

Scholar Handbook

Phoenix Charter Academy Lawrence

School Year 2024 - 2025

LAWRENCE

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Phoenix Network

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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 it is determined 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. Phoenix Charter Academy will also disclose information whenever there is 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, Phoenix Charter Academy will not disclose health related information, including use of birth control or the existence of a pregnancy without the consent of the scholar / guardian.

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 my presence. I am 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 a 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 photographs 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 / videos 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)

Date

School Contacts

The main office line is 978-681-7710. The following individuals can be reached by email or phone according to the details below:

Administration or Leadership Team	Contact
Head of Schools Nicole Shadeed	nshadeed@phoenixcharteracademy.org 978-228-0401
Director of School Culture Waleska Cáceres	wcaceres@phoenixcharteracademy.org 978-328-7517
Director of Operations Amarilis Concepción	aconcepcion@phoenixcharteracademy.org 978-872-2577

School Support	Contact
Community Engagement and Recruitment Specialist Michael Caban	mcaban@phoenixcharteracademy.org 617-548-7232
School Social Worker Kadyn Germain	kgermain@phoenixcharteracademy.org 781-808-1203
Front Desk Coordinator Veronica Guadalupe	vguadalupe@phoenixcharteracademy.org 978-681-7710
Child Development Center Daleska Rodriguez	drodriguez@phoenixcharteracademy.org 978-885-5649
Coordinator of Special Education Jessica Stucker	jstucker@phoenixcharteracademy.org 978-518-0351

Instructional Staff	Contact
Child Development Center	
Ariorca Abreu Daleska Rodriguez	aabreu@phoenixcharteracademy.org drodriguez@phoenixcharteracademy.org
English Language Development	
Emma Tinoco	etinoco@phoenixcharteracademy.org
Category 1 Team	
Humanities I Isabella Costantino	icostantino@phoenixcharteracademy.org
Math I Chelsey Bourque	cbourque@phoenixcharteracademy.org

Biology Katherine Garrigan	kgarrigan@phoenixcharteracademy.org
Paraprofessional Hillary Perdomo	hperdomo@phoenixcharteracademy.org
Category 1 & 2 Team	
Humanities I & Humanities II Joseph Saucedo	jsaucedo@phoenixcharteracademy.org
Math I & Math II Anny Candelario	acandelario@phoenixcharteracademy.org
Biology & Environmental Science Finnegan Dale	fdale@phoenixcharteracademy.org
Category 2 & 3 Team	
Humanities II & Humanities III Cameron Bauserman	cbauserman@phoenixcharteracademy.org
Math II & Math III Anny Candelario	acandelario@phoenixcharteracademy.org
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Special Education	
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Team Leaders	
Russell Marino - Manager of Career Pathways Adam Scott - Student Support Team Leader	rmarino@phoenixcharteracademy.org ascott@phoenixcharteracademy.org



Phoenix Academy Mission

Phoenix Charter Academy operates schools that challenge resilient, systemically marginalized students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.

7 Aspects of a Phoenix Scholar

Service

Community

Hope

Oppportunity

Leadership

Achievement

Respect

2023 - 2024 Example Schedule

Monday through Thursday Schedule		Friday Schedule	
Student Entry & Breakfast	8:00 - 9:00 am	Student Entry & Breakfast	8:00 - 9:00 am
Advisory	9:00 - 9:35 am	Period 1	9:00 - 10:00 am
Period 1	9:35 - 10:55 am	Period 2	10:00 - 11:00 am
Period 2	10:55 - 12:15 pm	Period 3	11:00 - 12:00 am
Lunch	12:15 - 12:40 pm	Period 4	12:00 - 1:00 pm
Period 3	12:40 - 2:00 pm	Dismissal	
Period 4	2:00 - 3:20 pm		
PM Block	3:20 - 4:00pm		
Dismissal			

Building Entry Protocols

To welcome students to our school community each day, beginning at 8:00 am, students will be greeted by school staff upon entry. Before entering into the school halls, their uniform will be checked for 100% compliance; bags will be searched; and a metal detecting wand will be used. Students will also secure their cell phone during the entry process.

