy.
4. **Students are considered tardy at 8:01 (AM Session) and at 12:01 (PM Session).**



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Academic Progress

An individualized program will be developed to maximize each student's academic outcome upon enrollment.

Students should work on all classes daily, in order to maintain acceptable pace. Off pace progress is considered an academic and behavioral concern.

Students that participate in the blended or virtual models must sustain adequate progress as determined during the enrollment process to maintain active status in the virtual/blended models.

Students are expected to work on all classes daily off campus, focusing on specific courses while on campus.

Students that do not complete assigned work off campus may be subjected to a behavior consequence.

Internet/Equipment and Electronic Network Usage

Students in the Phoenix Program have 24/7 access to the curriculum. Students are encouraged to work both on and off campus. Please note:

1. Students are offered the opportunity to enhance their education through the use of the internet and other electronic networks. There is no right to privacy as it relates to information accessed, developed, or used on Paulding County School District computers, networks and the internet. Paulding County School District employees may monitor or access information from computer workstations at any time. Paulding County School District does not provide electronic mail, off campus internet access, or equipment to students.
2. Paulding County School District takes precautions to prevent access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the education center setting. On an unregulated network however, it is impossible to control all material and a user may discover inappropriate material. Ultimately, the parent/guardian is responsible for setting and conveying the standards that their son/daughter or ward should follow, as the parent/guardian is legally responsible for his/her student's actions. Paulding County School District supports and respects each family's right to decide whether or not to authorize unsupervised access to the Paulding County School District education center's electronic networks. Any violation of the terms and conditions, outlined on the internet and electronic network usage form, will result in immediate revoking of internet and electronic network privileges and may result in termination from the program.

Financial Obligations

Materials, equipment, internet access, or any support that students receive are supplied for by the school system, are issued to students as borrowed property; consequently, students will be held responsible for damage and/or loss of items issued to them. Any financial obligations must be settled before a student can withdraw, graduate, receive grade reports (including final transcripts), student records, or diplomas until all obligations are resolved.



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Student Discipline

Parents/guardians and students are asked to sign a form acknowledging their receipt of the Student Code of Conduct. The Student Discipline Codes of Conduct for Elementary, Middle, and High School Students are contained in Regulation JD-R (2) and JD-R (3). The information regarding rules and regulations of this policy are contained in Regulations JD-R (0), JD-R (1), JD-R (2) and JD-R (3).

It is the intention of the Paulding County School District to establish standards for behavior that expect students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The center's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the code of conduct, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in the Paulding County School District Code of Conduct.

The Code of Conduct is effective during the following times and in the following places:

1. At school, on school property, or at school sponsored events at any time
(extends to the entirety of PCSD property line)
2. Off school grounds at any school activity, function or event and while traveling to and from such events
3. On vehicles provided for student transportation by the school system; and at school bus stops

Students may be disciplined for conduct off campus which is felonious, or which may pose a threat to the school's learning environment or the safety of students and employees.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

As required by the Georgia General Assembly, parents and guardians are encouraged to inform their children on the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

Standards for Student Behavior

Standards for student behavior are designed to create the expectation that students will behave themselves in such a way so as to facilitate a positive learning environment. The standards are designed to encourage students to respect each other and school district employees, to motivate students to follow student behavior policies adopted by the BOE, and to obey student behavior rules established at each school within this school district.



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Behavioral Expectations

1. Demonstrate courtesy with all individuals regardless of circumstances, even when others do not
2. Behave in a responsible manner, always exercising self-discipline
3. Prepare for each class by taking appropriate materials and assignments
4. Meet the Paulding County School District and school standard of grooming and dress
5. Respect the rights and privileges of other students, teachers, and other employees of PCSD
6. Respect the property of others, including Paulding County School District property and facilities
7. Refrain from committing violations of the Code of Student Conduct

Progressive Discipline Processes

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by corrective consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

Due to the nature of the Phoenix Program's format, disciplinary options are limited to denial (continuation) of access to school district properties including software. Please note that the program will request a tribunal hearing to extend/expel a student for a level 3 violation.

