

Phoenix



Scholar Handbook

Phoenix Charter Academy Springfield

School Year 2020 - 2021

Rev. 2021.05.08

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Reopening Letter from the Beth Anderson, Chief Executive Officer

Dear Phoenix Families,

I want to express my unending gratitude and appreciation to all of you for maintaining your commitment to Phoenix Charter Academy Chelsea, Lawrence, and Springfield in these challenging and unpredictable times. 2020 has been unprecedented for our team of revolutionaries across the state; and yet our community has persisted with brave truth-telling, empathy for our communities, and a commitment to the success of our young people that is stronger than ever before.

In the past few weeks we have heard from nearly all of our staff teams, as well as reaching as many scholars and families as possible who had time and bandwidth to help us think about school reopening. We have included learning and insight from the Phoenix Board. We have also worked in close partnership with our sending districts and community partners. We have observed how schools in other parts of the country have fared when they reopened and we have been watching the percent positivity rate and the daily cases per 100,000 creep up in some of our communities.

We take seriously the importance of not contributing to the increase in community spread of COVID-19. This is critical given the vulnerability of our communities and how disproportionately hard our communities have been hit. We have grappled with needing to prioritize scholar and staff safety and how to ensure that we are keeping scholar learning, achievement, and engagement at the center of our work - especially for the academically vulnerable scholars that depend on Phoenix schools.

Phoenix centered its creation of its learning models and decision around how to reopen, based on these critical key principles:

- The health and safety of our staff, scholars, and broader communities.
- The input and voice of our community, including scholars, adult supporters, teachers, staff, and leaders around this critical issue.
- The commitment to not contribute to the spread of the virus in the communities that we serve.
- The increased academic achievement of our scholars, who are vulnerable in this time of disrupted schooling.
- The engagement of our scholars.
- The desire to leverage this time to be innovative with our model and school programs in ways that will have a lasting positive impact.
- The goal to collaborate and work in partnership with our sending districts.

The following is our plan for school re-opening. First, we are pushing back our first day of school to September 15th, in order to provide additional training for our staff and prepare for our reopening plans. Second, we are going to take a phased approach to reopening, starting the school year remotely and moving towards a higher touch hybrid model. The general structure of the plan is as follows:

Phase 1, Remote Plus: Beginning September 15th, 2020



- Scholars will be enrolled in two core classes and will have flexibility around when they engage in learning.
- There will also be a tiny subset of scholars who will have the opportunity to access in-person supports on campus. This is designed for our scholars who have the most critical need for in-person programming.

Phase 2, Lowest Touch Hybrid: Beginning no earlier than October 22nd, 2020

- Additional scholars will have access to in-person support, based on scholars with the highest needs for in-person programming.
- Any scholar can choose to remain in a fully remote learning model.

Phase 3, Lower Touch Hybrid: Beginning no earlier than December 14th, 2020

- All scholars will have access to in-person learning once a week.
- The most vulnerable scholars will have in-person learning 4 times a week.
- Any scholar can choose to remain in a fully remote learning model.

Phase 4, Higher Touch Hybrid: Beginning no earlier than February 8th, 2020

- All scholars begin attending in-person learning multiple days in a week.
- Any scholar can choose to remain in a fully remote learning model.

As we enter new phases of our plan, we are prepared and have been purchasing safety supplies in bulk, including multiple masks per person, hand sanitizer, disinfectant spray, paper towels, portable hand washing stations, gloves, gowns, eye protection, and face shields. Additionally, our staff have been working around the clock to maximize space by measuring rooms, moving furniture in and out, and preparing our school buildings for future phases.

As challenging as this time has been for our communities, Phoenix is committed to using this time to innovate and to develop a model that will ensure more of our scholars progress academically towards their post-secondary goals. There is still a great deal of work ahead. We look forward to sharing more information soon.

In solidarity and gratitude,

A handwritten signature in black ink, appearing to read "Beth E. Anderson".

Beth Anderson
Founder and Superintendent



Scholar Handbook Acknowledgement Form

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

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

Phoenix Charter Academy has full permission to use any recording, image, photograph, voice, or likeness in connection with Phoenix Charter Academy and other related efforts. Also allowing for such content to be used in publications, electronic media, advertising, trade and other lawful uses that further the efforts of Phoenix Charter Academy.

By signing below, I am agreeing to the terms outlined in the Phoenix Charter Academy Scholar Handbook and all documents therein.

Scholar Name

Date of Birth

Scholar Signature

Date

Parent / Adult Supporter Signature (If scholar is under 18)

Date



Scholar Chromebook Sign-Out Form

I, _____, am checking out the following device from Phoenix Charter Academy. I understand that I am responsible for caring for this device and will return it in the exact condition that it is checked out in.

____ I understand that this is a privilege which I am granted to accommodate me. I understand that this accommodation can be revoked if I am in the building and not going to my classes, misusing the device, stop coming to school, or anything that the leadership team might find eligible to revoke the accommodation.

____ This device is to be used for school work solely.

____ This device is to be cared for. It must be locked up while not in your presence. You are responsible for theft and damages.

Device

Model

Serial Number

Damages at time of loaning

Loan Start Date: _____

Loan Return Date: _____

*If an extension is needed, a new contract will be provided at the end of contract term. If scholar disenrolls, the device is to be returned immediately.

Scholar Name

Date of Birth

Scholar Signature

Date

Parent / Adult Supporter Signature (If scholar is under 18)

Date



Scholar Photograph and Video Release Form

Phoenix Charter Academy is continually working to provide the community with up-to-date information on events and activities in our schools. So, we will often take photographs or videos of activities that our scholars are involved in at their schools to use as examples of the work being done in the schools. In addition, we also have requests from the local media for photo- graphs to accompany articles that they are writing about events in our schools. In order to use any photographs or video footage of the scholar, we are seeking your authorization. Please check the items below to either give or withhold permission for the use of photographs or video footage of the scholar by Phoenix Charter Academy and the media.

Phoenix Charter Academy Training Materials

- ☐ **YES** I give Phoenix Charter Academy the right to use photographs or video of my child for internal training purposes.
- ☐ **NO** I do not give Phoenix Charter Academy the right to use photographs or video of my child for internal training purposes.

Phoenix Charter Academy Promotional Materials

- ☐ **YES** I give Phoenix Charter Academy the right to use photographs or video of my child for news release, school website, internet, television and promotional purposes.
- ☐ **NO** I do not give Phoenix Charter Academy the right to use photographs or video of my child for news release, school website, internet, television and promotional purposes.

External Media Materials

- ☐ **YES** I allow the Phoenix Charter Academy to let members of the media take pictures / videos of my child at athletic events and other school activities for publication.
- ☐ **NO** I do not allow the Phoenix Charter Academy to let members of the media take pictures v ideos of my child at athletic events and other school activities for publication.

Scholar Name

Date of Birth

Scholar Signature

Date

Parent / Adult Supporter Signature (If scholar is under 18)
Parent's Signature (If scholar is under 18)

Date



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School Contacts

The main office line is 413.273.1236. The following individuals can be reached by email or phone according to the details below:

| Administration or Leadership Team | Contact |
|--|--|
| Head of Schools Calvin Johnson | cjohnson@phoenixcharteracademy.org 508.468.5351 |
| Director of School Culture Larissa Thornton | lthornton@phoenixcharteracademy.org 413.441.1247 |
| Director of Curriculum and Instruction Zandrina Atherley | zathlerley@phoenixcharteracademy.org 413.282.8238 |
| Director of Operations Denise Valdes | dvaldes@phoenixcharteracademy.org 617.548.6624 |
| Director of Little Scholars and IT Kelly Bragan | kbragon@phoenixcharteracademy.org 781.808.7426 |
| Instructional Leader Megan Mehr | mmehr@phoenixcharteracademy.org 201.759.8466 |
| Instructional Leader Bianca Charles | bcharles@phoenixcharteracademy.org Phone Number |

| School Support | Contact |
|--|--|
| Manager of Retention Yusef Id-Deen | viddeen@phoenixcharteracademy.org 413.372.3241 |
| School Social Worker TBD | @phoenixcharteracademy.org Phone Number |
| Director of Post-Secondary Success TBD | @phoenixcharteracademy.org Phone Number |
| Front Desk Krystall Velez | kvelez@phoenixcharteracademy.org Phone Number |

| Instructional Staff | Contact |
|------------------------|--|
| Humanities Teacher | |
| Kelley Ferreira | kferreira@phoenixcharteracademy.org Phone Number |
| Marie Keith | mkeith@phoenixcharteracademy.org Phone Number |

| | |
|--------------------------------------|--|
| Gina Napolitano | gnapolitano@phoenixcharteracademy.org Phone Number |
| Math Teacher | |
| Scarlet Im | sim@phoenixcharteracademy.org Phone Number |
| Science Teacher | |
| Alyssa Fabrizio | afabrizio@phoenixcharteracademy.org Phone Number |
| Johnathan Williams | jwilliams@phoenixcharteracademy.org Phone Number |
| English Language Development Teacher | |
| Leah Gomez-Powers | lgomezpowers@phoenixcharteracademy.org Phone Number |
| Celine Mudahakana | cmudahakana@phoenixcharteracademy.org Phone Number |
| Teacher | |
| Jenny Petry | jpetry@phoenixcharteracademy.org Phone Number |
| Marc Ruffin | mruffin@phoenixcharteracademy.org phone number |
| Victoria Tutino | vtutino@phoenixcharteracademy.org Phone Number |
| Courtney Williams | cwilliams@phoenixcharteracademy.org Phone Number |



Phoenix Academy Mission

Phoenix Charter Academy challenges resilient, disconnected scholars 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

Service

Community

Hope

Oppportunity

Leadership

Achievement

Respect

2020 - 2021 Example Schedule

Photo



Phoenix Charter Academy Reopening Plan

Core Tenets of Phoenix's Reopening Learning Models

The core tenets of Phoenix's reopening learning models, regardless of the level of in-person learning, are as follows: Deep Learning, Post-Secondary Success, Asynchronous Learning Opportunities, and a Primary Person Model (PPM).

Deep Learning: Phoenix is striving to provide deeper learning experiences for all of our scholars by encouraging longer learning blocks on fewer total courses. This will allow our scholars greater opportunity to achieve competence and progress in their learning by honing their focus. While scholars will take fewer courses at a time, given the ability to focus, scholars will be on target to complete courses in half the time and would still be able to complete the same number of courses in a year, as in Phoenix's historical model.

Post-Secondary: Phoenix is committed to providing a base for scholars to achieve financial stability after they graduate from Phoenix. We will consistently connect scholars' graduation and post-secondary plans to their daily work through Individualized Learning Plan (ILP). Through the work of the PPM, scholars will create long-term goals as part of a scholar's graduation plan. This plan will create the map and a pacing guide of the courses that a scholar needs to complete in order to graduate from Phoenix ready for their college and career goals. Scholars work with their PPM on a weekly basis to review the ILP to ensure goals and tasks are met for the week. The ILP not only reflects the work that a scholar needs to do towards achieving the larger graduation plan, but it concretely outlines the daily goals connected to completing work in the learning bundles within each course in which the scholar is currently enrolled. Further, scholars will work with Phoenix's Director of Post-Secondary and this staff member will facilitate partnerships with local colleges, career centers, and other external groups. Ultimately, these supports are in place in order to ensure that scholar's daily work is aligned to their graduation plans and post-secondary goals.

Asynchronous Learning: To allow for scholars to set and achieve their individualized goals, Phoenix will offer scholars both synchronous and asynchronous learning opportunities. Scholars will progress at their own pace and engage in asynchronous work where applicable, without having to repeat skills that they have already demonstrated competence in. Within Phoenix's remote learning model, there will still be direct instruction and guided facilitation through the work of the PPM, teachers, and post-secondary team. Over time, scholars will develop independent learning skills through targeted soft skill building and the use of learning bundles. Learning bundles allow scholars to progress through learning activities at their own pace, engaging scholars in practicing and applying a skill or a group of several related skills in different contexts.

Full In-Person Learning Model

After Phoenix completed our building feasibility study, we determined that we would not be able to return to a fully in-person model and keep at least six feet of physical distance in classrooms. Given the guidance from DESE and the CDC, combined with the feedback our scholars, staff, and adult supporters have provided us with, indicating that they would not be comfortable with less physical distance than this, Phoenix does not plan to open in a full in-person model. We will continually review community transmission data and virus



transmission data, only deciding to go to a full in-person when we and our community deems it would be safe to do so and feasible based on the physical distance limitations.

Hybrid Learning Model

As part of the reopening planning, Phoenix created multiple options for hybrid learning models that range from lower to higher touch models of in-person learning. Phoenix's hybrid models are designed to create individualized relationships with scholars and to cohort scholars into pods. The pods will be grouped based on scholars' category and credit needs. Scholars will only change pods once a day. This structure enables scholars to have longer instructional blocks where they can move asynchronously through content. Additionally, from a safety standpoint, this limits the amount of interaction between scholars. This allows scholars to receive meaningful instruction towards their individual goals, while creating a safe and supportive learning environment based on DESE guidelines. Any scholar that does not feel that it is safe to return based on our designated in-person model will be provided with a robust remote learning plan.

Phoenix will leverage its PPM that was piloted in the spring of 2020. Within this model, each scholar will be assigned a primary person who will be responsible for checking in on the well-being of the scholars and setting daily goals based on the scholar's ILP. The primary person will help guide scholars on their academic journey at Phoenix and will be responsible on a daily basis for marking a scholar as attending (or engaged while in a remote learning setting).

Based on the feedback that we received from our staff, scholars, and adult supporters, the percent positivity rates in the communities that Phoenix serves as well as the daily cases per 100,000, we have determined that our school community currently would not feel safe in a hybridized learning model. We will continue to monitor these metrics for Phoenix's sending districts and survey our community to determine when it is viable to pivot to a hybridized learning model.

When we pivot to a hybridized model, we will shift in phases, starting with a low touch hybridized model. In this model, we will prioritize in-person instruction for our most vulnerable scholars, who benefit most from the in-person support. This includes scholars who are on an Individualized Education Plan (IEP) or are English Language Learners. The remainder of our scholars would continue with remote learning during the first phase of hybridized learning. In the next phase of hybridized learning, all Phoenix scholars would have the opportunity to attend in-person at different frequencies. This model would still prioritize the most significant portion of in-person time for our scholars who are most vulnerable. Within a typical week, most cohorts of scholars would attend one day a week, Monday through Thursday, while our most vulnerable scholars would attend in-person learning Monday through Thursday. On the days in which scholars are not in-person, they would continue with remote learning. Any scholar who does not feel comfortable returning to in-person learning will have the option to remain fully remote.

If we successfully maintain acceptable rates of transmission and do not have outbreaks at our school during the initial low in-person touch models, we would transition to a higher touch hybridized model. In this model we would continue to prioritize the scholars that we

categorize as most at risk for additional in-person learning time, but all scholars would be in-person more frequently. Each cohort of scholars would be in-person two or three days a week, Monday through Thursday, while our most vulnerable scholars would attend in-person learning Monday through Thursday. On the days in which scholars are not in-person, they would continue with remote learning. Any scholar who does not feel comfortable returning to in-person learning will have the option to remain fully remote.

In each of these hybridized models, when scholars are not in-person, they would be expected and supported to continue learning remotely. The structures for our remote learning programming are described in depth in the Remote Learning Plan section. When we are in a hybridized phase, we will continue to watch the percent positivity rates and daily cases per 100,000 incredibly closely and at any point during the hybrid learning model, we will pivot back to being fully remote. Given this potential reality, we aimed to create structures for in-person and remote learning that would allow our scholars to fluidly transition between the models.

Remote Plus Learning Model

Based on the current percent positivity rates and daily cases per 100,000 in the communities that Phoenix serves and the feedback that Phoenix received from its scholars, staff, and adult supporters, Phoenix plans to open the year in its Remote Plus Learning Model. In this plan, with the exception of a tiny subset of scholars who would most benefit from in-person learning opportunities, all of our scholars will participate remotely.

While the pandemic has created numerous challenges for schools and the communities in which Phoenix operates, Phoenix is dedicated to using this as an opportunity for innovation, whereby Phoenix creates a more rigorous and engaging school environment that disrupts its traditional structures. This could truly test scholar achievement and support Phoenix in meeting the goals outlined in its strategic plan.

We use a strength-based approach when viewing our scholars, and by design Phoenix is serving those scholars who are most disconnected from school. Many have dropped out and are re-entering school, are new immigrants to this country and non-English speakers, are or have been pregnant and raising families of their own, are gang involved, are involved in court systems, foster care, homeless, and / or were for a variety of reasons not supported in the traditional schooling system.

In 2018, we began working to implement a competency-based program, in order to create a model that removed barriers for our scholars, allowing higher rates of our scholars to succeed. The competency-based model allows scholars to work at their own pace, take ownership of their learning, and learn at times that fit within their complex lives. We are excited to take the next steps toward the fruition of our vision.

The strategic plan that we finalized and launched in the fall of 2019 included a two pronged approach that included improving our current competency-based programming and building robust college and career programming that prepares scholars for post-secondary success. When originally founded, the school's mission was to ensure economic viability; however our vision at that time was narrowly focused on enrollment into college. In our



changing world, we now see a broader view of career and college readiness. We recognize the need, particularly for our population, to learn more than just academic skills in school. We are using this time as an opportunity to continue building out various pathways to financial viability including health career pathways and technical career pathways. Additionally, we are focusing on the habits of mind and soft skills that will allow our scholars to learn independently throughout their lives as the world continues to evolve. Our procedures for learning this year are designed with these goals in mind, which we will continue to build upon when the current pandemic is over.

Protocols

Arrivals / Entry

- Masks must be worn covering both the nose and mouth. Phoenix will provide scholars with cloth masks that scholars are responsible for laundering and wearing to school each day. Disposable masks will be available for all scholars that do not have a mask.
- Remain six feet apart when lining up at a designated entrance.
- Complete a survey of health.
- Staff will search scholars' bags.
- Wash with soap and water or use hand sanitizer before entering the building.

Social Distancing

- Signage to create one-directional hallways.
- Everyone must remain six feet apart in hallways, classrooms, the nest, in line, etc.
- Mask breaks will be incorporated into schedules outside and at appropriately distanced spacing.

In the Classroom

- Masks must be worn covering both the nose and mouth.
- Each classroom is arranged for six feet spacing between scholars and teachers.
- Materials will be scholar dependent to reduce passing and sharing of materials.

Hallways

- Masks must be worn covering both the nose and mouth.
- Congregating in hallways will not be allowed.
- Everyone must remain six feet apart.

Bathrooms

- Only one person in the bathroom at a time.
- Hand washing is required before and after the bathroom is used.
- Any line for the bathroom must be in the hallway six feet apart.
- Hand sanitizer is located outside the bathroom, requiring all scholars to use after leaving the bathroom.

Dismissals

- Scholars will have staggered dismissal times to avoid crowding.
- Scholars should ask adult supporters to pick up during the dismissal time.

Hand Washing

Stop Germs! Wash Your Hands.

When?

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage



How?



Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.



Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.



Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.



Rinse hands well under clean, running water.



Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

LIFE IS BETTER WITH
CLEAN HANDS



www.cdc.gov/handwashing

This material was developed by CDC. The Life is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.

CS310027-A



Prevent the Spread COVID-19

Prevent the spread of COVID-19 if you are sick

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to care for yourself and to help protect other people in your home and community.

Stay home except to get medical care.

- **Stay home.** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better.
- **Stay in touch with your doctor.** Call before you get medical care. Be sure to get care if you have trouble breathing, or have any other emergency warning signs, or if you think it is an emergency.
- **Avoid public transportation, ride-sharing, or taxis.**



Separate yourself from other people and pets in your home.

- **As much as possible, stay in a specific room** and away from other people and pets in your home. Also, you should use a separate bathroom, if available. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
- See **COVID-19 and Animals if you have questions about pets:** <https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID19animals>
- Additional guidance is available for those **living in close quarters.** (<https://www.cdc.gov/coronavirus/2019-hj-ncov/daily-life-coping/living-in-close-quarters.html>) and **shared housing** (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/shared-housing/index.html>).



Monitor your symptoms.

- **Symptoms of COVID-19 include fever, cough, and shortness of breath but other symptoms may be present as well.**
- **Follow care instructions from your healthcare provider and local health department.** Your local health authorities will give instructions on checking your symptoms and reporting information.



When to Seek Emergency Medical Attention

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Bluish lips or face
- Inability to wake or stay awake

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

Call 911 or call ahead to your local emergency facility:

Notify the operator that you are seeking care for someone who has or may have COVID-19.

Call ahead before visiting your doctor.

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.
- **If you have a medical appointment that cannot be postponed, call your doctor's office,** and tell them you have or may have COVID-19.



If you are sick, wear a cloth covering over your nose and mouth.

- **You should wear a cloth face covering over your nose and mouth** if you must be around other people or animals, including pets (even at home).
- You don't need to wear the cloth face covering if you are alone. If you can't put on a cloth face covering (because of trouble breathing for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.
- Cloth face coverings should not be placed on young children under age 2 years, anyone who has trouble breathing, or anyone who is not able to remove the covering without help.



Note: During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.



CS 316120-A 06/11/2020

cdc.gov/coronavirus



Academics at Phoenix Charter Academy

Phoenix Charter Academy offers a rigorous academic program that is designed to meet the needs of all scholars, including many scholars 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.

