

SCHOLAR HANDBOOK

PHOENIX ACADEMY PUBLIC CHARTER HIGH SCHOOL
SPRINGFIELD

School Year 2017-2018

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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

Starting School Year 2017-2018; categories will operate on differentiated rotating schedules, with all Phoenix Scholars participating in an additional conference period to allow time for personalized learning; office hour meetings; and deeper understanding of projects and other classwork. Due to dual-enrollment classes, and other extension opportunities, seniors will have personalized schedules, which will be made available on the first day of school.

9:00-10:00	Advisory	Advisory	Advisory	Advisory	ADV/CM
10:03-11:05	A	B	C	D	A
11:08-12:10	B	C	D	A	B
12:10-12:40	Lunch	Lunch	Lunch	Lunch	C
12:44-1:50	Conference*	Conference*	Conference*	Conference*	D
1:53-2:55	C	D	A	B	
2:58-4:00	D	A	B	C	

Cat 2 Scholars who hold off-campus lunch privilege may utilize part of their conference period for lunch. Scholars not holding off-campus lunch privilege are expected to be in their dedicated

conference period local, the entire period, unless granted permission by a staff member to be elsewhere.

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, regardless of history or background, achieve great things at Phoenix by meeting our rigorous academic and behavioral standards. Thus, we do not allow non-academic barriers to success to deter Phoenix scholars from holding themselves to a higher standard of academic scholarship and success.

✓ 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.*

GRADUATION REQUIREMENTS

Graduation requirements at Phoenix reflect a greater focus on academic skills, rather than a simple accumulation of credits. A scholar's progress toward achieving mastery on the critical standards and competencies for each course will determine their placement and progress toward graduation. High attenders who invest effort and focus during daily lessons typically progress to graduation more rapidly because they can show mastery of the required skills and competencies as a direct result of this effort and focus.

PCA offers a college-style system in which scholars take independent term 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- (70) or above. Scholars can retake courses or continue to work toward mastery until they finally achieve mastery on major assessments. Our goal is to hold scholars to high standards, while also giving them more opportunities to achieve academic success. The more scholars attend and engage their focus and energy in the learning of daily lessons, the faster they can progress to mastery and to graduation.

Scholars will earn credit towards graduation in courses each term by showing mastery on major assessments that are aligned with the skills and competencies in the Massachusetts Standards for English Language Arts, Math and Science Standards, or the WIDA Standards for English Language Learners.

Subject Area	Graduation Requirements
Literacy and Humanities	<p>Mastery of the major standards and competencies of Category I, II and III Literature courses in reading, writing, research and public speaking.</p> <p>Scholars must pass the ELA MCAS exam in order to earn a high school diploma in Massachusetts. Phoenix scholars are expected to earn Proficient or Advanced status on MCAS in order to demonstrate college readiness.</p> <p>Phoenix’s Literacy rich Social Studies courses offer additional opportunities to develop mastery on the major Humanities standards and competencies in reading, writing, research and public speaking needed for graduation.</p>
Math	<p>Mastery of the major standards and competencies of Integrated Math I, Integrated Math II (Geometry in 17-18) and Algebra II.</p> <p>Based on their STAR assessment and demonstration of mastery on Math assessments, scholars may need to take Math Seminar or Transitions to Algebra in order to develop the required skills for success in Integrated Math I.</p> <p>Scholars must pass the Math MCAS exam in order to earn a high school diploma in Massachusetts. Phoenix scholars are expected to earn Proficient or Advanced status on MCAS in order to demonstrate college readiness.</p> <p>Statistics or Pre-Calculus is highly recommended for scholars who are pursuing admission to a four year college.</p>

Science	<p>Mastery of the equivalent of at least three lab focused Science courses: Intro to Science, Biology, Chemistry or Physics.</p> <p>Scholars must pass one Science MCAS exam (Biology, Chemistry, or Physics) in order to earn a high school diploma in Massachusetts. Phoenix scholars are expected to earn Proficient or Advanced status on MCAS in order to demonstrate college readiness.</p>
Healthy Decision Making	<p>Advisory: Scholars develop the Meta-Cognitive and Social Emotional Skills through participation in their Advisory course.</p> <p>College Prep or Senior Seminar Class: Scholars learn about college opportunities and the college and financial aid application process through research, college visits, and college counseling.</p>
Arts & Technology	Scholars meet this requirement through the integration of arts and technology across the Phoenix courses.
AP courses, on-line electives and dual enrollment in local colleges	Scholars who are pursuing admission to four year colleges are strongly encouraged to take advantage of AP courses, online electives and dual enrollment courses at local partner colleges to ensure that their academic record is as competitive as possible for admissions and potential financial aid opportunities.

TRANSFER OF CREDITS FROM PREVIOUS SCHOOLS

Phoenix scholars can transfer credits for any previous high school courses in which they earned a C- (70) or above. New scholars should be aware that since Phoenix is a mastery based academic program, their level of mastery of the standards and competencies will determine which courses they are enrolled in and how rapidly they progress to graduation. High attenders who invest effort and focus during daily lessons typically progress to graduation more rapidly because they master critical skills and competencies faster.

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. Phoenix Charter Academy does not accept 69% or lower as a “passing” grade.

As of 17-18, scholars can earn credit and be promoted to the next level of courses each quarter through two different pathways:

Pathway 1: Mastery Portfolio: Accelerated Pathway	Scholars develop and present a Mastery Portfolio that shows mastery of the major standards and competencies of the course. Scholars demonstrate academic mastery on:
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	<ul style="list-style-type: none"> ● QPAs (projects and performances) ● Interim Assessments (Midterm and Final Tests) <p>In ELA and Math, the STAR assessment is also used to determine that scholars are mastering high school level standards and competencies.</p> <p>Scholars can nominate themselves to prepare and present a Mastery Portfolio or may be nominated by a staff member. The Mastery Portfolio is rigorous, but offers an opportunity for scholars to accelerate their pace to graduation.</p> <p>Scholars who are high attenders and who invest great effort and focus in daily lessons are typically ready to show mastery on standards and competencies and progress to graduation at faster rates.</p> <p>The Mastery Portfolio also includes a Personal Growth Project where scholars present their goals and growth on the Meta-Cognitive and Social Emotional Skills, which are essential for success in school, college and life.</p>
<p>Pathway 2: Traditional Promotion</p>	<p>Scholars can still be promoted to the next level of courses when they have achieved mastery (a C- or 70% average) in 3 out of 4 quarters of a course. This is typically a slower pathway to graduation.</p>

English Language Learners Mastery Based Portfolio Promotion Process

English Language Learners will prepare and present a Mastery Based Portfolio each quarter to ensure that their placement in English Language courses match their learning needs and to accelerate their progress toward readiness for Category I, II and III courses- and graduation. In every academic term, English Language Learners can apply for promotion to a higher level of English Language 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: 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 scholars 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 English Language courses and should reapply at a later date.