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 support that scaffolds 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.

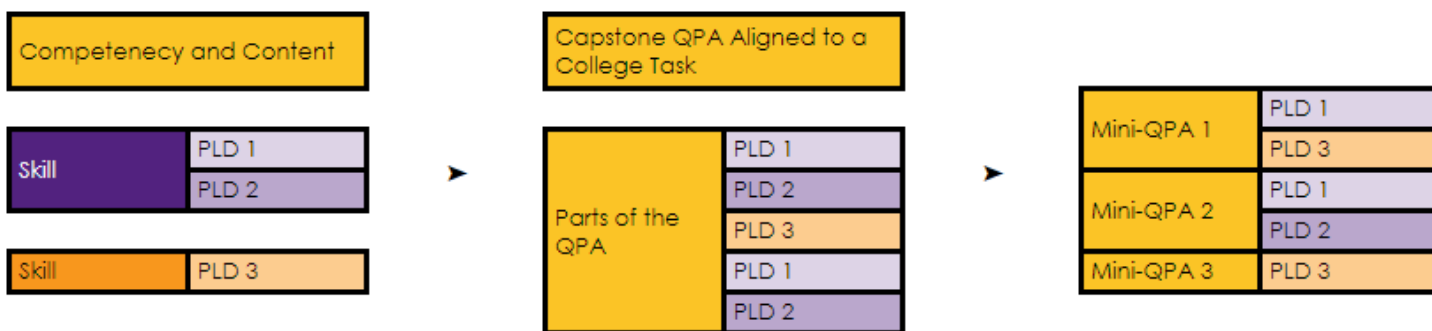
Phoenix Charter Academy Network Grading Policy 2022 - 2024

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 in which they need to demonstrate competence 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-Quality Performance Assessments (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. *Note: PLD is a Performance Level Descriptor.*



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 1	Level 2	Level 3	All of the skills in Level 3 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 Massachusetts 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 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) reflect a greater focus on academic skills, rather than a simple accumulation of credits. ILPs are created as a guide to connect graduation and post-secondary plans with daily work. ILPs track 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 Manager of Post-Secondary Success 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

Previous Graduation Requirements:	New Graduation Requirements:
<ul style="list-style-type: none"> ● 3-4 ELA classes ● 3-4 Math classes ● 3-4 Science classes ● 4 Capstones / Milestones / Showcases ● 4 PPM credits (SEL projects), 1 per year ● 4 Post-Secondary Prep credits, 1 per year ● 3 enrichment opportunities ● Physical Education/Health ● Career Pathways Certification or 9 college credits ● MCAS <ul style="list-style-type: none"> ● ELA, Math & Science 	<ul style="list-style-type: none"> ● 3-4 ELA classes ● 3-4 Math classes ● 3-4 Science classes ● 3-4 Advisory "credits":1 per year (pass credit) ● 2 College & Career Classes, 1 per year ● Grad Seminar ● 3-9 Dual Enrollment Credits or a Post-Secondary Experience ● 1-2 years of Enrichment Participation ● MCAS ELA, Math & Biology ● Star Testing @ 10th grade level ELA and Math

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	Mastery of the major standards and competencies of Math I, Math II and Math III.

	<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 online 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>
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
Physical Education/Health	<p>All scholars are required to take a Physical Education course.</p>
Arts and Technology	<p>Scholars meet this requirement through the integration of arts and technology across the Phoenix courses.</p>
Advanced Placement (AP) courses, online 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.