1. First infraction
 - a. Parent and student notification, parent meeting prior to continuation, denial of access (3 days)
2. Second infraction
 - a. Parent and student notification, parent meeting prior to continuation, denial of access (5 days)
3. Third infraction
 - a. Parent and student notification, parent meeting prior to continuation, denial of access (5 days)
4. Fourth infraction
 - a. Student must complete their suspension/expulsion prior to access to school district properties. The original expulsion will be documented on the student's permanent record.

Parental Involvement

Parents are encouraged to visit the school regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior. Please note that parents must abide by all rules while visiting students.

Authority of the Director

The director may undertake the corrective measure or measures which he believes to be in the best interest of the student and the center, including withdrawal and requesting tribunal for consideration of expulsion, provided any such action does not violate school board policy.



Phoenix Program

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High School Courses

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FuelEd	CIP Code	IDA3 Course Title
ENGLISH		
AP English Language and Composition	23.3530032/3	AP English Lang.
AP English Literature and Composition	23.3650032/3	AP English Lit.
American Literature	23.3510032/3	American Literature
British and World Literature	23.3520032/3	British Literature
Creative Writing	23.3310032/3	Writer's Workshop
Grammar and Composition		
Journalism*	23.3320031	Journalism I
Literary Analysis and Composition I	23.3610032/3	Ninth Gr. Lit & Comp.
Literary Analysis and Composition II	23.3630032/3	World Lit. & Comp.
Public Speaking*	23.3420031 or 23.3460031	Oral/Written Communication or
MATH		
Algebra I	27.0990032/3	GSE Algebra I
Algebra II	27.0992032/3	GSE Algebra II
AP Calculus AB	27.3720032/3	AP Calculus AB
AP Statistics	27.3740032/3	AP Statistics
Geometry		GSE Geometry
Integrated Mathematics I	27.381	Mathematics I
Integrated Mathematics II	27.382	Mathematics II
Integrated Mathematics III	27.383	Mathematics III
Pre-Calculus/Trigonometry	27.3974032/33	GSE Pre-Calculus
SCIENCE		
AP Biology	26.3140032/3	AP Biology
AP Environmental Science	26.3620032/3	AP Environmental Sci
Biology	26.3120032/3	Biology I
Chemistry	40.3510032/3	Chemistry I
Earth Science	40.3640032/3	Earth Systems
Environmental Science*	26.3611032	Environmental Science
Forensic Science*	40.3930032	Forensic Science (A)
Physical Science	40.3110032/3	Physical Science
Physics	40.3810032/3	Physics I
HISTORY and SOCIAL SCIENCES		
Anthropology*	45.3210031	Anthropology
AP Macroeconomics*	45.3630031	AP Macroeconomics
AP Microeconomics*	45.3620031	AP Microeconomics
AP Psychology*	45.3160031	AP Psychology
AP U.S. Government and Politics*	45.3820031	AP US Government
AP World History	45.3811032/3	AP World History
Contemporary World Issues	23.3610032	Current Issues
Economics*	45.3610031	Economics
Geography	45.3711032/3	World Geography
Psychology*	45.3150031	Psychology
U.S. Government and Politics*	45.3570031	American Government
U.S. History	45.3810032/3	US History
World History	45.3830032/3	World History

* = one-semester course

FuelEd	CIP Code	IDA3 Course Title
WORLD LANGUAGES		
AP French Language and Culture	60.317002/3	AP French
AP Spanish Language and Culture	60.377002/3	AP Spanish
French I	60.3110032/3	French I
French II	60.312002/3	French II
French III	60.313002/3	French III
French IV	60.314002/3	French IV
German I	61.311002/3	German I
German II	61.312002/3	German II
German III	61.313002/3	German III
German IV	61.314002/3	German IV
Japanese I	62.331002/3	Japanese I
Japanese II	62.332002/3	Japanese II
Latin I	61.341002/3	Latin I
Latin II	61.342002/3	Latin II
Mandarin (Chinese) I	62.311002/3	Mandarin (Chinese) I
Mandarin (Chinese) II	62.312002/3	Mandarin (Chinese) II
Spanish I	60.371002/3	Spanish I
Spanish II	60.372002/3	Spanish II
Spanish III	60.373002/3	Spanish III
Spanish IV	60.374002/3	Spanish IV
ADDITIONAL ELECTIVES		
Accounting	7.4110032	Principles of Accounting I
Life Skills*	35.368	High School Transition
Music Appreciation	53.3140032/3	Music Appreciation I
Nutrition and Wellness*	20.4161032/3	Food, Nutrition and Wellness
Physical Education	36.311002/3	General Physical Ed I
Skills for Health*	17.311	Health
TECHNOLOGY and COMPUTER SCIENCE		
Computer Fundamentals	7.3411	Intro to Bus/Tech
Programming I: VB.NET*	11.318002	Beginning Programming (Part I)
Programming II: Java*	11.318003	Beginning Programming (Part II)
Web Design*	11.331	Fundamentals of Web Design
Family and Consumer Science*	20.40101	FACS Pathway Essentials (A)
Personal Finance*	20.43	Consumer Finance (A)

