

SCHOLAR HANDBOOK

PHOENIX CHARTER ACADEMY SPRINGFIELD

School Year 2016-2017

65 Lincoln Street, Springfield, MA, 01105
413-273-1236
www.phoenixcharteracademy.org

Table of Contents

7 Aspects of a Phoenix Scholar	4
Bell Schedule	4
Assessment Plan: Ways to Measure and Demonstrate Learning.....	5
Graduation Plan and Credit System.....	7
Promotion Policy	9
Progress Reports & Report Cards.....	11
Phoenix Priority Meta-Cognitive and Social Emotional Skills	11
Social, Emotional, and Behavioral Supports	12
Academic Supports	14
Cultural Supports	15
Family Involvement Opportunities at Phoenix.....	15
Philosophy of Code of Conduct.....	17
Attendance Policy	17
Punctuality Policy	19
Out-of-Class Policy.....	19
Academic Integrity.....	20
Snack and Lunch Policy.....	20
On/Off Campus.....	21
Smoking.....	21
Uniform Policy.....	21
Feathers	24
Professional Dress Day	25
Positive Phone Calls	25
High Rollers Club	25
Honor Roll	25
Phoenix Award.....	25
Demerits.....	26

Detention.....	26
Cell Phones	28
Phoenix Contact List.....	29
Explosive Behavior.....	29
Scholar Searches.....	29
Class Disruption and Removal from Class.....	32
Phoenix Suspension Policy.....	33
Phoenix Charter Academy Network Expulsion Policy.....	37
Phoenix Continual Educational Services Policy.....	40
Phoenix Technology Policy.....	41
Phoenix Bullying Prevention and Intervention Policy.....	42
Anti-Discrimination Policy.....	47
Phoenix Grievance Policy.....	48
Massachusetts Law Pertaining to Assault and Substance Use on School Grounds (Ch 71 §37H) Policy.....	49
Massachusetts Law Pertaining to Student Arrests (Ch 71 §37H1/2) Policy.....	50
Massachusetts Law Pertaining to Hazing (Ch. 269 § 17-19).....	52
PCA Restraint Policy & Procedures.....	54
Parents Right to Know Policy.....	56
Homeless Students: Enrollment Rights and Services Policy.....	57
Staff Contacts.....	59
Scholar Handbook Acknowledgement Form.....	62

Phoenix Charter Academy Mission

Phoenix Academy Public Charter High School Springfield challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and beyond, as self-sufficient adults.

7 ASPECTS OF A PHOENIX SCHOLAR

S --- Service
 C --- Community
 H --- Hope
 O --- Opportunity
 L --- Leadership
 A --- Achievement
 R --- Respect

BELL SCHEDULE

2016-2017

Period	Time
Advisor	9:00-9:20
PROPs	9:23-9:55
Period 1	9:58-11:01
Period 2	11:04-12:07
Lunch	12:07-12:42
Period 3	12:45-1:48
Period 4	1:51-2:54
Period 5	2:57-4:00

Rigorous Academics and Relentless Support

There are two pillars that are central to helping you achieve at Phoenix:

✓ Rigorous Academics - High Expectations

We believe all students can achieve great things at PCA and work continuously to provide a learning environment that is rigorous, engaging, motivating and relevant to scholars interests, backgrounds and experiences. Every educator and scholar in our community should strive at all times to ensure that scholars are using their time to truly prepare for success in college and career

pathways that will ignite their passions and provide them with choices and opportunities. We expect that scholars and educators engage wholeheartedly in student-centered learning and contribute to building a learning environment that encourages and demands creativity, innovation and critical thinking. Throughout the scholar's experience at Phoenix, the scholar should have opportunities to explore his/her original questions, delve into diverse topics and texts, and demonstrate his or her mastery in reflection in a variety of ways.

✓ Relentless Support

We understand that all students need supports in order to succeed. Therefore, all staff members are deeply dedicated to holding high expectations, while simultaneously supporting scholars with many of the issues that can get in the way of coming to school and focusing on learning. The rest of this document will explain what relentless support means for scholars at Phoenix.

ACADEMICS AT PHOENIX CHARTER ACADEMY

*Phoenix Charter Academy offers a **rigorous academic program** that is designed to meet the needs of all students, including many students who have not found success in traditional school environments. We offer relentless supports that scaffold the academic program. Phoenix's school design and instructional methods include a number of proven, research-based, best practices, for small, urban, high poverty schools.*

ASSESSMENT PLAN: WAYS TO MEASURE AND DEMONSTRATE LEARNING

Phoenix educators work to create learning environments that are rigorous, relevant and engaging and our assessments provide a variety of opportunities and modes for scholars to demonstrate mastery of content, skills and the Phoenix Priority Meta-Cognitive and Social Emotional Skills. Scholars will have opportunities to demonstrate their learning throughout the year on the following assessments:

Assessment: Ways to Measure and Demonstrate Learning	Description
Quality Performance Assessments (QPAs)	QPAs are the dominant form of assessment at Phoenix and allow scholars to demonstrate their learning through engaging, rigorous and relevant projects, performances, and assignments that reflect the tasks they will do in

	college and in 21st century career pathways. In 16-17, scholars at all Phoenix schools will showcase their learning on QPAs to the school community during Quarterly Academic Exhibition Events to celebrate progress and provide practice sharing learning with authentic audiences.
Personal Growth Projects and Portfolios in Advisory, Senior Seminar and Phoenix courses	Scholars will develop projects and portfolios that demonstrate their goal setting, development, and self-assessment on the Phoenix Priority Meta-Cognitive and Social Emotional Skills as these are the most important factors that predict success in college and career.
Interim Assessment (IA) Midterm and Final Tests in ELA and Math	Scholars will take a network-aligned assessment as a Midterm Test and Final Test in Category I-III ELA and Math each quarter.
STAR Assessment in Literacy/Reading and Math	As of 16-17, all scholars will take the STAR assessment at the point of enrollment and in the fall and spring to measure their growth and to pinpoint critical learning needs.
ACCESS and quarterly WIDA aligned Quality Performance Assessments (QPAs)	Scholars in the English Language Learners program will take the ACCESS exam in January of each year and will complete QPAs aligned to the WIDA standards for English Language Development.
MCAS Exam (Massachusetts Comprehensive Assessment System) for English Language Arts (ELA), Math, and Science as a graduation requirement	In Massachusetts, scholars need to pass the MCAS Exam for English Language Arts (ELA), Math, and a Science course in order to earn a high school diploma. Scholars who are making academic progress and have entered Category II ELA and Geometry take the MCAS at Phoenix and are expected to perform well above the passing level in the Proficient or Advanced levels as college prep scholars. Scholars can take a Science MCAS that matches the Science course in which they are enrolled.
AmeriCorps Fellowship Tutoring Program: iReady Literacy and Math Assessments	Scholars participating in the Phoenix Tutoring Program will also take online iReady assessments in ELA and Math and will use iReady instructional materials to pinpoint learning needs and develop critical skills needed for success in college.
Advanced Placement (AP) Exams	Scholars in Cat III or above are encouraged to take Advanced Placement courses and to earn scores on AP exams that will count toward college credit and allow

	them to save money on college tuition.
Accuplacer	<p>All seniors are required to take and retake the Accuplacer college placement test until they earn scores in Literacy and Math that will ensure that they place into college level courses and are not required to retake and pay for high school courses during their first year of college. Critical preparation for Accuplacer happens in Category I-III Literature and Math courses, in tutoring, and in Senior Seminar.</p> <p>Accuplacer College Placement Exam Information</p> <p>All Category II, III and senior scholars are strongly encouraged to spend additional time practicing with the free Accuplacer practice app and free Accuplacer prep resources tools to achieve the highest scores possible each time they take the tests.</p>
SAT/ACT	<p>All seniors are required to take the new SAT (new Scholastic Aptitude Test) and/or the ACT (American College Testing Exam) at least once and are encouraged to retake the test to improve their scores. Critical preparation for Accuplacer happens in Category I-III Literature and Math courses, in tutoring, and in Senior Seminar. All Category II, III and senior scholars are strongly encouraged to spend additional time taking and retaking Khan Academy's free online SAT prep course to achieve the highest scores possible each time they take the tests. Free online Khan Academy SAT prep course</p>

GRADUATION PLAN AND CREDIT SYSTEM

PCA offers a college-style system in which scholars take independent quarter-long courses, and enroll in new courses at the end of each quarter. Scholars receive graduation credit for the quarters they complete with a C- or above. Many courses, even those offered in Quarter 1, are offered again throughout the year, if a scholar failed to pass the first time. Our goal is to hold scholars to high standards, while also giving them more opportunities to achieve academic success.

Scholars will earn credit towards graduation in nine-week courses that are closely tied to the Common Core Standards, the Next Generation of Science Standards, or the WIDA Standards and the competencies tested on the MCAS exam.

Phoenix Charter Academy

When will my student graduate?

4-Year College Plan	<i>Dual Enrollment Courses at Community College</i>	AP Science	AP English	300	GRADUATION ↑
	<i>Off-Campus Enrichment Programs</i>				
Benchmark	Precalculus	Science IV	Humanities Category III		GRADUATION ↑
	Algebra II	Science III	Humanities Category III	180	
2-Year College Plan	Geometry	Science II	Humanities Category II	MCAS!!	GRADUATION ↑
	Algebra I	Science I	Humanities Category I		
				Add credits above	
	Math	Science	Humanities		

- Must have "C-" or above to earn credit. No "D", "F" or "I"
- Each class is a possible 5 credits
- Must have 3 quarters of each class in the same year at PCA to move up

STANDARD Course Graduation Requirements

Graduation requirements at PCA reflect a greater focus on academic skills, rather than a simple accumulation of credits. A scholar's place in the academic curricula, in combination with the number of credits they have, will determine their graduation date. If you have any questions about this, please contact the Main Office and request the Head of School or Director of Curriculum and Instruction

Standard Course Graduation Requirements

Subject Area	Requirements for Graduation and entry into a: <i>FOUR YEAR COLLEGE</i>	# of Credits
Humanities	Completion of Category III Literature Advanced Placement (AP) courses are highly recommended	160 credits
Math	Completion of Pre-Calculus	60 credits
Science	Completion of Biology, Chemistry, and either Physics or Intro to Science (60 credits) AP Physics is highly recommended.	60 credits
Healthy Decision Making	College Prep/Senior Seminar Class	18 credits
Arts & Technology	ACT/SAT Prep Class	12 credits

Minimum Course Graduation Requirements

Subject Area	Requirements for Graduation and entry into a: <i>TWO YEAR COLLEGE</i>	Min. # of Credits
Humanities	Completion of Category III	88 credits
Math	Completion of Algebra II	48 credits
Science	Completion of Biology and Chemistry or Physics	24 credits
Healthy Decision Making	College Prep Class	18 credits
Arts & Technology	ACCUPLACER Prep Class	6 credits
Language Learning	Not Applicable	0 credits

1. One credit in humanities, math and science is equivalent to 12 hours of instructional time.
2. One credit in healthy decision-making, art is equivalent to 9 hours of instructional time.
3. We also have a system for transferring credits from prior high schools. Scholars do not need to earn all of their credits at Phoenix in order to graduate from a Phoenix school.
4. Scholars may earn up to 28 credits in one quarter or 112 credits over the course of the academic year, depending upon the classes they choose.
5. In order to “complete” a course at Phoenix and move on to the next level of course in a subject area, scholars must pass 3 of 4 quarters in the same academic year

PROMOTION POLICY

PCA scholars are only promoted when they have demonstrated mastery of the academic standards for a course. Scholars will only receive credit when they have demonstrated 70% mastery (C-) in a given subject. PCA does not accept 69% or lower as a “passing” grade.