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)	<p>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. Scholars should expect to revise their QPAs multiple times until they reach mastery.</p> <p>All Phoenix schools will showcase their learning on QPAs to the school community during Academic Exhibition Events at least once per quarter to celebrate progress and provide practice sharing learning with authentic audiences.</p>
Personal Growth Projects and	Scholars will develop projects and portfolios that

<p>Portfolios in Advisory, Senior Seminar and Phoenix courses</p>	<p>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.</p>
<p>Interim Assessment (IA) Midterm and Final Tests in ELA and Math</p>	<p>Scholars will take a network-aligned assessment as a Midterm Test and Final Test in Category I-III ELA and Math each quarter.</p>
<p>STAR Assessment in Literacy/Reading and Math</p>	<p>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. The STAR assessment is also used as part of the portfolio promotion process to evaluate student mastery and to assess a scholar's readiness to master the learning of the next course or level of learning.</p> <p>Scholars participating in the Phoenix Tutoring Program will demonstrate mastery and learning needs using the STAR assessment so that tutors can pinpoint learning needs and match tutoring to the scholar's personal needs.</p>
<p>ACCESS and quarterly WIDA aligned Quality Performance Assessments (QPAs)</p>	<p>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.</p> <p>ACCESS scores determine when a scholar has developed enough mastery of the Speaking, Reading, Writing and Listening WIDA standards to exit formal English Language Learners services.</p>
<p>MCAS Exam (Massachusetts Comprehensive Assessment System) for English Language Arts (ELA), Math, and Science</p>	<p>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 Integrated Math II: Geometry take the MCAS. Phoenix scholars 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.</p>
<p>Advanced Placement (AP) Exams</p>	<p>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.</p>

Accuplacer	<p>All seniors are required to take and retake the Accuplacer college placement test until they earn scores in Reading, Writing 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.</p> <p>Accuplacer College Placement Exam Information 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.</p> <p>Critical preparation for SAT/ACT and 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>

PROGRESS REPORTS & REPORT CARDS

Scholars will receive midterm progress reports and report cards each quarter. Progress reports and report cards are mailed home and shared with scholars in Advisory within one week after the end of the academic term. This ensures that scholars can update their Path to Graduation swiftly and adjust where needed to accelerate to graduation. Scholars will conference and review goals and graduation plans with Advisors each time these are published. Adult supporters are encouraged to call and/or meet with Advisors at Adult Supporter Nights and individual conferences during the year to review progress and develop support plans for scholars.

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](#)). 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. 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

Providing scholars with relentless support is the second pillar of the Phoenix Mission. The Student Support Team (SST), staffed by the Director of Scholar Success, 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 – helping to resolve and remove barriers that interfere with coming to school and succeeding.
- 2) Academic Support – creating opportunities for scholars to get extra extra help and individualized support in academic content areas.
- 3) Cultural Support – programming and routines that encourage youth development, a strong and supportive community, and positive relationships.

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.

Case Management, Crisis Intervention 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.

Behavioral Growth

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.

Targeted attendance and retention supports

Phoenix scholars may face multiple barriers and/or have a history of attendance challenges. Phoenix takes an active approach to helping students learn the skills of showing up and being on time through clear expectations, incentives, and structured programming. Phoenix will use multiple strategies to work with students to maintain positive attendance. Phoenix conducts weekly attendance progress checks in Advisory, and staff members do phone outreach regularly

to encourage students to come to school and stay in class. For students that are demonstrating patterns of missing school we will create attendance cohorts/support networks and individual success plans that will include incentives, outreach calls and home visits.

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 onsite 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.

Restorative Practices and Socio-Emotional Coaching at Phoenix

Scholars at Phoenix have multiple opportunities to process academic frustration with staff in order to stay focused, on track and in class. In addition social emotional coaching may be provided when scholars are making poor decisions or are unable to focus on school because of surrounding life situations. This coaching may happen in the classroom, in hallways, or in assigned coaching areas depending on what is needed. The Director of Scholar Success, Advisors, and any other staff members at Phoenix may continuously support this work through encouragement of brief one on one meetings, circlebacks, mediations, and other circles of justice. They may also organize and support adult supporter and community circles to assist a scholar in developing and remaining accountable to a success plan, social contract, or other success pathways. By assisting our scholars in developing positive identities of themselves as pro-social members of the Phoenix Community, we relentlessly encourage our students to behave and reflect in ways that will prepare them for success as college students; and for their future careers.

ACADEMIC SUPPORTS

Path to Graduation Planning and Progress

Because Phoenix is different from many of the traditional schools that scholars are coming from, the path to graduation (course requirements, credits, timeline) might be different from what students expect. All scholars, in partnership with their Advisor, develop a Path to Graduation, which includes personal and academic growth goals and objectives and will be what scholars and Advisors use to discuss progress and growth. These plans are flexible documents that are updated regularly as the scholar meets goals and develops new ones and will also be used in partnership with Mastery Portfolios. Scholars can expect to check their academic and personal progress within Advisory once a week. However, it is the scholar's responsibility to know the details of their Path to Graduation, which will include specific courses and skills that scholar will need to graduate. Every Phoenix Scholar can expect, within the first quarter of their attendance at Phoenix Academy Public Charter High School, to have a clear understanding of which classes they need to advance through, in order to graduate and be academically prepared for college. Monitoring progress through these plans becomes an integral part of a scholar's academic journey, in advisory, and through all their classes.

In some cases, a scholar at Phoenix may progress more quickly in an academic content area based on their skill level and mastery of content. In other cases, a scholar may think that they have earned credit or mastered a course, but their testing indicates that they have not mastered the core skills. Phoenix will work with the scholar to help him/her catch up, either through individual skill building or re-enrolling in a course. It is Phoenix's commitment to balance both ensuring that students graduate 100% ready for college, work and life as well as helping students complete high school on the fastest track possible.