A+ Courses

Humanities	45.314002/3	The Humanities/Social Studies
Sociology	45.3310031	Sociology
Personal Fitness	36.3510031	Personal Fitness
Physical Science	40.3110032/3	Physical Science
Environmental Science	26.3611032/3	Environmental Science
GSE Algebra I	27.3990032/3	GSE Algebra I
GSE Geometry		GSE Geometry
GSE Algebra II	27.3992032/3	GSE Algebra II
(Coord Alg) to (Geo) Transition Packet		Req. District Approval



Phoenix Program

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High School & Middle School Courses

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Superintendent

HS Credit Recovery FuelEd		
LANGUAGE ARTS		
English I	23.361004	9th Lit
English II	23.363003	World Lit
English III	23.351004	American Lit
English IV	23.352003	Brit Lit
MATH		
Algebra I	27.0990032/3	GSE Algebra I
Algebra II	27.0992032/3	GSE Algebra II
Geometry	27.0992002/3	GSE Geometry
SCIENCE		
Biology	26.312	Biology
Chemistry	40.351	Chemistry
Earth Science	40.364	Earth Science
Physical Science	40.311	Physical Science
SOCIAL STUDIES		
American Government*	45.357	Government
American History	45.381	US History
Economics*	45.361	Economics
Geography	45.371	Geography
World History	45.383	World History
WORLD LANGUAGES		
Spanish I	60.371	Spanish I
ADDITIONAL ELECTIVES		
Health*	17.311	Health
Physical Education*	36.311	Physical Education

A+ Courses Credit Recovery		
Humanities	45.314	Humanities
Sociology	45.331	Sociology
Personal Fitness	36.351	Personal Fitness
Physical Science	40.311	Physical Science
Environmental Science	26.361	Environmental Science
GSE Algebra I	27.3990032/3	GSE Algebra I
GSE Geometry		GSE Geometry
GSE Algebra II	27.3992032/3	GSE Algebra II

Middle School Courses FuelEd		
LANGUAGE ARTS		
Grade 6 Language Arts	23.311	6th Language Arts
Grade 7 Language Arts	23.312	7th Language Arts
Grade 8 Language Arts	23.313	8th Language Arts
MATH		
Algebra	27.321	6th Grade Math
Fundamentals of Geometry and Algebra	27.322	7th Grade Math
Pre-Algebra	27.323	8th Grade Math
SCIENCE		
Earth Science	40.361	6th Grade Science
Life Science	26.311	7th Grade Science
Physical Science	40.317	8th Grade Science
SOCIAL STUDIES		
Family and Consumer Science*	20.311/12/13	Family & Con. Sci.
Social Studies 6	45.307	6th Grade SS
Social Studies 7	45.308	7th Grade SS
Social Studies 8	45.309	Georgia State History
WORLD LANGUAGES		
Chinese 1	60.307/308/309	Chinese I
Chinese 2	60.308/309	Chinese II
French 1	60.307/308/309	French I
French 2	60.308/309	French II
German 1	61.307/308/309	German I
German 2	61.308/309	German II
Latin 1	61.337/338/339	Latin I
Latin 2	61.338/339	Latin II
Spanish 1	60.367/368/369	Spanish I
Spanish 2	60.368/369	Spanish II
ELECTIVES		
Art 6*	50.311	6th Grade Art
Art 7*	50.312	7th Grade Art
Art 8*	50.313	8th Grade Art
Career Explorations*	32.321	Career Awareness
Health 6*	17.307	6th Grade Health
Health 7*	17.308	7th Grade Health
Health 8*	17.309	8th Grade Health
Music 6*	53.307	6th Grade Music
Music 7*	53.308	7th Grade Music
Music 8*	53.309	8th Grade Music
Physical Education 6*	36.307	6th Grade Physical Education
Physical Education 7*	36.308	7th Grade Physical Education
Physical Education 8*	36.309	8th Grade Physical Education



Phoenix Program

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Program Delivery Survey and Commitment

Brian Otott
Superintendent

Parent/Guardian of _____,

Please take a moment to complete the following survey.