Category I Mastery Based Promotion Portfolio Pilot in 16-17

In 16-17, scholars in Category I will also have the opportunity to opt into a Mastery Based Portfolio Promotion process. From the start of Scholar Institute through Quarter 2, scholars in Category I who are passing and/or excelling in courses, are showing mastery on Performance Assessments and are on track to meet or surpass the attendance requirement, can apply for promotion to Category II courses. Scholars who choose to apply for promotion to Category II through the Mastery Based Portfolio pathway would work with administrators, their advisors and teachers to assemble and present a Mastery Based Portfolio that includes:

- Grades from across courses, Advisory and PROPS that show that the scholar is consistently passing or excelling in those courses
- Current examples of Quality Performance Assessments (QPAs) from two different subject areas that show how the scholar has revised/improved work and has demonstrated mastery of critical skills and content
- ELA and Math Interim Assessment (IA) results from Unit 1 and Unit 2 IA Midterm and Final Tests in Quarter 1 and Quarter 2 (if applicable)
- STAR assessment data for Literacy/Reading and Math and the scholar's reflections on his/her data: As of 16-17, the STAR Assessment will be administered to all scholars in the fall and spring to measure growth and to identify key learning needs
- A Personal Growth Project that tells the story of the scholar's growth on the Priority Meta-Cognitive Skills and the scholar's goals and plans for future growth

A team of administrators and teachers will review the scholar's Mastery Based Portfolio and Personal Growth Project with the scholar and will collectively determine whether the scholar has achieved sufficient mastery on academic skills and content and the Priority Meta-Cognitive and Social Emotional Skills to succeed in Category II, or if the scholar would benefit from additional learning and practice in Category I. If the latter, the scholar will be encouraged to reapply at a later date. Scholars who move forward to Category II are eligible to earn the full credit of the course where they are able to demonstrate mastery in the course content and skills.

English Language Learners Mastery Based Portfolio Promotion Process

As of 16-17, English Language Learners will have the opportunity to opt into a Mastery Based Portfolio Promotion process to accelerate their progress through ELD courses to match the pace of their language acquisition. In every academic term, English Language Learners can apply for promotion to a higher level of ELD instruction and/or to Category I. When scholars apply for promotion through the Mastery Based Portfolio pathway, they will work with administrators, their advisors and teachers to assemble and present a Mastery Based Portfolio that includes:

- Grades from across courses, Advisory and PROPS that show that the scholar is consistently passing or excelling in those courses
- Current examples of Quality Performance Assessments (QPAs) from two different subject areas that show how the scholar has revised/improved work and has demonstrated mastery of critical skills and content
- ACCESS data and any additional WIDA aligned assessments
- STAR assessment data for Literacy/Reading and Math and the scholar's reflections on his/her data: As of 16-17, the STAR Assessment will be administered to all scholars in the fall and spring to measure growth and to identify key learning needs
- A Personal Growth Project that tells the story of the scholar's growth on the Priority Meta-Cognitive Skills and the scholar's goals and plans for future growth

A team of administrators and teachers will review the scholar's Mastery Based Portfolio and Personal Growth Project with the scholar and will collectively determine whether the scholar has achieved sufficient mastery on academic skills and content and the Priority Meta-Cognitive and Social Emotional Skills or if the scholar would benefit from additional learning and practice in the current level of ELD courses and should reapply at a later date.

PROGRESS REPORTS & REPORT CARDS

Scholars will receive progress reports at least once per quarter. These will be mailed home. Please contact teachers with questions about scholar's grades or comments. Report cards are mailed home within one week after the end of the academic term.

PHOENIX PRIORITY META-COGNITIVE AND SOCIAL EMOTIONAL SKILLS

Scholars will have frequent opportunities to develop, practice, and reflect on the development of the core habits of mind and behaviors. Phoenix believes these core habits are critical for success in classes, college, and post college career pathways in the 21st century. The research on the habits and behaviors that result in success in college and beyond is clear ([Research Review on College Persistence](#) and [Gates Millennium Scholars Study](#)), and as of 15-16, these are being integrated into all Phoenix courses, Advisory, and scholar programming to ensure that our scholars are well prepared for success in college and the post-college careers of their choice. We call these habits and behaviors the Priority Meta-Cognitive and Social Emotional Skills (see list below), and scholars should expect to practice them in daily lessons, Advisory, Quality Performance Assessments (QPAs), and across all other activities. In 16-17, scholars will develop Personal Growth Projects and Portfolios that will demonstrate their goals and reflections in regards to progress on these critical behaviors and habits.

Phoenix Priority Meta-Cognitive and Social Emotional Skills

Growth mindset	Financial awareness and literacy
Developing positive identity, self esteem and confidence	Navigating across and within cultures
Resiliency	Conflict transformation skills
Self regulation of emotions, reactions and impulses	Communication skills across a variety of audiences
Self advocacy and resourcefulness in accessing help	Developing long range goals and plans for achieving them (over short term needs)

RELENTLESS SUPPORT FOR PHOENIX SCHOLARS

Phoenix offers an extensive set of supports targeted to help scholars achieve the goals outlined in the mission of the school. The Phoenix 360 degree support system is outlined the sections below.

Providing scholars with relentless support is the second pillar of the Phoenix Mission. The Student Support Team (SST), staffed by the Director of School Culture, Student Support Specialists, and 1-2 Social Workers, helps to manage Phoenix's relentless supports in the following areas:

- 1) Social, Emotional, and Behavioral Support
- 2) Academic Support
- 3) Cultural Support

SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORTS

Counseling

Phoenix scholars may need intermittent or long-term counseling. While much of this counseling may not be offered directly by a Phoenix staff member at school, we do refer scholars to the appropriate counseling services. We believe that dealing with crisis through active talk-therapy is important in order to continue growing as an individual.

Behavioral Growth

At Phoenix, we have two behavioral goals for all of our scholars. The first goal is that when our scholars leave Phoenix, they will be able to emotionally regulate themselves to greater degree than that of when they initially entered our program. The second goal is that our scholars gain the social and emotional competence needed to succeed in various social situations. Both of these goals are targeted at ensuring that every scholar can eventually gain the skills and knowledge they need to appropriately navigate the world and various parts of society.

Crisis Intervention

Phoenix serves a multi-crisis population. As crises arise, it is our mission to support scholars through difficult times by offering the appropriate and timely verbal interventions needed prior providing on-going case-management support.

Case Management and Outside Referral

Phoenix partners with many social service organizations in the local community to help provide support for the diverse range of issues our scholars are facing. Phoenix Charter Academy, in each of its three cities, has developed lasting relationships with local courts, health centers, probation offices, the Department of Children and Families, and other appropriate organizations,

in order to better serve our scholars. It is the goal of the Student Support Team to ensure that scholars receive the appropriate help from these outside organizations when needed.

Advocacy

Scholars at Phoenix often need help navigating the systems of local and state agencies that are in place to provide services. Phoenix is continually building its capacity to provide help through the legal and social advocacy of our scholars.

School Social Workers

It is challenging being a teenager and young adult. The challenges that face our scholars can make it hard to focus, therefore taking time away from their learning and, thus, their ability to thrive at Phoenix. Therefore, it is the goal of the school, and of our Student Support Team, to help scholars set goals for themselves. These goals are aimed at ensuring that scholars gain the stress management and emotional regulation skills that are needed for them to remain successful at school. Every Phoenix school has 1-2 social workers to facilitate this process. The social workers are here to help scholars that are struggling with things like depression, anxiety, problems at home, with family, and at school, and other non-academic barriers, while also trying to graduate. The social workers are also available to help connect scholars to the resources that they may need, such as housing, transportation, healthcare, childcare, outside counseling, and other case management needs.

Onsite Childcare

Every Phoenix school has the unique ability to meet the needs of parenting teens through our on-site childcare, called the “Phoenix Little Scholars Center”. This program allows young mothers to arrive at school, drop their children off at the onsite daycare, and attend class, while their children can begin their own education under the care of our experienced early childcare teachers. Parenting scholars also take parenting classes with classroom teachers and daycare staff.

Student Support Center

Each Phoenix school has a dedicated Student Support Center (SSC), which is designed to provide social-emotional coaching and support healthy decision-making. The SSC works in conjunction to the scholar’s academic progress and growth. This means that the SSC functions as a structured environment that helps scholars regain their focus and composure, so that they can return to their primary purpose at Phoenix: learning. Scholars will only be allowed in the SSC when they are unable to stay in class and learn effectively. Academic frustration, challenges in managing behavior or their emotions, as well as personal struggles, are all problems that might prevent a scholar from effectively concentrating on his or her classwork, and as such, scholars that regularly visit the SSC may also be supported by the full Student Support Team (SST).

What happens in the SSC?

Scholars are expected to follow all Phoenix rules and expectations while in the SSC. Upon entering the SSC, a scholar completes the following procedure in order to process behavior:

- First, scholars enter the SSC and inform the staff member why they were sent to the SSC. In addition, the sending staff member will call the SSC with details.
- Second, scholars take a seat alone, away from other scholars (if present).