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 Director of Curriculum and Instruction, the Head of School, or the scholar's Advisor at 413-273-1236.

Homework Lab

Scholars have the opportunity to work on their homework with the aid of tutors outside of regularly scheduled classes. 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.

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.

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.

CULTURAL SUPPORTS

New Scholar Orientation

Scholars who are new to Phoenix will be part of a multi-day process of orientation. While orientation may look slightly different across each Phoenix school, there are 3 major goals:

- Help scholars new to Phoenix get to know how the school operates and the core expectations.
- Help Phoenix staff get to know important things about the new scholar including his/her academic profile, strengths, challenges, interests and future goals.
- Help create lasting relationships between the new scholar and staff and peers.
- Participate in academic diagnostic testing (STAR Tests) in order to help staff assess current academic levels, strengths and recuperative skills (and verify proper academic placement.)
- Hold their first path to graduation meeting, in order to assure clarity on the courses students will need to advance through before securing graduation status and acceptance to college.

Advisory

Advisory is a small group time that was created with the purpose of building positive relationships and a supportive community. Each scholar is assigned to an Advisory when they enroll at Phoenix, with a staff member serving in the role of Advisor. All scholars, in partnership with their Advisor, develop a Path to Graduation, which includes personal and academic growth goals and objectives and will be what scholars and Advisors use to discuss progress and growth. These plans are flexible documents that are updated regularly as the scholar meets goals and develops new ones and will also be used in partnership with Mastery Portfolios.

Advisory activities are meant to help students have a sense of personal agency and ownership over their time at Phoenix, create opportunities for community and belonging, and concrete skill building on the core meta cognitive/social emotional skills - such as communication - that are essential to future success in life. Advisory is a two-credit course and scholars are required to be present every day. Advisors and advisory may change over the course of a student's time at Phoenix based on student needs and interest.

Because all advisories are project-based social science courses, aligned to Common Core Humanities standards, and our key metacognitive and socio-emotional competencies; and because scholars advance through advisory on mastery-based portfolio review, all of our advisories also count towards a scholar's humanities credits.

Community Meeting

The Phoenix week ends as a whole community with a school-wide 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.

Quarterly Exhibitions and Showcases

All Phoenix scholars will showcase their learning on the projects and performances completed in classes to the school community during Academic Exhibition Events at least once per quarter. These are designed to celebrate progress and to provide scholars with practice communicating and presenting their learning to authentic audiences.

The dates for these showcases at Phoenix Springfield Charter Academy 2017-2018 are as follows (note, dates may be subject to change based):

- 11/17/17 (Humanities)
- 2/1/18 (Math)
- 4/6/18 (Science Fair)
- 6/8/18 (Senior Capstone Presentations)
- 6/15/17 (Categories 1 and 2 Advisory Advancement Presentations)

Student Government

A critical element of student voice and agency at Phoenix Academy Public Charter High School Springfield, is our highly involved student government. The student government has sub-committees meeting regularly to address wide-ranging issues from the quality of school lunch, to special events, college visits, and seminal moments like Prom and Winter Festival. They also act as ambassadors for the school during visits, and at important events like our gala. They participate in potential staff interview processes, and help to lead community meetings. Student Government is a phenomenal opportunity for scholars to play a critical role in assuring their peers voices and concerns are at the forefront of school decision-making.

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 and Home Visits

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. Advisors may offer or request to visit the scholar's home, if it is a challenge for families to make it into 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 who disrupt the learning environment. Visitors are encouraged to make an appointment beforehand with the person(s) they wish to see.

Because our staff and leaders are committed to delivering the strongest possible academic programming and instructional quality to our scholars each, and every day; staff and school-based leaders are often very busy. To ensure you are able to meet with the staff member you request to speak with, we ask that you arrange an appointment in advance, through the main office. If you are not able to do so, please understand if the staff member or school leader requests you make an appointment through the main office and return at a time when we will be fully available, in order to give you our full and complete attention.

PHOENIX SCHOLAR ATTENDANCE

Showing up, on time, and ready to participate is one of the most critical skills for succeeding in life. You will hear this from Phoenix staff hall of the time. We know that many Phoenix scholars show up in other areas of their life even if they struggle to show up at school. We want to help scholars to build the skills to come to school so that this will not be an issue in their future school and profession. According to education research, a student's attendance directly correlates to his/her success in high school. At Phoenix, we will encourage – at every opportunity - scholars to come to school, to come on time and stay in class. We know that many scholars that come to Phoenix have struggled with attendance at other schools. One of our deepest commitments is to help scholars develop the skills and remove barriers to show up for school and for themselves.

ATTENDANCE POLICY

Scholars at Phoenix are expected to attend school every day. The more time a scholar is in school and in class, the faster he/she will demonstrate mastery in required content areas and graduate. Attending school and staying in class to learn, is the **foundation** for making progress as a scholar at Phoenix.

8 total absences a quarter is the magic number for Phoenix. Phoenix has selected this number to help scholars understand when the impact of not showing up to school may interfere with the ability to master content and progress. The consequence for missing school is: the less school you attend, the less time you are learning and the longer it may take to graduate.

Phoenix will use multiple strategies to work with students to maintain positive attendance. Phoenix conducts weekly attendance progress checks in Advisory, and staff members do phone outreach regularly to encourage students to come to school and stay in class. For students that are demonstrating patterns of missing school we will create attendance cohorts/support networks and individual success plans that will include incentives, outreach calls and home visits. This is how much we believe that showing up to school and to class is absolutely critical to learning and graduating.

Here is a list of the supports and interventions that Phoenix will use to promote positive attendance habits:

Within each school quarter or term:

- A phone call home from an Advisor, SST member or other staff when absent
- Absence # 3 –scholar is assigned to an attendance cohort or support group, managed by a Phoenix staff member and focused on building a smaller community of support and incentives to stay in school
- Absence # 4 – scholar receives a home visit
- Absence # 5 – scholar receives a letter home and request for a meeting with scholar's adult supporter to develop an additional plan in place for school attendance

- Absence # 6 – scholar is asked to meet with a member of the school leadership team to review progress, path to graduation and the impact of attendance
- Absence #7 – Scholar receives a home visit and will be part of attendance cohorts and supports for upcoming quarters.

For the purposes of this handbook, Phoenix makes no differentiation between “excused” and “unexcused” absences. But, we do work with students to map out and anticipate life challenges – health, court, work, parenting responsibilities – that could impact attendance and develop strategies to help scholars get to school.