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 scholars, regardless of history or background, achieve great things at Phoenix by meeting our rigorous standards for academic and social-emotional skills.

Relentless Support

We understand that all scholars need support 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.

Phoenix Charter Academy Network Grading Policy 2020 - 2021

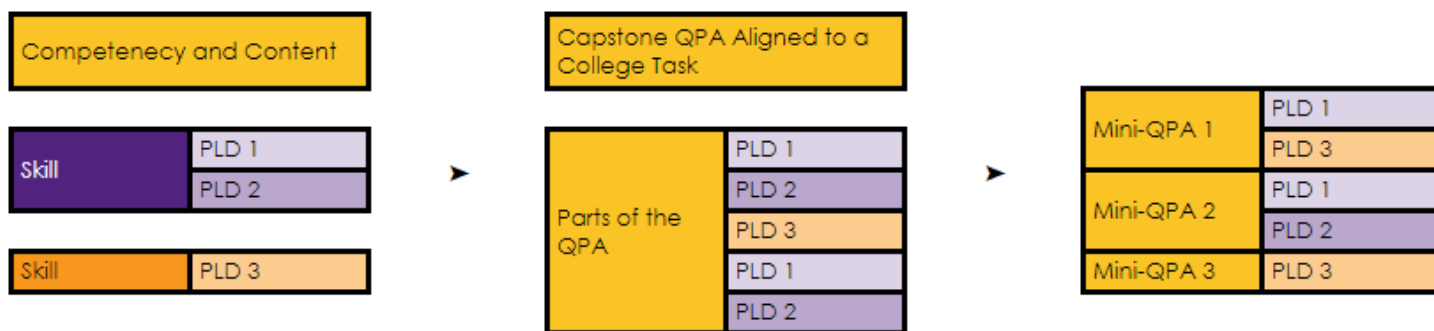
Grading Overview

- Phoenix Charter Academy Network is a competency-based teaching and learning system. As a network, we will continue this work over the next few years to ensure that we are A) Building the capacity of our systems and staff to lead and implement this model and B) Ensure that scholars who've existed in our previous system maintain their accomplishments, progress towards graduation, and are always supported in growing their skills.
- What's the "why" for this system? We've designed this system in order to:
 - Be clear with all stakeholders around what skills and knowledge they need to demonstrate competence in to earn credit and make progress in their graduation plan.
 - Create multiple pathways for scholars to demonstrate their competence.
 - To ensure scholars demonstrate competence on the core skills needed for college and career readiness and prevent "holes and gaps" that can exist when traditional grading systems are implemented.

So what will it look like for scholars at the big picture level?

During a unit of study, scholars will complete, receive feedback, and revise four assessments - three mini-QPAs (where scholars demonstrate core unit skills and content) and a Capstone QPA (where scholars synthesize and demonstrate competency on all core skills from the unit)

*The number of Mini QPAs for a given semester may adjust in a given unit.



Which level of the continuum should be the target for teaching in each course?

Competencies are created with a developmental continuum that shows how learning progresses and becomes more complex over time. Scholars may have strengths in an area and be able to demonstrate a level three or four from the beginning of their time at Phoenix, and others may need more opportunities to practice and learn. In our system, we've developed "target instructional levels" for each course in the table below. If scholars can already demonstrate all the skills in that level, then they are ready to move to the next set of courses.

| Level | Pre-Category One | Category One & Developing Courses | Category Two & Intermediate Courses | Category Three & Advanced Courses |
|-------------------------|---|---|--|--|
| Competency Target Level | Level One | Level Two | Level Three | All of the skills in Level three and at least ONE of the skills in Level 4 |
| Rubric Design | Use two columns and Include Level 1 & 2 | Use three columns and Include levels 1- 3 | Use three columns and include levels 2-4 | Use three columns and include levels 2-4 |

How do I convert a rubric into a grade?

| Level of Performance | Grade |
|--|-------|
| A scholar meets all of the performance level descriptors in the "target instructional level" plus one or more of the level above. | A+ |
| A scholar meets all of the performance level descriptors in the "target instructional level" for the course | A |
| A scholar meets between 60 - 80% of the performance level descriptors in the target teaching level **Note - ONE exception to this policy is if the assignment ONLY assesses two of the performance level descriptors. Then a scholar would earn a "B" if they met one out of the two. | B |
| A scholar meets less than 60% of the performance level descriptors in the target instructional level. | I |

How do Massachusetts State Frameworks & content factor into grades?

We include standards in all of our courses.

- In our Humanities Courses, the Massachusetts Frameworks for English Language Arts and Social Studies are built into our curriculum maps and competencies. As a result, teachers do not need to enter separate grades for standards.
- In our Math Courses, we have backwards mapped the Mass Frameworks for Math into our curriculum maps. We assess the content standards in Math I and II, so that we can ensure that scholars are ready to be successful on the math MCAS. In Math III, we design our Mini & Capstone QPAs to ask scholars to demonstrate their content knowledge through the competencies.
- In our Science Courses, we map the specific Massachusetts Frameworks for Science into all of our course maps. In Biology and Physics, we track scholars' progress on those skills to ensure readiness for MCAS. In additional science courses, we design our Mini & Capstone QPAs to ask scholars to demonstrate their content knowledge through the competencies.

Unit Grade Calculation

A scholar will complete three mini-QPAs and a Capstone QPA in each unit. They will be entered into categories of the gradebook that are weighted as such:

- Mini-QPAs - 35%
- Capstone QPAs - 65%

How can scholars earn credit for the unit?

| Pathway One | Pathway Two |
|--|--|
| Scholars earn above a 70% on the cumulative total grades from their mini-QPAs and QPA. | Scholars reach the target level for all of the performance level descriptors assessed on the Capstone QPA. |

How can scholars show mastery for a course and progress?

When a scholar has shown mastery on every unit in a given course they will be given a grade that is the average of all units and will progress to the next level in that subject area. As scholars complete work at their own rate this may happen anytime during the year.

Individual Learning Plan (ILP)

Individual Learning Plans (ILP) reflects a greater focus on academic skills, rather than a simple accumulation of credits. ILPs are created with PPM and scholar as a guide to connect graduation and post secondary plans with daily work. Tracking the scholar's progress toward achieving mastery on the critical standards and competencies for each course. The PPM will review the ILP on a weekly basis to ensure goals and tasks are met. The ILP not only considers the work that a scholar needs to do towards achieving the larger graduation plan, but it concretely outlines the daily goals connected to completing work in the learning bundles within each course in which the scholar is currently enrolled. Scholars move through the ILP by demonstrating mastery in their course work. Further, scholars will work with Phoenix's Director of Post-Secondary and this staff member will facilitate partnerships with local colleges, career centers, and other external groups. Ultimately, these supports are in place in

order to ensure that scholar's daily work is aligned to their graduation plans and post-secondary goals. 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.

A scholar's ILP is customized to meet the needs of the scholar, so it could include a variety of different components, such as English Language Development courses or Academic Support classes. Regardless of the individual scholar, the roadmap will culminate in the following for all scholars:

- Enrollment in Literacy and Humanities course(s) to meet the graduation requirements
- Enrollment in Math course(s) to meet the graduation requirements
- Enrollment in Science course(s) to meet the graduation requirements
- Enrollment in a Physical Education course each year while at Phoenix
- Completion of a Health and Wellness: Personal Growth Project
- Completion of a College and Career Readiness Portfolio

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 competency of the required skills and competencies as a direct result of this effort and focus.

Scholars receive graduation credit for the unit they demonstrate a mastery level.

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 Phoenix Competencies, the Massachusetts Standards for English Language Arts, Math and Science Standards, or the WIDA Standards for English Language Learners.

| Subject Area | Graduation Requirements |
|--------------|---|
| Humanities | <p>Mastery of the major standards and competencies of Humanities I, Humanities II and Humanities III 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> |

| | |
|--|---|
| Math | <p>Mastery of the major standards and competencies of Math I, Math II and Math III.</p> <p>Based on their STAR assessment and demonstration of mastery on Math assessments, scholars may need to take Foundations of Mathematics or Pre-Algebra.</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. These are offered as on-line courses or as dual enrollment courses at our partnering community colleges.</p> |
| Science | <p>Mastery of the equivalent of at least three lab focused Science courses: Environmental Science, Biology, and Chemistry.</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> |
| Mastery Based Portfolio | <p>Scholars will complete a Personal Growth Project that demonstrates the social and emotional skills needed to succeed in college and careers. They will demonstrate a mastery level on the following components:</p> <ul style="list-style-type: none"> • Self assessment of strengths and areas for growth on the Phoenix Competencies • a personal narrative essay describing their growth on the Phoenix Competencies and their goals for continued growth to prepare for college and careers • a creative project that demonstrates their growth on the Phoenix Competencies • a presentation of their Personal Growth Project during an Academic Exhibition or at Community Meeting (a requirement for graduating seniors) |
| College and Career Readiness | <p>All scholars will complete a College and Career Portfolio that demonstrates college and career readiness by achieving a mastery level on the following components:</p> <ul style="list-style-type: none"> • Graduate Plan that is created at orientation and has been reviewed and updated each academic year • Career Pathways Project / Plan • College applications |
| Health | <p>All scholars are required to take a Physical Education course. PE is offered for every scholar two times per week during the school year."</p> |
| Arts & Technology | <p>Scholars meet this requirement through the integration of arts and technology across the Phoenix courses.</p> |
| AP courses, on-line electives and dual enrollment in local colleges | <p>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.</p> |

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

Phoenix Charter Academy scholars are only promoted when they have demonstrated mastery of the Phoenix competencies for a course. Scholars receive credit when they have demonstrated 70% mastery in a given subject.

| | |
|---|--|
| <p>Pathway 1: Mastery Portfolio: Accelerated Pathway</p> | <p>Scholars develop and present a Mastery Portfolio that shows mastery of the major standards and competencies of the course. Scholars demonstrate academic mastery on:</p> <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 proficiency or shown mastery of the academic standards and competencies for all academic units.</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 PPM and teachers to assemble and present a Mastery Based Portfolio that includes:

- Grades from across courses 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 Competencies. 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 (QPA) | <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 the 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 Project | Scholars will develop projects and portfolios that demonstrate their goal setting, development, and self-assessment on the Phoenix Priority Competencies, as these are the most important factors that predict success in college and career. |
| College and Career | College and Career Portfolio that demonstrates: |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Graduate Plan that is created at orientation and has been reviewed and updated quarterly • Career Pathways Project / Plan • College Applications |
| Interim Assessment (IA) Midterm and Final Tests in ELA and Math | Scholars will take a network-aligned assessment as a Midterm Test and Final Test in Category I-III ELA and Math each quarter. |
| STAR Assessment in Literacy/Reading and Math | 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 scholar mastery and to assess a scholar's readiness to master the learning of the next course or level of learning. |
| ACCESS and quarterly WIDA aligned Quality Performance Assessments (QPA) | <p>Scholars in the English Language Learners program will take the ACCESS exam in January of each year and will have the opportunity to complete QPAs aligned to the WIDA standards for English Language Development.</p> <p>ACCESS scores determine when a scholar has developed enough mastery of Speaking, Reading, Writing and Listening WIDA standards to exit formal English Language Learners services.</p> |
| MCAS Exam (Massachusetts Comprehensive Assessment System) for English Language Arts (ELA), Math, and Science | In Massachusetts, scholars need to pass the MCAS Exam for English Language Arts (ELA), Math, and 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. |
| Advanced Placement (AP) Exams | Scholars in Category 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. |
| SAT/ACT | <p>All seniors are encouraged 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 and Report Cards

Scholars will receive progress reports and report cards at the end of each academic term. Progress reports and report cards are mailed home and shared with scholars and their PPM. This ensures that scholars can update their Individual Learning Plan swiftly and adjust where needed to accelerate to graduation. Scholars will conference and review goals and graduation plans with PPM each time these are published. Adult supporters are encouraged to connect with PPM throughout the year to review progress and develop support plans for scholars.

Phoenix Competencies

Scholars will have frequent opportunities to develop, practice, and reflect on the development of the Phoenix Competencies, the skills and habits that are most critical for success in college and 21st century careers. 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](#)). Scholars will practice these skills and habits throughout their experiences at Phoenix to ensure that they are ready to succeed in college and career pathways of their choice when they graduate.

| Phoenix Competencies | | |
|---|-----------------------|------------------------|
| Learn from the Past | Reason Quantitatively | Lead Inquiry |
| Navigate Conflict | Read Critically | Use Tools Skillfully |
| Develop Self Knowledge and Sustain Wellness | Build Community | Express Oneself Boldly |

Traditional Education vs Competency Based Education

| Tradition Education | | Competency Based Education |
|--|-----------------------------|---|
| Learning happens inside a traditional classroom, little to no accommodation of scholar interests or learning styles. | School Culture | Scholars have a range of learning experiences at school, online, and in the community. Diverse partners create individual learning pathways to accommodate scholar interests and learning styles. |
| Scholars are expected to master grade level college and career ready standards. | Learning Progression | Scholars are expected to master competencies aligned to college and career ready standards with clear, transferable learning objectives. |
| Scholars advance at the educator's pace regardless of mastery or needing additional time. | Learning Pace | Scholars receive customized support both in-school and out-of-school to ensure they stay on pace to graduate college and career ready. |
| Every classroom has one teacher who designs and delivers instructional programs with very little differentiation. | Instruction | Educators work collaboratively with community partners and scholars to develop a unique learning plan for every scholar based on interest, learning styles, and real-time data. |
| Assessments at set times to evaluate and classify scholars. One opportunity to take the summative assessment at the end of the year. | Assessment System | A comprehensive assessment system is an essential part of the learning system. Formative assessments guide daily instruction. Summative assessments show mastery; they are taken when scholars are ready and offer multiple chances to demonstrate mastery. |
| Grades are norm-referenced, reflect course standards, are typically based on weighted units and a final exam. | Grading Policies | Grades reflect the degree of mastery of competencies. If scholars do not earn course credit, records indicate competencies that need to be re-learned instead of the entire course. |

Relentless Support for Phoenix Scholars

Providing scholars with relentless support is the second pillar of the Phoenix Mission. Phoenix works to anchor all school practices in Positive Youth Development and utilizes a combination of Tiered Interventions (PBIS) and Restorative Practices to help scholars meet school wide expectations.

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.

Positive Youth Development - Phoenix's mission is based on unwavering belief in all young people. In order to bring this belief into daily school practice, Phoenix pursues the five tenets of positive youth development in all aspects of school programming.

Phoenix Core Values

Always Be Safe
Always Be Respectful
Always Be Ready to Learn

Tiered Interventions - PBIS (Positive Behavior Interventions and Support)

Phoenix utilizes a Tier system (Tier 1, 2, 3) to help scholars identify actions and habits that promote academic success and social emotional wellbeing as well as help change actions and habits that are currently acting as barriers to scholars set goals of graduation and beyond. The Tier system sets clear structures for how staff will teach, prevent, respond, and support scholars to encourage positive decision making skills inside and outside of school.

| Tier1 | Tier 2 | Tier3 |
|---|--|---|
| All Students Restorative School Climate | Some Students Restorative Discipline | Few Students Re-Entry and Restorative Healing |
| A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills. | After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm. | In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom or school are welcomed back into the community. When needed, intensive one-on-one interventions promote healing. |
| Practices that support Tier 1: | Practices that support Tier 2: | Practice that support Tier 3: |
| - Restorative Mindsets - Restorative Language | - Restorative Conversations - Peer Conference / Peer | - Re-Entry Procedures - Restorative Conferencing |

- RTalking Circles
- Restorative Conversations

- Mediation
- Peace / Harm Circles
- Skill Building Alternative to Suspension

Tier 1: (All school) Culturally Responsive Environment; Classroom Strategies with Accommodation Plan; Restorative Mindset, Approach and Practices:

Tier 1 community mindset and culture building practices are observed by the whole school community to establish, maintain and practice guidelines that become school wide agreements based on shared community values (community, resilience, rigor, relentlessness, ownership, success, and self-sufficiency). These collaborative practices extend from the Restorative, relational “with” model and provide a proactive approach to school safety, communal culture and collective responsibility. Measures within this tier are preventative and celebrate identity, build character, appreciate backgrounds, seek understanding for behavioral causes and build a healthy, positive mindset through positive youth development and faculty supports. Coaches and faculty members promote classroom practices that have clear procedures, rituals and routines that observe trauma informed practices; there is identified Restorative Circle practice culture within classes and throughout the community; and a safe environment created through the investment of all community members.

Tier 2: Intensified Classroom and Small Group Interventions, Restorative Mindset, Conferencing, Counseling and Consensus:

Tier 2 responsible interventions are supported by the whole school community but coordinated by administration and scholar success team members. The facilitation of the practices associated with this tier extend the relational “with” model and our dedication to communal culture and collective responsibility but add and emphasize the element of problem solving. Collaborators in these efforts seek foremost to repair relationships, resolve minor and persistent conflicts between community members, and manage difficulties and disruptions to classrooms and the whole school community. Measures within this tier are responsive and involve reasonable skill level to facilitate since more time, some planning and formal follow up is included. Tier 2 Circle practice includes but is not limited to: harm Circles, whole class problem solving Circles, restorative conferences, scripted questions, and peer councils.

Tier 3: High-Risk Individual Interventions, Restorative Re-Entry:

Tier 3 responsive interventions seek resolutions as best as possible, through the management and coordination of school administration and the collaboration and cooperation of scholars, adult supporters and the whole school community. This tier involves processing more serious incidents and issues. The facilitation of the practices associated with this tier further extends the relational “with” model and our dedication to communal culture and collective responsibility by greatly emphasizing the elements of strategic problem solving, reintegration and safety. School community leaders engage in a formal collaborative process that involves more time, planning and formal follow up. Highly skilled and licenced individuals facilitate and mediate incidents, harm and miscommunications, in cooperation that honors and respects all parties. Tier 3 Restorative practice includes but is not limited to:

harm Circles, whole class problem solving Circles, restorative conferences, re-entry Circles, scripted questions, consensus agreements, peer councils, and PPM supports

Restorative Practices Tiers

| | Tier 1: (All school) Culturally Responsive Environment; Classroom Strategies with Accommodation Plan; Restorative Mindset, Approach and Practices | Tier 2: Intensified Classroom and Small Group Interventions, Restorative Mindset, Conferencing, Counseling and Consensus | Tier 3: High-Risk Individual Interventions, Restorative Re-Entry |
|--|--|--|---|
| Social / Emotional Learning | Embedded in teaching; explicit Social Emotional Learning SEL instruction; culturally responsive teaching methods, cultural proficiency, Modeling from adults, SEL youth and adults practice SEL skills competencies | Scholar and Adult Self to inform targeted plan and support focusing on building relationship and re-establishing trust | SEL guides intervention process and supports development of resilience, empowerment and communication skills |
| Mental & Physical Health | Screening prevention and wellness promotion; physical education and healthy school environments | Group Counseling; support to staff and family; coordinated referral process with follow up; monitoring health education screenings | Crisis counseling; individual support medical, dental, vision services |
| Positive Behavior Interventions and Supports | Supports; school wide behavioral guidelines, agreements and expectations; acknowledgement of positive behavior; data based planning | Self-monitoring behavior contracts; small group social skills (Sankofa, Bese-Saka, Jovenes Nobles) | Cognitive behavioral therapy / counseling; wrap-around and other parent focused assistance; inter-agency services (Roca) |
| Restorative Justice (mindset, practices and approach) | Community building Circles; Restorative chats, data based planning; adult supporter contact (phone, email, or text), verbal redirection to guidelines or agreements; role play of values and community cultural practices; written reflection; Circle practice (exploration of values), guideline establishment - reference to school wide values; routines and rituals that acknowledge guidelines; interest based groups; clubs; mentoring programs, Sankofa, Bese Saka, Non-violent communication | Conferencing; problem solving Circles, Circle Back, adult supporter notification; check-in / check-out; mentoring; peer mediation; referral to SST, IEP Team supports, school counselor, after school, pro-social recreational activity; community service, Conflict resolution, talking Circles, Referral to SST; Positive Behavior support Plan, Referral to community based | Family group conferencing and counseling, re-entry process, community conferencing, peer counsel hearing, consensus agreement, behavior support plan, follow up, point people, healing Circles, follow-up Circles, Scholar Success Teams, schedule change, loss of privileges; chance to earn, reparations, |

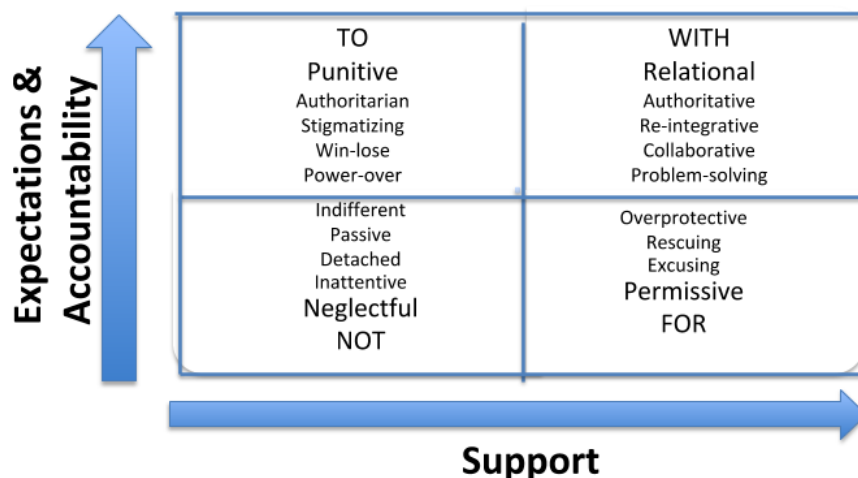
| | | | |
|-------------------------|--|---|--|
| | | organization, Social Skills group, Sankofa, Bese Saka, Jovenes Nobles | offended / offender mediation, social skills group, 504 assessment, Daily behavioral contract support, conflict mediation, reprimand by admin, In-school suspension, revision of IEP |
| Community Values | Community, Resilience, Rigor, Relentlessness, Ownership, Success, and Self-Sufficiency | | |
| Competencies: | 1) Read Critically 2) Learn from Past 3) Lead Inquiry 4) Develop and Sustain Self-Knowledge, Wellness and Self-Love 5) Express Oneself Boldly 6) Reason Quantitatively 7) Build Community 8) Navigating Conflict 9) Use Tools Skillfully | | |

Punitive v. Restorative Discipline at Phoenix

Accountability is achieved when someone understands the impact of his / her actions, takes responsibility for choices, and works to repair harm done. As educators and community members, we help scholars hold themselves accountable by both setting high expectations and providing high levels of support. This is achieved when we do things with scholars - not to them or for them.