- Third, scholars will process their behavior with the staff member who is in the SSC.
- When scholars are ready, they are sent back to class with a pass from the SSC.
- In some cases, scholars may return to class, but still need additional help processing by a “circle back” session with teachers and staff.

No class work may be completed in the SSC. No space or breaks from class will be taken in the SSC processing area. Scholars sent to the SSC will receive 3 demerits.

What happens after a scholar returns to class?

Teachers and SST members have the responsibility to create opportunities to repair the relationship with scholars if and when classroom incidents occur. SST members will ensure all scholar visits to the SSC are documented in PowerSchool. It is the responsibility of all teachers who send scholars out of class to “circle back” with them.

ACADEMIC SUPPORTS

Special Education Referrals and Academic Support

Upon enrollment at Phoenix, all scholars will receive the appropriate outreach and monitoring necessary to determine their eligibility for special education services. Teachers communicate with one another and SST regularly regarding individual scholar needs. The general education team, in coordination with the Academic Support Department (ASD), provides scholars with necessary interventions when appropriate. Scholars requiring additional support may enter the Instructional Kid Talk (IKT), a weekly process where a team of teachers collaborates with the ASD and other staff members in order to structure prevalent interventions and gather scholar specific data. Scholars may also be referred for special education testing by Phoenix staff, a parent, self-referral, or another adult supporter. If a parent or adult supporter is concerned about a scholar’s progress in the general curriculum and would like to make a referral for a special education evaluation, or for additional interventions within the general education classroom, they may do so by contacting the Department of Curriculum and Instruction, the Head of School, or the scholar’s Advisor through the main office, or contact information provided.

Homework Lab

Scholars have the opportunity to work on their homework with the aid of tutors from 4:10 – 5:00 every Monday through Thursday. Homework Lab is run by Phoenix Fellows/AmeriCorps Members and is open to all scholars. Scholars struggling in any class are encouraged to attend the Homework Lab. Attending Homework Lab and demonstrating scholarly conduct will earn 10 feathers per 30 minutes served.

Phoenix AmeriCorps Urban Fellowship

One of the most unique aspects of the Phoenix Model is our ability to provide targeted and individualized academic support through our Phoenix AmeriCorps Urban Fellowship Program. The mission of the Phoenix Fellowship is to improve our scholar’s college matriculation and success rate. Fellows/Members lead one-on-one or one-on-two tutoring classes, expand extracurricular opportunities at Phoenix, and serve as additional culture leaders at Phoenix.

CULTURAL SUPPORTS

Advisory

Advisory is a small group time that was created with the purpose of building strong relationships and a supportive and personal community. Each scholar is assigned to an Advisor when they enroll at Phoenix. Advisors may change during the year, depending on the needs of the scholar. Advisory is a two-credit course and scholars are required to be present every day. The Advisory curriculum is built to ensure a team mentality within each Advisory, encouraging thoughtful discussion around school culture, fostering peer-to-peer mentorships, enhancing the manifestation of grit in all scholars, and encouraging the understanding of personal agency. All scholars, in partnership with their Advisor, develop a Scholar Success Plan (SSP), which includes personal and academic growth goals and objectives. Plans are flexible documents that are updated regularly as the scholar meets goals and develops new ones, with the encouragement and support of their Advisory.

Community Meeting

The Phoenix week begins and ends as a whole community with a schoolwide meeting held in the school's auditorium, also called "The Nest". Community Meetings last 15 to 30 minutes, and are a time for the scholar body as a whole to focus on the days ahead, share news and notices, and respond to events and/or occurrences that have transpired during the week. Community Meetings are led by staff and scholars alike and all scholars are welcome to be part of Community Meetings. Scholars are encouraged to take part in the Community Meeting Leaders Committee, which is a group of scholars who meet weekly to plan and practice leading community meeting. Friday Community Meetings are often a time to celebrate the week's accomplishments.

FAMILY INVOLVEMENT OPPORTUNITIES AT PHOENIX

Adult Supporter Advisory & Action Committee

Parents and adult supporter advisory committee meets at the school quarterly (more often if necessary). During these meetings, the group discusses the state/culture of the school, the services provided to scholars, and to plan activities for the staff, scholars, and parents/adult supporters of the school. Any parent or adult supporter that is interested in joining the committee should contact the school. Parents of scholars with an IEP at Phoenix are strongly encouraged to attend these meetings. In addition to the Advisory & Action Committee, there is a special parent group for the parents or adult supporters of scholars who receive Special Education Services. Parents will be informed of their rights regarding Special Education as covered by state law.

Adult Supporter Conferences/Scholar Celebrations

Once per-quarter, parents and adult supporters will be formally invited to attend a conference, an open house, or a Celebration of Work at the school. These meetings will allow parents and adult supporters to meet with individual teachers and come to the school to see scholar work.

Advisory Calls

Advisors are often the best way to get quick updates on a scholar's progress. Advisors are expected to call home twice per month. You can get contact information for your scholar's advisor by calling the school.

Visiting Phoenix

Phoenix invites families to visit our school at any time. In order to ensure the safety of the learning environment, all visitors must first report to the main office and sign in. Unless otherwise required by law, only visitors that are listed by our scholars and their adult supporters on their entry paperwork will be granted access to a scholar. If a scholar needs to meet with a social worker, probation officer etc., the scholar's listed adult supporter must provide written or verbal permission. If someone who is not listed as an adult supporter attempts to visit a scholar, they will be asked to leave the building. Phoenix reserves the right to deny entry to anyone whose presence might endanger the safety of its scholars and staff, or whom disrupt the learning environment. Visitors are encouraged to make an appointment beforehand with the person(s) they wish to see.

PHOENIX SCHOLAR CODE OF CONDUCT

PHILOSOPHY OF CODE OF CONDUCT

Phoenix Charter Academy strives to create an environment where learning comes first. A calm, safe, and dynamic culture that is focused on achievement is vital to the success of our scholars. Any disruption is viewed as damaging to the learning environment. While we seek to work with all scholars, including many who have struggled with behavioral issues in past schools, we also believe that the way to support ***ALL*** scholars is through maintaining clear expectations for scholarly conduct and through the quick and strong reinforcement of these academic and behavioral standards. Thus, the Phoenix system of consequences is designed to cultivate a respectful and serious academic atmosphere. Scholars are expected to hold themselves to high behavioral standards, as outlined in our Phoenix Scholar Commitments below.

ATTENDANCE POLICY

According to much education research, a student's attendance directly correlates to a student's success in high school. Phoenix offers many academic and social/emotional supports for scholars that they are unable to access if they are absent. Therefore, Phoenix has a very strict attendance policy.

Scholars at Phoenix are expected to attend school regularly. When a scholar (if not identified as a scholar with a disability) accumulates 8 absences within a quarter, they will no longer be eligible to earn credit. Scholars who absent out may still be eligible to earn ½ credit if they earn a course grade of 70 or above. When a scholar “absents out” and stops attending school for a quarter, they may lose their seat at the school to a student on the waitlist, subject to the notification and exit interview requirements under the law (outlined below).

Parents/guardians of all of our scholars must notify Phoenix of any absences within 3 days of the absence. All letters should be turned in to the front desk. If this notification is not received, administrators will notify the parents or guardians of the absence. Additionally, Phoenix will notify the parents/guardians of any scholar who has missed 2 or more periods unexcused over the course of 5 days (consecutively or cumulatively), or who has missed 5 days unexcused within a school year. Phoenix will offer the parent/guardian a meeting focused on developing an action plan for increased scholar attendance. The action plan will be developed jointly, and may include input from the parent/guardian, school personnel, and other agency officials who are involved with the scholar or family. (M.G.L. c. 76, sec. 1B.)

For the purposes of this handbook, Phoenix makes no differentiation between “excused” and “unexcused” absences. However, if 50% or more of a scholar's absences are for court or health related reasons, these absences will be excused. Please note that documentation from a doctor or court must be turned in within 3 days of the absence.

No scholar will be considered permanently unenrolled unless and until the following has occurred: (1) scholar has been absent from school for 10 consecutive days; and (2) the administrator has sent written notice to the scholar and parent/guardian, within 5 days of the 10th consecutive absence, of a meeting and exit interview with the scholar. (M.G.L. c. 76, sec. 18.)

Written Notice:

- The notice shall be written in the primary language of the parent/guardian and in English.
- The notice shall provide 2 possible dates and times for the exit interview, but shall indicate that the parties should agree on a date and time. It should include the contact information for arranging the exit interview.
- The notice shall provide a 10-day window for scheduling the interview, but may be extended, upon parent/guardian request, by not more than 14 days.

Exit Interview

- The Head of School or designee shall oversee the exit interview process. The process may proceed without the parent/guardian, so long as there was a good faith effort to include the parent/guardian in the process.
- The interview shall include discussing the reasons for the absences and/or desire to leave school permanently, and to discuss and consider alternative education and alternative placements.
- The exit interview will include other appropriate personnel from the school, e.g. teachers, guidance staff, social workers, administrators.

This process will not apply to a scholar who presents Phoenix with a notice of withdrawal from the charter school and verification of a transfer to another public, charter, or private school in which he/she is enrolling. A scholar who transfers out of Phoenix will be immediately withdrawn and they forfeits his/her spot.

Exceptions to all attendance rules will be granted sparingly and at the discretion of the Head of School.

Please note:

- Scholar Institute occurs before the start of Quarter 1. Scholar Institute runs from August 22nd through September 16th.
- During Scholar Institute, scholars must have less than 4 absences. Any scholar who is over 16 years of age, who has not been identified as a scholar with a disability, and who reaches 4 absences will receive an incomplete for Scholar Institute. Scholars who are also parents must have fewer than 5 absences during Scholar Institute. Further outreach may be required to establish the scholar's intent to remain enrolled in Phoenix. If the scholar is absent from Scholar Institute and Quarter 1 for 10 consecutive days, Phoenix will engage in the Exit Interview process, as per M.G.L. c. 76, sec. 18, and as described in this Handbook.

PUNCTUALITY POLICY

Scholars at Phoenix are expected to attend school regularly. Being in time is a critical aspect of attending school and making academic progress. Considered as being a part of Phoenix’s attendance policy, Phoenix has a very strict policy regarding tardiness. This policy has proven success with helping scholars come to school on time in increasing frequency.