It is possible to lose a slot at Phoenix because of chronic absences. When a scholar stops attending school for 10 consecutive days, 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).

Legal notification process is as follows: 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.)

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.

OUT-OF-CLASS POLICY

Every minute of class time matters. Scholars need to be in class to learn and make progress towards graduation. Many Phoenix scholars come to Phoenix behind in one or more subjects and this makes time in class and learning even more critical to a speedy graduation.

Like attendance, the most important consequence for missing class time is missing learning time and slowing down progress to graduation. Like most schools, Phoenix will use a system of break passes to represent agreements between scholars and teachers. Scholars will be expected to manage their own timeliness with passes and may be supported to go back to class if they have lost track of time.

Hallways disruptions can happen when too many scholars are out of class. If this becomes a scholar or school pattern, Phoenix will work individually with scholars and collectively with school culture and rules to ensure that hallways are free of noise so that scholars can learn.

What if skipping class becomes a problem? Phoenix will always try to work with scholars to understand if there are issues interfering with the ability to be in class. The first step will be to discuss what is going on and figure out actions to address the issue. If a scholar shows repeat patterns of class cutting – which include excessive lateness, abusing bathroom or other pass privileges, walking out of class without teacher agreement, the following steps are in place to support scholar success:

- First incident – One-on-one meeting with the classroom teacher (supported by a member of SST or Advisor)
- Second incident – Letter and call to adult supporter
- Third incident - Meeting with member of the Leadership Team and Student success plan to help students increase class time
- Multiple, repeat incidents - Loss of key privileges such as ability to use passes during that class, off campus lunch, the ability to work independently in a designated setting.

PUNCTUALITY POLICY

Being on time is a critical aspect of attending school and making academic progress. Considered as being a part of Phoenix's attendance policy, Phoenix invests time and resources to support scholars in getting to school on time, and maintains high expectations of scholars ability to meet this critical expectation.

Scholars are expected to arrive at school between 8:15 and 8:59 am. We encourage scholars to come early to school because the pre- class morning time can be spent in the nest having breakfast or working independently on school work in assigned areas with a designated teacher.

Late Policy

Punctuality is an essential factor in scholar success, not only at Phoenix, but especially in college, and in future career endeavors. Because we value this trait in our scholars, we adhere to the following policies around lateness to school

- Scholars arriving after 9 a.m. must call in advance to be permitted directly into the school, without waiting for the next class transition time.
- Scholars arriving after 9 a.m. without notice, will meet with a staff member to discuss the reason we are so urgent about our punctuality policies, and develop a short-term plan to avoid further tardiness. They can gain entry to the school during the next transition time outlined on the bell schedule (see above.)
- Scholars repeatedly arriving after 9 a.m., with or without notice, will meet with the Director of Scholar Success to develop a proactive plan. This may require an adult supporter or community circle; the development of a success plan, and accountability check-ins; or the creation of a punctuality contract with the possibility, after multiple abuses of the policy, to be limited entry to breakfast and lunch hours; and/or transition times only.

Anytime after 9 will be considered late because it has a high likelihood of resulting in the scholar arriving late to the first school activity of the day. Scholars that arrive after 9:00 will need to check in with an identified staff member to get a pass, be marked present and track patterns of lateness prior to entering community meeting or advisory or class.

Patterns of lateness to school and/or classes will be addressed through one on one meetings or small groupings to create support strategies and structures. The first meeting will occur with an advisor at the 3rd lateness in a quarter and will include a call to an adult supporter. A sustained pattern of lateness to school may result in the scholar being asked to join a targeted skills class during advisory.

Scholars who leave school for lunch must return before 1:15. Immediately upon returning from lunch, scholars should report to their dedicated conference period spaces. Returning late from lunch for the first time will result in a warning and the second time will result in the loss of

this privilege for the remainder of the quarter. Repeatedly disrupting other students, during their conference periods, upon return from lunch may also lead to a loss of this privilege.

Incentives for being on time- Because being on time is an essential part of school and life success, Phoenix has developed a special set of incentives to encourage and support scholars to master this skill and persevere in the face of life challenges.

On time feathers for rewards - For every day that a scholar is on time in the morning, they earn an “on-time feather”. This means that a scholar can earn 5 feathers a week and 20 feathers a month for perfect attendance. At the end of each month, scholars can trade in on time feathers for school-store products, and opportunities.

CELEBRATING SCHOLAR ATTENDANCE

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

Attendance will be celebrated weekly in advisory, and in community meetings through the **monthly** recognition of:

- Perfect Attendance
- Most improved attendance
- And the creation of advisory based attendance competitions.

PHILOSOPHY OF CODE OF CONDUCT

Phoenix Charter Academy strives to create an environment where learning comes first. A calm, consistent and positive culture that is focused on achievement is vital to the success of our scholars. Any disruption is viewed as damaging to the learning environment. School wide consistency of expectations is central to this strategy. 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 supporting scholars through consistent teaching and learning of scholarly habits through clear expectations, supports and consequences that are consistent across staff member and situation. Many schools have levels or tiers for thinking about behavior and consequences. Below is Phoenix’s approach:

- **Community wide strategies for teaching and modeling core school and scholarly expectations.** Examples of this include Advisory and Circle Backs as structure for positive relationship development, teaching and learning of priority meta cognitive skills, clearly articulated school norms and system of commendation, warning, feathers and demerits for reinforcing those norms, and a relentless focus on attendance – coming to school on time and staying in class.

- **Targeted strategies for individuals and small groups struggling to meet school and scholarly expectations.** Example of this include student success plans, strong connections to community agencies and families, on site social workers, attendance cohorts and other small groups.

- **Interventions for students who have broken core safety / community norms.** Examples of this include suspensions, collaborative safety planning (with adult /community supporters), counseling and referrals, community restoration.

Circle Backs are the anchor practice at the core of Phoenix’s approach to helping students and staff members maintain strong and respectful relationships that are the foundation of a positive and high expectations learning environment. All Phoenix schools utilize circle backs to help repair relationships that have been harmed by conflicts as well as to prevent patterns of misunderstanding that can turn into larger conflicts. Circle Backs can be requested by anyone in the school community and can also be a required part of a process for managing situations that have become unsafe, disrespectful, or not conducive to the learning environment.