However when we fall short our actions can have unintended consequences . For example, if we have high expectations and low support our scholars can experience our classrooms feeling that there is a “power-over” dynamic.

Restorative Mental Model



1

Punitive / Authoritarian. High Accountability with Low Support: In this quadrant, the authoritarian approach demands compliance at all costs and punishes non-compliance; a “do it or else” approach. This transaction can best be described as inflexible or rigid, and respect for authority is one-way while both harmed and wrongdoers have no voice in the process.

Permissive / Laissez-Faire. High Support with Low Accountability: In this case, the child is disengaged from the problem solving process while the adult takes charge. Eventually, in this transaction, the child holds little respect for authority, and the adult assumes voice and responsibility for the child; “excusing.” Often, when issues or chaos become too much, the adult defaults to an authoritarian response through punishment (punishing one day, rescuing on another).

Neglectful / Indifferent. Low Expectations with Low Support: This is the space where the adult is not available for the child emotionally, psychologically, or physically. Standards and / or expectations are not clearly articulated, and the adult provides little direction to support the child. Simply, this approach can be defined as not meeting the needs of others.

Relational / Authoritative. High Expectations with High Support. The final quadrant, where we believe the restorative philosophy of problem solving works best, is distinguished by an environment in which adults set examples and model behavior. Adults provide clarity around expectations and boundaries and act both firm and fair. Authority in this relationship is based on respect rather than fear, and people involved in a problem have a voice in the problem solving process in which we focus on repair rather than punishment. This approach promotes a growth mindset that harm can be repaired and failure is an opportunity to grow.

Restorative Discipline in the Classroom and School

As we continue to foster Restorative Practice as a critical element of school culture across the entire community, it will be equally important for teachers to embrace Restorative Practice as a mindset that guides the way they interact with scholars and manage their classrooms. The natural progression of Restorative Practice establishes that while restorative conferences and harm circles will require more planning and trained facilitation, all teachers can implement foundational, community building practices that create a restorative environment in their classrooms that helps scholars develop the skills they need to participate in both Restorative Practice and academic instruction.

We can consult and rely on three systems of Restorative Practice at Phoenix Charter Academy to guide our planning and implementation of a restorative and culturally responsive culture across all learning environments: 1) The Multi-Tiered System of Support; 2) The Continuum of Restorative Practice, and 3) The Scholar Discipline and Intervention Matrix. Each of these systems work in conjunction with one another to establish a school wide program of Restorative Practice that supports scholars and staff in the classroom and across the school.

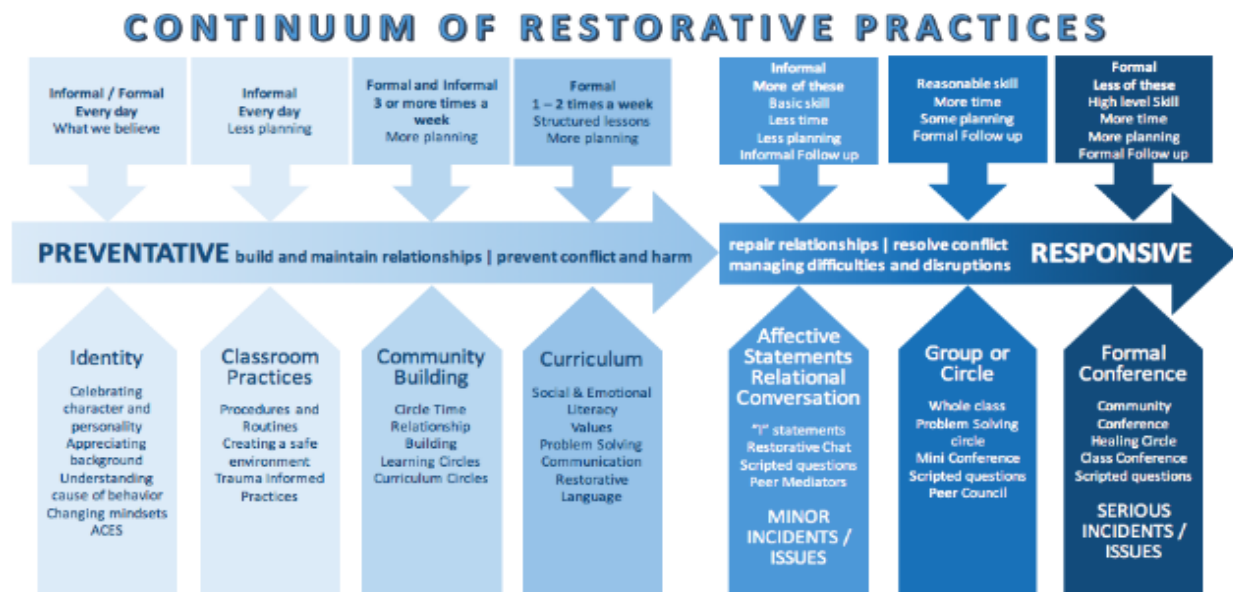
Teachers and staff members can utilize elements of each of these systems to foster a restorative culture in the classroom and create a community of support and accountability.

As you review each of these components through the rest of this section, the following essential questions can serve as a road map to help you think about what you will need to emphasize and introduce early on in your classrooms to foster the restorative culture you seek to build:

1. *What can I do every day in my classroom to build community, celebrate diversity, and affirm my scholars' identities?*
2. *How do I participate in more responsive restorative approaches to ensure all scholars feel welcome in my classroom community?*
3. *How do I rely on support from administration and the Scholar Success Team to build bridges and establish differentiated, individualized support for scholars when they test boundaries?*

Continuum of Restorative Practice Adapted from Wachtel and McCold 2001

In the context of schools Restorative Practices is based on proactive, community building that strengthens culture and climate between and among teachers, scholars, adult supporters and administration. Restorative Practices, including Circles, are a great tool for classroom learning and management, and will increase trust within the school community. Using RJ to address conflict shifts away from punitive responses like suspension and exclusion to approaches that foster healing and help scholars and staff address underlying causes of harm. Utilizing RJ philosophy and practices in schools can lead to lower rates of truancy and suspension, and higher rates of scholar achievement and graduation.



Adapted from Wachtel and McCold 2001

Restorative Practices can be implemented as a preventative method for community harm. The continuum above indicates areas of culture Restorative Practices may be applied and recommend how often to engage in these practices. When school relationships warrant a response, the goal is to address the harm, resolve the conflict and restore the relationship.

Restorative Practices

In the event that scholars misbehave and do not abide by the principles outlined in the Guidelines for Behavior, Phoenix Charter Academy will use the “restorative practices” approach to discipline. Restorative practices are grounded in “restorative justice,” a new way of looking at wrongdoing that focuses on repairing the harm done to people and relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Scholars, and Staff must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class. Phoenix Springfield has long utilized circles as a way to restore breaks in relationships, and is increasingly a school that utilizes restorative practices more expansively. Restorative practice is about strengthening and building relationships and social connections to promote accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstandings.

Restorative Practice Principles

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims (affected by harm), and communities.
2. Restorative Practices addresses obligations of the offender (inflicting the harm) resulting from those harms, as well as the community’s obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, adult supporter, scholars, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

The Goals of Restorative Practice

1. Phoenix will be a safe, friendly and enjoyable learning environment.
2. Phoenix will foster an environment where everyone feels valued, respected, and included.
3. Phoenix will be a school where scholars are motivated to learn and faculty and staff enjoy meaningful and fulfilling work

The Restorative Practice Process

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at Phoenix Charter Academy. While the process outlined below is designed to provide a “map” for how PPM, scholars and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement

At the beginning of the school year, each teacher will lead his / her class in the development of a "Respect Agreement" for the class. The Respect Agreement's purpose is to have scholars and teachers agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Respect Agreement will address the following four areas of behavior:

- Scholars respecting themselves and other scholars;
- Scholars respecting teachers and adults in the school;
- Teachers respecting scholars;
- Scholars and teachers respecting school facilities and equipment.

Respect Agreements must also include school rules outlined in this code of conduct. Once it is developed, Respect agreements are posted in a place in the classroom that is visible to all in the room.

In Class Issues

As issues of misconduct arise in class, teachers will seek to handle the misconduct by reminding scholars of their need to follow school guidelines by offering scholars constructive reminders. If scholars admit their infraction and immediately seek to correct their behavior, the scholar and the teacher will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single scholar, the teacher will seek to handle the issue in a one-to-one session with the scholar. If the infraction involves a group of scholars or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues

If the teacher's attempt to use a constructive reminder does not resolve the issue, teachers and scholars will refer to the class Respect Agreement for guidance. Teachers will remind scholars of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Scholars are then invited to discuss the issue until a mutually agreed upon resolution is reached. While the decision to handle scholar misconduct issues in class shall ultimately be up to the teacher, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of teacher and / or other scholars
- Sleeping or eating in class (according to teacher's discretion)
- Excessive playfulness in class
- Overt signs of sexual affection
- Academic honesty
- Minor dress code violations (e.g. wearing a hat, etc)
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Conferencing and Circles

If the incident involves a scholar and a teacher, and an appropriate resolution has not been reached, the teacher or scholar can then refer the scholar to the Director of School Culture or a member of the PYD staff for a restorative conference. If the incident involves a number of scholars, the Director of School Culture may choose to hold a restorative circle with scholars and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the Director of School Culture. While the decision to refer to the Director of School Culture will be up to the teachers or scholars, common conferencing and circle issues might include the following:

- Repeated Failure to follow dress code
- In class possession of electronic devices (cell phones, iPods, computers, etc) not being used in the learning process
- Lying to Advisors or other staff
- Bullying behavior toward Advisors or other scholars
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission.
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision.
- Unexcused absences, lateness or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you have done? In what way?
4. What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by all parties involved.

- A written restorative agreement will be placed in the scholar's file. In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed.
- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the scholar misconduct. Affected persons may include staff, faculty, school leader, other scholars, community members, law enforcement officials, and the offender's family members.
- The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct. The restorative conference shall be facilitated by the Director of School Culture. The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include

repairing and / or paying for damage done) and shall be determined in the context of the restorative conference.

- The School Leader and / or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the scholar's file. The scholar will then be released from any further obligations to community service, and a message shall be sent by the School Leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his / her community service.

Taking a Break from the Community

In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the scholar will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the Director of School Culture will meet with the scholar and his / her parent(s) to review what the scholar has written, and to discuss appropriate measures for restoring the offending scholar to the community. Depending on the nature of the misconduct or harm done, the scholar may be asked to take additional actions in order to be fully restored. Once those actions are completed, the scholar will be formally welcomed back into his / her classroom as a full participant after a re-entry circle. During the time away from school, the scholar is also responsible to complete any assignments that would be due during his / her time away.

Grievance Procedures

A grievance is another name for a complaint. A scholar grievance exists when it is alleged that the scholar has been treated unfairly or has not been afforded due process. The following persons or groups of persons may use the grievance procedures:

1. Scholars or groups of scholars
2. Parent(s) / guardian(s) of a scholar
3. Groups of parent / guardians of scholars

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the scholar unfairly within three (3) school days of the alleged incident.
2. A conference shall be held within four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written appeal with the Director of School Culture within three (3) days of the conference.
4. The Director of School Culture shall resolve the appeal by investigating the situation, reviewing the appeal / records, and / or scheduling a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) days following the investigation / conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the school leader's decision is final.
5. If the decision at the school leader's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the school leader's decision may be

appealed to the Head of School. A grievant wishing to appeal the school leader's written decision must file a written appeal with the Head of School no later than five (5) school days from the date of the school leader's written decision.

6. The Head of School shall resolve the appeal by investigating the situation, reviewing the written appeal / records, and / or will schedule a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing within five (5) school days following the investigation / conference.
7. The decision of the Head of School shall be the final decision of the school. A copy of the decision shall be sent to the parties involved within ten (10) school days following the hearing.

Scholar Discipline and Intervention Matrix

The Phoenix Charter Academy Scholar Discipline and Intervention Matrix presents a comprehensive overview of scholar behaviors and the recommended / expected interventions across different levels of severity. The Discipline and Intervention Matrix is transparently designed to allow scholars, teachers, and families to understand how the school will respond to different levels of misbehavior in a way that seeks to restore and educate. We utilize the practices outlined throughout this document in responding to any situation that arises in the school, and it's important for all stakeholders in the community to know what to expect from the administration.

| Behavior / Offense | Recommended Restorative Action | Recommend Suspension |
|---|--|----------------------|
| Type I (Classroom Managed Behaviors) | | |
| Dress code violation | <p>Teachers are expected to complete at least three classroom restorative interventions prior to an SST collaboration.</p> <p>OUSD Secondary Comprehensive Culture Guide, pp. 42-57</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5 to 1 Positive Reinforcement <input type="checkbox"/> Adult Supporter Outreach <input type="checkbox"/> Buddy Room <input type="checkbox"/> Behavior Contract <input type="checkbox"/> Conflict Mediation <input type="checkbox"/> Problem-Solving Conference <input type="checkbox"/> Prompting Desired Behavior <input type="checkbox"/> Proximity or Seat Change <input type="checkbox"/> Restorative Conversation (The 5 Questions) <input type="checkbox"/> Consultation with a special education teacher or School Social Worker <input type="checkbox"/> Reteaching Desired Behavior / coaching scholars in rituals and routines <input type="checkbox"/> Written Mutual Agreement | No |
| Picking on, bothering, or distracting other scholars | | |
| Technology violation (use of cell phone in class without permission) | | |
| Use of profanity or vulgarity (not directed toward adults) | | |
| Use of identity slurs (race, class, gender, sexuality, body, nationality) | | |
| Failure to follow directions | | |
| Interrupting a class either in person or with the use of technology | | |
| Cutting class or repeatedly truant | | |

| Type II | | |
|--|---|---|
| Repeated Type I Behavior | Adult supporter consultation and one or more appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide | No |
| Repeated failure to follow directions | | |
| Behavior / Offense | Recommended Restorative Action | Recommend Suspension |
| Use of profanity toward adults | Adult supporter consultation and one or more Appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide : <ul style="list-style-type: none"><input type="checkbox"/> Counseling<input type="checkbox"/> Daily progress report / CICO<input type="checkbox"/> Peace circle<input type="checkbox"/> Loss of privilege<input type="checkbox"/> Mediation<input type="checkbox"/> Adult supporter consultation<input type="checkbox"/> Reparation / restitution<input type="checkbox"/> Restorative / problem-solving conference<input type="checkbox"/> Service-learning project<input type="checkbox"/> Written reflective process | Discouraged unless tiered interventions have been attempted and are not yet effective |
| Trespassing / Assisting with trespassing | | Optional 1 Day |
| Bullying / Harassment Level 1: teasing, name-calling, excluding, giving dirty looks, gossiping, etc. | | |
| Sexual Harassment Level 1: verbal, written, or electronic comments that are sexually offensive or degrading | | |
| Intentional destruction of property, including graffiti or tagging | | |
| False activation of fire alarm or false dialing of 911 | | |
| Type III | | |
| Repeated Type II Behavior | Adult supporter conference and one or more Appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide | Discouraged unless tiered inventions have been attempted and are not yet effective |
| Failure to follow directions when it creates an unsafe situation | | Case-by-case basis depending on safety issue or other mitigating factors |
| Bullying / Harassment Level 2: bullying based on race, disability, sexuality, and other protected classes or pushing, tripping, shoving, or making threats | | Optional / Recommended 1-3 Days |
| Sexual Harassment Level 2: touching that is uncomfortable, embarrassing, and / or offensive | | |
| Behavior / Offense | Recommended Restorative Action | Recommend Suspension |

| | | |
|--|---|--|
| Stealing or attempting to steal school or private property (not directly from a person but from an unattended location such as a backpack) | Adult supporter conference and one or more Appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide | Optional / Recommended 1-3 Days |
| Possession of or intent to sell drug paraphernalia | | |
| Engaging in sexual behavior on campus | | |
| Causing, attempting to cause, or threatening to cause physical injury to another person (not involving threats with weapons) | | |
| Intoxication | | Immediate Emergency Removal with Optional 1-3 Days |
| Type IV | | |
| Fighting Level 1 or 2: mutual or one-sided altercation resulting in minor injuries such as cuts, scrapes, bruises; requires restraint | Adult supporter conference plus one or more appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide | Recommended 3-5 Days with Scheduled Re-Entry |
| Bullying Level 3: severe or pervasive conduct, including online conduct and social media, that has a substantially detrimental effect on physical or mental health | | |
| Sexual Harassment Level 3: severe or pervasive conduct of a sexual nature | | |
| Possession and / or use of any controlled substance, including marijuana | | |
| Behavior / Offense | Recommended Restorative Action | Recommend Suspension |
| Fighting Level 3: altercation resulting in serious physical injury to another person except in self defense | Adult supporter conference plus one or more appropriate interventions from the Phoenix Restorative Practice Toolkit and Guide | Recommended 5-9 Days with Scheduled Re-Entry |
| Committing harassment, threats, or intimidation against a scholar witness (including gang related behavior) | | |
| Threatening to cause physical injury with a weapon | | |

| Type V (Subject to Expulsion by the Head Of School) | | |
|--|--|---|
| Use or possession of a weapon (any object which is capable of causing minor to severe bodily harm) | Family Welcome Circle to develop Re-Entry Plan | Recommended 10+ Days with Review for Expulsion or Long-Term Suspension under M.G.L. ch. 71, §37H |
| Possession, use, sale, or transfer of a controlled substance | | |
| Committing or threatening to commit an assault on a member of school staff | | |
| 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 | | Recommended 10+ Days with Review for Expulsion or Long-Term Suspension under M.G.L. ch. 71, §37H½ |

Re-Entry Protocol: High Accountability with High Support

As outlined in the [Phoenix Charter Academy Scholar Discipline and Intervention Matrix](#), some more serious incidents that affect the school community may result in a scholar spending time away from the learning environment. In those instances, Phoenix Charter Academy seeks to emphasize natural consequences as opposed to those that are simply punitive in nature. The goal of natural consequences is to help scholars develop internal understanding, self-control, and a desire to adhere to community ways of being peaceful. Unlike punishment, which may rely on shame or exclusion, the intention of natural consequences is to help scholars develop internal controls and to learn from their mistakes in a supportive atmosphere.

The intent of a natural consequences is to teach, create empathy, and help the scholar internalize the consequences that follow their behavior choices. Of course, depending on the circumstance or situation, we will also look for ways to help the scholar take accountability for harm caused and develop ways to restore that harm and integrate into the community. As outlined earlier in the Phoenix Charter Academy Multi-Tiered System of Support, we use a [Tier III Welcome Circle and Re-Entry Protocol](#) to guide our approach in supporting the scholar and community after an incident that results in the natural consequence of a scholar spending time outside of the learning environment.

Scenario to Illustrate Natural Consequences

Scholar A arrives at school one morning smelling faintly of marijuana. The Manager of Scholar Success invites Scholar A to join him for a private check in. After this check-in, the Manager of Scholar Success provides Scholar A with a fresh shirt to eliminate the odor. Later, a teacher reports that Scholar A still smells like marijuana. After a second conversation, Scholar A confirms that he / she is in possession of marijuana on school grounds.

Essential Question 1: What is the natural consequence?

- Community agreements regarding scholar concern and safety are disrupted. Harm disrupts the circle of community.
- Scholar A is perhaps experiencing shame and / or anxiety and may need an opportunity to process. What needs are unmet?
- As a result of the breach in culture, Scholar A is sent home on Emergency Removal, and a hearing is scheduled.

Essential Question 2: What do we do to make things as right as possible?

- Scholar and adult supporters are informed of the Welcome Circle protocol to prepare for re-entry.
- Staff follow the [Tier III Welcome Circle and Re-Entry Protocol](#) to co-create agreements, plan for Scholar A's return, and restore balance to the community as best as possible.

Sample Email to Announce the Welcome Circle and Re-Entry Process

On Monday, March 2, 2020, we are looking forward to welcoming back Scholar A to our school community. In a conversation I had with Scholar A and his adult supporter last week, he / she reflected that he / she "feels really frustrated with how he left school, and I want people to believe I want to be here." Our goal is to support Scholar A upon his / her return and to establish the conditions necessary to help him / her be successful.