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>
College and Career	<p>College and Career Portfolio that demonstrates:</p> <ul style="list-style-type: none"> ● Graduate Plan that is created at orientation and has been reviewed and updated three times per year. ● Career Pathways Project / Plan ● College Applications
STAR Assessment in Literacy/Reading and Math	<p>Scholars will take the STAR assessment at the point of enrollment and at least twice in the fall, winter, or 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.</p>
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>
Massachusetts Comprehensive Assessment System) (MCAS) Exam for English Language Arts (ELA), Math, and Science	<p>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.</p>

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 SAT and / or the ACT 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 graduating 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.</p>

Progress Reports and Report Cards

Scholars will receive progress reports at the midpoint 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 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 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 - Positive Behavior Interventions and Support (PBIS)

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 program, 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:
<ul style="list-style-type: none"> - Restorative Mindsets - Restorative Language - Talking Circles - Restorative Conversations 	<ul style="list-style-type: none"> - Restorative Conversations - Peer Conference / Peer Mediation - Peace / Harm Circles - Skill Building Alternative to Suspension 	<ul style="list-style-type: none"> - Re-Entry Procedures - Restorative Conferencing

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 licensed 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 Supporter 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	Self-monitoring behavior contracts; small group social skills (Sankofa,	Cognitive behavioral therapy / counseling; wrap-around and other family-focused

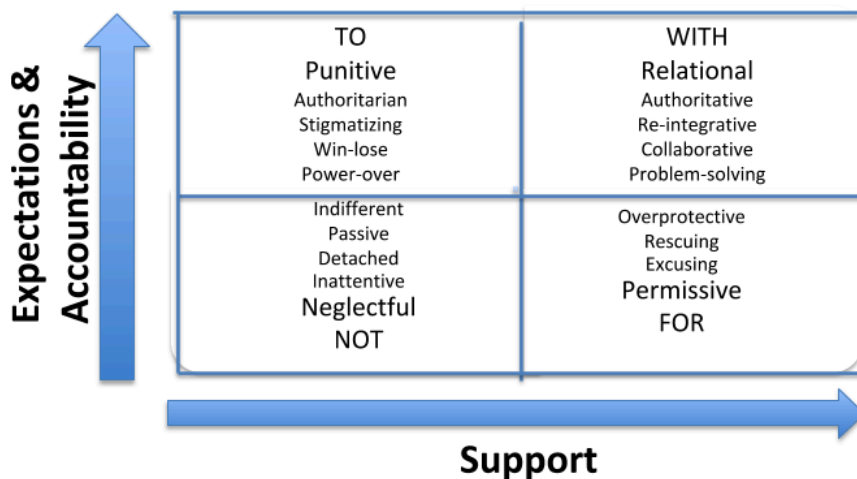
Restorative Justice (mindset, practices and approach)	of positive behavior; data based planning	Bese-Saka, Jovenes Nobles)	assistance; inter-agency services (Roca)
	Community building Circles; Restorative chats, data based planning; adult supporter contact (phone, email, or text), verbal redirection 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 Scholar Success Team (SST), Individualized Education Plan (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 (SST), schedule change, loss of privileges; chance to earn, reparations, offended / offender mediation, social skills group, Section 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 their 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

Adapted from Wachtel and McCold (2001)

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.