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
- Restorative project
- Detention

Scholars with repeated offenses may be subject to additional consequences at the discretion of the Director of Scholar Success, 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 Scholar Success 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 Magazine park at the end of the street, and no closer, to school grounds. These scholars must use the trash receptacles for any trash. Students repeatedly found smoking closer to school grounds will be asked to participate in restorative upkeep of the school grounds; or other beautification projects. Please note that scholars, regardless of age, are not allowed to possess marijuana or alcohol on or near campus or attend school under the influence.

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, decrease distraction, and to create a sense of community identity, Phoenix has a ***mandatory*** scholar uniform. Scholars must wear the uniform, whether on campus or at a Phoenix-sponsored event, unless told otherwise by a staff member.

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 discipline guidelines, or asked to participate in other restorative practices. Students can borrow uniform items, if needed; and can be permitted to return home to secure a uniform item.

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.

Please refer to the chart below for detailed uniform information.

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 the Phoenix Charter Academy logo (either MCAS, Phoenix Mission, or Oxford shirts), or college shirts from an accredited 2 or 4-year institution.	Phoenix-issued shirts or college shirts of any color	Scholars should look neat and professional at all times. All shirts must be buttoned. No 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. Undershirts must be white.
Sweaters, sweatshirts	Phoenix-issued sweater/fleeces or non-hooded college sweatshirts are allowed.		Phoenix gear is usually black, white, purple, orange or gray. College sweatshirts or fleeces can be any color.
Pants or Shorts	Standard cloth pants (cotton), wool blend, or small weave corduroy, fitted at the waist level.	Khaki	Scholars should look neat and professional at all times. 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 Director of Scholar Success 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 and cover all underwear or shorts worn under pants.
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	Belts are encouraged to hold pants on the waist level. If a scholar has pants that are falling down and revealing underwear or shorts under the pants, scholars will be asked to wear a belt, which can be purchased with feathers at the school store. Additionally belts can be borrowed in exchange for an ID or cell-phone. 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.
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.
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POSITIVE RECOGNITIONS AT PHOENIX

FEATHERS

Phoenix uses an incentive and merit system called *feathers*. Feathers are awarded to scholars for many reasons but generally fall into three areas:

- Going above and beyond
- Community building or community leadership contributions
- Personal growth, especially in an area of persistent challenge for the scholar

Feathers are personalized and meant to help each and every student recognize growth and contribution. Scholars will receive feathers, much in the same way that they will work with staff - based on their individual strengths, challenges, and development.

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

- Scholar made scholarly contributions to the learning community.
- Scholar helped a peer overcome a challenge
- Scholar modeled Phoenix expectations for the community
- 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.

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.

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

COMMUNITY BEADING

During Community Meeting, scholars and staff have the opportunity to recognize each other through the ritual of describing the reason for recognition and awarding beads. Beads can be given for many reasons: a specific accomplishment, a hope for someone, a personal quality, overcoming an obstacle, community leadership. Beads are given to and by both scholars and staff.

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!

EARNED PRIVILEGES:

Scholars will have the opportunity to earn community privileges as they demonstrate the core behaviors and expectations of a scholar. Phoenix schools will have different opportunities but examples could include include: off campus lunch, use of cell phone, adapted uniform.

COLLEGIATE CLUB

Scholars who remain in perfect academic and disciplinary standing for an entire quarter (no disciplinary actions needed, or privileges lost, outside restorative practices; academic advancement in all classes) will be eligible to enter the Collegiate Club for the following quarter. Entry into the Club will be determined by the Director of Scholar Success 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.
- Scholars may have first selection for college visits, and other off-campus trips, including overnight trips.
- Other items as decided by the Director of Scholar Success and/or Head of School.

Please note: If a member of the Collegiate 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 Scholar Success 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.

EXPECTATIONS OF A SCHOLAR

Working with students to ensure a consistent, structured and safe learning environment is at the core of Phoenix. We expect that students will meet our baseline behavior expectations of being on time and ready to learn, being safe and respectful at all times. **Noticing, naming and commending or redirecting scholarly behavior** is the core practice that Phoenix staff will use with scholars to support individual learning and development of scholarly behavior and a positive community wide culture that supports learning. Below are some of the strategies Phoenix schools use throughout the course of the school year:

- Redirects / Warnings/ Demerits
- Commendations/Feathers
- Adult Supporter Calls and Conferences
- One on one student to staff discussions
- Circle Backs
- Scholar Support Planning
- Small group discussion
- Community Restoration Projects
- Suspension

The following outlines the core expectations for every Phoenix Scholar:

Be prepared for class and ready to learn:

Scholar Behavior	Staff Response
<ul style="list-style-type: none"> ● Unprepared for class (no binder, pencil) ● Head down on desk during class ● Chewing gum ● Being out of uniform/dress code violations ● Being late to class ● Unapproved use of cell phone in class 	<ul style="list-style-type: none"> ● Redirect ● Warning ● Demerit <p>Repeat behaviors may results in additional consequences and strategies including forms of alternative community reparations</p>

Be respectful at all times:

Scholar Behavior	Staff Response
<ul style="list-style-type: none"> ● 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 (including inappropriate use of cell phones) ● Drawing on desks, walls, or other school property ● Misusing bathroom pass/loitering in halls ● Misusing 5-minute breaks/space 	<ul style="list-style-type: none"> ● Redirect ● Warning ● Demerit <p>Repeat behaviors may results in additional consequences and strategies including forms of alternative community reparations</p>

Be Safe at all times: The following behaviors are considered unsafe by Phoenix and Massachusetts state law / regulations and may result in serious consequences.

<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 ● Repeat refusal to follow staff direction and create a disruption for others ● 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>

COMMITMENT TO RESTORATIVE JUSTICE PRACTICES

Phoenix Academy Public Charter High School Springfield is invested in developing our restorative practices, and Positive Behavior Intervention Systems to provide our scholars equity, agency, and develop their metacognitive and socio-emotional skills through opportunities to

repair harm to their peers, to staff, or to the Phoenix community. For this reason, and because we believe the best way to ensure our scholars success in school, college, and their careers, is through continued commitment to them as scholars first, in School Year 2017-2018 Phoenix will be piloting a growing list of restorative justice practices. It is our preference, and we believe it is in the best interest of our scholars and our community to work with scholars and families to identify restorative ways for the individual to repair harm done. Examples of restorative practices include:

- Family and community circles and commitments to change
- Scholar success plans, facilitated by the Director of Scholar Success, the scholar and their community of support, with regular check-ins for accountability
- Service Projects
- Phoenix Community Improvement Projects
- Scholar-Designed and Delivered Public Apologies
- Formal Circlebacks with party commitments to change
- Advisory Leadership opportunities (present your conflict to your peers in advisory, and ask them to help you develop a plan to address and transform the conflict.)