We will hold a Welcome Circle in Room 112 (DSC Office) to invite Scholar A back and support his / her transition. You are important to Scholar A's ongoing success here at Phoenix! You hold a significant relationship with Scholar A, and he / she needs to know you're on his / her side. Scholar A is also open to hearing about how his / her choices and absence impacted you. Please come to this meeting with an open heart and an open mind, and if you would like to schedule a check-in with me please reply privately to this email. At this meeting, we will determine who will be a part of the ongoing Circles of Support and Accountability that will support Scholar A and meet on a regular basis throughout the rest of the year.

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, 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 scholars 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 scholars to maintain positive attendance. Phoenix conducts weekly attendance progress checks with PPM, and staff members do phone outreach regularly to encourage scholars to come to school and stay in class. For scholars 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 on-site childcare, called the "Phoenix Little Scholars Center". This program allows young mothers to arrive at school, drop their children off at the onsite daycare, and attend class, while their children can begin their own education under the care of our experienced early childcare teachers. Parenting scholars also take parenting classes with classroom teachers and daycare staff.

How do I receive support from an SST member?

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. Scholars are expected to follow all Phoenix rules and expectations while with an SST member. When meeting with SST member, scholars are encouraged to process their concerns by following the following protocol:

- First, a scholar and / or staff request support from an SST member
- Second, an SST member will approach the scholar and ask to talk / process. Processing may take place in the class, in the hallway or in designated areas.
- Third, scholars will process their behavior with the SST staff member and problem-solve
- When scholars are ready, they are sent back to class with a pass from the SST member
- In some cases, scholars may return to class, but still need additional help processing by a “circle back” session with teachers and staff.

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 scholars expect. All scholars, in partnership with their PPM, develop an Individual Learning Plan (ILP), which includes personal and academic growth goals and objectives and will be what scholars and PPM use to discuss progress and growth. These plans are flexible documents that are updated regularly as the scholar meets goals and develops new ones. Scholars can expect to check their academic and personal progress within PPM a couple times a week. However, it is the scholar's responsibility to know the details of their ILP, which will include specific courses and skills that the scholar will need to graduate.

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 scholars graduate 100% ready for college, work and life as well as helping scholars 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 meet 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 an 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 PPM.

PPM Phone Calls

PPM are often the best way to quickly update on a scholar's progress and growth. Telephone calls serve to partner with adult supporters to ensure all scholar's are making academic and social emotional progress.

Cultural Supports

New Scholar Orientation - *Starting Strong*

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.

Primary Person Model

The Primary Person Model is a system created with the purpose of building positive relationships and a supportive community to ensure academic progress. Each scholar is assigned to a Primary Person when they enroll at Phoenix. All scholars, in partnership with their Primary Person, develop a Path to Graduation, which includes personal and academic growth goals and objectives and will be what scholars and their Primary Person 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.

Several times a week, the Primary Person will meet and / or connect with the scholar to help scholars have a sense of personal agency and ownership over their time at Phoenix, create opportunities for community and belonging, and concrete skill building of the priority competency "Develop & Sustain Self-Knowledge" - that are essential to future success in life. Advisors and advisory may change over the course of a scholar's time at Phoenix based on scholar needs and interest.

Returning Scholars (Scholars who are re-enrolling or have had long attendance hiatus) - *Staying Strong*

Scholars who have attended Phoenix in the past and have experienced attendance challenges may have the opportunity to re-engage in the Phoenix community and school year. Prior to re-enrollment scholars are to participate in a multi-day process of orientation called Staying Strong. This session would include but is not limited to:

- Setting attendance goals to make sure the scholar is committed to be ready to re-engage back in the academic setting.
- Discussing what challenges the scholar faced in the past and what can be done to avoid these challenges.
- 1:1 meeting with the Manager of Retention to address the concerns of the past and make sure the scholar is ready for a successful start back at Phoenix.



Community Meeting

Community Meetings are no longer than 1 hour and is 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. The focus of Community Meeting will be the Phoenix competencies, academic achievements, and restorative practice. Community Meetings are led by staff and scholars alike and all scholars are welcome to be part of Community Meetings. Staff and scholars will also celebrate the week's accomplishments. All scholars are expected to attend Community Meeting and participate in accordance with our school-wide agreement.

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 x per term. These are designed to celebrate progress and to provide scholars with practice communicating and presenting their learning to authentic audiences.

Statewide Scholar Activities

All Phoenix scholars will have the opportunity to join Phoenix Statewide Scholar Activities.

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.

In addition to the Adult Supporter Council, there is a special parent group for parents / adult supporters of scholars who receive Special Education Services and ELL services. This group of parents will be informed of their rights regarding Special Education as covered by state law. This group will meet once a quarter and will be supported by the Manager of Recruitment and Community Relations alongside the Academic Support Coordinator.

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.

PPM Phone Calls

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

Visiting Phoenix

Phoenix would love to invite families to visit our school. However, to ensure the health and safety of the learning environment, all visitor requests must phone the main office and request a visit in advance. 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 must follow the same entry protocols as listed in the handbook.

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 all 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 scholar'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

The PPM and the Director of Operations will be tracking attendance through a data tracker. Given that one of the pillars of Phoenix's competency-based model is to decrease focus on seat time and instead focus on learning and reaching competence, attendance will be based on whether scholars make their check-ins with their PPM and their teachers, attend or watch video instruction (logging in and time spent on Google Classrooms), and turning in their assignments. The Director of Operations will monitor and analyze this data.

At the end of every week, the Director of Operations will run a report on scholar virtual logins and compare with data from work completion and PPM interactions to ensure validity. If the report leads to belief of inaccuracy, the scholar's PPM will be responsible for confirming. Attendance data will be finalized each term and saved to the scholar's record and will be reported to DESE when required.

Scholars at Phoenix are expected to attend school online or in-person every day they are scheduled. The more time a scholar is in class or on Google Classrooms, 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.

Eight (8) total absences a unit 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 scholars to maintain positive attendance. Phoenix conducts weekly attendance progress checks with PPM, and staff members do phone outreach regularly to encourage scholars to attend classes and check-ins. For scholars that are demonstrating patterns of missing school we will create attendance cohorts / support networks and individual success plans that will include incentives and outreach calls. This is how much we believe that showing up to school and class is absolutely critical to learning and graduating.

For the purposes of this handbook, Phoenix makes no differentiation between “excused” and “unexcused” absences. But, we do work with scholars 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.

Notification and Contact Information

Chapter 76, section 1A of the Massachusetts General Laws states that parents / guardians must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a scholar and the reason for the absence. In addition, parents / guardians must provide the school with a home, work or other emergency telephone number so that they may be contacted during the school day so the school may call and inquire about said absence. If your child will be absent from school, we ask that you notify the scholar's PPM of your child's absence.

Truancy in Scholars Under 16

Chapter 76, section 1 of the Massachusetts General Laws states that all children between the ages of six and sixteen must attend school. A school district may excuse up to seven day sessions or fourteen half day sessions in any period of six months.

A "CHINS" (Child in Need of Services) petition may be filed in court by the school if a child between the ages of six and sixteen persistently and willfully fails to attend school or persistently violates the lawful and reasonable regulations of his or her school.

A 51A is a report of suspected child abuse or neglect that is filed with the Department of Social Services. Under Chapter 119, section 51A of the Massachusetts General Laws, a report can be filed on behalf of a child under the age of eighteen for educational neglect if a child is not attending school on a regular basis.

It is possible to lose a slot at Phoenix because of chronic absences. When a scholar stops attending school for 10 consecutive days, he / she may lose their seat at the school to a scholar 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 / Skipping 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 a scholar is out of class and they interfere with creating a focused learning environment for every scholar. 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 will be followed to support scholar success:

- First incident: One-on-one meeting with the classroom teacher / advisor
- Second incident: Call or text to adult supporter
- Third incident: Processing with Director of School Culture or member of the School Culture Team to design action steps for the day
- Multiple, repeat incidents:
 - Participation in one, or several restorative circles dedicated to classroom attendance and the importance of being in the classroom
 - May result in loss of key privileges for an appropriate amount of time as determined by the leadership team including, but not limited to, the ability to use passes during that class, or the loss of off campus lunch.
 - The frequent skipping of class will result in your adult supporter being asked to come to school for a meeting and the formation of an attendance agreement.
 - Staff will frequently communicate with adult supporters concerning cuts and walkouts.

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.

Celebrating Scholar Attendance

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

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 Phoenix Competencies, clearly articulated school norms and system of commendation, warning, and feathers 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.** Examples of this include scholar success plans, strong connections to community agencies and families, on site social workers, attendance cohorts and other small groups.
- **Interventions for scholars 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 scholars 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 or plagiarism is not appropriate and we are committed to teaching our scholars to develop their understanding and skills in this area.

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.
- Submitting another scholar's work as your own, even with their permission.
- Completing work for another scholar for that scholar to submit work as his / her own.

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:

- Revising the assignment or completing an alternate assignment (an assignment may be made up at the discretion of the Director of Curriculum and Instruction)
- Parent or adult supporter called by teacher
- Restorative project to learn norms and expectations for academic integrity and teach them to others

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

Breakfast / Lunch

As Phoenix phases into a remote reopening, the school will not have breakfast or lunch onsite. Scholars may go to a local public school and receive their breakfast and lunch. If there are any questions about where you can pick up meals, please contact your PPM.

Smoking

Phoenix **strongly** discourages smoking due to the extreme health hazard that it poses. 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 tobacco outside of school grounds which is estimated to be 100 yards circumference of the school building. Scholars are responsible for maintaining the community clean especially during Off Campus Lunch.

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** school 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 will be checked upon arrival of school in the vestibule to make sure they are 100 percent compliant in uniform. Scholars must be in uniform prior to entering the building. 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.

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 |
| Masks | Phoenix-issued masks are provided | Purple, Orange, Black, and White | |
| Shirts | Phoenix-issued shirts with the Phoenix Charter Academy logo (either MCAS, Phoenix Mission, or Oxford shirts) | Phoenix-issued shirts or a Phoenix shirt. | 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 the shirt. Shirt cannot be tied in any way in the front or back. Undershirts must be white. Shirts that have |

| | | | |
|--------------------------------|--|--|--|
| | | | been vandalized (written on, colored or in any other way altered) are not permitted. |
| Sweaters or 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 : (solid black sweatpants), no designs or stripes (Adidas), No leggings are permitted for any reason. | Khaki or Black | Scholars should look neat and professional at all times. Appropriate pants do not include jeans, sweatpants with detail that are not solid black, no leggings, and must fit professional guidelines. Pregnant scholars who are showing will be permitted to wear elastic-waist pants after communication with the support staff. 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 or Black | 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 is 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 or given rope to keep pants at waist level. 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 the neck during winter months only. |
| Hair, Makeup, Jewelry | Appropriate to dress code. | | No sunglasses inside of the building. |
| Eyewear | Prescription glasses or contacts are allowed. | | Prescription glasses or contacts are allowed. No sunglasses inside of the building. |
| Beads, special shoe laces, etc. | | | Phoenix reserves the right to prohibit scholars from wearing any potentially gang-related clothing and accessories that might endanger the safety of the community. |

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 scholar 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 extra help or enrichment activities and demonstrated scholarly behaviors.

The schedule for rewards that may be purchased for feathers is shown below. Phoenix reserves the right to add items, remove items and adjust prices throughout the school year.

| Number of Feathers | Redeemable Item |
|---------------------|-------------------------------|
| 5 feathers | Phoenix Reusable Water Bottle |
| 10 feathers | Phoenix Pen |
| 15 feathers | Binder |
| 20 feathers | Phoenix Swag |
| 20 feathers | Mints |
| 35 feathers | Phoenix Mission T-Shirt |
| 50 feathers | Phoenix Cardigan |
| 100 feathers | Professional Day Dress |
| 150 feathers | Lunch Off Campus |
| 300 feathers | Free Lunch (up to \$10) |

*This is a sample of what scholars can purchase with feathers. This list will change and adapt over the course of the school year.

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 adult supporters 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: off campus lunch, use of cell phone, adapted uniform.

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

High Rollers / Megastar Club

Scholars who reach goals for attendance (3 or less absences), grades (all A's and B's) may be eligible for the High Rollers Club. Entry into the Club will be determined by the Director of School Culture and / or Head of School. Members of the Club earn special rewards, due to the trust they have earned through their excellent conduct. These special rewards include:

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

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

Honor Roll

Scholars who achieve an average of B or higher during any academic term 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 scholars to ensure a consistent, structured and safe learning environment is at the core of Phoenix. We expect that scholars 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
- Commendations / Feathers
- Community and Relationship Building Circle Practice
- Problem Solving Circles and Restorative Chats
- Harm Circles and Healing Circles
- Adult Supporter Calls and Conferences
- One on one scholar to staff discussions
- Circle Backs
- Positive Behavior Support Planning
- Small group conferencing
- Community Restoration Projects
- Suspension and Restorative Re-Entry

The following outlines the core expectations for every Phoenix Scholar:

Phoenix Academy will utilize a Tier system to help scholars identify actions and habits that promote academic success and social emotional well being as well as help change actions and habits that are currently acting as barriers to scholars set goals of graduation and beyond. The Tier system sets clear structures for how staff will respond and support scholars to encourage positive decision making skills inside and outside of school.

| 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"> • Reteach • Redirect • Circle Back <p>Repeat behaviors may results in additional consequences and strategies including restoration or 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"> • Reteach • Redirect • Circleback <p>Repeat behaviors may result in additional support strategies including but not limited to placement in a social skills small group, conferencing, problem solving circles, and/or Positive Behavior Support Plans.</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.

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:

- Smoking within 100 yards of the school, or neighbor's property - vaping in any form
- 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.

- Adult Supporter is called for phone / in-person meeting.
- Please see suspension and expulsion sections below for applicable violations.
- Restorative practice will be included upon re-entry of the school

The following offenses are grounds for possible expulsion.

- 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. 37H½)

Please see the expulsion section below.

Restorative Practices and Framework

The Phoenix tiered practices system promotes holistic wellness and data based, restorative, targeted interventions for its participants.

Tier 1: (All school) Culturally Responsive Environment; Classroom Strategies with Accommodation Plan; Restorative Mindset, Approach and Practices:

Tier 1 community mindset and culture building practices are observed by the whole school community to establish, maintain and practice guidelines that become school wide agreements based on shared community values (community, resilience, rigor, relentlessness, ownership, success, and self-sufficiency). These Collaborative practices extend from the Restorative, relational “with” model and provide a proactive approach to school safety, communal culture and collective responsibility. Measures within this tier are preventative and celebrate identity, build character, appreciate backgrounds, seek understanding for behavioral causes and build a healthy, positive mindset through positive youth development and faculty support. Coaches and faculty members promote classroom practices that have clear procedures, rituals and routines that observe trauma informed practices; there is identified Restorative Circle practice culture within classes and throughout the community; and a safe environment created through the investment of all community members.

Tier 2: Intensified Classroom and Small Group Interventions, Restorative Mindset, Conferencing, Counseling and Consensus:

Tier 2 responsible interventions are supported by the whole school community but coordinated by administration and scholar success team members. The facilitation of the practices associated with this tier extend the relational “with” model and our dedication to communal culture and collective responsibility but add and emphasize the element of problem solving. Collaborators in these efforts seek foremost to repair relationships, resolve minor and persistent conflicts between community members, and manage difficulties and disruptions to classrooms and the whole school community. Measures within this tier are responsive and involve reasonable skill level to facilitate since more time, some planning and formal follow up is included. Tier 2 Circle practice includes but is not limited to: harm Circles, whole class problem solving Circles, restorative conferences, scripted questions, and peer councils.

Tier 3: High-Risk Individual Interventions, Restorative Re-Entry:

Tier 3 responsive interventions seek resolutions as best as possible, through the management and coordination of school administration and the collaboration and cooperation of scholars, adult supporters and the whole school community. This tier involves processing more serious incidents and issues. The facilitation of the practices associated with this tier further extends the relational “with” model and our dedication to communal culture and collective responsibility by greatly emphasizing the elements of strategic problem solving, reintegration and safety. School community leaders engage in a formal collaborative process that involves more time, planning and formal follow up. Highly skilled and licenced individuals facilitate and mediate incidents, harm and miscommunications, in cooperation that honors and respects all parties. Tier 3 Restorative practice includes but is not limited to: harm Circles, whole class problem solving Circles, restorative conferences, re-entry Circles, scripted questions, consensus agreements, peer councils, and PPM.

Restoration

Scholars may demonstrate patterns of behaviors that interfere with their learning and / or the progress of others. Within the structure above, Phoenix has tools to help teach and communicate with 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, SST members, teachers, and peer supporters for help changing their behavior so as not to earn additional demerits.

A scholar will meet with a staff member to create a restoration plan when a restoration is needed on any given day. Staff will communicate with scholar when a restoration is needed and will ask for support as appropriate. The plan for restoration is determined by the severity of the community break and co-planned with scholars and staff member.

Examples of Restoration:

- Circle back with the teacher with whom the break occurred.
- Action plan to change the pattern of behavior.
- Spending extra time with the teacher after school if disruption caused missed time out of class.
- Parent Meeting if disruption becomes a pattern that prevents scholar from learning.
- Community service if disruption resulted in damage or disarray of school properties or supplies.
- Success plan for academic improvement.

Options to serve: Scholars are expected to complete restorations in a timely manner by meeting with the staff member before school, after school or during school hours as appropriate.

A scholar who does not complete restoration will be marked as an unresolved infraction. Failure to create a restoration plan will result in contact with the scholar's adult supporter. A pattern of missed restorations will result in additional consequences that may include required attendance a community activity including community service, community building activity after school on Fridays from 1:15-2:15pm as well as loss of privileges such as Off Campus Lunch, eligibility for Professional Dress Day and / or the commencement of the suspension process. When a scholar misses a Friday restoration, it reflects a pattern of disrespect for the core expectations of a scholar at Phoenix and as such, the scholar may be subject to a number of interventions. Scholars may be required to do the following:

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

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

Suspension Alternative: Should a scholar and / or their adult supporter wish to identify a restorative activity in place of an out of school suspension, that scholar can work with their advisor to identify a meaningful activity that will appropriately reflect the Phoenix spirit of community, scholarly culture and relationship building. Forms outlining this process, ideas for restorative activities, and the process for getting advisor approval, can be picked up from the Director of School Culture or through scholar advisors. All alternatives to suspension must

be coordinated through the Director of School Culture 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.

Repeat Behaviors and Missed Opportunities for Restoration

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

Restoration plans must be completed while the scholar is in school. If a scholar skips school at any point during the day, they may not return to the school to complete a restoration plan. Scholars must come in the next day and complete one before school to be implemented that same day. Failure to implement a restoration plan within two days of creation will result in Friday Detention.

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

Technology at School

Cell Phones

Phoenix is a cell-phone free community to improve teaching and learning throughout the year. Cell phones are no longer allowed in the classrooms.

We believe that cell phones and other telecommunications devices have great utility. We also find that learning and social behavior improve drastically when scholars are fully present and engaged with their teachers and classmates.

In 2019, Yondr surveyed over 400 school partners to measure the effects of their phone-free learning environments. These schools achieved notable progress in multiple areas:

- 69% of schools saw an improvement in academic performance.
- 84% of schools saw an increase in scholar engagement in the classroom.
- 80% of schools saw a decrease in behavior referrals.

Cell Phone Lockers

Cell phones that are placed in a secure locker when scholars arrive will remain locked until scholar's dismissal time. Scholars will clean their cell phone and place their cell phone in an assigned locker which will be locked every morning. Scholars may unlock the locker when the scholar exits the building.

Cell Phone Pouches

Cell phones that are placed in lockable pouches when scholars arrive at school will be locked until scholar's dismissal time. Scholars will clean their cell phone and place the phone in the pouch that will be locked every morning. Scholars will hold the pouches in their possession during the school day. Pouches will be unlocked when the scholar exits the building.

Use Of Office Phones

We want our scholars engaged in their learning in an uninterrupted and productive environment. If a scholar needs to be reached or needs to make a call, they may use the front desk with permission during the school day. If the call needs to be in a more private setting, the scholar will be provided with a private space. Providers, outside agencies, and adult supporters should refrain from contacting a scholar during the school day unless it is an emergency. In the event of an emergency, adult supporters may call the Front Office directly at 413.273.1236 and choose to either:

1. Speak directly with the School Social Worker on behalf of a scholar.
2. Leave a message with the Front Office Manager for delivery to the scholar.

Should a scholar need to communicate with an adult supporter or provider during the school day, he or she may:

1. Request a phone pass from their classroom teacher.

| Behavior | Consequence |
|---|---|
| The scholar does not turn in their cell phone in the morning and it is seen or heard by a staff member. | The scholar must automatically hand in the cell phone in until the end of the day. Electronics will be placed in a secure location. |
| Scholar refuses to give up his / her phone or other electronic device. | The scholar will be unable to return to class and a call will be made to the adult supporter. |
| Continued cell phone / electronic device use and disregard of the policy. | The scholar will no longer have the option of using a pouch but instead will need to turn in the cell phone at the door each morning. The phone will be placed in a secure location and returned to the scholar at dismissal. |
| Physical damage to the locker in attempts to circumvent its intended purpose. | The scholar and / or parent / adult supporter must pay a fee of \$ to replace the damaged school property. |

Locker Policy

Lockers are made available for scholar use in storing school supplies and personal items necessary for use at school. However, lockers are not to be used to store items, which cause (or can reasonably be foreseen to cause) an interference with school purposes or an educational function, or items forbidden by state law or school rules. A scholar who uses a locker that is the property of the school is presumed to have no expectations of privacy in that locker or the locker's content.