For survey purposes, please consider the following definitions.

Virtual instruction is defined as an instructional delivery model where students receive instruction in an on-line learning environment. Students would be required to physically attend the Phoenix Program up to twice per month. Instruction would be facilitated and monitored by a virtual teacher who is both a certified and highly qualified instructor.

Blended learning model is defined as an instructional approach where students access instruction and course content in an on-line learning environment from both home and the Phoenix Program. Based on need, students would report to the Phoenix Program up to three days a week.

Please select the response that best describes your students preferred instructional delivery model

Blended Learning Model that allows students the flexibility to attend the Phoenix Program for a <u>minimum</u> of 1-3 days per week and work from home the remaining days?	<input type="radio"/>
Virtual Learning Model that allows students the flexibility to attend the Phoenix Program for a minimum of 2 day per month and work from home the remaining days?	<input type="radio"/>

	YES	NO
Do you have a reliable internet connected computer at home? If virtual and blended instructional models are approved, the district will not provide an internet connection or device (ex. computer, tablet).	<input type="radio"/>	<input type="radio"/>
Are you a student athlete expecting to earn an athletic scholarship?	<input type="radio"/>	<input type="radio"/>

Schedule

	Middle School	High School		Homeroom Teacher	
	8:00 – 12:00	8:00 – 11:00	12:00 – 3:00		
Full Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Wilson	<input type="radio"/>
Blended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Snyder	<input type="radio"/>
Virtual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Please Note: Blended/Virtual models require min of 4 weeks (20 school days) full time status



Phoenix Program

@ New Hope Education Center
Individual Student Contract

Brian Otott
Superintendent

I, _____, understand that the Phoenix Program at New Hope Education Center is a Paulding County School District facility. I also understand that all the stipulations of my expulsion/long term suspension remain in effect throughout my enrollment. While attending Phoenix I understand that all rules, regulations, and behavioral expectations of the school district are applicable without limitations. I also understand that Phoenix behavioral consequences may differ significantly from the protocols administered at the schools. This behavioral contract is a binding agreement and failure to adhere to the outlined objectives could result in denied access to the PCSD and the Phoenix facilities and software. I agree to the following provisions:

1. I will follow all rules and regulations of the school district as outlined in the Parent-Student Handbook and those announced or given to the student body in general.
2. I will not be absent/tardy for more than five (5) combined events each semester, 3 or more days may result in a change in program delivery. Exceeding these limits may result in removal from the program.
- ___ 3. Any inappropriate items, acts of communication, drawings, etc. will be assumed to have occurred and utilized on campus.
- ___ 4. Cell phones or any device that conducts electricity may not be present, utilized, or visible on campus at any time.
- ___ 5. Head coverings (hats/hoodies/scarfs/bandanas/sleepwear/etcetera) may not be utilized on campus. Baseball type hats are never permitted physically on campus. **REGARDLESS OF WEATHER**
- ___ 6. Book-bags/Backpacks are not permitted on campus. Students may have a small purse (12x6 max).
- ___ 7. I will obey all rules, regulations, and **directives**, failure to do so may result in removal from the Phoenix Program. (Sleeping, drawing, talking/disrupting, dress code violations, electronics, refusal to work, **accessing websites not required for the online courses**, etcetera).
8. Students may not share the reason they are enrolled into the Phoenix Program.
9. In any situation in which I find that I may lose control, I will seek the assistance of an administrator/staff member.
10. I understand that the administration at NHEC reserves the right to request a tribunal hearing to extend the expulsion/suspension if I violate any of the conditions stated in this contract.
11. Any behavior that would normally result in a disciplinary action from the home school may result in removal from the program.