Scholars may demonstrate patterns of behaviors that interfere with their learning and/or the progress of others. Within the structures above, 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 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, School Social Workers, advisors, support staff members, teachers, and peer supporters for help changing their behavior so as not to earn additional demerits. Repeated patterns of demerits will be noticed by advisors, and the Director of Scholar success, who will then begin the referral process for restorative intervention.

Suspension alternative: Should a scholar and/or their adult supporter wish to identify a restorative activity in place of a multiple-day out of school suspension, that scholar can work with their advisor and the Director of Scholar Success 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 office of the Director of Scholar Success, or through scholar advisors. All alternatives to suspension must be coordinated through the Director of Scholar Success and approved by the Head of School. The Head of School reserves the right to assign an out of school suspension using procedures outlined in Massachusetts law and in Phoenix's suspension policies.

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. The overall

Phoenix approach is - if we see or hear your cell phone, we will ask you to turn it in. **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 while in the building. 	Scholar must automatically hand cell phone in until the end of the day. Scholar cells will be labeled and stored in the SSC. Scholars can pick up the cell phone at the SSC at 4:00pm.
<ul style="list-style-type: none"> ● Scholar refuses to give up his/her phone or other electronic device. 	Scholar will face disciplinary consequences.
<ul style="list-style-type: none"> ● Continued cell phone/electronic device use. 	Parent/Adult Supporter called; additional plan made

The exceptions to the school cell phone policy are:

- Breakfast Hours
- Lunch Hours
- Conference Period

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 CONTACT LIST

FRONT DESK: 413-273-1236
 DIRECTOR OF SCHOLAR SUCCESS, Geoffrey Schmidt: 413-265-7357
 MANAGER OF RETENTION, Yusef Id-Deen: 413-372-3241

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 multiple violent or explosive outbursts in one quarter will be referred to the school Social Worker and Head of School/Director of Scholar Success.

- 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; or through IEP team meetings, as necessary.

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. 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 could happen through a referral to a school social worker or the Director of Student Success or removal from class to another appropriate alternative settings determined by the school.

If a scholar refuses to leave class, an SST or Member of Leadership Team 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 Scholar Success 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 CHARTER ACADEMY POLICIES

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:
 - Be represented by their parents, legal or other representative (at the student's/parent's own expense.)
 - Present evidence.
 - 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 §37H^{1/2} 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 cyberbullying”:

“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. Cyberbullying 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 local 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 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.

SUBSTANCE ABUSE POLICY

Discipline

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of 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 is charged with a violation of paragraph (a) 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 paragraph (a).

(c) 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.

Counseling and Resources

School counseling personnel shall have access to information and strategies necessary to facilitate referrals to community services for the wide variety of mental health challenges that students experience, including substance use. A resource list for the network of services available through the agencies in their areas shall be established and maintained.

Staff Education

All faculty and staff shall be provided training on the early warning signs and behaviors that indicate a student may be experiencing substance use problems, and will be aware of building-based referral systems and other protocols to follow.

Substance Abuse Prevention Curriculum

Phoenix's curriculum will implement an evidence based substance abuse prevention program appropriate for the age level that demonstrates cultural competency.

Training and Professional development will be provided to all staff on implementing evidence-based programs and effective strategies for preventing substance use.

Verbal Screening

(a) The school shall utilize a verbal screening tool to screen pupils for substance use disorders. Screenings shall occur on an annual basis and occur at 2 different grade levels as recommended by the department of elementary and secondary education, in consultation with the department of public health. Parents or guardians of a pupil to be screened pursuant to this section shall be notified prior to the start of the school year. Verbal screening tools shall be approved by the department of elementary and secondary education, in conjunction with the department of public health. Deidentified screening results shall be reported to the department of public health, in a manner to be determined by the department of public health, not later than 90 days after completion of the screening.

(b) A pupil or the pupil's parent or guardian may opt out of the screening by written notification at any time prior to or during the screening. The school will comply with the department of elementary and secondary education's regulations relative to consent.

(c) Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

(d) The department of elementary and secondary education shall notify each school district in writing of the requirement to screen students for substance use disorders pursuant to this section. School districts with alternative substance use screening policies may, on a form provided by the department, opt out of the required verbal screening tool. The form shall be signed by the school superintendent and provide a detailed description of the alternative substance use program the district has implemented and the reasons why the required verbal screening tool is not appropriate for the district.

(e) No person shall have a cause of action for loss or damage caused by an act or omission resulting from the implementation of this section.

Policy Review

The Substance Abuse Policy shall be reviewed and revised periodical as appropriate.

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

The Massachusetts Department of Elementary and Secondary Education established regulations governing the use of physical restraints on students. These regulations supercede all previously established procedures. Phoenix Charter Academy is required to follow the provisions of 603 CMR 46.00 which regulates the use of physical restraint on students in Massachusetts public school districts, charter schools, collaborative and special education schools. The purpose of this policy is to ensure that every student at Phoenix Charter Academy is free from the unreasonable use of physical restraint and that such an intervention is used only in emergency situations after other less intensive alternatives have failed or have been deemed inappropriate. Physical restraint should be administered only when needed to protect a student or other students and staff from imminent, serious physical harm. Physical restraint should be administered in the least intrusive manner possible and should be used to prevent or minimize harm to the student.

INTERVENTIONS AND ALTERNATIVE METHODS THAT MAY PRECLUDE THE NEED FOR USE OF PHYSICAL RESTRAINT

There are a variety of appropriate responses to student behavior that may require immediate intervention. These alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints only should be used in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate. Examples of interventions and less intrusive methods that may preclude the need for the use of physical restraint, include but are not limited to, the following:

- A. Verbal Prompt – A verbal prompt is communicating what expected behavior is by clearly stating instructions and expectations.
- B. Full or Partial Physical Cue – A full or partial physical cue is anytime an adult needs to place their hands on a child or physically redirect a child. These are used at increasing levels as needed to return a child safely back to task.
- C. Physical Escort – A physical escort is utilized if a child inappropriately wanders away from the task at hand, or does not comply to walk to a specific location, an adult “escorts” them back to where the task. A physical escort is done by standing just behind the child, grasping the child immediately above the elbow with one hand and placing the other hand between the child’s shoulder blades and then “escorting” the child in a firm and brisk manner to the task.
- D. Physical Redirection – When a child inappropriately gets out of his or her seat, the child should be physically “redirected” back to his or her chair. A physical redirection is done by placing one hand on each of the child’s shoulders and returning the child back to his or her chair.