9:00-9:20
9:23-9:55
9:58-11:01
11:04-12:07
12:07-12:42
12:45-1:48
1:51-2:54
2:57-4:00

Scholars ***must*** arrive at school between 8:15 and 8:59 am.

If a scholar arrives at school after 9:00 am, he/she will not be allowed into the building until the next “entrance” time which is 12:07 p.m. Scholars who first enter school for the day at 12:07 p.m. **will earn .5 (one half) absence.**

Jen Clammer 8/9/16 1:24 PM

Comment: Align with your school’s bell schedule

Scholars who leave school for lunch ***must*** return between 12:07-12:42 p.m.

If a scholar arrives late to school from lunch, he/she will not be allowed into the building until the next “entrance” time – 8:15 am the next morning – and will earn **.5 (one half) absence.**

Scholars with disabilities may be eligible for sparing exceptions, which include, but aren’t limited to, an individualized plan to address the root causes for lateness. Exceptions based on disability, including individual changes to scholars’ arrival times, will be granted sparingly and at the discretion of the Head of School.

Scholars who demonstrate excellent attendance and punctuality will be recognized through schoolwide incentives, including feathers, high rollers, and other forms of incentives and celebrations.

OUT-OF-CLASS POLICY

Scholars need to be in class at all times if they are to excel in their classes. We understand that scholars may need bathroom breaks and emergencies happen. However, we adhere to the following policies:

- Only one scholar may leave a class at any time for any reason and ***must*** have a detailed green pass visible in hand.
- Scholars may not leave class during the first or last 10 minutes of a class period.

- Scholars found loitering in the hall, or who refuse to show their pass, will earn a demerit and be directed back to class.

These policies may be waived as part of a Section 504 or IEP if it is a necessary accommodation for the scholar.

ACADEMIC INTEGRITY

We hold scholars to the highest standards of academic integrity. While we encourage scholar collaboration and scholars supporting each other in their academic endeavors, intentional cheating is not tolerated.

Academic integrity violations include:

- Copying another scholar's homework or classwork.
- Copying off of another scholar during a test, quiz, or other independent assessment.
- Communicating with another scholar in any way during a test, quiz, or other independent assessment.
- Creating an unauthorized "cheat sheet" for use during a test, quiz, or other independent assessment.
- Violating a teacher's communication expectations regarding a take-home assessment.
- Engaging in plagiarism.

It is important to coach scholars around academic integrity and to teach them explicitly what is, and what is not, acceptable in an academic setting.

Committing any academic integrity violation may result in the following consequences:

- Loss of credit on assignment (an assignment may be made up at the discretion of the Head of School or of the Director of Curriculum and Instruction)
- Parent or adult supporter called by teacher
- Detention

Scholars with repeated offenses may be subject to additional disciplinary consequences at the discretion of the Director of School Culture, the Director of Curriculum and Instruction, or a designee.

SNACK AND LUNCH POLICY

Phoenix offers breakfast, lunch, and a snack each day afterschool.

Scholars must order a lunch when they arrive at the school in the morning. The Code of Conduct is to be observed while out at lunch by all scholars. The rules and regulations of the Scholar Handbook will be enforced for all activities during lunch, even if scholars are "off campus".

ON/OFF CAMPUS

While scholars are wearing the Phoenix uniform, they are representing Phoenix. Scholars are expected to be kind and respectful of our neighbors and their property. A scholar found on private property without written permission, and scholars who litter or disrespect neighbors' property, will be held accountable for their actions as decided by the Director of School Culture and/or a designee.

SMOKING

Phoenix ***strongly*** discourages smoking. According to Massachusetts state law, persons under the age of 18 are not allowed to purchase cigarettes and cigars, and no scholar may use tobacco within the school buildings, the school facilities, on school grounds, or on school buses. Therefore, Phoenix's policy is that no person under the age of 18 is allowed to smoke during school hours – anywhere. No persons that are under the age of 18 are allowed to smoke in school campus, including the parking lot. **Scholars who smoke on school grounds or in school buildings will be subject to disciplinary action, including the possibility of suspension from school.**

Scholars who are of legal age (18 and older) may only smoke in the park at the end of the street, and no closer, to school grounds. These scholars must use the trash receptacles for any trash.

Phoenix will call the adult supporter of any scholar under the age of 18 who is caught smoking.

UNIFORM POLICY

In order to allow scholars to focus on learning, and to create a sense of community, Phoenix has adopted a ***mandatory*** scholar uniform. Scholars must adhere to the uniform, whether on campus or at a Phoenix-sponsored event, unless told otherwise by a member of the administration.

Please refer to the chart below for detailed uniform information. Any drug- or gang-related clothing or accessories are strictly prohibited. Phoenix reserves the right to confiscate or prohibit scholars from wearing any clothing or accessories that may be construed as drug- or gang-related or as inappropriate attire for school. **Scholars must arrive at school in uniform and remain in uniform throughout the day.** Scholars who are not in uniform will be asked to get in uniform and will be subject to scholar discipline guidelines.

White, uniform, collared shirts are available for purchase from the main office for \$10. Also available are gray fleece sweaters for \$20 and cardigans for \$22.

Complete Dress Code and Uniform Information

Clothing Item	Approved Style	Approved Colors	Comments
Shirts	Phoenix-issued shirts with	Phoenix-issued	All shirts must be buttoned. No

	the Phoenix Charter Academy logo (either MCAS, Phoenix Mission, or Oxford shirts), or college shirts from an accredited 4-year institution.	shirts or college shirts of any color	waist-length, tight-fitting, or navel-revealing shirts. No shirts may be worn inside-out or half-on/half-off. No ripped shirts. No logos or designs should be visible from beneath shirt. Shirt cannot be tied in any way in the front or back. All long shirts must be tucked in (men). Undershirts must be white.
Sweaters, sweatshirts	Phoenix-issued sweater/fleeces or non-hooded college sweatshirts are allowed.	Gray (any color for college sweatshirts)	Scholars will only be allowed to wear Phoenix-issued gray fleece pullovers or non-hooded college sweatshirts.
Pants or Shorts	Standard cloth pants (cotton), wool blend, or small weave corduroy, fitted at the waist level.	Khaki	Appropriate pants do not include jeans, sweatpants, or athletic pants, and must fit professional guidelines. Pregnant scholars who are showing will be permitted to wear elastic-waist pants after communication with the SST or a social worker. Shorts must fall to a scholar's fingertips and have no slits above this point. Pants must not have holes, rips, or tears in them. Pants must sit at or above waist.
Skirts	Standard cloth (cotton), wool blend, or small weave corduroy.	Khaki	Skirts must fall to a scholar's fingertips and have no slits above this point. No blue jean skirts or multi-colored skirts are allowed.
Belts	No big or otherwise inappropriate belt buckles.	Preferably black, white, or brown, but any color allowed	All male scholars must wear a belt. Any male scholar without a belt will be provided a rope to tie around his waist to keep his pants up. Belts must sit at or above the waist.
Shoes	Personal preference, but must be appropriate for school. Loafers or tie shoes are suggested.	Any color	No tags or homemade designs on sneakers or shoes. No flip flops or sandals designed to look like flip flops. All laced shoes must be tied. No cleats or house shoes may be worn. Sandals that have a back to

			them may be worn.
Hats, scarves, and other headwear	None		No hats or headgear may be worn inside the school building, except for religious reasons (adult supporters must send a note). Bandanas cannot be visible or hanging from pockets. Scarves can be worn appropriately around neck during winter months only.
Hair, makeup, jewelry	Appropriate to dress code		No sunglasses inside of building
Eyewear	Prescription glasses or contacts are allowed.		No sunglasses inside of building.
Beads, special shoe laces, etc.			Phoenix reserves the right to prohibit scholar from wearing any potentially gang-related clothing and accessories that might endanger the safety of the community.

POSITIVE RECOGNITIONS AT PHOENIX

FEATHERS

Teachers and scholars at Phoenix use a merit system called *feathers*. Scholars who engage in specific community-building behavior, work particularly hard in class, or do anything that a teacher deems “above and beyond”, will receive a feather, or merit points. Feathers can either be banked at the front desk (scholars will be given a tally on their feathers) or kept and used as “cash”. Feathers can be used in exchange for various rewards.

Examples of behaviors and activities which are often recognized with feathers are listed below:

- Scholar was highly engaged academically.
- Scholar made scholarly contributions to the learning community.
- Scholar overcame an academic obstacle.
- Scholar demonstrated progress/growth toward a set goal or a challenging task.
- Scholar tackled more challenging work in a positive manner.
- Scholar attended Homework Lab and demonstrated scholarly behaviors.

The schedule for rewards that may be purchased for feathers is shown below:

Number of feathers	Redeemable Item
5 feathers	Phoenix Reusable Water Bottle
10 feathers	Phoenix Pen
15 feathers	Binder
20 feathers	Phoenix swag
35 feathers	Phoenix Mission T-Shirt
50 feathers	Phoenix fleece
65 feathers	Movie Passes
100 feathers	Professional Dress Day
150 feathers	Free lunch of your choice

PROFESSIONAL DRESS DAY

Scholars may choose to use feathers to purchase a Professional Dress Day. Phoenix scholars must submit a request to the Front Office Manager *before* their desired Professional Dress Day. Scholars will learn in Advisory the guidelines for what constitutes Professional Dress.

POSITIVE PHONE CALLS

Teachers and staff make positive phone calls home to make parents aware of the fabulous achievements of their scholar. These are our favorite calls to make at Phoenix!

HIGH ROLLERS CLUB

Scholars who do not earn detention for an entire quarter will be eligible to enter the High Rollers Club for the following quarter. Entry into the Club will be determined by the Director of School Culture and/or Head of School. Members of the Club earn special rewards, due to the trust they have earned through their excellent conduct. These special rewards include:

- Scholars may earn 100 feathers at the start of each quarter that they are members of the Club.
- Scholars may earn 4 movie passes at the start of each quarter that they are members of the Club.
- Scholars may be invited to a special lunch, paid for by Phoenix, held every quarter that they are members of the Club.
- Other items as decided by the Director of School Culture and/or Head of School.