The scholar's use of the locker does not diminish the school's ownership or control of the locker. The school retains the right to inspect the locker and its contents to ensure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials such as weapons, illegal drugs or alcohol, or any other material forbidden by school rules.

In order to implement the school policy concerning scholar lockers, the school has the following rules and regulations:

1. **LOCKS:** The school will retain access to scholar lockers by keeping a master list of combinations or retaining a master key. Scholars may not use their own locks to prevent access to lockers by school officials, nor may they exchange locks with another scholar. Unauthorized locks may be removed without notice and destroyed. Each year, scholars will pay a nonrefundable fee for locker usage. The school will replace all lost or damaged locks, and scholars will be charged for their replacement.
2. **USE OF LOCKERS:** Lockers are to be used to store school supplies and personal items necessary for use at school. Lockers shall not be used to store items, which cause (or can reasonably be foreseen to cause) an interference with school purposes or an educational function, or items, which are forbidden, by state law or school rules. Scholars will be expected to keep their lockers clean and orderly. There are to be no stickers affixed to the lockers, either inside or out. Scholars are not to write on the inside or outside of the lockers with any writing instrument, whether permanent or non-permanent.
3. **AUTHORITY TO INSPECT:** The school retains the right to inspect lockers to ensure they are being maintained. The principal or a member of the staff designated by the principal shall conduct all inspections of scholar lockers.
4. **INSPECTION OF INDIVIDUAL SCHOLAR LOCKERS:** The inspection of a particular scholar's locker will not be conducted unless the principal or her designee has a reasonable suspicion to believe that the locker to be inspected contains items which cause (or can reasonably be foreseen to cause) an interference with school purposes or an educational function, which are forbidden by state law or school rules, or which pose an imminent and serious threat to health and safety necessitating the general search of part or all of the lockers. Whenever an individual scholar's locker has been inspected under this rule without the scholar's presence, the principal or her designee shall notify the scholar of such inspection as soon as practicable thereafter.
5. **INSPECTION OF ALL LOCKERS:** An inspection of all lockers in the school may be conducted if the principal believes that such an inspection is necessary to prevent, impede, or substantially reduce the risk of an interference with school purposes or an educational function, a physical injury or illness to any person, damage to personal or school property, or a violation of state law or school rules. Examples of circumstances justifying a general inspection of a number of lockers are when the school receives a bomb threat, when evidence of scholar drug or alcohol use creates a reasonable belief of an unusually high level of scholar use, at certain times of the school year to check for specific school supplies or equipment, or when there is a reasonable belief that weapons are stored in the lockers. If a general inspection of a number of lockers is necessary, then all lockers in the defined inspection area will be examined. Scholars

will not necessarily be given the opportunity to be present while a general inspection is being conducted.

6. **SCHOLAR MATERIAL:** When conducting an inspection pursuant to these rules, the inspector shall take care to avoid disrupting the contents of the locker or intruding unnecessarily into any scholar's written material located in the locker. In addition, as to written materials, the inspection will be kept to the minimum level necessary to determine that such material is not contraband or being used to conceal contraband.
7. **DISPOSAL OF CONFISCATED CONTRABAND:** The principal or designee may dispose of all contraband confiscated from lockers, as he / she deems appropriate. Options include return to the proper owner, place (unless it poses a threat to health or safety), or city police, use as evidence in a scholar discipline proceeding if possession of the contraband constitutes a ground for suspension or expulsion.
8. **LOCKER CLEANING:** Nothing in these rules shall affect members of the custodial staff, who at the direction of a supervisor, clean out lockers from time to time in accordance with a general housekeeping schedule or clean out the locker of a scholar no longer enrolled in the school.

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 Phoenix Charter Academy, and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time. Searches will be conducted with the respect of the privacy and interests of scholars to the fullest degree possible, but will also balance those concerns with our predominant interest in maintaining scholar safety and discipline. Searches will be reasonable in inception and scope; emergency situations notwithstanding, searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched scholar will be notified as soon as possible to inform them that a search of their scholar is about to or has just occurred. Should a scholar refuse to cooperate with a search request, the school will confiscate the property in question.

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 violent or explosive behavior will be required to meet with their PPM to assess Scholars' readiness to return to class and be safe by creating an action plan with the scholar.
- Adult supporters will be contacted to inform them of outburst and commitment for improvement.

- A scholar who exhibits 2 violent or explosive outbursts in class will be assessed for readiness to return to class and a meeting with an adult supporter will be requested for the following day.
- A scholar who demonstrates 3 violent or explosive outbursts in one quarter will be referred to the school Social Worker and Head of School / Director of School Culture.
- These staff members will make a recommendation for the scholar to receive outside support services that may include (but will not be limited to) counseling and supportive mentoring and request a meeting with an adult supporter.
- 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.

Class Disruption and Removal from Class

Providing a safe, thriving environment for scholars to learn and staff to work is our foremost priority at Phoenix Charter Academy. When a scholar's behavior escalates to the point that his or her safety is at risk or the safety and stability of the school community is jeopardized, he or she may be removed from the learning environment. Removal from the immediate environment may be a necessary first intervention before scholars can engage in further restorative processes to repair a relationship or harm done to the community. Phoenix relies on restorative processes such as harm circles, mediation, or family-group conferencing to respond to these disruptive behaviors in a restorative, non-punitive manner. We seek to address root causes of the harm, support accountability for the offender, and promote healing for the victim(s), the offender, and the school community.

An emergency removal may be used in the event a scholar demonstrates a pattern of disruptive behavior that impacts the safety and education of the individual and / or school community. Phoenix provides supported re-entry to scholars that emphasizes individualized support following an emergency removal or suspension. We strive to welcome young people back into the school community in a manner that incorporates community and school-based resources and promotes scholar accountability and achievement.

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.

Discipline Procedures for Scholars with Disabilities

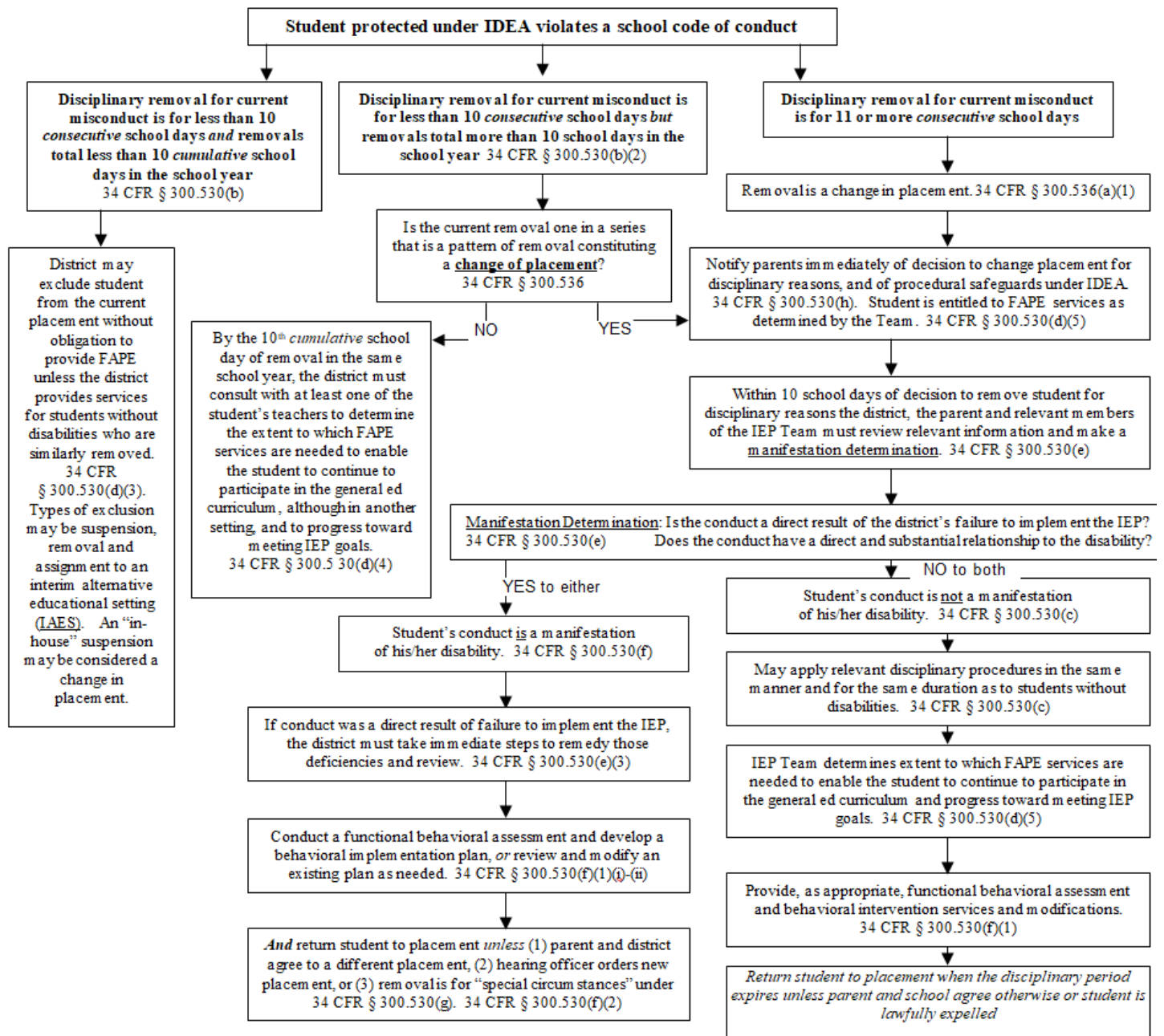
All scholars are expected to meet the requirements for behavior as set forth in this handbook. Chapter 71B of the Massachusetts General Laws, known as Chapter 766, requires additional provisions be made for scholars who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to discipline of special needs scholars.

Protections in the IDEA apply to scholars who have been found eligible for special education and to scholars for whom the school is deemed to have knowledge that the child might have a disability (i.e., scholars who have not yet been found eligible but the school had a basis of knowledge of a disability, including scholars who have been referred for initial evaluation). 34 CFR § 300.354

Beginning on the 11th school day of a scholars disciplinary removal during the school year, and if removal is a change in placement, the scholar must be provided free appropriate public education (FAPE) services during the period of removal to allow him / her to continue to participate in the general education curriculum and progress towards IEP goals, even if in a different setting. 34 CFR § 300.530(b) & (d).

If the conduct that the scholar is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may remove the scholar to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. 34 CFR § 300.530(g). The IEP Team must determine the IAES.

Although the following flowchart lays out the steps that a school district must take when disciplining a scholar with a disability, it is important to remember that at any point the parent and school district can agree to change a scholar's placement for disciplinary reasons. Agreements should be in writing, and signed by the school personnel and the parent.



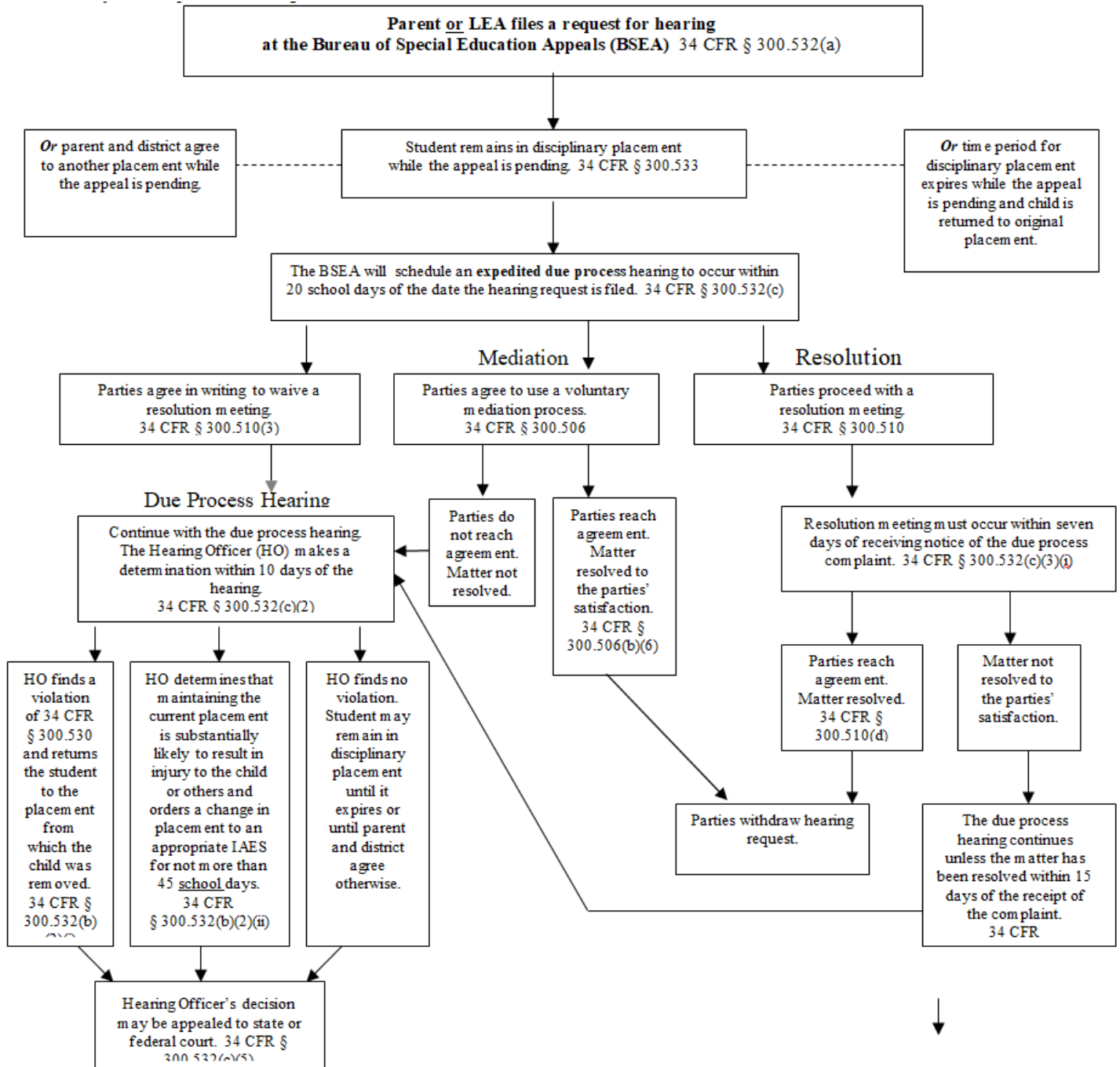
Appeals Process for Disciplinary Placement Decisions for Scholars with Disabilities

Who may file an appeal of a disciplinary decision?

A parent of a child with a disability who disagrees with any decision regarding the child's disciplinary placement, or the manifestation determination, may appeal the decision by requesting a hearing at the Bureau of Special Education Appeals (BSEA). Reasons for appeal may include but are not limited to disagreement with the student's removal to an interim alternative educational setting (IAES), disagreement regarding the manifestation determination, disagreement regarding the determination of whether the removal is a change of placement, disagreement regarding the educational services the student receives during the period of removal, and disagreement regarding

the functional behavioral assessment and / or implementation of a behavioral intervention plan. 34 CFR §§ 300.530-300.531.

An LEA that believes that maintaining the student's current placement is substantially likely to result in injury to the child or others may file a request for hearing at the BSEA.





Phoenix Charter Academy Policies

Notice of Student and Parent Rights Under G.L. c. 71§37H¾

This section governs all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by G.L. C.71 §§37H and 37H½, as detailed above.

In every case of student misconduct for which suspension may be imposed, the principal is required to exercise discretion in deciding the consequence for the offense; consider ways to re-engage the student in learning; and avoid using long-term suspension from school as a consequence until alternatives have been tried. The following document outlines student and parent rights when the principal is considering and/or decides to implement a removal from school as a consequence for student misconduct.

Students who are suspended under §37H¾ are entitled to receive educational services during the period of suspension or expulsion under Codman Academy's Education Service Plan, which is described below in Section D. If the student withdraws from the charter school and/or moves to another school district during the period of suspension, 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.

Notice of Suspension and Hearing under §37H¾

Unless the principal or his designee determines that an emergency removal is required (see Emergency Removals section below) or decides to implement an in-school suspension of ten or fewer consecutive days (and no more than 10 cumulative days per school year) (see In-School Suspension section below), the principal or his designee may not impose a suspension as a consequence for a disciplinary offense without first providing the student and the parent with verbal and written notice, and providing the student an opportunity for a hearing on the charge and the parent an opportunity to participate in such hearing.

The principal or his designee is required to provide this verbal and written notice to the student and the parent in English and in the primary language of the home if other than English, or other means of communication where appropriate. The notice must set forth the following information:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing; 22 (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with

the principal, the student's short and long term suspension hearing rights and the right to appeal the principal or his designee's decision to the Head of School (see Hearing Rights section below).

The principal or his designee is required to make and document reasonable efforts to notify the parent verbally of the opportunity to attend the hearing. The principal or his designee is presumed to have made reasonable efforts, and therefore may conduct a hearing without the parent present, if the principal or his designee has sent written notice (by hand delivery, first-class mail, certified mail, email, or any other method of delivery agreed to by the principal or his designee and parent) and has documented at least two attempts to contact the parent in the manner specified by the parent for emergency notification.

Hearing Rights

Head of School's Hearing Under §37H^{3/4} : Short-term suspension

Short-term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less.

The purpose of the hearing with the principal or his designee is for the principal or his designee to hear and consider information regarding the alleged incident; provide the student an opportunity to dispute the charges and explain the circumstances of the alleged incident; and determine if the student committed the disciplinary offense, and if so, the consequences for the infraction. At a minimum, the principal or his designee is required to discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student and parent both shall have an opportunity to present and offer information, including mitigating facts, that the principal or his designee should consider in determining whether other remedies and consequences may be appropriate. Based on the available information, including mitigating circumstances, the principal or his designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

The principal or his designee is required to provide written notification to the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal.

Please note that if the student is in grades pre-K through 3, the principal or his designee is required to send a copy of the written determination to the Head of School and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

The Head of School or designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

Head of School Hearing Under §37H¾ : Long-term suspension

Long-term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

The purpose of the long-term suspension hearing is the same as the purpose of a short-term suspension hearing. At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights during a long-term suspension hearing:

1. In advance of the hearing, the opportunity to review the student's record and the documents upon which the principal or his designee may rely in making a determination to suspend the student or not;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
4. the right to cross-examine witnesses presented by the school district; and
5. the right to request that the hearing be recorded by the principal or his designee, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the principal or his designee shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The principal or his designee shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the principal or his designee should consider in determining consequences for the student.

Based on the evidence, the principal or his designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his designee shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal or his designee and the parent. If the principal or his designee decides to suspend the student, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal or his designee;
3. Identify the length and effective date of the suspension, as well as a date of return to school;

4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. Inform the student of the right to appeal the decision of the principal or his designee to the Head of School or designee (only if the principal or his designee has imposed a long-term suspension). Notice of the right of appeal shall be in English and the primary language of the home if other than English, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - A. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Head of School within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Head of School an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - B. the long-term suspension will remain in effect unless and until the Head of School decides to reverse the determination of the principal or his designee on appeal.

If the student is in a public preschool program or in grades K through 3, the principal or his designee shall send a copy of the written determination to the Head of School and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

Head of School Hearing Under §37H^{3/4}

A student who is placed on long-term suspension following a hearing with the principal or his designee has the right to appeal the decision to the Head of School.

In order to appeal the decision principal or his designee to impose a long-term suspension, the student or parent must file a notice of appeal with the Head of School within five calendar days of the effective date of the long-term suspension (in the alternative, within five calendar days of the effective date of the long-term suspension the parent may request and receive from the Head of School an extension of time for filing the written notice for up to seven additional calendar days). If the appeal is not timely filed, the Head of School may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Head of School shall hold the hearing within three school days of the student's request, unless the student or parent requests an extension of up to seven additional calendar days, in which case the Head of School shall grant the extension.

The Head of School must make a good faith effort to include the parent in the hearing, and will be presumed to have made a good faith effort if he or she has attempted to find a day and time for the hearing that would allow the parent and Head of School to participate. The Head of School shall send written notice to the parent of the date, time, and location of the hearing.

The Head of School will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. An audio recording of the hearing will be made, a copy of which shall be provided to the student or parent upon request.

The student and parent shall have all the rights afforded them at the principal's hearing for long- term suspension, as detailed above in the sections entitled Head of School's Hearing under §37H³/₄: Short- term Suspension and Head of School's Hearing under §37H³/₄: Long-term Suspension.

The Head of School shall issue a written decision within five calendar days of the hearing. If the Head of School determines that the student committed the disciplinary offense, the Head of School may impose the same or a lesser consequence than the principal or his designee, but shall not impose a suspension greater than that imposed by the decision of the principal or his designee. The decision of the Head of School shall be the final decision of the school.

In-School Suspension Under §37H³/₄

The principal or his designee may use in-school suspension as an alternative to short-term suspension for disciplinary offenses.