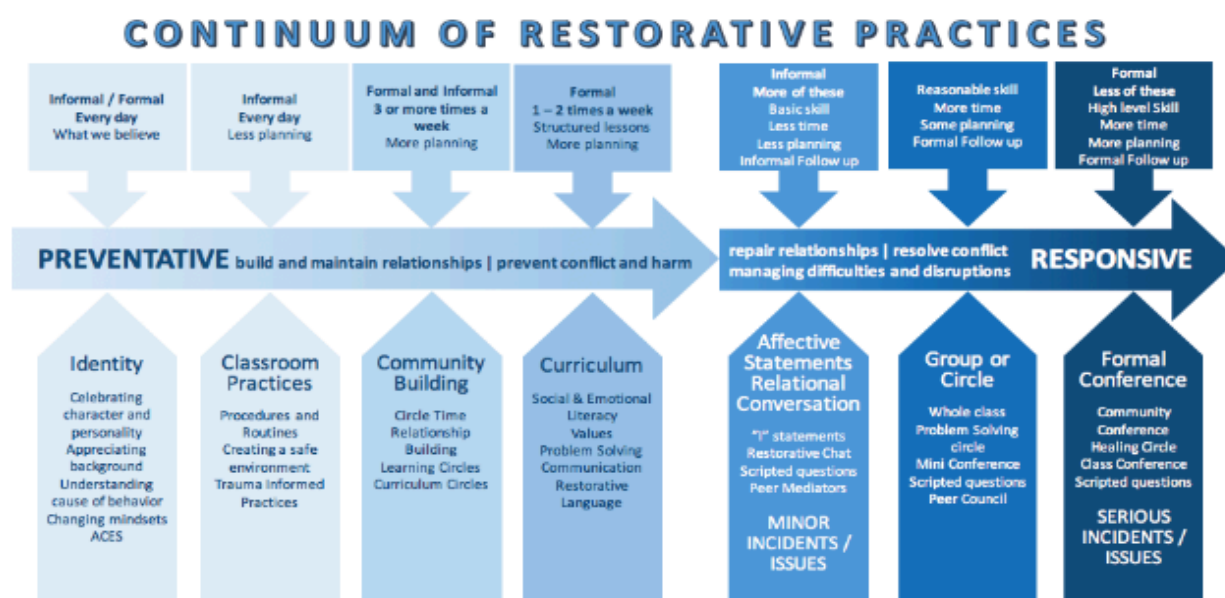
Permissive / Laissez-Faire. High Support with Low Accountability: In this case, the child is disengaged from the problem solving process while the adult takes charge. Eventually, in this transaction, the child holds little respect for authority, and the adult assumes voice and responsibility for the 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.

An Introduction to Restorative Practices

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 Practice, including Circles, are a great tool for classroom learning and management, and will increase trust within the school community. Using Restorative Practices 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 Restorative Practices philosophy and approaches in schools can lead to lower rates of truancy and suspension, and higher rates of scholar achievement and graduation.



Adapted from Wachtel and McCoid 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 respond using Restorative Practices. Restorative Practices is grounded in Restorative Justice, which 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 Charter Academy uses Circles as a way to restore breaks in relationships. Restorative Practices are 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 Practices Principles

1. Restorative Practices focus on harms rather than rules or persons and the consequent needs of victims (affected by harm), and communities.
2. Restorative Practices address 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 use inclusive, collaborative processes.
4. Restorative Practices involve all individuals (victims, offenders, adult supporters, scholars, school staff) who have a legitimate stake in a given situation.
5. Restorative Practices seek 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 Practices

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 Practices Process

The Restorative Practices process 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 process 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 their 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 their 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 their parent / adult supporter 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 their 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 their 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) / adult supporter(s) of a scholar
3. Groups of parents / adult supporters 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	Teachers are expected to complete at least three classroom restorative interventions prior to an SST collaboration. OUSD Secondary Comprehensive Culture Guide, pp. 42-57 <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		
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		Optional 1 Day
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 they are 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 6, 2023, 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, they reflected that they "feel 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 their 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 transition. You are important to Scholar A's ongoing success here at Phoenix! You hold a significant relationship with Scholar A, and they need to know you're on their side. Scholar A is also open to hearing about how their 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.

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.

English Language Development and Academic Support

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 their 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.

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.

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 / adult supporters 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 group for the parents or adult supporters of scholars who receive Special Education Services or English Language Development Services. Parents / adult supporters will be informed of their rights regarding Special Education as covered by state law.

Adult Supporter Conferences / Scholar Celebrations

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

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 their 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.

Scholars at Phoenix are expected to attend school in-person every day they are scheduled.

The more time a scholar is in class or on Google Classrooms, the faster they 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.

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 / adult supporters 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 / adult supporters 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.

Tuancy 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, they 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 / adult supporters 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 adult supporters of the absence. Additionally, Phoenix will notify the parents / adult supporters 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 / adult supporter 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 / adult supporter, 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 / adult supporter, 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 / adult supporter 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 / adult supporter 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 / adult supporter, so long as there was a good faith effort to include the parent / adult supporter 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 they are enrolling. A scholar who transfers out of Phoenix will be immediately withdrawn and they forfeits their 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- individual meeting with the classroom teacher to inquire as to why the scholar is avoiding class. The classroom teacher will follow this meeting with a call to the scholar's adult supporter to make him or her aware of the skipped class.
- Second Incident- the classroom teacher will submit a Discipline Referral Form to the Scholar Success Team. The Manager of Scholar Success will coordinate an adult supporter meeting to develop a plan that incentivizes class attendance and creates clear action steps the scholar follows daily.
- Pattern of Skipping- Circle of Support and Accountability (COSA) coordinated by the Director of School Culture. The scholar may lose key privileges as a result of this intervention.