Please note: If a member of the High Rollers Club loses the trust of the community through one or several actions, that member will lose all rewards and privileges associated with membership. The Director of School Culture and/or Head of School, in cooperation with the rest of the staff, will determine if and when this is necessary and if/ how the scholar may have the opportunity to repair the community relationships/ trust and regain Club privileges.

HONOR ROLL

Scholars who achieve an average of B or higher during any quarter will receive a black embroidered Phoenix Honor Roll shirt in recognition of their hard work and commitment. Honor Roll shirts may be worn as part of the school uniform.

PHOENIX AWARD

The Phoenix Award is given yearly to the scholar who has “risen out of the ashes”- he or she has excelled academically during the year, and embodies all 7 aspects of a SCHOLAR.

NEGATIVE CONSEQUENCES AT PHOENIX

DEMERITS

Demerits are a tool to help teach scholars the behaviors necessary to maintain an academic culture of high expectations. They are used to identify and correct behavior that detracts from learning and growth. Scholars receive demerits for inappropriate behaviors without a warning. Scholars will be able to review what types of demerits they receive each day by meeting with their advisor. Scholars are encouraged to talk with their advisor, SST members, teachers, and peer supporters for help changing their behavior so as not to earn additional demerits.

DETENTION

A scholar will earn detention when they accrue 6 or more demerits in any given day. Scholars who have earned detention will be notified by the end of the school day by a staff member. The length of detention is determined by the number of demerits earned that day.

- 6 demerits = 30-minute detention
- 7-11 demerits = 45-minute detention
- 12 demerits = 60-minute detention

Options to serve: There are multiple options available through which to serve detention. Each Phoenix School will provide scholars with a schedule of options.

A scholar who does not serve detention will be marked as skipping detention. Missing one detention will result in contact with the scholar's adult supporter. Missing more than one detention will result in additional consequences that may include required attendance at Friday Afternoon/Saturday School and/or the commencement of the suspension process. When a scholar misses a Friday detention, it reflects a pattern of disrespect for the core expectations of a scholar at Phoenix and as such, the scholar may be subject to a number of interventions. Scholars may be required to do the following:

1. Serve a one day out of school suspension OR
2. Complete an approved restorative activity in the place of suspension

Suspension: All scholars who have missed multiple detentions will have a letter sent home notifying their adult supporter of a potential out of school suspension. Suspension for missed detention will occur on a day as established by the school.

Suspension alternative: Should a scholar and/or their adult supporter wish to identify a restorative activity in place of an out of school suspension, that scholar can work with their advisor to identify a meaningful activity that will appropriately reflect the Phoenix spirit of community, scholarly culture and relationship building. Forms outlining this process, ideas for

restorative activities, and the process for getting advisor approval, can be picked up in the SSC or through scholar advisors.

Repeat Behaviors and Missed Detentions

If a scholar struggles to complete the above disciplinary actions and demonstrates a pattern of struggling to meet the Phoenix expectations for scholars, Adult Supporters will be asked to attend action planning meetings with their scholar and a member of the school leadership team.

If a scholar's behavior does not meet the scholarly standards outlined in this document while in detention, they will be sent home and an adult supporter will be contacted regarding further consequences. If a scholar is asked to leave detention due to inappropriate behavior, the amount of time they had served in detention will not be counted.

If a scholar who has earned detention is dismissed due to illness, or for other approved reasons, they must work out a plan to make up the detention with the SST member who dismisses them. If a scholar who has earned detention skips school at any point during the day, they may not return to the school return to serve their detention. If skipping school leads to their second missed detention, this will be considered as multiple missed detentions. However, if a scholar is absent on the day they were supposed to serve detention, their detention will be rescheduled for the day they return to school and the scholar will receive no additional penalty.

Exceptions to all demerit and detention rules will be granted sparingly at the discretion of the Head of School.

The following is a schedule of behaviors and typical consequences.

Behavior	Consequences – Depending on severity of incident
<ul style="list-style-type: none"> • Unprepared for class (i.e. no binder, no pencil, no homework) • Head down on desk during class • Chewing gum • Being out of uniform/dress code violations • Horseplay (running in hallways, jumping down stairs, play-grabbing at people in the hallways, etc.) • Using profanity or other non-scholarly language • Distracting other scholars • Drawing on desks, walls, or other school property • Being late to class 	<ul style="list-style-type: none"> • 1 demerit • Additional demerits as warranted by repeat violations or not following redirections from staff member • Other forms of alternative community reparations (apology letters, public apologies, etc.)
<ul style="list-style-type: none"> • Being sent out of class • Walking out of class • Misusing bathroom pass/loitering in halls • Misusing 5-minute breaks/space 	<ul style="list-style-type: none"> • 3 demerits
<p>The following are also violations according to Massachusetts state law, or Massachusetts Board of Education regulations, and will require further disciplinary consequences, including the possibility of suspension:</p>	

<ul style="list-style-type: none"> • Smoking within 100 yards of the school, or neighbor's property • Swearing at or threatening school neighbors • Smoking inside the school • Coming to school high or under the influence of alcohol and/or illegal drugs. NOTE: Phoenix reserves the right to offer scholars drug testing. • Using intimidating or threatening language including racial / sexual slurs • Stealing • Bullying (see mandated policies below) • Direct threats of violence toward other scholars • Physical altercations • Intentionally bringing outsiders into the school building to do harm • Destruction/vandalism of school property • Use, possession, sale, or transfer of alcohol • Additional infractions may be included in this category at the discretion of the Administrative Team in discussion with staff. 	<ul style="list-style-type: none"> • Adult Supporter called for phone / in person meeting. • Please see suspension and expulsion sections below for applicable violations.
<p>The following offenses are grounds for possible expulsion</p>	
<ul style="list-style-type: none"> • Use or possession of a weapon (any object which is capable of causing minor to severe bodily harm). • Possession, use, sale, or transfer of controlled substance (M.G.L. c. 71, sec. 37H) • Assault on educational staff (M.G.L. c. 71, sec. 37H) • Commission of a felony where the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school (M.G.L. c. 71, sec. 37H1/2) 	<p>Please see expulsion section below.</p>

CELL PHONES

In order to avoid disruption of learning and culture, the use of cell phones is not permitted at Phoenix with the exception of school lunch and school breaks in the nest. Scholars should refrain from utilizing phones at any other times, including passing time between classes. Exceptions to this rule may be granted by the school leadership team for educational purposes.

Behavior	Consequence
<ul style="list-style-type: none"> • Cell phone or other electronic devices being used during class or passing time in any section of the building when not given permission to use it by a staff member. • Cell phone ringing or making noise 	<p>Scholar must automatically hand cell phone in until the end of the day. Scholar cells and iPods will be labeled and stored in the SSC. Scholars can pick up the cell phone at the SSC at 4:00pm.</p>

while in the building.	
• Scholar refuses to give up his/her phone or other electronic device.	Scholar will face disciplinary consequences.
• Continued cell phone/electronic device use.	Parent/Adult Supporter called; additional plan made

Adult Supporters are requested to avoid interrupting scholars at school. However, in the event of a medical or other family emergency please use the following emergency numbers:

PHOENIX EMERGENCY CONTACT LIST

Front Desk/Main Office: 413-273-1236

Geoffrey Schmidt, Director of School Culture
Mobile: 413-265-7357

EXPLOSIVE BEHAVIOR

Some scholars may have difficulty managing strong emotions. We offer various supports in order to help scholars learn to manage these behaviors. As our top priority is to keep the school and scholars safe, we have set the following cycle of support for scholars who have a pattern of explosive outbursts:

- A scholar who demonstrates 3 violent or explosive outbursts in one quarter will be referred to the school Social Worker and Head of School/Director of School Culture.
- These staff members will make a recommendation for the scholar to receive outside support services that may include (but will not be limited to) counseling and supportive mentoring.
- Additional recommendations related to changing the scholar's school day, e.g. modifying the scholar's schedule, may be considered. Details will be laid out at the appropriate time when necessary in coordination with adult supporters and the scholar.

SCHOLAR SEARCHES

Phoenix will conduct searches of scholars and their property, including backpacks, where there is a reasonable suspicion that the scholar has violated school rules and that the evidence of such violations is in his/her possession. School lockers and desks, which are assigned to scholars for their use, still remain the property of PCA, and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time. Searches will be conducted with the respect of the privacy and interests of scholars to the fullest degree possible, but will also balance those concerns with our predominant interest in maintaining scholar safety and discipline. Searches will be reasonable in inception and scope; emergency situations notwithstanding, searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched scholar

will be notified as soon as possible to inform them that a search of their scholar is about to or has just occurred. Should a scholar refuse to cooperate with a search request, the school will confiscate the property in question.

CLASS DISRUPTION AND REMOVAL FROM CLASS

After a series of interventions, any scholar whose behavior disrupts the learning environment and jeopardizes another scholar's education may be asked to leave class at the discretion of the teacher. This means that the scholar must report immediately to the SSC. Being asked to leave a class for disruptive behavior will require a scholar to reflect upon and learn from his or her behavior.

If a scholar refuses to leave class, an SST member will be called to remove the scholar. If the scholar still refuses to leave, an adult supporter and the police may be notified, as this is considered to create an unsafe classroom environment. After such an incident, the administration will consider the need for an emergency removal of the scholar for up to two days. The scholar may also face additional consequences decided by the Director of School Culture or a designee.

Emergency Removal: A Head of School may remove the scholar from school temporarily when a scholar is charged with a disciplinary offense and the continued presence of the scholar poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Head of School's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal. The Head of School shall: (a) make immediate and reasonable efforts to orally notify the scholar and the scholar's parent of the emergency removal, the reason for the need for emergency removal; (b) Provide written notice to the scholar and parent as provided for a hearing (see above "Due Process"); (c) provide the scholar and parent an opportunity for a hearing with the Head of School before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Head of School, scholar, and parent. Any decisions regarding the suspension of the scholar should be rendered on the same day as the hearing with a written decision no later than the following school day. A Head of School may not remove a scholar from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the scholar's safety and transportation.

PHOENIX SUSPENSION POLICY

When necessary, students are suspended from school. This is determined under the guidelines outlined in the Student Handbook and at the discretion of the Director of School Culture and/or Head of School consistent with state laws governing the suspension of students from school.