The principal or his designee is required to inform the student of the disciplinary offense charged and the basis for the charge, and provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his designee determines that the student committed the disciplinary offense, the principal or his designee must inform the student of the length of the student's in-school suspension, which shall not exceed 10 days, cumulatively or consecutively, in a school year.

Notice of In-School Suspension

On the same day as the in-school suspension decision, the principal or their designee shall make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.



On the day of the suspension, the principal or their designee shall send written notification (by hand-delivery, certified mail, first class mail or email) to the student and parent/guardian including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent/Guardian Meeting

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such a meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his designee is unable to reach the parent after making and documenting at least two attempts to do so, such attempts shall constitute reasonable efforts for purposes of verbally informing the parent of the in-school suspension.

Phoenix Charter Academy Network Expulsion Policy

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

Scholars 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

Scholars 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

Scholars 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 scholar'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 scholar 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 scholar 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 scholar. At this informal hearing, the scholar (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 scholar'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:
 - a. Charges and a brief statement of the evidence;
 - b. Date, time, and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. Be represented by their parents, legal or other representative (at the scholar's / parent's own expense).
 - ii. Present evidence.

- iii. Confront and cross-examine witnesses.
- d. The hearing will be conducted by the Head of School.
- 3. If a scholar is charged with the misconduct detailed above, the scholar 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 scholar who has committed the misconduct detailed above.

The written determination will be sent to the scholar and parent / guardian and will include the following:

- a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- b. Set out the key facts and conclusions reached;
- c. Identify the length and effective date of the suspension/expulsion;
- d. Include notice of the scholar'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;
- e. Inform the scholar 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 scholar who has been expelled pursuant to MGL c. 71 §37H shall have the right to appeal the decision to the Chief of Schools. The expelled scholar shall have ten days from the date of the expulsion in which to notify the Chief of Schools in writing, of his or her request for an appeal. An appeal hearing will be scheduled before the Chief of Schools with the scholar and the scholar's parent / guardian within three calendar days of the scholar's request for an appeal. At the appeal hearing, the scholar 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 scholar has violated any provisions of this section. The Chief Academic Officer will render a written decision on the appeal within 5 days. Such a decision shall be the final decision of the school.

Appeals to Expulsions under §37H½

Any scholar who has been expelled pursuant to MGL c. 71 §37H½ shall have the right to appeal the decision to the Chief of Schools. The expelled scholar shall have five days from the date of the expulsion in which to notify the Chief of Schools, in writing, of his or her request for an appeal. An appeal hearing will be scheduled before the Chief of Schools with the scholar and the scholar's parent / guardian within three calendar days of the scholar's request for an appeal. At the appeal hearing, the scholar 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 of Schools shall have the authority to overturn or alter the decision of the Head of School. The Chief of Schools shall render a written decision on the appeal within five calendar days of the hearing. Such a decision shall be the final decision of the school.



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

Any scholar 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 scholar withdraws from the charter school and / or moves to another school district during the period of expulsion, the new school / district / district of residence shall either admit the scholar to its schools or provide educational services to the scholar under the new school or district's education service plan.



Phoenix Continual Education Services Policy

Any scholar 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 scholar and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any scholar 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 scholar of the opportunity to receive education services at the time the scholar is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the scholar'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 scholars protected by the Individuals with Disabilities Education Act or IDEA, educational services that allow the scholar to progress through the general education curriculum and to progress toward his / her IEP goals will be provided if the scholar has been suspended / expelled for more than 10 cumulative days in a school year. 34 CFR 300.530(d).

Phoenix Technology Policy

Phoenix Charter Academy scholars are NOT allowed to:

- Enter into or initiate an Internet chat session using Messenger, chat groups, 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 Phoenix Charter Academy;
- 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 websites 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 emails (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 Phoenix Charter Academy 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 (Phoenix Charter Academy scholars 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:

Phoenix Charter Academy defines “Bullying” as the repeated use by one or more scholars 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.

Scholars who participate in bullying will immediately receive consequences perhaps as severe as suspension. Phoenix Charter Academy emphasizes that staff may be named the “aggressor” or “perpetrator” in a bullying report.

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 scholar for a perceived wrong. This includes any type of aggression or cyber response to an action by another scholar.

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 413.273.1236 or the Director of School Culture's voicemail at 413.273.1236.

Reports received by or shared by scholars:

Scholars 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, scholars can leave a message at the Head of school's voicemail at 413.273.1236 or the Director of School Culture's voicemail at 413.273.1236. Scholars may also anonymously fill out the attached form.

Anonymous Report of Bullying or Retaliation

Date: _____

Is victim a member of the Phoenix Charter Academy scholar community?

Is the perpetrator or accused a member of the Phoenix Charter Academy scholar 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 scholar'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 scholar (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 city and local Police Departments. Additionally, the school reserves the right to file charges against a scholar who endangers the school community.

Prevention:

In order to prevent further acts of bullying, all parents and adult supporters of scholars accused or targeted in bullying will be asked to reread the bullying policies and protocols of Phoenix Charter Academy. Next, parents will be given weekly updates as to their scholar'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, Phoenix Charter Academy 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 scholars who report bullying, anonymous reporting systems are in place.

Further, all scholars who feel threatened or triggered by bullying or harassment can request a meeting with the Director of School Culture and / or Social Worker.

Scholars 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.

Scholars at Phoenix Charter Academy 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:

Phoenix Charter Academy scholars 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 Phoenix Charter Academy Scholar Handbook, any scholar 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 scholar 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 scholar's permanent record.

Phoenix Charter Academy views retaliation against a target for disclosure, another and more egregious incident of bullying. Therefore, scholars 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 scholar(s), the aggressor scholar(s) and the appropriate family members of the involved scholar. 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 scholars on socio-emotional needs, depending upon the incident.

The targeted scholar 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 scholar needs. If the parent prefers an outside agency, Phoenix Charter Academy will make arrangements for the scholar to see a counselor or therapist at a neighboring agency. We currently have partnerships with three counseling agencies.

Aggressor scholars, 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 scholars 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 scholars 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 Scholars:

All Phoenix Charter Academy scholars 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. Phoenix Charter Academy 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 scholars.

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 Phoenix Charter Academy staff and reporting incidents to Phoenix Charter Academy staff;
- Reinforcing Phoenix Charter Academy'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 Phoenix Charter Academy's prevention plans.

Further, since parents are integral to the reintegration and rehabilitation of both targets and accused, they will be communicated with regularly through the advisor. Phoenix Charter Academy 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 Phoenix Charter Academy 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(l); 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 Phoenix Charter Academy on the basis of race, sex, color, religion, national origin, gender identity, or sexual orientation as required by M.G.L. c. 76, § 5. Phoenix Charter Academy 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 the Head of School, Title IX and 504 Coordinator, at 413.273.1236.



Phoenix Grievance Policy

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

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

Substance Abuse Policy (c. 71 s. 37H)

Discipline

(a) Any scholar 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 scholar who is charged with a violation of paragraph (a) shall be notified in writing of an opportunity for a hearing; provided, however, that the scholar 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 scholar who has been determined by the Head of School to have violated paragraph (a).

(c) Any scholar who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled scholar shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The scholar 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 scholar 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 scholars 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 scholar 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 scholars 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 Scholar Arrests (CH 71 §37H½) 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 scholar with a felony or upon the issuance of a felony delinquency complaint against a scholar, the Head of School or headmaster of a school in which the scholar is enrolled may suspend such scholar for a period of time determined appropriate by said Head of School or headmaster if said Head of School or headmaster determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The scholar 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 scholar shall have the right to appeal the suspension to the superintendent. The scholar 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 scholar and the scholar's parent or guardian within three calendar days of the scholar's request for an appeal. At the hearing, the scholar 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 scholar. 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 scholar 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 scholar is enrolled may expel said scholar if such Head of School or headmaster determines that the scholar's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The scholar shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The scholar 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 scholar shall have the right to appeal the expulsion to the superintendent. The scholar 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 scholar and the scholar's parent or guardian within three calendar days of the expulsion. At the hearing, the scholar 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 scholar. 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 scholar under this section shall continue to provide educational services to the scholar during the period of suspension or expulsion, under section 21 of chapter 76. If the scholar moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the scholar to its schools or provide educational services to the scholar 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 scholar organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any scholar 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 scholar or other person, or which subjects such scholar 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. §18. 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. §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 scholar group, scholar team or scholar 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 scholar group, scholar team or scholar 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 scholar groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated scholar 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 scholar 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 scholar groups, teams or organizations and to notify each full time scholar 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 scholar handbook or similar means of communicating the institution's policies to its scholars. 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.



Phoenix Charter Academy Restraint Policy and Procedures

I. General Information

Phoenix Charter School Network seeks to promote a safe and productive workplace and educational environment for its employees and students. In accordance with the Code of Massachusetts (603.C.M.R. 46.00), the law governing the use of physical restraint on students in public schools, the Phoenix Charter School Network seeks to ensure that every student in the Phoenix Charter School Network is free from the use of restraint in a manner that is not consistent with these state regulations. **PHYSICAL RESTRAINT SHALL ONLY BE USED IN EMERGENCY SITUATIONS AS A LAST RESORT, AFTER OTHER LAWFUL AND LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE, AND WITH EXTREME CAUTION.** See 603 C.M.R. 46.01(3).

School personnel shall use physical restraint with two goals in mind:

1. To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
2. To prevent or minimize any harm to the student as a result of the use of physical restraint. 603 C.M.R. 46.01(3)a&b.

Further nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00), the Phoenix Charter School Network Physical Restraint Policy and/or Administrative Procedures and Guidelines shall be construed to limit the protection afforded to publicly funded students under other federal and state laws, including those laws that provide for the rights of students who have been found eligible to receive special education services. Additionally, nothing in the Code of Massachusetts Regulations (603 C.M.R. 46.00), the Phoenix Charter School Network Physical Restraint Policy and/or Administrative Procedures and Guidelines precludes 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. 603 C.M.R. 46.01(4).

II. Methods for Preventing Student Violence, Self-Injurious Behavior, and Suicide, including De-Escalation of Potentially Dangerous Behavior Occuring Among Groups of Scholars or with individual scholars

A. School-Level Supports

Providing scholars with relentless support is the second pillar of the Phoenix Mission. Phoenix works to anchor all school practices in Positive Youth Development and utilizes a combination of Tiered Interventions (PBIS) and Restorative Practices to help scholars meet school wide expectations.

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 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.

Positive Youth Development - Phoenix's mission is based on unwavering belief in all young people. In order to bring this belief into daily school practice, Phoenix pursues the five tenets of positive youth development in all aspects of school programming.

Phoenix Core Values

Always Be Safe
Always Be Respectful
Always Be Ready to Learn

Tiered Interventions - PBIS (Positive Behavior Interventions and Support)

Phoenix utilizes a Tier system (Tier 1, 2, 3) to help scholars identify actions and habits that promote academic success and social emotional wellbeing as well as help change actions and habits that are currently acting as barriers to scholars set goals of graduation and beyond. The Tier system sets clear structures for how staff will teach, prevent, respond, and support scholars to encourage positive decision making skills inside and outside of school.

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| Tier1 | Tier 2 | Tier3 |
|---|--|---|
| All scholars Restorative School Climate | Some scholars Restorative Discipline | Few scholars Re-Entry and Restorative Healing |
| A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support scholars in developing social and emotional skills. | After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that scholars are held accountable and take ownership over the process of repairing harm. | In the most serious incidents of harm or conflict, restorative practices ensure that scholars who have been removed from the classroom or school are welcomed back into the community. When needed, intensive one-on-one interventions promote healing. |
| Practices that support Tier 1: | Practices that support Tier 2: | Practice that support Tier 3: |
| <ul style="list-style-type: none"> - Restorative Mindsets - Restorative Language - RTalking Circles | <ul style="list-style-type: none"> - Restorative Conversations - Peer Conference / Peer Mediation | <ul style="list-style-type: none"> - Re-Entry Procedures - Restorative Conferencing |

- Restorative Conversations

- Peace / Harm Circles
- Skill Building Alternative to
Suspension

Tier 1: (All school) Culturally Responsive Environment; Classroom Strategies with Accommodation Plan; Restorative Mindset, Approach and Practices:

Tier 1 community mindset and culture building practices are observed by the whole school community to establish, maintain and practice guidelines that become school wide agreements based on shared community values (community, resilience, rigor, relentlessness, ownership, success, and self-sufficiency). These collaborative practices extend from the Restorative, relational “with” model and provide a proactive approach to school safety, communal culture and collective responsibility. Measures within this tier are preventative and celebrate identity, build character, appreciate backgrounds, seek understanding for behavioral causes and build a healthy, positive mindset through positive youth development and faculty supports. Coaches and faculty members promote classroom practices that have clear procedures, rituals and routines that observe trauma informed practices; there is identified Restorative Circle practice culture within classes and throughout the community; and a safe environment created through the investment of all community members.

Tier 2: Intensified Classroom and Small Group Interventions, Restorative Mindset, Conferencing, Counseling and Consensus:

Tier 2 responsible interventions are supported by the whole school community but coordinated by administration and scholar success team members. The facilitation of the practices associated with this tier extend the relational “with” model and our dedication to communal culture and collective responsibility but add and emphasize the element of problem solving. Collaborators in these efforts seek foremost to repair relationships, resolve minor and persistent conflicts between community members, and manage difficulties and disruptions to classrooms and the whole school community. Measures within this tier are responsive and involve reasonable skill level to facilitate since more time, some planning and formal follow up is included. Tier 2 Circle practice includes but is not limited to: harm Circles, whole class problem solving Circles, restorative conferences, scripted questions, and peer councils.

Tier 3: High-Risk Individual Interventions, Restorative Re-Entry:

Tier 3 responsive interventions seek resolutions as best as possible, through the management and coordination of school administration and the collaboration and cooperation of scholars, adult supporters and the whole school community. This tier involves processing more serious incidents and issues. The facilitation of the practices associated with this tier further extends the relational “with” model and our dedication to communal culture and collective responsibility by greatly emphasizing the elements of strategic problem solving, reintegration and safety. School community leaders engage in a formal collaborative process that involves more time, planning and formal follow up. Highly skilled and licenced individuals facilitate and mediate incidents, harm and miscommunications, in cooperation that honors and respects all parties. Tier 3 Restorative practice includes but is not limited to: harm Circles, whole class problem solving Circles, restorative conferences, re-entry Circles, scripted questions, consensus agreements, peer councils, and PPM supports.

Restorative Practices Tiers

| | Tier 1: (All school) Culturally Responsive Environment; Classroom Strategies with Accommodation Plan; Restorative Mindset, Approach and Practices | Tier 2: Intensified Classroom and Small Group Interventions, Restorative Mindset, Conferencing, Counseling and Consensus | Tier 3: High-Risk Individual Interventions, Restorative Re-Entry |
|--|--|--|---|
| Social / Emotional Learning | Embedded in teaching; explicit Social Emotional Learning SEL instruction; culturally responsive teaching methods, cultural proficiency, Modeling from adults, SEL youth and adults practice SEL skills competencies | Scholar and Adult Self to inform targeted plan and support focusing on building relationship and re-establishing trust | SEL guides intervention process and supports development of resilience, empowerment and communication skills |
| Mental & Physical Health | Screening prevention and wellness promotion; physical education and healthy school environments | Group Counseling; support to staff and family; coordinated referral process with follow up; monitoring health education screenings | Crisis counseling; individual support medical, dental, vision services |
| Positive Behavior Interventions and Supports | Supports; school wide behavioral guidelines, agreements and expectations; acknowledgement of positive behavior; data based planning | Self-monitoring behavior contracts; small group social skills (Sankofa, Bese-Saka, Jovenes Nobles) | Cognitive behavioral therapy / counseling; wrap-around and other parent focused assistance; inter-agency services (Roca) |
| Restorative Justice (mindset, practices and approach) | Community building Circles; Restorative chats, data based planning; adult supporter contact (phone, email, or text), verbal redirection to guidelines or agreements; role play of values and community cultural practices; written reflection; Circle practice (exploration of values), guideline establishment - reference to school wide values; routines and rituals that acknowledge guidelines; interest based groups; clubs; mentoring programs, Sankofa, Bese Saka, Non-violent communication | Conferencing; problem solving Circles, Circle Back, adult supporter notification; check-in / check-out; mentoring; peer mediation; referral to SST, IEP Team supports, school counselor, after school, pro-social recreational activity; community service, Conflict resolution, talking Circles, Referral to SST; Positive Behavior support Plan, Referral to community based organization, Social Skills group, Sankofa, Bese Saka, Jovenes Nobles | Family group conferencing and counseling, re-entry process, community conferencing, peer counsel hearing, consensus agreement, behavior support plan, follow up, point people, healing Circles, follow-up Circles, Scholar Success Teams, schedule change, loss of privileges; chance to earn, reparations, offended / offender mediation, social skills group, 504 assessment, |

| | | | |
|-------------------------|--|--|--|
| | | | Daily behavioral contract support, conflict mediation, reprimand by admin, In-school suspension, revision of IEP |
| Community Values | Community, Resilience, Rigor, Relentlessness, Ownership, Success, and Self-Sufficiency | | |
| Competencies: | 1) Read Critically 2) Learn from Past 3) Lead Inquiry 4) Develop and Sustain Self-Knowledge, Wellness and Self-Love 5) Express Oneself Boldly 6) Reason Quantitatively 7) Build Community 8) Navigating Conflict 9) Use Tools Skillfully | | |

Restorative Discipline in the Classroom and School

As we continue to foster Restorative Practice as a critical element of school culture across the entire community, it will be equally important for teachers to embrace Restorative Practice as a mindset that guides the way they interact with scholars and manage their classrooms. The natural progression of Restorative Practice establishes that while restorative conferences and harm circles will require more planning and trained facilitation, all teachers can implement foundational, community building practices that create a restorative environment in their classrooms that helps scholars develop the skills they need to participate in both Restorative Practice and academic instruction.

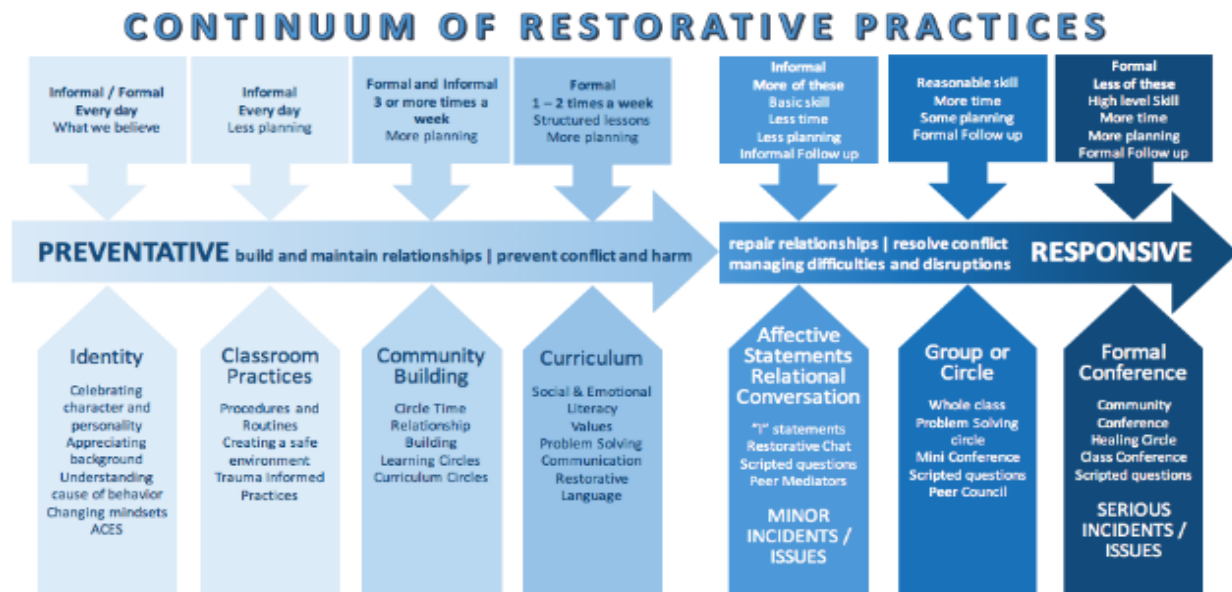
We can consult and rely on three systems of Restorative Practice at Phoenix Charter Academy to guide our planning and implementation of a restorative and culturally responsive culture across all learning environments: 1) The Multi-Tiered System of Support; 2) The Continuum of Restorative Practice, and 3) The Scholar Discipline and Intervention Matrix. Each of these systems work in conjunction with one another to establish a school wide program of Restorative Practice that supports scholars and staff in the classroom and across the school.

Teachers and staff members can utilize elements of each of these systems to foster a restorative culture in the classroom and create a community of support and accountability. As you review each of these components through the rest of this section, the following essential questions can serve as a road map to help you think about what you will need to emphasize and introduce early on in your classrooms to foster the restorative culture you seek to build:

1. *What can I do every day in my classroom to build community, celebrate diversity, and affirm my scholars' identities?*
2. *How do I participate in more responsive restorative approaches to ensure all scholars feel welcome in my classroom community?*
3. *How do I rely on support from administration and the Scholar Success Team to build bridges and establish differentiated, individualized support for scholars when they test boundaries?*

Continuum of Restorative Practice Adapted from Wachtel and McCold 2001

In the context of schools Restorative Practices is based on proactive, community building that strengthens culture and climate between and among teachers, scholars, adult supporters and administration. Restorative Practices, including Circles, are a great tool for classroom learning and management, and will increase trust within the school community. Using RJ to address conflict shifts away from punitive responses like suspension and exclusion to approaches that foster healing and help scholars and staff address underlying causes of harm. Utilizing RJ philosophy and practices in schools can lead to lower rates of truancy and suspension, and higher rates of scholar achievement and graduation.