Student Signature

Date

Parent Signature

Date

NHEC Administrator

Date



Phoenix Program

@ New Hope Education Center

Individual Student Contract (Student/Parent Copy)

Brian Otott

Superintendent

I, _____, understand that the Phoenix Program at New Hope Education Center is a Paulding County School District facility. I also understand that all the stipulations of my expulsion/long term suspension remain in effect throughout my enrollment. While attending Phoenix I understand that all rules, regulations, and behavioral expectations of the school district are applicable without limitations. I also understand that Phoenix behavioral consequences may differ significantly from the protocols administered at the schools. This behavioral contract is a binding agreement and failure to adhere to the outlined objectives could result in denied access to the PCSD and the Phoenix facilities and software. I agree to the following provisions:

1. I will follow all rules and regulations of the school district as outlined in the Parent-Student Handbook and those announced or given to the student body in general.
2. I will not be absent/tardy for more than five (5) combined events each semester, 3 or more days may result in a change in program delivery. Exceeding these limits may result in removal from the program.
- 3. Any inappropriate items, acts of communication, drawings, etc. will be assumed to have occurred and utilized on campus.
- 4. Cell phones or any device that conducts electricity may not be present, utilized, or visible on campus at any time.
- 5. Head coverings (hats/hoodies/scarfs/bandanas/sleepwear/etcetera) may not be utilized **on campus**. Baseball type hats are never permitted physically on campus. **REGARDLESS OF WEATHER**
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11. Any behavior that would normally result in a disciplinary action from the home school may result in removal from the program.

Student Signature

Date

Parent Signature

Date

NHEC Administrator

Date



Phoenix Program

@ New Hope Education Center

Handbook and Rules Verification of Acceptance

Brian Otott

Superintendent

Student Name

Student ID

Home School

Date

Enrollment Start

Enrollment End

By signing below I acknowledge that I have received and reviewed a copy of the student handbook. I further acknowledge and agree that:

- Absence/tardy combinations in excess of 5 days may result in removal from the program.
- Students may not be on NHEC property more than 15 min prior and 15 min after the start and end of their session.
- Absences in excess of 3 days may result in a program delivery change.
- Off pace academic progress may result in a program delivery change.
- Off pace academic progress is a behavior concern.
- I must participate in any behavior/social programs sourced out of NHEC.
- Any behavior other than 100% working may result in removal from the program.
- I agree to all the stipulations and requirements listed within the handbook.
- Course completion requires working a minimum of 2 hours per day outside of the program.
- Any courses that I do not successfully complete will be added to my transcript.
- Guardians and student are aware of and can access student grades and performance on IC.
- The expulsion/long term suspension will be removed from my record upon successful completion of the Phoenix Program.
- If I am administratively removed from the Phoenix Program, the expulsion will remain on my permanent record.
- NHEC may request a tribunal hearing to extend the expulsion based upon the behavior.
- I may not go onto any PCSD owned property or attend any event until the expulsion is completed.

Student Signature

Date

Parent Signature

Date

NHEC Administrator

Date



Phoenix Program

@ New Hope Education Center

Brian Otott

Superintendent

Handbook and Rules Verification of Acceptance (Student/Parent Copy)

Student Name

Student ID

Home School

Date

Enrollment Start

Enrollment End

By signing below I acknowledge that I have received and reviewed a copy of the student handbook. I further acknowledge and agree that:

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- Absences in excess of 3 days may result in a program delivery change.
- Off pace academic progress may result in a program delivery change.
- Off pace academic progress is a behavior concern.
- I must participate in any behavior/social programs sourced out of NHEC.
- Any behavior other than 100% working may result in removal from the program.
- I agree to all the stipulations and requirements listed within the handbook.
- Course completion requires working a minimum of to 2 hours per day outside of the program.
- Any courses that I do not successfully complete will be added to my transcript.
- Guardians and student are aware of and can access student grades and performance on IC.
- The expulsion/long term suspension will be removed from my record upon successful completion of the Phoenix Program.
- If I am administratively removed from the Phoenix Program, the expulsion will remain on my permanent record.
- NHEC may request a tribunal hearing to extend the expulsion based upon the behavior.
- I may not go onto any PCSD owned property or attend any event until the expulsion is completed.

Student Signature

Date

Parent Signature

Date

NHEC Administrator

Date