In-school Suspension means removal of a student from regular classroom activities, but not from the school premises, for no more than ten consecutive school days, or no more than ten school days cumulatively for multiple infractions during the school year. If a student is placed in in-school suspension for more than ten days, consecutively or cumulatively during a school year, such suspension shall be deemed a long-term suspension for due process, appeal, and reporting purposes. A removal from the classroom for less than ½ of the school day will not count as a day of suspension. 603 CMR 53.02.

- **Due Process:** The student is entitled to notice (oral or written) of the charges against him/her and an opportunity to dispute the charge or explain the circumstances of the incident. The Head of School shall inform the student of the length of in-school suspension. The Head of School shall, on the same day of the in-school suspension decision, make reasonable efforts (at least two documented attempts) to orally notify the guardian and the reasons for concluding that the student violated the handbook, and the length of the in-school suspension. The guardian will be invited to meet and discuss the behavior and academic performance. This meeting can occur on the same day as the in-school suspension or soon thereafter. The Head of School shall follow up with a written notice which shall include the reason and duration for the in-school suspension and the invitation to meet if such meeting has not already occurred. Written notice shall be sent on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the guardian for school communications, or other method of delivery agreed to by the Head of School and the guardian.

Short-term Suspension means the removal of a student from the school premises and regular classroom activities for ten consecutive school days or less.

- **Due Process:** Except as provided for offenses covered by M.G.L. c. 71, sec. 37H or 37H1/2, a student who is facing a short term-suspension and his/her guardian shall be entitled to prior written notice and an opportunity for an informal hearing with the Head of School. The written notice shall include (a) the disciplinary offense; (b) the basis for the charge; (c) the potential consequences, including the potential length of the student's suspension; (d) the opportunity for the student to have a hearing with the Head of School concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing; (e) the date, time, and location of the hearing; (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate. At the hearing the Head of School will hear and consider information regarding the incident. The student may dispute the charge or provide an explanation of the circumstances or mitigating information. The Head of School will discuss the disciplinary offense, the basis for the charge, and any other pertinent information and make a determination

regarding the conduct and consequences. The Head of School will inform the student and guardian of the decision, including the type and duration of the suspension and shall permit the student to make up assignments and such other school work as needed to make academic progress during the period of removal. The determination shall be in writing and may be in the form of an update to the original written notice.

- **Due Process for 37H and 371/2 Offenses.** For any disciplinary action arising from possession of a weapon or controlled substances, or for assault on educational staff, or pending felony charges where the student's presence in the school house would have a substantial detrimental effect on the general welfare of the school, a student may be suspended after receiving written or oral notification of the infraction and being provided with an opportunity to respond to the charges. Any such determination will be issued in writing and shall notify the student of the duration of the suspension and any possible additional consequences for the offense.

Long-term Suspension means the removal of a student from the school premises and regular classroom activities for more than ten consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. A Head of School may, in his or her discretion, allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in M.G.L. c. 71, § 37H(a) or (b), or M.G.L. c. 71, § 37H ½ no student may be placed on long-term suspension for one or more disciplinary offenses for more than **90 school days** in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. 603 CMR 53.02.

- **Due Process:** A student who is facing a long-term suspension and his/her guardian shall be entitled to prior written notice and an opportunity for a hearing with the Head of School. The written notice shall include all of the elements of a short-term suspension notice and the following information: a) in advance of the hearing, the opportunity to review the student's record and the documents upon which the Head of School may rely in making a determination to suspend the student or not; b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident; d) the right to cross-examine witnesses presented by the school; e) the right to request that the hearing be recorded by the Head of School, and to receive a copy of the audio recording upon request. At the hearing the Head of School will hear and consider information regarding the incident. The student may dispute the charge or provide an explanation of the circumstances or mitigating information. The Head of School will discuss the disciplinary offense, the basis for the charge, and any other pertinent information and make a determination regarding the conduct and consequences.

The written decision issued by the Head of School will: a) identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; b) set out the key facts and conclusions reached by the Head of School; c) Identify the length and effective date of the suspension, as well as a date of return to school; d) include notice of the student's opportunity to receive education services to make

academic progress during the period of removal from school; e) inform the student of the right to appeal the Head of School's decision to the superintendent or designee. The long-term suspension will remain in effect unless and until the superintendent decides to reverse the Head of School's determination on appeal. See appeals process below.

Emergency Removal: A Head of School may remove the student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the Head of School's judgment, there is no alternative available to alleviate the danger or disruption. The temporary removal shall not exceed two school days following the day of the emergency removal. The Head of School shall: (a) make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal; (b)

Provide written notice to the student and parent as provided for a hearing (see above "Due Process"); (c) provide the student and parent an opportunity for a hearing with the Head of School before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Head of School, student, and parent. Any decisions regarding the suspension of the student should be rendered on the same day as the hearing with a written decision no later than the following school day. A Head of School may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Students most frequently receive short term suspensions (generally lasting 1-5 days). Long term suspensions are used when a student brings a weapon to school, brings drugs or alcohol to school, causes a fight, etc.

For students with an IEP or a 504 plan who have been suspended for 10 days either consecutively or cumulatively, a manifestation determination will be held. The Director of School Culture and the Director of Academic Services will convene a Team meeting to determine if the suspending behavior was caused by or had a direct relationship to the student's disability. If a student's actions were a manifestation of their disability, the student will return to his/her classroom, unless the parties agree to an alternative placement or the student's conduct meets the standards for an interim alternative educational setting (possession of a weapon, controlled substance, or student causes another person a serious bodily injury). If the student's conduct is a manifestation of the disability, the conduct may be addressed in alternative manner to suspension, including the possibility of conducting a functional behavior assessment and/or writing or revising a behavior intervention plan. If the suspension is not a manifestation of their disability, the student will be disciplined as would a student not receiving special education services. Students will still be provided access to the general curriculum, their IEP services, and the ability to continue making progress toward their IEP goals if they are suspended from school.

Appeal Rights: In-school suspensions and short term suspensions are not subject to appeal. Long term suspensions may be appealed to the Chief Academic Officer in accordance with the process below:

- Suspensions under M.G.L. c. 71, sec. 37H3/4. An appeal must be received, in writing, within 5 calendar days following the effective date of the suspension or expulsion; provided, that a student and a parent or guardian of the student may request, and if so requested, shall be granted an extension of up to 7 calendar days. The appeal hearing will be held within 3 days school days of receiving the request. A 7 calendar day extension for the appeal will be granted upon parent/ guardian request.
- Suspensions under M.G.L. c. 71, sec. 37H1/2. A student who is suspended as a result of a felony charge being filed against him/her may appeal to the superintendent by making a request for an appeal in writing within 5 calendar days of the suspension. A hearing will be held within three calendar days of receipt of the request for appeal.

All written notices will be CC'd to the Chief Executive Officer, Chief Academic Officer, and Head of School.

PHOENIX CHARTER ACADEMY NETWORK EXPULSION POLICY

Expulsion Pursuant to M.G.L. CH. 71, §37H AND §37H½

Students are subject to expulsion (i.e. permanent exclusion from school) pursuant to M.G.L. ch. 71, §37 and §37H½ by the Head of School, as set forth in detail below.

Expulsion under M.G.L. ch. 71, §37H

Students are subject to expulsion for the following offenses:

- Possession of a dangerous weapon
- Possession of a controlled substance
- Assault on staff member or other educational personnel

Expulsion under M.G.L. ch. 71, §37H½

Students are subject to expulsion when convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency if the Head of School determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due Process Procedures M.G.L. ch. 71, §37H and §37H½

When considering expulsion of a student from school for possession of a dangerous weapon, possession of a controlled substance, or assault on a staff member, pursuant to M.G.L. ch. 71, §37H, the student may be suspended for up to ten school days pending a hearing before the Head of School to consider additional discipline, up to and including expulsion from school.

The following Due Process Procedures apply to M.G.L. ch. 71, §37H and/or §37H½:

1. First, the Head of School or designee will have an informal hearing with the student. At this informal hearing, the student (1) shall be informed of the reason for the hearing, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be informed if a formal hearing will take place to consider additional discipline. If the Head of School or designee deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension goes into effect.
2. Following the informal hearing, the Head of School shall make reasonable efforts to inform the student's parent/guardian, first orally and then in writing, for the scheduling of a formal hearing with the Head of School. The written notice shall include the following:
 - Charges and a brief statement of the evidence;

- Date, time, and place of a hearing;
 - Notice of the right at the hearing to:
 - o Be represented by their parents, legal or other representative (at the student's/parent's own expense.)
 - o Present evidence.
 - o Confront and cross-examine witnesses.
 - The hearing will be conducted by the Head of School
3. If a student is charged with the misconduct detailed above, the student and the Parent/Guardian will have an opportunity for a formal hearing before the Head of School. Following the hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student who has committed the misconduct detailed above. The written determination will be sent to the student and parent/guardian and will include the following:
- Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - Set out the key facts and conclusions reached;
 - Identify the length and effective date of the suspension/expulsion;
 - Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as well as the available options for such educational services;
 - Inform the student of the right to appeal the Head of School decision to the Chief Academic Officer and the process for such appeal (see below).

Appeals to Expulsions under §37H

Any student who has been expelled pursuant to MGL c. 71 §37H shall have the right to appeal the decision to the Chief Academic Officer. The expelled student shall have ten days from the date of the expulsion in which to notify the Chief Academic Officer in writing, of his or her request for an appeal. An appeal hearing will be scheduled before the Chief Academic Officer with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the appeal hearing, the student has the right to present oral and written testimony on his/ her behalf, and shall have the right to counsel at his/her own expense. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Chief Academic Officer will render a written decision on the appeal within 5 days. Such decision shall be the final decision of the school.

Appeals to Expulsions under §37H1/2

Any student who has been expelled pursuant to MGL c. 71 §37H½ shall have the right to appeal the decision to the Chief Academic Officer. The expelled student shall have five days from the date of the expulsion in which to notify the Chief Academic Officer, in writing, of his or her request for an appeal. An appeal hearing will be scheduled before the Chief Academic Officer with the student and the student's parent/guardian within three calendar days of the student's request for an appeal. At the appeal hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel at his/her own expense.

The Chief Academic Officer shall have the authority to overturn or alter the decision of the Head of School. The Chief Academic Officer shall render a written decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the school.