Adapted from Wachtel and McCold 2001

Restorative Practices can be implemented as a preventative method for community harm. The continuum above indicates areas of culture Restorative Practices may be applied and recommend how often to engage in these practices. When school relationships warrant a response, the goal is to address the harm, resolve the conflict and restore the relationship.

Restorative Practices

In the event that scholars misbehave and do not abide by the principles outlined in the Guidelines for Behavior, Phoenix Charter Academy will use the "restorative practices" approach to discipline. Restorative practices are grounded in "restorative justice," a new way of looking at wrongdoing that focuses on repairing the harm done to people and relationships rather than on punishing offenders. Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. The most critical function of restorative practices is restoring and building relationships. Scholars, and Staff must meet with those they have wronged, explore what happened, and make necessary amends. The restorative practices process can happen in groups as small as three and as large as a whole class. Phoenix Springfield has long utilized circles as a way to restore breaks in relationships, and is

increasingly a school that utilizes restorative practices more expansively. Restorative practice is about strengthening and building relationships and social connections to promote accountability and responsibility and to repair harm when relationships break down through wrongdoing, mistakes and misunderstandings.

Restorative Practice Principles

1. Restorative Practices focuses on harms rather than rules or persons and the consequent needs of victims (affected by harm), and communities.
2. Restorative Practices addresses obligations of the offender (inflicting the harm) resulting from those harms, as well as the community's obligations to both victims and offenders.
3. Restorative Practices uses inclusive, collaborative processes.
4. Restorative Practices involves all individuals (victims, offenders, adult supporter, scholars, staff, and faculty) who have a legitimate stake in a given situation.
5. Restorative Practices seeks to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

The Goals of Restorative Practice

1. Phoenix will be a safe, friendly and enjoyable learning environment.
2. Phoenix will foster an environment where everyone feels valued, respected, and included.
3. Phoenix will be a school where scholars are motivated to learn and faculty and staff enjoy meaningful and fulfilling work

The Restorative Practice Process

The Restorative Practice Process (RPP) is designed to incorporate the principles, concepts and goals of restorative practices in practicing discipline at Phoenix Charter Academy. While the process outlined below is designed to provide a "map" for how PPM, scholars and staff should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community, all are advised to use their discretion in each individual instance as to what is restorative, respectful and appropriate in each individual instance. Thus, the RPP outlined below is a guide for decision-making, not a hard and fast set of rules.

The Respect Agreement

At the beginning of the school year, each teacher will lead his / her class in the development of a "Respect Agreement" for the class. The Respect Agreement's purpose is to have scholars and teachers agree as to the guidelines for behavior that will create a safe, cooperative and constructive classroom setting. The Respect Agreement will address the following four areas of behavior:

- Scholars respecting themselves and other scholars;
- Scholars respecting teachers and adults in the school;
- Teachers respecting scholars;
- Scholars and teachers respecting school facilities and equipment.

Respect Agreements must also include school rules outlined in this code of conduct. Once it is developed, Respect agreements are posted in a place in the classroom that is visible to all in the room.

In Class Issues

As issues of misconduct arise in class, teachers will seek to handle the misconduct by reminding scholars of their need to follow school guidelines by offering scholars constructive reminders. If scholars admit their infraction and immediately seek to correct their behavior, the scholar and the teacher will celebrate the resolution of a problem behavior, and the incident will be considered resolved. If the incident involves a single scholar, the teacher will seek to handle the issue in a one-to-one session with the scholar. If the infraction involves a group of scholars or the entire class, the teacher will handle the issue in class using an appropriate method, such as a class circle.

Respect Agreement Issues

If the teacher's attempt to use a constructive reminder does not resolve the issue, teachers and scholars will refer to the class Respect Agreement for guidance. Teachers will remind scholars of their prior agreement, the reasons behind the Respect Agreement, and how the behavior in question violates that agreement. Scholars are then invited to discuss the issue until a mutually agreed upon resolution is reached. While the decision to handle scholar misconduct issues in class shall ultimately be up to the teacher, common in class issues might include things such as:

- Disruptive or inappropriate behavior in class
- Failure to complete responsibilities
- Disrespect of teacher and / or other scholars
- Sleeping or eating in class (according to teacher's discretion)
- Excessive playfulness in class
- Overt signs of sexual affection
- Academic honesty
- Minor dress code violations (e.g. wearing a hat, etc)
- Bathroom misconduct or failure to follow procedure
- Raising one's voice in a verbal conflict

Conferencing and Circles

If the incident involves a scholar and a teacher, and an appropriate resolution has not been reached, the teacher or scholar can then refer the scholar to the Director of School Culture or a member of the PYD staff for a restorative conference. If the incident involves a number of scholars, the Director of School Culture may choose to hold a restorative circle with scholars and adults involved in the incident. Who to include in the conference or circle will be up to the discretion of the Director of School Culture. While the decision to refer to the Director of School Culture will be up to the teachers or scholars, common conferencing and circle issues might include the following:

- Repeated Failure to follow dress code
- In class possession of electronic devices (cell phones, iPods, computers, etc) not being used in the learning process
- Lying to Advisors or other staff

- Bullying behavior toward Advisors or other scholars
- Throwing objects at anyone at anytime
- Loitering in the hallways, not having a hall pass or leaving class without permission.
- Littering anywhere on school grounds – inside or outside.
- Eating in class without adult permission or supervision.
- Unexcused absences, lateness or cutting class
- Disrespectful or abusive language or gestures
- Repeated offenses of in-class issues mentioned above
- Repeated academic issues not resolvable in class

In the conference or circles, the four restorative questions will be discussed:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you have done? In what way?
4. What do you think you need to do to make things right?

When the incident in question inflicted harm on another person, four additional questions will be asked on behalf of the person(s) harmed:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

In the course of discussion, a resolution will be reached, with appropriate consequences for the person committing the offense or inflicting the harm decided by all parties involved.

- A written restorative agreement will be placed in the scholar's file. In the event that it is determined that the restorative action chosen includes some kind of community service component, the following guidelines will be followed.
- The community service will be conducted in conjunction with a restorative conference involving all persons affected by the scholar misconduct. Affected persons may include staff, faculty, school leader, other scholars, community members, law enforcement officials, and the offender's family members.
- The participants in the conference will be determined by the RPC in consultation with the offender and primary victims of the misconduct. The restorative conference shall be facilitated by the Director of School Culture. The nature of the community service performed shall be related to the nature of the offense (e.g. vandalism would include repairing and / or paying for damage done) and shall be determined in the context of the restorative conference.
- The School Leader and / or other designated personnel shall oversee the fulfillment of the community service performed and shall document the nature of the service, and the beginning and completion dates. Both the RPC and the offender will sign the document, and it shall be placed in the scholar's file. The scholar will then be released from any further obligations to community service, and a message shall be sent by the School Leader to the victim(s) and other affected parties indicating that the offender had fulfilled the obligations of his / her community service.

Taking a Break from the Community

In those instances where the person(s) committing the misconduct or inflicting the harm does not agree to be restored, he or she will be asked to take a temporary break from the community, and not come to school for a period of one to three days. Prior to being asked to take a break, the scholar will be asked to think about the reasons for his temporary suspension from the community, and to write a 1-3 page paper addressing the four restorative questions (above). When the break time is over, the Director of School Culture will meet with the scholar and his / her parent(s) to review what the scholar has written, and to discuss appropriate measures for restoring the offending scholar to the community. Depending on the nature of the misconduct or harm done, the scholar may be asked to take additional actions in order to be fully restored. Once those actions are completed, the scholar will be formally welcomed back into his / her classroom as a full participant after a re-entry circle. During the time away from school, the scholar is also responsible to complete any assignments that would be due during his / her time away.

Grievance Procedures

A grievance is another name for a complaint. A scholar grievance exists when it is alleged that the scholar has been treated unfairly or has not been afforded due process. The following persons or groups of persons may use the grievance procedures:

1. Scholars or groups of scholars
2. Parent(s) / guardian(s) of a scholar
3. Groups of parent / guardians of scholars

When the grievance procedure is used, these steps shall be followed:

1. The grievant shall request, in writing, a conference with the person(s) who allegedly treated the scholar unfairly within three (3) school days of the alleged incident.
2. A conference shall be held within four (4) school days after the request.
3. If the conference does not resolve the complaint, the grievant may file a written appeal with the Director of School Culture within three (3) days of the conference.
4. The Director of School Culture shall resolve the appeal by investigating the situation, reviewing the appeal / records, and / or scheduling a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five (5) days following the investigation / conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the school leader's decision is final.
5. If the decision at the school leader's level is not acceptable and the consequence will result in out-of-school suspension or expulsion, the school leader's decision may be appealed to the Head of School. A grievant wishing to appeal the school leader's written decision must file a written appeal with the Head of School no later than five (5) school days from the date of the school leader's written decision.
6. The Head of School shall resolve the appeal by investigating the situation, reviewing the written appeal / records, and / or will schedule a conference to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a decision in writing within five (5) school days following the investigation / conference.

7. The decision of the Head of School shall be the final decision of the school. A copy of the decision shall be sent to the parties involved within ten (10) school days following the hearing.

B. Interventions and Alternatives 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 as a last resort 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:

1. Active listening
 2. Use of a low non-threatening voice
 3. Limiting the number of adults providing direction to the student
 4. Offering the student a choice
 5. Not blocking the student's access to an escape route
 6. Suggesting possible resolutions to the student
 7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)
 8. Verbal prompt - A verbal prompt is communicating what is expected behavior by clearly stating instructions and expectations.
- use of physical restraint, include but are not limited to, the following:

C. General De-Escalation Guidelines

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

1. Remain calm –To possibly help prevent the likelihood of a student experiencing distress from escalating their behavior use a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. 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.
3. One Person Speaks - In order to minimize the likelihood of confusion and/or the likelihood of a student experiencing distress from escalating their 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.

4. 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.
5. 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.

D. In an Emergency Situation

School staff are to act in a manner to ensure the safety of the individual as well as other students and personnel. The school staff responding to the emergency situation, should adhere to the requirements of the Cambridge Public Schools Physical Restraint Policy and these administrative guidelines and only use a physical restraint as a last resort and with extreme caution **AFTER OTHER LAWFUL AND LESS INTRUSIVE ALTERNATIVES HAVE FAILED OR BEEN DEEMED INAPPROPRIATE**. In other words, staff should first attempt to verbally redirect the student. If this does not stop or prevent the student from danger, the staff member should attempt to block the student by taking a supportive stance first to prevent them from entering any dangerous situation, such as running into the street or jumping from a high place. If the individual is unable to be blocked; the staff member should then administer or attempt to hold the student from danger until emergency assistance or help arrives. This includes, but is not limited to, any one of the approved control CPI positions.

III. Methods for Engaging Adult Supporter and Youth in Discussion about Restraint Prevention and Use of Restraint Solely as an Emergency Procedure

Heads of School should provide all families and students with information about behavioral supports and restraint prevention efforts that are utilized within their school. Additionally, Heads of Schools are expected to follow these administrative procedures with respect to identifying students who may be at risk of restraint and work with the student and their family along with the Director of School Culture and School Social Worker, and if applicable, Network Director of Special Education and English Language Development, to identify and work on behavioral supports to prevent restraint from occurring. If a student is restrained, Heads of School are expected to follow these administrative procedures with respect to engaging the student and their family about the use of the restraint, the report regarding the restraint, any disciplinary sanctions that may be imposed and/or any other related matters. Additionally, the Director of School Culture and School Social Worker also should follow up with the student and their family regarding behavioral supports.

IV. Phoenix Charter Academy Network's Physical Restraint Procedures

A. Definitions

“Consent” shall mean agreement by an adult supporter who has been fully informed of all information relevant to the activity for which agreement is sought, in their native language or other mode of communication, that the adult supporter understands and agrees in writing to the carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom.

“Physical restraint” shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. The term physical restraint does not include prone restraint, mechanical restraint, or medication restraint. Additionally, physical restraint does not include: providing brief physical contact, without force, to promote student safety or limit self-injurious behavior, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

“Mechanical restraint” shall mean the use of a physical device to restrict the movement of a student or the movement or normal function of a portion of their body. A protective or stabilizing device ordered by a physician or related services professional and used for the specific and approved protective or positioning purpose for which the device is designed shall not be considered a mechanical restraint. **The use of a mechanical restraint is prohibited.** Examples of such devices include, but are not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow greater freedom of mobility than would be possible without the use of such device or mechanical supports, vehicle safety restraints when used as intended during transport of a student in a moving vehicle, restraints for medical immobilization or orthopedically prescribed devices that permit a student to participate in activities without the risk of harm.

“Seclusion” shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented, or reasonably believes they will be prevented, from leaving. **The use of seclusion is expressly prohibited.**

“Medication restraint” shall mean the administration of medication for the purpose of temporarily controlling behavior. **The use of medication restraint is prohibited.**

“Prone restraint” shall mean a restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. **The use of prone restraint is expressly prohibited.**

B. Determining When to Use a Physical Restraint

If all other less intrusive alternatives have failed or been deemed inappropriate to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among a group of students or with an individual student, **a physical restraint may be used as a last resort. In other words, a physical restraint can only be used as a last resort in an emergency when a student's behavior poses a threat imminent, serious physical harm to themselves or others, and the student does not respond to verbal direes or other lawful and less intrusive behavior interventions, or such interventions are deemed inappropriate under the circumstances.** Any physical restraint shall be limited to the use of such reasonable force as is necessary, for the least time necessary, to protect a student or another member of the school community from assault or imminent, serious, physical harm. A physical restraint may only be administered by school personnel who have been properly trained in the use of physical restraint.

C. Prohibitions on Use of a Physical Restraint

The following practices are expressly prohibited:

- i. use of restraint inconsistent with the provisions 603 C.M.R. 46.00;
- ii. use of physical restraint as a means of discipline or punishment, as a response to the destruction of property or disruption of school order, as a response to a student's refusal to comply with a school rule or staff directive, or as a response to verbal threats when those actions do not constitute a threat of imminent, serious, physical harm;
- iii. use of prone restraint;
- iv. use of mechanical restraint;
- v. use of medication restraint;
- vi. use of seclusion;
- vii. use of restraint when a student cannot be safely restrained;
- viii. continued use of restraint when a student indicates that they cannot breathe, or appears to be in severe distress (including but not limited to: difficulty breathing, sustained or prolonged crying and coughing);
- ix. use of restraint when it is medically contraindicated for reasons including but not limited to asthma, seizures, cardiac condition, obesity, bronchitis, communication-related disabilities or risk of vomiting;
- x. use of restraint as a standard response for any individual student;
- xi. inclusion of the use of restraint in a written behavior plan or individualized education program as a standard response for any individual student.

For students who present with repetitive self-injurious behaviors, principals/heads of upper schools may propose to the

parent/guardian/caregiver a separate written agreement for the use of restraint on an emergency basis over a limited and specified period of time. In such cases the plan must include detailed reporting to the parent/guardian/caregiver on the frequency of the use and duration of restraints, and the specific time period over which the use of physical restraint will be reduced and eliminated. The principal/head of upper school shall obtain the parent/guardian/caregiver's written consent to the plan prior to implementation.

- xii. use of restraint in a manner inconsistent with this school district's physical restraint policy and these administrative guidelines and procedures.

D. Proper Administration of a Physical Restraint

Only trained school personnel shall administer physical restraints. Trained school personnel are those individuals who have received either the in-depth training in Section V(B).

Whenever possible, the administration of the physical restraint shall be observed by at least one adult who does not participate in the physical restraint. When administering a physical restraint, school personnel shall use only the amount of force necessary, for the least time necessary, to protect the student and/or a member of the school community from assault or imminent, serious, physical harm. Additionally, school personnel administering a physical restraint shall use the safest method available and appropriate to the situation in accordance with the safety requirements detailed below in subsection E, and shall discontinue the restraint as soon as possible. Floor and prone restraints are prohibited.

It should be noted, however, that the training requirements of the Phoenix Charter School Network Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, which are detailed below, shall not preclude a teacher, employee or agent of the school from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm. 603 C.M.R. 46.05(1). A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm. 603 C.M.R. 46.05(2).

E. Safety Requirements

No restraints shall be administered in such a way that a student is prevented from breathing or speaking. During the administration of a restraint, school personnel shall continuously monitor the physical status of the student, including skin temperature and color and respiration. Additionally, restraints shall be administered in such a way as to prevent or minimize physical harm. **If, at any time during a physical restraint the student expresses or demonstrates significant physical distress, including but not limited to**

difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

If it appears that a student may be restrained for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the Head of School **before** continuing the restraint for more than twenty (20) minutes. Approval can only be given by the Head of School and when the Head of School is not on site at the school, approval can only be given by the Director of School Culture or the Head of School's designee for the day or period of the day that the Head of School is not on site at the school. Before making a decision to extend the restraint for the student, Head of School must be informed of critical details regarding the restraint of the student, including, but not limited to:

1. the type of restraint; and
2. the student's behavior and condition during the restraint.

The Head of School must consider these critical factors so that they can determine whether continued use of the restraint is justified based on the student's continued agitation. If the Head of School determines that the continued use of the restraint is justified based upon the student's continued agitation, the report form at **Tab B** needs to be completed by the staff person who seeking the extension, signed by both the staff person and Head of School and a copy of the report provided to the Chief Academic Officer of the Network by no later than three (3) school working days of the administration of the restraint as to the critical factors they were informed of and were considered in making the determination that the continued use of the restraint is justified based on the student's continued agitation. A copy of the report form is attached hereto at **Tab B**.

School personnel shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

School personnel should remember that at any time, school personnel should seek to contact the school nurse and emergency medical assistance if it appears that the student is demonstrating significant physical distress and it is the recommended best practice for school personnel to seek medical assistance when a student appears to be demonstrating or experiencing any physical distress as a result of a restraint.

Brief physical contact with a student by a school staff member in order to promote student safety solely for the purpose of preventing imminent harm to the student, for example, physically redirecting a student about to walk in front of a moving vehicle,

grabbing a student who is about to fall or breaking up a fight between students, is not consider a physical restraint. Staff who have brief physical contact with a student in order to promote student safety shall verbally inform the Head of School of any physical contact as soon as possible and by no later than the close of the school day on which the brief physical contact occurred and, by written report, no later than the next school working day after the brief physical contact occurred, for review of the event. The Head of School shall make reasonable efforts to verbally inform the student's adult supporter(s) of the brief physical contact within twenty-four (24) hours of the event and shall review the event with a review team in accordance with the procedures set forth below in Section G.

F. Procedures For Use of Time-Out As a Behavior Support Strategy

1. Use of Time-Out as a Behavior Support Strategy

The use of time-out is behavior support strategy when it is inclusionary. In other words, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistant Advisory SPED 2016-1 dated July 31, 2015, "when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom" while still "allowing the student to remain fully aware of the learning activities in the classroom." Types of inclusionary time-out practices that function as behavior support strategies include, but are not limited to, planned ignoring, asking students to put their head down, placing a student in a different location within the classroom that is not walled-off or otherwise separated from the classroom.

The use of time-out is exclusionary if, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistant Advisory SPED 2016-1 dated July 31, 2015, the time-out is "a staff-directed behavior support [that] should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom." It "should not be used for punishment for noncompliance or for incidents of misbehavior that are no longer occurring." School staff must be physically present with the student who is in an exclusionary time-out setting, including but not limited to, any student who is exhibiting self-injurious behavior. If the student poses a safety risk to staff and is not exhibiting self-injurious behavior, then, in those limited instances, the school social worker or other behavioral support professional must be immediately available to the student outside the entrance to the time-out setting where they can continuously observe and communicate with the student as appropriate to determine when the student is calm. A student is never to be locked in a room.

During an exclusionary time-out, a student shall not be involuntarily confined and must

be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The time-out shall cease as soon as the student has calmed or when thirty (30) minutes have passed, whichever event is earlier. The preference is for time-out to be implemented within a classroom. Any space utilized for time-out outside of a classroom must be a safe and calming environment as designated by the Head of School.

2. Process of Obtaining Head of School Approval for an Exclusionary Time-Out of More than Twenty (20) Minutes

If it appears that a student may be using time-out as a behavior support strategy for more than twenty (20) minutes based on the student's continued agitation, school staff must obtain the approval of the Head of School **before** continuing the time-out for more than twenty (20) minutes. Approval can only be given by the Head of School and when the Head of School is not on site at the school, approval can only be given by Director of School Culture or the Head of School's designee for the day or period of the day that the Head of School is not on site at the school. Before making a decision to extend the time-out for the student, the Head of School must be informed of critical details regarding the time-out of the student, including, but not limited to:

- a. the type of time-out; and
- b. the student's behavior and condition during the time-out.