E. Physical Containment – Physical containment should be used when a child runs away from adult supervision (i.e., running around classroom, building, etc.) or when an adult anticipates that a child is at risk of darting.

F. Time Out – A time out is a period of time in which the child is unable to access any form of rewarding consequences.

General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:

A. Remain calm - To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non threatening body language.

B. Obtain Assistance – Whenever possible, school personnel should immediately take steps to notify school administrators, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.

C. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating his/her behavior having one person providing overall direction to the response and the follow up procedures is advisable. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.

D. Remove Student If Possible – The feasibility of having a student experiencing distress leave an area with other students and move to another more private and safe area in order to de-escalate should be considered.

E. Remove Other Students – If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

DETERMINING WHEN PHYSICAL RESTRAINT MAY BE USED

1. Physical restraint may be used only when:

(a) It is an emergency circumstance and it is the last resort

(b) Non-physical interventions would be ineffective or have proven ineffective.

(c) De-escalation techniques such as verbal intervention and the use of positive behavior support

strategies have proven unsuccessful

(d) The student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

2. Limitations of restraint:

Physical restraint will be limited to the use of reasonable force as is necessary to protect a student or other students and staff members from assault or imminent serious physical harm.

3. Instances when restraint is not to be used:

(a) Physical restraint is not to be used as a means of punishment.

(b) Physical restraint is not to be used as a response to destruction of property, school disruption, refusal of the student to comply with school rules or staff directive, or verbal threats that do not constitute a threat of imminent serious physical harm.

(c) Physical restraint should not be used as an intervention, if the student has known health or physical problems which would knowingly exacerbate their condition.

4. Nothing in this document or in 603 CMR 46.00 prohibits:

(a) The right of an individual to report to appropriate authorities a crime committed by a student or another individual.

(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other persons alleged to have committed a crime or posing a security risk.

(c) The exercise of an individual's responsibilities as a mandated reporter of child abuse/neglect pursuant to MGL c. 119, s 51A to the appropriate state agency.

(d) The protection afforded publicly funded students under other state or federal laws, including those laws that provide for the rights of students who have been found eligible to receive special education services.

(e) Any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm.

PROPER ADMINISTRATION OF PHYSICAL RESTRAINT

1. Trained personnel:

Only staff that has received proper training in physical restraint procedures shall administer it to students. To the greatest degree possible, another adult who does not participate in the restraint should witness administration of a restraint. However, nothing in 603 CMR 46.00 or this policy shall preclude a teacher, employee or agent of the school system from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious physical harm.

At the beginning of each school year, the Head of School will identify a staff member to be responsible for administering proper physical restraint procedures. This individual will participate in an in-depth training in the use of physical restraint and appropriate de-escalation methods. Also, school leadership shall arrange a time for ALL STAFF to receive training with regard to the restraint policy and restraint prevention.

2. Restraint Prevention:

Phoenix Charter Academy promotes the belief that behavioral strategies, particularly when implemented as part of a schoolwide program of positive behavioral interventions and supports, can be used to address the underlying causes of dangerous behavior and reduce the likelihood that restraint or seclusion will need to be used. For students identified as eligible for special education services, additional supports may be provided through their Individualized Education Program (IEP) and such students retain all rights afforded to them under state and federal special education laws at all times. Specifically, for students with cognitive or developmental disabilities (e.g., Autism) who exhibit challenging behaviors, the principles of Applied Behavior Analysis (ABA) may be utilized as the fundamental approach to addressing and preventing these problem behaviors. This instructional approach emphasizes the importance of looking at the antecedents, behaviors, and consequences (ABC's) of challenging behaviors, teaching alternative or replacement skills, and developing instructional plans using task analysis. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior, 603 CMR 46.03(3)(d).

3. Safety requirements:

- (a) Any individual(s) administering physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
- (b) Restraint will be administered in a manner so as to prevent or minimize physical harm to the Student.
- (c) A restraint will not be administered in a manner that prevents the student from speaking or breathing. If a child reports he/she cannot breathe the hold must be released immediately.

- (d) During a restraint, a staff member shall continuously monitor the physical status of the student including skin color and respiration.
- (e) If at any time during the restraint the student displays significant physical distress, the restraint will immediately terminate and medical assistance will be sought.
- (g) Staff will review and take into consideration any known medical or psychological limitations and/or behavioral intervention plans regarding physical restraint on an individual student.
- (h) During a restraint, staff will continuously talk to and engage the student in an attempt to de-escalate behavior and to end the restraint as soon as possible.
- (i) Staff administering physical restraint will use the safest method available that is appropriate to the situation.
- (j) Restraint will immediately terminate when the staff member determines that the student is no longer at risk of causing imminent physical harm to them self or others.
- (k) After release of a student from restraint, the incident, when applicable, will be reviewed with the student and the behavior that led up to the restraint will be addressed.
- (l) The administrator in charge will review the incident with the staff member who administered the restraint to ensure that proper procedures were followed and to consider if any follow-up is appropriate for students who may have been present during the restraint.

4. Prohibited Restraints:

1. Prone Restraint – Restraining a child on their stomach may not be used, except where permitted under 603 CMR 46.03(1)(b)
2. Seclusion: Physically confining a student alone in a room or limited space without access to school staff. The use of “time out” procedures during which a staff member remains accessible to the student shall not be considered “seclusion restraint.” The use of seclusion restraint is prohibited in public education programs.
3. Medication Restraint: The administration of medication for the purpose of restraint is prohibited.
4. Mechanical Restraint: The use of a physical device to restrict the movement of a student or

the movement or normal function of his or her body. A protective or stabilizing device ordered by a physician shall not be considered mechanical restraint.

TIMEOUT PROCEDURES

A Time-Out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. Different Phoenix schools may call the timeout procedure something different but the core procedure will be the same, a chance for a student to de-escalate in a quiet and separate space with the supervision of a staff member. Staff shall be with the student or immediately available to the student at all times.