Continuation of Educational Services under M.G.L. Ch. 71, §37H and §37H½

Any student who is expelled from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will be so informed at the time of the expulsion. If the student withdraws from the charter school and/or moves to another school district during the period expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

PHOENIX CONTINUAL EDUCATIONAL SERVICES POLICY

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Head of School shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten consecutive days, whether in school or out of school, shall have an opportunity to receive education services and to make academic progress toward meeting state and local requirements, through the school-wide education service plan. The Head of School shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English, or other means of communication where appropriate. M.G.L. c. 76, sec. 21; 603 CMR 53.13.

For students protected by the Individuals with Disabilities Education Act or IDEA, educational services that allow the student to progress through the general education curriculum and to progress toward his/her IEP goals will be provided if the student has been suspended/ expelled for more than 10 cumulative days in a school year. 34 CFR 300.530(d).

PHOENIX TECHNOLOGY POLICY

PCA students are NOT allowed to:

- Enter into or initiate an **Internet chat** session using Instant Messenger, Yahoo Messenger, etc., unless specifically granted permission by a staff member for class.
- Have any **food or drink** while using a laptop or Academy desktop or other computer provided by PCA;
- Download any **music files or photos** over the Internet unless specifically granted permission by a staff member and for a class assignment or project; play games online; login to **Facebook, Instagram, Tumblr, or any other social media sites.**
- View web sites not directly related to a classroom assignment unless specifically granted permission by a staff member and for a class assignment or project;
- **Waste or take supplies**, such as paper, accessories, mice, disks, etc;
- Use **inappropriate language** while using our school network of computers to transmit a message of any kind;
- **Illegally copy** documents, software, and other materials;
- Allow others to use their network accounts. Network storage areas should be treated like lockers. Designated school personnel may review files and communications to maintain system integrity and insure that the system is being used responsibly. Users should not expect that files stored on school file servers will always be private.
- Send hate or harassing or mass e-mail. Receipt of inappropriate mail should immediately be reported to a teacher or administrator. Encryption is not permitted.
- Post **personal information** about one's self or another person on a non-school website, including such items as residential address, telephone number, or certain school information;
- Use the PCA network and Internet connection for commercial purposes; steal computer hardware components, tamper with a computer or software, pirate software residing on school computers; attempt to gain unauthorized access to any computer that is a part of the Internet including file and web servers.
- The act of simply probing another computer to find computer security weaknesses is considered an illegal activity; PCA students are NOT allowed to attempt to disrupt normal computer operation or network operation in any fashion so that users are limited or stopped from accessing other computers on the network (including the Internet). Activities such as downloading a virus onto a computer or spreading a virus over a network of computers constitutes an illegal action.

Consequences for violations of the technology policy will be determined at the discretion of the Head of School and Director of School Culture.

PHOENIX BULLYING PREVENTION AND INTERVENTION POLICY

1. Describing and Prohibiting:

PCA defines “Bullying” as the repeated use by one or more students or a member of the school staff of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying”: **“Cyber-bullying”, bullying through the use of technology or any electronic communication**, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Students who participate in bullying will immediately receive consequences perhaps as severe as suspension.

All bullying is prohibited. This includes and is not limited to retaliation for bullying or for after disclosure of bullying by target. Cyberbullying of all types (as defined above) is also prohibited. Retaliation of bullying or of victims who report bullying is also prohibited and will result in severe disciplinary action. Retaliation is defined as “getting back” at any student for a perceived wrong. This includes any type of aggression or cyber response to an action by another student.

2. Reporting Procedures:

Reports received by Staff:

All accusations of bullying will be taken seriously. First, a formal report will be logged in PowerSchool by a staff member. Further, all reports will be cc’d to the Director of School Culture and the Head of School.

Second, the parent or adult supporter of the victim and accused bully will be notified by the Director of School Culture and/or the Head of School.

For retaliatory behavior, the same procedures are to be followed:

- Make record of report in PowerSchool
- Cc Head of School and Director of School Culture
- Director of School Culture or Head of School will then follow up with parents of both victim and accused and begin investigation (see below)

Reports received by Parents:

First, parents or adult supporters should call the Director of School Culture or Head of School to report bullying.

Parents or adult supporters can also disclose to another staff member who will notify the Director of School Culture or Head of School. Any staff member who receives such a report will be asked to record the report in PowerSchool.

For retaliatory behavior, the same procedures are to be followed:

- Report to Director of School Culture, Head of School, or teacher
- Make record of report in PowerSchool
- Cc Head of School and Director of School Culture
- Director of School Culture or Head of School will then follow up with parents or adult supporters of both victim and accused and begin investigation (see below)

To make an **anonymous report** of either bullying or retaliation, parents can leave a message at the Head of School's voicemail at 617 889 3100 ext. 135 or the Director of School Culture's voicemail at 617 889 3100 ext. 120.

Reports received by or shared by students:

Students will be given confidential space to confide or share what they know or have experienced. After a disclosure, the above protocols will be followed, beginning with reporting to the Director of School Culture or Head of School.

To make an **anonymous** report of either bullying or retaliation, students can leave a message at the Head of school's voicemail at 617 889 3100 ext 135 or the Director of School Culture's voicemail at 617 889 3100 ext. 120. Students may also anonymously fill out the attached form.

Anonymous Report of Bullying or Retaliation

Date: _____

Is victim a member of the PCA student community?

Is the perpetrator or accused a member of the PCA student community?

Please share as much as you can about what is happening:

Thank you for taking care of your community.

This form should be dropped off in the SSC drop box. You do not need a staff present to complete this form.

3. Investigation Procedures:

After receiving any reports of bullying and or retaliation, the Head of School and/or Director of School Culture will begin an investigation in the following ways:

- Interview each party (accused and victim) and take written statements
After said interview, make a report in PowerSchool under each student's account
- Call each adult supporter to share information gleaned in interview
- Meet and make decisions as to evidence of bullying. If proper evidence shows that there is evidence of an "unsafe environment", disciplinary procedures will begin

4. **Disciplinary Action and Protection of Target and others:**

Discipline:

The consequences for bullying or retaliation may include suspension and detention as well as other forms of reparation to the community. Upon re-entry to school the student (aggressor) must then sign a contract committing to ceasing all similar types of behavior.

When appropriate and necessary, parents and adult supporters will be notified of their right to contact local police and file formal complaints. All parents will be informed of their right to pursue criminal charges when appropriate through the Springfield and Springfield Police Departments. Additionally, the school reserves the right to file charges against a student who endangers the school community.

Prevention:

In order to prevent further acts of bullying, all parents and adult supporters of students accused or targeted in bullying will be asked to reread the bullying policies and protocols of PCA. Next, parents will be given weekly updates as to their student's behavior by the advisor through a check-in phone call. Further, the Director of School Culture will build in Advisory lesson plans that target prevention for the entire school population.

Safety of Target and Others:

To ensure the safety of the target, PCA will hold a safety plan meeting with an adult supporter and the target. At this meeting, a strategy will be put in place to provide a safe place for the target to go (physically) and report (verbally or in written form) any incident that continues to threaten his/her safety.

Further, all targets will be provided an opportunity to meet with the Academy Social Worker after reporting bullying. She will determine if other case management needs are evident.

In an effort to maintain the safety of all students who report bullying, anonymous reporting systems are in place. Further, all students who feel threatened or triggered by bullying or harassment can request a meeting with the Director of School Culture and/or Social Worker.

Students who report feeling unsafe because of:

- Reporting bullying/retaliation
- Providing information to help an investigation of bullying/retaliation
- Witnessing an act of bullying/retaliation

will all be given the above opportunities. Further, their parents or adult supporters will be called and all parties will be invited to a meeting.

Students at PCA have the benefit of being able to leave class and visit the Student Support Center whenever issues (inside or out of school) are preventing their learning. This time away from class will be extended to all parties who fit the above description.

5. **False Accusation and Retaliation:**

PCA students will be informed at the beginning of every quarter of the consequences for making a false accusation of bullying or retaliation. As stated in the PCA Student Handbook, any student who knowingly makes a false accusation of bullying is subject to suspension from school for up to three days, depending upon the incident. The Head of School and Director of School Culture will follow regular suspension procedures. Upon return, the student must bring a parent or other guardian to discuss the false accusation and apologize to the person or parties accused. The suspension will be listed on the student's permanent record.

Phoenix Charter Academy views retaliation against a target for disclosure, another and more egregious incident of bullying. Therefore, students who retaliate in any way towards a target during or after an investigation of bullying are subject to consequences including suspension or possibly expulsion from school, depending upon the severity of the incident.

6. **Support Services:**

Phoenix Charter Academy takes seriously its responsibility to all who are affected by a bullying incident including the targeted student(s), the aggressor student(s) and the appropriate family members of involved student. Currently, we have one Director of School Culture, two full time social workers, a counseling intern and three case management staff that work with individual students on socio-emotional needs, depending upon the incident.

The targeted student will be offered counseling from the school social worker and support from the Director of School Culture as the incident is resolved and afterwards, for as long as the student needs. If the parent prefers an outside agency, PCA will make arrangements for the student to see a counselor or therapist at a neighboring agency. We currently have partnerships with three counseling agencies.

Aggressor students, after facing school consequences, may need to also see the school counselor or an outside counselor, depending upon the severity of the incident. The Student Support Team and the families of all interested parties will have input into this decision but ultimately the Director of School Culture, Head of School and school social workers will make a plan to keep the involved students and the school community safe.

The school social worker and other support staff will also offer short term counseling services to any parent or guardian and any appropriate family members that need support around a particular bullying incident.

The Director of School Culture will call and check in with parents of both targeted and aggressor students at least two weeks after an issue is resolved in order to see how both families are feeling about school safety and support at school.

7. **Protection of all Students:**

All Phoenix Charter Academy students have a right and expectation of the protections and supports listed above regardless of status including race, age, gender, national origin, religion, gender identity, sexual orientation, physical, emotional or mental ability, or educational or academic ability.

8. **PCA Staff Training/ Professional Development on Bullying Procedures and Prevention:**

Professional development plan:

All Phoenix Springfield staff will be trained on Bullying Procedures and Prevention.

9. **Adult Supporter Information:**

Bullying protocols and procedures will be an ongoing topic during Adult Supporter Advisory Council meetings. These meetings occur quarterly. Parents and adult supporters will be trained on the nuances of bullying and the important role technology plays in bullying and victimizing students.