The Head of School must consider these critical factors so that they can determine whether continued use of the time out is justified based on the student's continued agitation. If, as detailed in the Massachusetts Department of Elementary and Secondary Education's Technical Assistance Advisory SPED 2016-1 dated July 31, 2015, "[i]f it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond thirty (30) minutes has not helped the student to calm", then other behavioral support strategies should be attempted." If the Head of School determines that the continued use of the time-out is justified based upon the student's continued agitation, the report form at **Tab B** needs to be completed by the staff person who is seeking the extension. The report then needs to be signed by both the staff person and Head of School and a copy of the report provided to the Chief Academic Officer by no later than three (3) school working days of the administration of the time-out. The report needs to detail the critical factors the Head of School was informed of and were considered by them in making the determination that the continued use of the time-out was justified based on the student's continued agitation. A copy of the report form is attached hereto at **Tab B**.

G. Follow-up Procedures and Reporting Requirements

1. Follow-up Procedures

After a student has been released from a restraint, the school staff shall implement the follow-up procedures set forth below:

- a. Review the restraint with the student to address the behavior that precipitated the restraint;
- b. Review the incident with school personnel who administered the restraint to discuss whether proper restraint procedures were followed; and
- c. Follow-up for the students who witnessed the incident.

A detailed follow-up checklist is attached to these procedures and guidelines at Tab A for your reference.

2. Reporting Requirements

- a. Staff who administer a restraint shall verbally inform the Head of School of any physical restraint as soon as possible and by no later than the close of the school day on which the restraint was administered and, by written report, no later than the next school working day after the restraint was administered, for review of the use of the restraint. A copy of the reporting form is attached hereto at **Tab C**. If the Head of School administered the restraint, the Head of School shall prepare the report no later than the next school working day after the restraint was administered and submit it to the Chief of Schools and the Superintendent for review.
- b. The Head of School shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the Massachusetts Department of Elementary and Secondary Education or the student's adult supporter, upon request. A sample format for this record is attached to these procedures and guidelines at **Tab D**.
- c. The Head of School or their designee shall make reasonable efforts to verbally inform the student's adult supporter of the physical restraint within twenty-four (24) hours of the event, and shall notify the adult supporter by a written report sent either within three (3) working school days of the restraint to an email address provided by the adult supporter for communication about the student, or by regular mail postmarked no later than three school working days of the restraint. A written report form letter to adult supporter regarding the administration of a restraint is attached hereto at **Tab E**. This notice should be issued to the adult supporter in English and in the home language of the student.
- d. The Head of School shall provide the student and adult supporter an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

3. Individual Student Review Procedures

The principal/head of upper school shall conduct a weekly review of restraint data to

identify students who have been restrained multiple times during the week. If such students are identified the principal shall convene one or more review teams as the principal/head of upper school deems appropriate to assess each student's progress and needs. The assessment shall include at least, but not be limited, to following:

- a. review and discussion of the written reports submitted in accordance with 603 C.M.R. 46.06 and section IV of these administrative provides and guidelines and any comments provided by the student and parent/guardian/caregiver about such reports and the use of restraints;
- b. an analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;
- c. consideration of factors that may have contributed to the escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future; and
- d. an agreement on a written plan of action by the school.

If the Head of School participated in the restraint the Superintendent has designated that the Chief of Schools lead the review team's discussion. The review team should include the Chief of Schools, other two Heads of School, and Chief Operations Officer.

The Head of School shall ensure that a record of each individual student review is maintained and made available for review by the Massachusetts Department of Elementary and Secondary Education or the adult supporter of the student, upon request.

4. Administrative Review

The Head of School shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week or individuals involved, the number and duration of physical restraints school-wide and for individual students; the duration of restraints and the number and type of injuries, if any; resulting from the use of restraint. The Head of School shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction or prevention strategies, such as training on positive behavioral interventions and supports or take such other action as necessary or appropriate to reduce or eliminate restraints.

5. Report of Restraint-Related Injuries

When a restraint results in any injury to a student or a staff member, the Head of School shall send a copy of the written report required by 603 C.M.R. 46.04(4) along with a copy of the record of the school's physical restraints maintained by the Head of

School as required by 603 C.M.R. 46.06(2) and section G(3)(d) above, for the thirty (30) day period prior to the date of the reported restraint to the Massachusetts Department of Elementary and Secondary Education with a copy to the Superintendent of Schools. The report must be postmarked no later than three school working days of the administration of the restraint.

6. Annual Report of All Physical Restraints

All Heads of School shall work with the Chief of Schools and Chief Operations Officer to ensure the collection and annual report of data to the Massachusetts Department of Elementary and Secondary Education regarding the use of physical restraint in the manner and form directed by the Massachusetts Department of Education.

V. District's Training Requirements

A. For All Program Staff

Within the first month of each school year, the principal/head of upper school of each school shall provide all program staff with training on the Cambridge Public Schools Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used. Additionally, for all new school employees that are hired after the start of the school year, the principal shall within the first month of their employment provide the new employees with training on this Cambridge Public Schools Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines and requirements regarding when restraint is used.

The training shall consist of the following: (a) the role of the student, family and staff in preventing restraint; (b) the Phoenix Charter School Network's Physical Restraint Prevention and Behavior Support Administrative Procedures and Guidelines, including use of time out as a behavior support strategy distinct from seclusion which is prohibited; (c) interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances; (d) when behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration; (e) administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and (f) identification of program staff who have received in-depth training pursuant to 603 C.M.R. 46.04(3) in the use of physical restraint. See 603 C.M.R. 46.04(2).

B. For Staff Authorized to Serve As A School-Wide Resource on the Proper Administration of Physical Restraint

At the beginning of each school year, the Head of School shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Consistent with the Massachusetts Department of Elementary and Secondary Education's physical restraint regulations, the Phoenix Charter School Network recommends that such training be at least sixteen (16) hours in length with refresher training occurring annually thereafter.

The content of the in-depth training shall include, but not be limited to: (a) appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint; (b) description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted; (c) the simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance; (d) instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and (e) demonstration by participants of proficiency in administering physical restraint; and (f) instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological and social-emotional effects. See 603 C.M.R. 46.04(3)&(4).

VI. Complaint Procedures

A. Informal Resolution of Concerns About Use of Physical Restraint

Before initiating a formal complaint procedure, a student or their adult supporter who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by raising the issue with the Head of School. The student and/or their adult supporter should direct their concerns regarding a specific use of a physical restraint to the Head of School within ten (10) days of the adult supporter's receipt of the written report from the school detailed above in Section IV(F)(2). The Head of School shall attempt, within their authority to work with the individual to resolve the complaint fairly and expeditiously. If the student and/or their adult supporter is not satisfied with the resolution, or if the student and/or their adult supporter does not choose informal resolution, then the student and/or their adult supporter may proceed with the formal complaint process detailed below in Section VI(B).

B. Formal Resolution of Concerns About Use of Physical Restraint

A student or their adult supporter who has concerns regarding a specific use of a physical restraint, may seek to resolve their concerns regarding a specific use of a physical restraint by submitting a written complaint to the Chief of Schools. The student and/or their adult supporter should submit this letter to the Chief of Schools within twenty (20) days of the adult supporter's receipt of the written report from the school detailed above in Section IV(F)(2). 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 Chief of Schools shall conduct an investigation into the complaint promptly after receiving the complaint. In the course of its investigation, the Chief of Schools 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 Chief of Schools will make sure that the complaint is handled as quickly as is feasible. After completing the formal investigation, the Chief of Schools 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.

C. Other Complaint Processes Also Available

It should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in the Phoenix Charter School Network's "Anti-Harassment and Sexual Harassment Policy" to seek resolution of any complaints of discrimination or harassment that is based on a characteristic protected by law such as sex, race, color, ancestry, national origin, ethnicity, religion, age, disability, marital status or sexual orientation, gender identity or genetic information. It also should be noted that the provisions of this section does not preclude a student from using the complaint process set forth in *Phoenix Charter School Network Scholar Handbook* to seek resolution of any complaints regarding a student's deprivation of rights set forth in the Phoenix Charter School Network Scholar Handbook.

Checklist of Follow Up Actions

TAB A

- 1. Adult Supporter of Student (Print Student Name)** _____
Name of adult supporter contacted: _____
Date and time of call: _____
Name of person who made telephone call: _____
Name of person who prepared and mailed written report: _____
Was a copy of the Phoenix Charter School Network Physical Restraint Policy and Physical Restraint Prevention and Behavior Support Procedures and Guidelines included with the written report mailed to the adult supporter? ____ Yes ____ No
- 2. Review restraint with the student to address precipitating behavior**
Date of review: _____
Person who conducted review: _____
Results of review: _____

- 3. Student's comments on the use of Restraint and on Information in Written Report (summarize any oral comments provided by student and attach a copy of any written comments student provided):** _____

- 4. Parents/Guardians' Comments on the Use of Restraint and on Information in Written Report (summarize any oral comments provided by parents/guardians and attach copy of any written comments adult supporters provided):** _____

- Was any further action taken with respect to manner? ____ Yes ____ No
If so, describe actions taken: _____
Date of action taken: _____
- 5. Review restraint with school personnel to discuss whether proper restraint procedures followed**
Date of review: _____
Person who conducted review: _____
Name of individuals who participated in review: _____
Result of review: _____
Was any further action taken with respect to matter? ____ Yes ____ No
If so, describe action taken: _____
Date of action taken: _____
- 6. Follow-up for students who witness incident**
Date of follow-up: _____
Person who conducted follow-up: _____
Results of follow-up: _____

7. Injury to student and/or staff during restraint

Was there any injury to student(s) and/or staff during restraint? ____ Yes ____ No

If there was an injury, was Incident Report filed in addition to the completion of the Reporting Form for Incident of Restraint? ____ Yes ____ No

Name(s) of Safety & Security Officer to whom report was given: _____

Date and time of call: _____

Was a copy of the Reporting Form for Incident of Restraint forwarded to the Chief of Schools? ____ Yes ____ No

Date written report sent to Chief of Schools: _____

Name of person who sent report: _____

8. Does the student currently receive supports and/or services through an IEP or a 504 Accommodation Plan?

IEP: ____ Yes ____ No If Yes, please send a copy of completed package to the Chief of Schools and the psychologist/team chairperson.

504: ____ Yes ____ No If Yes, please send a copy of completed package to Chief of Schools Student Services and the Teacher in Charge-504.

Attach:

1. Copy of written report to adult supporters
2. Copy of report form for incident of restraint
3. Copy of Incident Report (if filed)
4. Copy of Written Comments of Student and/or Adult Supporter on Use of Restraint and/or Written Report



Report on Approval for Extended Retrain for Extended Time-Out

TAB B

(Head of School Must Grant Approval Before Continuing Time-Out OR Restraint Beyond 20 Minutes)

Name of School Staff Person Seeking Extension of Time-Out Restraint: _____

Date and Time of Request: _____

Request for Extending Time Out: _____ Yes _____ No

Request for Extending Restraint: _____ Yes _____ No

Critical Details Related to Time-Out or Restraint, including type of time-out or restraint(s) and student's behavior and condition during time-out or restraint:

Approval to Extend Time Out: _____ Yes _____ No

Approval to Extend Restraint: _____ Yes _____ No

Signature of Head of School

Date

Signature of Staff Person Seeking Extension

Date

If extension approved, date copy of report sent to Chief of Schools:

(Send Report to OSS Within 3 Days of Approval on Extension of Restraint or Time-Out)

Physical Restraint Report Form

TAB C

(TO BE COMPLETED AND GIVEN BY STAFF MEMBER WHO ADMINISTERED RESTRAINT TO
PRINCIPAL/HEAD OF UPPER SCHOOL WITHIN 24 HOURS OF RESTRAINT

IF PRINCIPAL/HEAD OF UPPER SCHOOL ADMINISTERED RESTRAINT, FORM MUST BE
COMPLETED WITH 24 HOURS OF RESTRAINT AND GIVEN TO SUPERINTENDENT AND ASSISTANT
SUPERINTENDENT FOR OFFICE OF STUDENT SERVICES)

Name of Student: _____

Name(s) and Title(s) of Staff Member(s) who administered the restraint: _____

Name(s) and Title(s) of Staff Member(s) who observed restraint, if applicable: _____

Date of Restraint: _____ Start and End Time of Restraint: _____

Name of Head of School or designee verbally informed following restraint and date and
time informed (*verbal notification should occur as soon as possible and by no later than
close of school day on which restraint administered*): _____

If applicable, name of Head of School who approved restraint/time-out beyond twenty
(20) minutes (*attach a copy of approval of extension of restraint or time-out*): _____

Description of activity in which student and other students and/or staff in vicinity were
engaged immediately prior to restraint: _____

Description of behavior that prompted restraint: _____

Description of efforts to prevent escalation of behavior, including any specific
de-escalation strategies used: _____

Description of alternatives to restraint that were attempted: _____

Justification for initiating restraint: _____

Description of restraint(s) administered (e.g. holds used and why necessary): _____

Description of student's behavior and reaction during restraint, and any medical care
given: _____

Description of how restraint ended: _____

Were there any injuries to student(s) and/or staff during restraint? ____ Yes ____ No

If so, please identify name(s) of individual(s) injured, a brief description of the injury and
what medical care, if any provided: _____

Information regarding further actions school has taken or may take, including any
consequences that may be imposed on student: _____



Information regarding opportunities for student's adult supporter to discuss restraint with school, including any consequences that may be imposed on student or any other related matter: _____

Date Adult Supporter Notified of Restraint (verbal notification within 24 hours of restraint and written notification within 3 days of restraint): _____

Name of Person Who Notified Adult Supporter: _____

Name of Person Completing Reporting Form: _____

Date of Report: _____

Received by Head of School:

Signature Date

Received by Superintendent

Signature Date

Received by Chief of Schools

Signature Date



Written Report to Parents/Guardians Regarding Physical Restraint

TAB E

TO BE TRANSLATED INTO THE STUDENT'S HOME LANGUAGE

(VERBAL NOTIFICATION TO ADULT SUPPORTERS WITHIN 24 HOURS OF RESTRAINT AND WRITTEN REPORT TO BE PROVIDED WITHIN 3 DAYS OF RESTRAINT)

Parent Name: _____ Adult Supporter Address: _____

Dear Adult Supporter of _____:

This is to inform you that _____ was restrained on _____ by _____ observed by _____. The restraint, which consisted of _____

Began at _____ and ended at _____. _____'s behavior and reactions during the restraint were as follows:

ended in the following manner: _____

Following the restraint, _____ informed _____ that the restraint had taken place.

Immediately preceding the use of the physical restraint the staff and students were engaged in the following activity:

The behavior of _____ that prompted the restraint was the following: _____

_____. The following efforts were made to de-escalate the situation and the following alternatives were attempted prior to initiating the physical restraint: _____

_____. The reason for initiating the physical restraint was _____



USE EITHER ALTERNATIVE PARAGRAPH A OR PARAGRAPH B DEPENDING UPON WHETHER AN INJURY OCCURRED DURING THE RESTRAINT.

ALTERNATIVE PARAGRAPH A: There was no injury to your son/daughter and/or to staff during the restraint.

ALTERNATIVE PARAGRAPH B: There was an injury to _____ during the restraint. As a result of this injury medical care was provided. A copy of the incident report with respect to this injury is enclosed with this letter.

If it is determined that the behavior which was the basis for this physical restraint is of a more serious nature as to warrant disciplinary action, you will be notified in writing of the date of the suspension hearing by a separate letter.

If you wish to meet with me to discuss the use of the restraint, this report, any disciplinary sanctions that may be imposed and/or any other related matter with respect to your son/daughter, please do not hesitate to contact me. You may also, if you wish to do so, provide me with any comments that you may have regarding the use of the restraint, this report, any disciplinary sanctions that may be imposed and/or any other related matter in writing. Additionally, a copy of the Cambridge Public Schools Physical Restraint Procedures and Guidelines are enclosed for your reference.

Sincerely,

Head of School

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 scholar 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 scholars and does so by employing the most qualified individuals to teach and support each scholar 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 Scholars: Enrollment Rights and Services Policy

Phoenix Charter Academy Homeless Youth Liaison: 413.273.1236

To the extent practical and as required by law, Phoenix Charter Academy will work with homeless scholars 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 scholars not currently attending school. Homeless scholars 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 scholars 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.

Phoenix Charter Academy's liaison for homeless scholars and their families is the Academy's Social Worker.

To the extent feasible, homeless scholars 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 scholars may enroll in the school in the attendance area in which the scholar is actually living, or other schools.

Attendance rights by living in attendance areas, other scholar 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 scholar 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 scholar, pursuant to district policies. If the scholar does not have immediate access to immunization records, the scholar shall be admitted under a personal exception. Scholars 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 scholar'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 scholars 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 scholar 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 scholar, or will divide the costs equally. The district's liaison for homeless scholars 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 scholars 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 scholars.

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. Scholars 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 scholars 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 scholars, 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 scholar, the staff will be referred to the Network Director of HR and consequences will align with the personnel policy.

Concussion Policy

Phoenix Charter Academy seeks to prevent concussion and provide a safe return to activity for all scholars after an injury, particularly after a head injury. In order to effectively and consistently manage these injuries, the Athletic Department abides by the following procedures that have been developed to aid in ensuring that concussed athletes are identified, treated and referred appropriately, receive appropriate follow-up medical care during the school day, including academic assistance, and are fully recovered prior to returning to athletic activity.

Phoenix Charter Academy has designated its Head of School (and his / her staff) who has administrative authority to oversee the implementation of these policies and protocols governing the prevention and management of sports-related head injuries. In addition, the Head of School will be responsible for: (1) supporting and enforcing the protocols, documentation, training and reporting outlined in this policy; (2) supervising and reviewing that all documentation is in place; (3) reviewing, updating and implementing policy every two years and including updates in annual training and scholar and parent handbooks.

The Commonwealth of Massachusetts requires annual safety training on sports-related concussion, including second impact syndrome, for coaches, certified athletic trainers, trainers, volunteers, school nurses, school and team physicians, athletic directors, directors responsible for a school marching band whether employed by a school or school district or serving as a volunteer, parent or legal guardian of a child who participates in an extracurricular athletic activity and scholar who participates in an extracurricular athletic activity. At Phoenix Charter Academy, school personnel are required to complete free, online training (either the National Federation of High Schools or the CDC's Heads Up Concussion training) or attend a training event organized by the athletic department and approved by the Department of Public Health.

Each scholar athlete must have a physical examination on an annual basis, i.e. within 12 or 13 months of the scholar's last physical examination (to allow for insurance coverage of the examination). Any scholar athlete who does not have a current physical on file with the Director of Operations, prior to the first day of try-outs / practice, is not eligible to participate until a new / updated physical is turned in. If the scholar's physical examination expires during the sports season, he / she must have an updated physical examination to continue to participate in the sports season

The Massachusetts concussion law requires athletes and their parents to inform coaches about prior head injuries at the beginning of each sports season. This reporting is done via the [Pre-Participation Head Injury / Concussion Reporting Form](http://www.mass.gov/eohhs/docs/dph/com-health/injury/preparticipation-reporting-form.pdf) (<http://www.mass.gov/eohhs/docs/dph/com-health/injury/preparticipation-reporting-form.pdf>) and should be completed by the scholar's parent(s) or legal guardian(s) and the scholar. It must be submitted to Phoenix Charter Academy's Director of Operations, prior to the start of each season a scholar plans to participate in an extracurricular athletic activity. At the start of each sports season, the Director of Operations will review all pre-participation forms.



At Phoenix Charter Academy head injuries or suspected concussions (after a bump, blow or jolt to the head or body) sustained during extracurricular athletic activities must be reported by the coach as soon as possible to the Head of School. Athletes who experience signs or symptoms of a concussion should not be allowed to return to play.

If a scholar athlete receives a blow to the head and any signs or symptoms are present – or if the scholar is suspected of having a head injury – the coach must remove the scholar from play / practice and the scholar will not return to play / practice that day. The scholar will be referred to their primary care physician or if unavailable, emergency room. The coach will also be responsible for notification of parents / legal guardians.

All scholars at Phoenix Charter Academy must be cleared to return to play / practice by a licensed medical professional (physician, NP in consultation with a physician, CAT in consultation with a physician or neuropsychologist in coordination with the physician managing the scholar's recovery) after the graduated return to play has been completed.

Complaints Procedures

Trustees will respond to all complaints made to the Board in compliance with M.G.L. Chapter 71, Section 89(II), 603 CMR 1.10, as outlined below:

1. A parent, guardian, or other individuals or groups who believe that the Academies have violated or are violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00 may file a complaint with the Board of Trustees.
2. The Board of Trustees shall respond no later than 45 days from receipt of the complaint in writing to the complaining party.
3. The Board of Trustees shall, pursuant to a complaint received under 603 CMR 1.09, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00. The Academies and the specific individuals involved shall cooperate to the fullest extent with such review.
4. A complaining party who believes the complaint has not been adequately addressed by the Board of Trustees may submit the complaint in writing to the Commissioner, who shall investigate such complaint and make a written response.
5. In the event the Academies are found in non-compliance with M.G.L. c. 71, § 89, or 603 CMR 1.00, the Commissioner or Board may take such action as deemed appropriate, including, but not limited to, suspension or revocation of the charter, or referral of the matter to the District Attorney, the Office of the Attorney General, or other appropriate agencies for action.
6. A parent, guardian, or other individuals or groups who believe that the Academies have violated or are violating any state or federal law or regulation regarding Special Education may file a complaint directly with the Department.