1. The space used for timeout must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed, 603 CMR 46.02
3. The Director of School Culture or assigned member of staff will manage the school wide use of this strategy.

REPORTING REQUIREMENTS

1. When restraint must be reported:

Any staff member, who administers a restraint, shall verbally inform the Head of School or other assigned administrator as soon as possible and by written report no later than the next school working day. This must be kept on file by the school, The Head of School or his/her designee shall also maintain an ongoing record of all reported instances of physical restraint.

2. Informing adult supporters:

The Head of School or his/her designee shall verbally inform the student's adult supporters of the restraint as soon as possible and by written report postmarked no later than three (3) school working days following the use of restraint

3. Reporting any injury to a student or staff member as a result of restraint to the Massachusetts Department of Elementary and Secondary Education:

In the event a restraint results in an injury to a student or staff, a report must be filed by the school system with the Massachusetts Department of Elementary and Secondary Education. The following reporting procedures must be followed in all such cases:

- (a) The adult supporter must be notified immediately by phone and within three (3) days by letter in accordance with the procedures outlined in item 2 above
- (b) A report will be created and formally submitted to the Massachusetts Department of Elementary and Secondary Education along with the written communication to the adult supporter and a copy will be kept on file in the school office.

REVIEW REQUIREMENTS

- 2. The HOS or assigned member of administration will conduct a monthly review of school-wide restraint data
- 3. All restraint data will be reported to ESE annually

COMPLAINT PROCEDURES

Formal Resolution of Concern About Use of Physical Restraint

A student or his/her adult supporter who has concerns regarding a specific use of a physical restraint, may seek to resolve his/her concerns regarding a specific use of a physical restraint by submitting a written complaint to the Superintendent. The student and/or his/her adult supporter should submit this letter to the Superintendent within twenty (20) days of the adult supporter's receipt of the written report from the school detailed above. The written complaint shall include (a) the name of the student; (b) the name of the school where the physical restraint allegedly occurred; (c) the name of the individuals involved in the alleged physical restraint; (d) the basis of the complaint or concern; and (e) the corrective action being sought.

The Superintendent, through its designees, shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Superintendent and/or its designees shall contact those individuals that have been referred to as having pertinent information related to the complaint. Strict timelines cannot be set for conducting the investigation because each set of circumstances is different. The Superintendent and/or its designees will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Superintendent shall contact the individual who filed the complaint regarding the outcome of its investigation and its determination as to whether any corrective action is warranted.

Additional information, including a copy of applicable state regulations, can be obtained from

Head of school

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

DISCRIMINATION AND HARASSMENT

GRIEVANCE PROCEDURES:

The Board of Trustees of Phoenix Charter Academy, in compliance with the rules and regulations pertaining to total nondiscrimination, have established these procedures whereby a complaint related to the violation, interpretation of application of either Title IX or Chapter 622 (282) rules and regulations may be resolved. Students and/or their adult supporters are encouraged to use the grievance procedures when they have a complaint.

The Board of Trustees has designated a Title IX Coordinator for the purpose of coordinating efforts to comply with Title IX/Chapter 622 (282) rules and regulations. The Title IX Coordinator is responsible for acting as an advisor to any/all parties at any stage of these procedures to ensure that proper steps are followed. The coordinator may also act as mediator when requested to do so by both parties.

For students and/or adult supporters that would like to initiate formal proceedings in regards to a discrimination and/or harassment grievance, please write out a clear statement of your complaint including all the facts as you see them. The following information should be included: your name and home address; a description of what happened including names and addresses of person(s) involved, time, date and as many other details as you can remember; and any other information you think is important to help people understand your concerns. Give a copy of your written complaint to the Title IX Coordinator who will provide a copy to all parties involved. You will be given a hearing and will receive a written response. All hearings and investigations will follow due process procedures which guarantee that both parties will have the right and opportunity to present evidence, witnesses and to question witnesses at all steps. Confidentiality will be maintained by the involved parties at all levels.

The Title IX Coordinator will conduct an investigation of the formal complaint and provide a written decision to both parties within twenty school days of its receipt. The Title IX Coordinator will enact appropriate action towards anyone found to be in violation of discrimination and/or harassment policies as stated above.

If you disagree with the decision of the Title IX Coordinator, you may appeal the decision, in writing, to the Board of Trustees within five school days after you receive the written decision.

The Board of Trustees will, within thirty school days of the receipt of the grievance, investigate and will respond via a written decision. The Board of Trustees will submit a copy of the decision and the reasons therefore to both parties and to the Title IX Coordinator.

The above time frames may be extended by mutual agreement.

In cases where it is determined that it is confirmed that harassment and/or discrimination has taken place between students, the Head of School will develop consequences that align with our handbook.

In cases where it is determined that it is confirmed that harassment and/or discrimination has taken place between staff and student, the staff will be referred to the Network Director of HR and consequences will align with the personnel policy.

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 the Director of Curriculum and Instruction.

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES POLICY

PCA Homeless Youth Liaison: 413-273-1236

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

Title IX Coordinator, Sara Ofosu-Amaah

Level 504 Coordinator, Lisa Gifford

Leadership Team

Director of Scholar Success, Geoffrey Schmidt (for questions about student behavior, progress towards graduation, or conflicts with other staff members; or to inquire about a student's safety): 413-265-7357

Director of Curriculum and Instruction, Lexi Barnes (to inquire about academic standing, or request a meeting with a teacher): 336-912-0396

Front Desk, Denise Valdes (for questions about attendance, or to follow up on Doctor's Notes, other appointments): 413-273-1236

Student Support Team:

Manager of Retention, Yusef Id-Deen (to request attendance intervention, or a home visit, or to request a successful re-entry meeting after lengthy absence): 413-372-3241

Manager of Recruitment, Gustavo Acosta (to request a school visit, or for inquiring applicants): 413-262-4546

The following staff members are fluent or conversational in Spanish and can be reached through the main office/front desk:

Denise Valdes, Front Office Manager (fluent)

Gustavo Acosta, Manager of Recruitment (fluent)

Myra DeJesus, School Social Worker (fluent)

Phoebe Lanham, Teacher (conversational)

Kelly Bragan, Director of Little Scholars Center (conversational)

Geoffrey Schmidt, Director of Scholar Success (conversational)

For all other staff contact information, please enquire through main office.