Parent component of bullying and intervention curriculum will be sent home annually.

This training will be run by the Head of School and Director of School Culture and will include the following:

- Defining bullying of all types
- Dynamics of bullying
- The internet and cyberbullying and online safety
- Bullying prevention
- Communicating with PCA staff and reporting incidents to PCA staff
- Reinforcing PCA's prevention plans at home (all training materials will also be mailed home)

To help with reinforcement of Advisory lesson plans, all advisors will be checking in with parents and adult supporters to answer questions about PCA's prevention plans.

Further, since parents are integral to the re integration and rehabilitation of both targets and accused, they will be communicated with regularly through the advisor. PCA will respond to questions and concerns of parents as they develop.

All parents will receive a copy of approved bullying plans via mail.

ANTI-DISCRIMINATION POLICY

Phoenix Charter Academy does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to PCA on the basis of race, sex, color, creed, sex, ethnicity, gender identity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement, as required by M.G.L. c. 71, §89(1); 603 CMR 1.06(1); M.G.L. c. 76, § 5. Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by PCA on the basis of race, sex, color, religion, national origin, gender identity, or sexual orientation as required by M.G.L. c. 76, § 5. PCA does not discriminate in making employment decisions based on race, religion, creed, national origin, political affiliation, gender identity, sexual orientation, veteran status, color, age, genetics or disability, as prohibited by M.G.L.c.151B and other federal laws.

For any related questions, please contact Head of School, Title IX and 504 Coordinator, at 617-285-5162.

PHOENIX GRIEVANCE POLICY

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the Chief Executive Officer.

If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, § 89(jj) and 603 CMR 1.10. If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603 CMR 1.10(4). A parent/guardian may file a complaint with DOE at any time if he or she believes that the school has violated any federal or state law or regulation. 603 CMR 1.10(6).

MASSACHUSETTS LAW PERTAINING TO ASSAULT AND
SUBSTANCE USE ON SCHOOL GROUNDS (CH 71§37H)
POLICY

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Head of School.

(b) Any student who assaults a Head of School, assistant Head of School, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Head of School.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School.

After said hearing, a Head of School may, in his discretion, decide to suspend rather than expel a student who has been determined by the Head of School to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

MASSACHUSETTS LAW PERTAINING TO STUDENT ARRESTS (Ch 71§37H1/2) POLICY

Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Head of School or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Head of School or headmaster if said Head of School or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Head of School or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Head of School or headmaster of a school in which the student is enrolled may expel said student if such Head of School or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter

the decision of the Head of School or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

MASSACHUSETTS LAW PERTAINING TO HAZING (CH. 269 § 17-19)

Whoever is a head of school organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by St.1985, c.536; amended by St.1987, c.665. **CH. 269. S18. Duty to Report Hazing** Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars. Added by St.1985, c.536; amended by St.1987, c.665.

CH. 269. S.19. Hazing Statues To Be Provided; Statement of Compliance and Discipline Policy Required:

Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and

eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

PCA RESTRAINT POLICY & PROCEDURES

Authority. 603 CMR 46.00 is promulgated by the Board of Education pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G. Scope. 603 CMR 46.00 governs the use of physical restraint on students in publicly funded elementary and secondary education programs, including all Massachusetts public school districts, charter schools, collaborative education programs and special education schools approved under 603 CMR 28.09, except as provided in 603 CMR 18.05(5)(h). Our handbook reflects the recent changes to the restraint regulations which are set to take effect on January 1, 2016.

Physical restraint may be used only in the following circumstances:

- (a) Non-physical interventions would not be effective; and
- (b) The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Physical restraint is prohibited in the following circumstances:

- (a) As a means of punishment; or
- (b) As a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm.

Nothing in the state regulations (603 CMR 46.00) or this handbook prohibits:

- (a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- (b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

Physical restraint is the use of bodily force to limit a student's freedom of movement. It does not include touching or holding a student without the use of force for the purpose of directing the student.

In accordance with 603 CMR 46.06, school are required to report on restraint as follows:

1. Program staff shall report the use of physical restraint as specified in 603 CMR 46.06(2) after administration of a physical restraint that results in any injury to a student or staff member, or any physical restraint of a duration longer than five minutes
2. The program staff member who administered the restraint shall verbally inform the program administration of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the Head of

School or director of the program or his/her designee, except that the Head of School or director shall prepare the report if the Head of School or director has administered the restraint.

3. The Head of School or director of the program or his/her designee shall verbally inform the student's parents or guardians of the restraint as soon as possible, and by written report postmarked no later than three school working days following the use of restraint. Notification shall be made in the language customarily used to communicate with the student's parent/ guardian.

The written report to the administration and parent/ guardian shall include:

(a) The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.

(e) Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the student.

(f) Information regarding opportunities for the student's parents or guardians to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the student and/or any other related matter.

Additional information, including a copy of applicable state regulations, can be obtained from Director of School Culture.

A copy of the regulations may also be obtained at <http://www.doe.mass.edu/lawsregs/603cmr46.html>.

PARENTS RIGHT TO KNOW POLICY

The federal No Child Left Behind (NCLB) Act defines new standards for teacher quality. Under NCLB, teachers must hold a Massachusetts teaching license at the Preliminary, Initial, or Professional level and demonstrate subject matter competency in the areas they teach. NCLB standards apply to the subject matter taught by teachers. For example, a teacher may be qualified to teach one subject but not another. With this in mind, we are doubling our efforts to make sure all teachers at our school are appropriately assigned to teach classes that reflect their qualifications.

Under the law, school districts must annually notify the parents/guardians of each student attending any Title I school that they may request information about the qualifications of their child's teacher and teachers:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether your child's teacher is teaching under an emergency license or waiver through which the State qualifications or licensing criteria have been waived.
- The baccalaureate degree major of your child's teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals and, if so, give their qualifications.

Phoenix Charter Academy is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact Emily Dixon, the Director of Curriculum and Instruction.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES POLICY

PCA Homeless Youth Liaison: Robin Cossin, School Social Worker, (781) 808-7429

To the extent practical and as required by law, PCA will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Awaiting foster care placement;
6. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
7. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
8. Migratory children living in conditions described in the previous examples.

PCA's liaison for homeless students and their families is the Academy's Social Worker.

To the extent feasible, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing.

Instead of remaining in the school of origin, parents or guardians of homeless students may enroll in the school in the attendance area in which the student is actually living, or other schools.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

STAFF CONTACTS

Leadership Team

Jacqueline Adam-Taylor, Head of School
Email: jadam-taylor@phoenixcharteracademy.org
Mobile: 617-285-5162

Kelly Bragan, Director of Little Scholars Center
Email: kbragan@phoenixcharteracademy.org
Mobile: 781-808-7426

Calvin Johnson, Director of Operations
Email: cjohnson@phoenixcharteracademy.org
Mobile: 401-580-2874

Geoffrey Schmidt, Director of School Culture
Email: gschmidt@phoenixcharteracademy.org
Mobile: 413-265-7357

SST

Yusef Id-Deen, Manager of Retention
Email: yid-deen@phoenixcharteracademy.org
Mobile: 413-372-3241
Robin Cossin, School Social Worker
Email: rcossin@phoenixcharteracademy.org
Mobile: 781-808-7429
Paris Ortiz, Student Support Specialist
Email: portiz@phoenixcharteracademy.org
Mobile: 413-374-7113

Instructional Staff

Amanda Benson, STEM Department
Email: abenson@phoenixcharteracademy.org

Marc Lazare, STEM Department
Email: mlazare@phoenixcharteracademy.org

David Mickiewicz, STEM Department
Email: dmickiewicz@phoenixcharteracademy.org

Kyla Prior, STEM Department
Email: kprior@phoenixcharteracademy.org

Sayda Morales, ELD Teacher
Email: smorales@phoenixcharteracademy.org

Marc Lewis, Academic Support Teacher
Email: mlewis@phoenixcharteracademy.org

Emily Shankle, Academic Support Teacher
Email: eshankle@phoenixcharteracademy.org

Patrick Condon, Humanities Department
pcondon@phoenixcharteracademy.org

Luke Kaplan, Humanities Department
Email: lkaplan@phoenixcharteracademy.org

Larissa Thornton, Humanities Department
Email: lthornton@phoenixcharteracademy.org

AmeriCorps

Melissa Whittemore, Senior Americorps Member
Email: mwhittemore@phoenixcharteracademy.org

Bilal Ali, Americorps Member
Email: bali@phoenixcharteracademy.org

Lauren Carson, Americorps Member
Email: lcarrson@phoenixcharteracademy.org

Sayneb Maalin, Americorps Member
Email: smaaln@phoenixcharteracademy.org

Little Scholars

Alison Needham, Infant/Toddler Teacher
Email: aneedham@phoenixcharteracademy.org
Mobile: 845-825-9095

Kataria Ortiz, Preschool Teacher
Email: kortiz@phoenixcharteracademy.org
Mobile: 413-214-4113

Najah Williams, Infant/Toddler Teacher
Email: nwilliams@phoenixcharteracademy.org
Mobile: 413-250-9814

College Services

Shana Jefferey, College Coordinator

Email: sjeffery@phoenixcharteracademy.org
Mobile: 413-885-2330

Scholar Recruitment/Community Engagement

Gustavo Acosta, Manager of Recruitment and Community Outreach
Email: gacosta@phoenixcharteracademy.org
Mobile: 413-262-4546

SCHOLAR HANDBOOK ACKNOWLEDGEMENT FORM

I have read and understand the Phoenix Student Handbook, Code of Conduct and Uniform Addendum. I understand that I have the right to keep a copy of this document for my records.

In order to best support our scholars, PCA may share information whenever we determine that it is in the best interest of the student and the school community, including, but not limited to, information with respect to or concerning academic issues, discipline, social issues, criminal issues, or where there are other concerns for the health, welfare or safety of the student or others. We will also disclose information whenever we have a legal duty to do so, including duties imposed by statute, Department of Elementary and Secondary Education rules and regulations and the regulations of other governmental bodies. Absent a court order or emergency, we will not disclose health related information, including use of birth control or the existence of a pregnancy without the consent of the student/guardian.

By signing below, I am agreeing to the terms outlined in the PCA Student Handbook and all documents therein.

Printed Name (Adult Supporter)

Date

Signature

Student Name

Date