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 their 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.

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 (21 and older) may only smoke tobacco outside of school grounds which is estimated to be 100 yards circumference off 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 member of school administration. **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.

Please refer to the chart below for detailed uniform information.

Uniform shirts, long-sleeve shirts, sweaters or sweatshirts are available for purchase from the school. Please see the front desk for more information.

Complete Dress Code and Uniform Information			
Clothing Item	Approved Style	Approved Colors	Comments
Shirts	Phoenix-issued shirts with the Phoenix Charter Academy logo (either MCAS, Phoenix Mission, or Oxford shirts) or college shirts from an accredited 2 or 4-year institution.	Phoenix-issued shirts or 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. Shirts 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 sweaters / fleeces or non-hooded college sweatshirts are allowed.	Phoenix gear is usually black, white, purple, orange or gray.	Appropriate sweaters and sweatshirts do not include hooded sweatshirts or hooded sweaters.
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	Scholars should look neat and professional at all times. 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. Slides or open-toe shoes are not allowed.
Hats, Scarves, and Other Headwear	None	N/A	No hats or headgear may be worn inside the school building, except protective hair coverings in school-approved colors (black, white, gray, purple, or orange) or 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 cold weather months or as a protective hair covering only.
Hair, Makeup, Jewelry	Appropriate to dress code.	N/A	All gang-related or drug & alcohol related jewelry,

			accessories (including Croc charms) are not allowed inside the building.
Eyewear	Prescription glasses or contacts are allowed.	N/A	No sunglasses inside of the building.
<i>Phoenix reserves the right to prohibit scholars from wearing any potentially gang-related clothing and accessories that might endanger the safety of the community.</i>			

Positive Recognitions at Phoenix

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, and 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.

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 result 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 intoxicated 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 a meeting via-phone or for an 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 licensed 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 the 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 the 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 not allowed in classrooms, hallways, or common areas during school hours.

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.

Research conducted at over 400 schools to measure the effects of their phone-free learning environments found:

- 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.(Dugoni, 2023)

Phoenix requires all scholars to place their phone/s in a secure place while they are in school. Scholars may access the school phone if they need to make an urgent call by going to the Front Office or with a staff issued phone.

Frequently Asked Questions

What if I want to reach my child during the school day?

- We want our students to be engaged in their learning. Please refrain from contacting your student during the school day unless it is an emergency. Contact the main office at 978-681-7710 to reach your child.

What if there is an emergency?

- In case of an emergency, we direct our students to safety first. School staff will be able to provide access to phones in an emergency.

Cell Phone Lockers

Cell phones that are placed in a slot storage cabinet when scholars arrive and will remain locked until scholar's dismissal time. Scholars will place their cell phone in an assigned slot and the cabinet will be locked every morning. Staff will unlock the slot storage cabinet 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 978-681-7710 and choose to either:

1. Speak directly with a staff member on behalf of a scholar.
2. Leave a message with the Front Desk Coordinator 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 pass from their classroom teacher to the Front Desk.
2. Go to the Front Desk and request to make a call.

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 until the end of the day. Electronics will be placed in a secure location.
Scholar refuses to give up their phone or other electronic device.	The scholar will be unable to return to class and a call will be made to the adult supporter.
Physical damage to the lock or lock box in attempts to circumvent its intended purpose.	The scholar may be sent home and an adult supporter must pay a fee determined by the director of operations 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 they deem 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 their 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 adult supporter 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

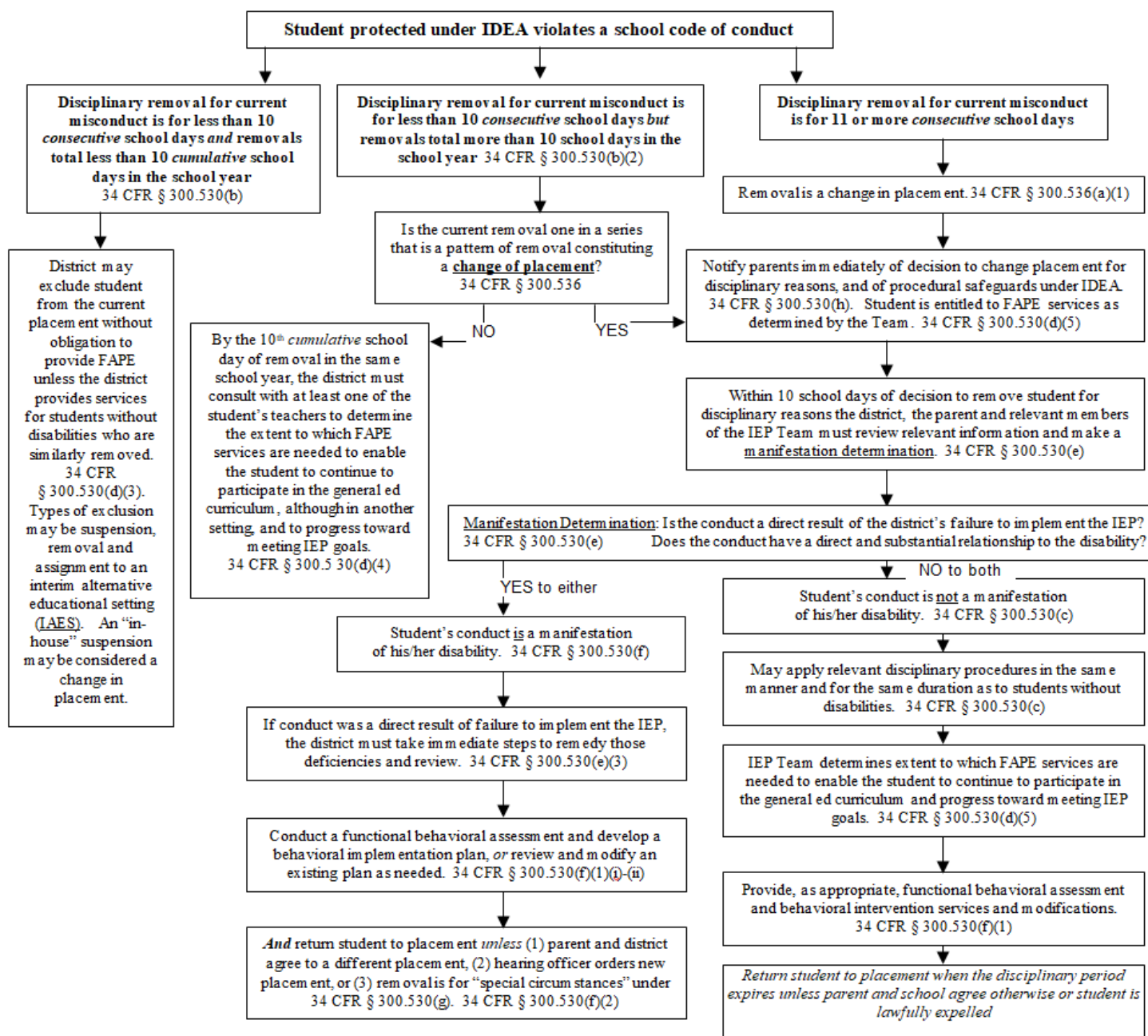
an evaluation team to have special needs and whose program is described in an Individualized Educational Plan (IEP). The following additional requirements apply to discipline of special needs scholars.

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 scholar's 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.



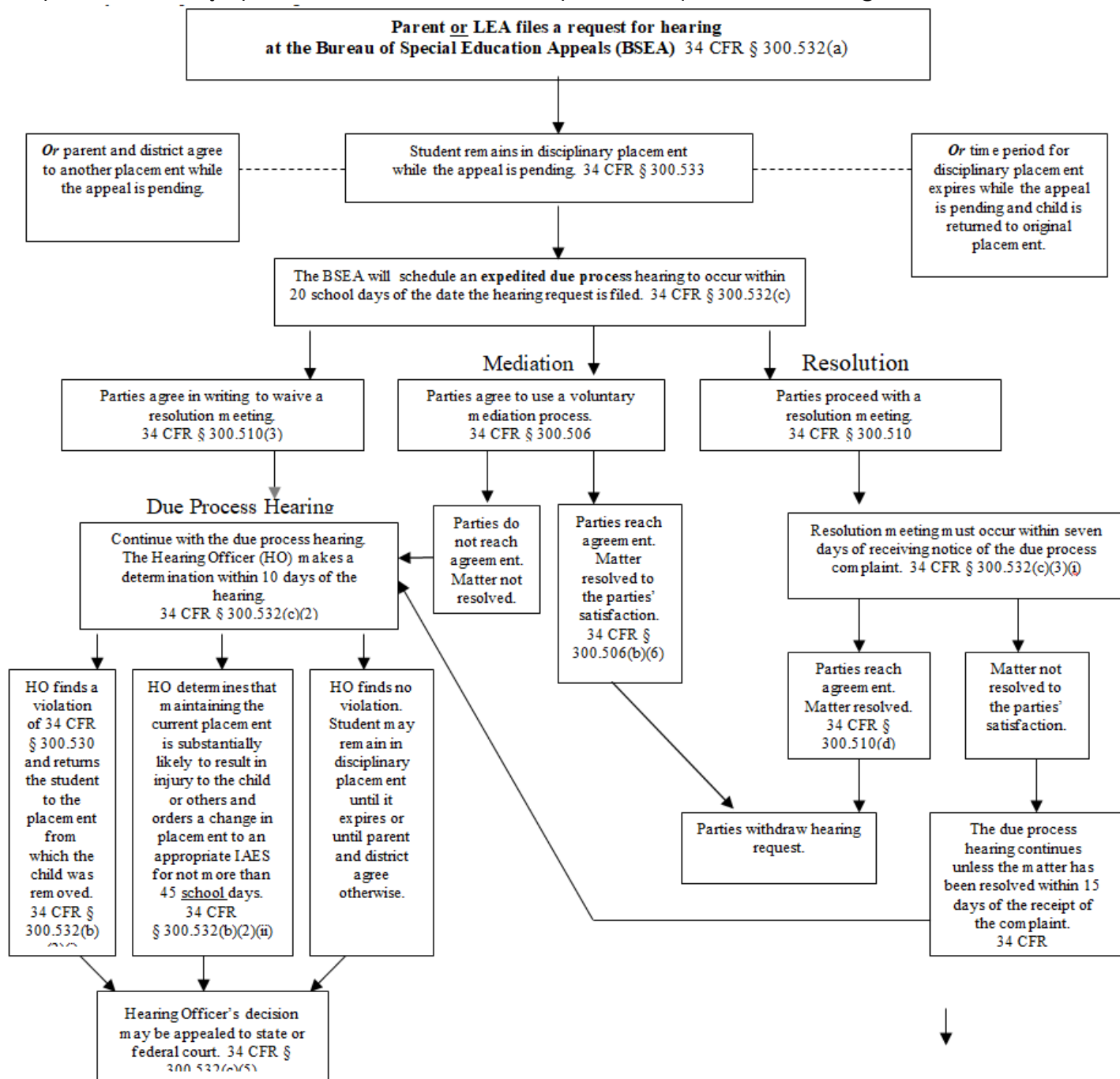
Appeals Process for Disciplinary Placement Decisions for Scholars with Disabilities

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 Network Suspension Policy

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;
- (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 §37H^{3/4} : 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/adult supporter 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/adult supporter including the reason and the length of the in-school suspension, and inviting the parent/adult supporter 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/adult supporter 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 / adult supporter, 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 / adult supporter 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 / adult supporter 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 / adult supporter 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 their behalf, and shall have the right to counsel at their 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 / adult supporter 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 their behalf, and shall have the right to counsel at their 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 their 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 617.889.3100 ext. 135 or the Director of School Culture's voicemail at 617.889.3100 ext. 120.

Reports received by or shared by 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 617.889.3100 ext 135 or the Director of School Culture's voicemail at 617.889.3100 ext. 120. 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 DSC 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 their 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 adult supporter 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 adult supporter 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 617.285.5162.

Phoenix Grievance Policy

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

If this meeting does not resolve the relevant complaint, the complainant should follow the guidelines set by M.G.L. c. 71, §89(jj) and 603 CMR 1.10. If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. 603 CMR 1.10(2). If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the Commissioner of Education. 603 CMR 1.10(4). A parent / adult supporter 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 adult supporters 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 adult supporter 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 adult supporter, 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 §37H¹/₂) Policy

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

(1) Upon the issuance of a criminal complaint charging a 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 adult supporter 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 adult supporter 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. S.19. Hazing Statues To Be Provided; Statement of Compliance and Discipline Policy Required:

Each institution of secondary education and each public and private institution of post-secondary education shall issue to every 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

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

Physical restraint may be used only in the following circumstances:

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

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

Physical restraint is prohibited in the following circumstances:

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

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

- A. The right of any individual to report to appropriate authorities a crime committed by a scholar or other individual;
- B. Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a scholar or other person alleged to have committed a crime or posing a security risk; or
- C. Physical restraint is the use of bodily force to limit a scholar's freedom of movement. It does not include touching or holding a scholar without the use of force for the purpose of directing the scholar.

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

1. Program staff shall report the use of physical restraint as specified in 603 CMR 6.06(2) after administration of a physical restraint that results in any injury to a scholar or staff member, or any physical restraint of a duration longer than five minutes
2. The program staff member who administered the restraint shall verbally inform the program administration of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the Head of School or director of the program or their designee, except that the Head of School or director shall prepare the report if the Head of School or director has administered the restraint.

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

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

- A. The names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the administrator who was verbally informed following the restraint.
- B. A description of the activity in which the restrained scholar and other scholars and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to de-escalate the situation; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- C. A description of the administration of the restraint including the holds used and reasons such holds were necessary; the scholar's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the scholar and / or staff, if any, during the restraint and any medical care provided.
- D. For extended restraints, the written report shall describe the alternatives to extended restraint that were attempted, the outcome of those efforts and the justification for administering the extended restraint.
- E. Information regarding any further action(s) that the school has taken or may take, including any disciplinary sanctions that may be imposed on the scholar.
- F. Information regarding opportunities for the scholar's parents or adult supporters to discuss with school officials the administration of the restraint, any disciplinary sanctions that may be imposed on the scholar and / or any other related matter.

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

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

Parents Right to Know Policy

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

Under the law, school districts must annually notify the parents / adult supporters 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 adult supporters 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 adult supporter 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.

Transportation Policy

Recommended Bus Rules For Students:

Waiting for the Bus

- Scholars should be on time for the bus, arriving no earlier than 10 minutes before the scheduled bus arrival.
- While waiting for the bus scholars:
 - Stay on sidewalks and paths and out of the roads
 - If possible, avoid or minimize crossing streets
 - Whenever crossing a street, do so only if there are no moving vehicles approaching from either direction
 - Safe behavior is expected so that all students waiting for the bus are in a safe environment. Stay on public property, such as sidewalks; avoid trespassing on private property.
 - Keep noise volume to an acceptable level considering there are likely other neighborhood residents nearby.
- As the bus approaches, wait until the bus has stopped and the driver has opened the door before approaching.

Loading the Bus

- Scholars should get on the bus in a quick and orderly fashion and be seated as soon as they can.
- Scholars should listen carefully and obey any directions issued by the driver.

** If a scholar leaves early they will not be allowed to take the bus during dismissal.

Unloading the Bus

- Scholars should wait until the bus has come to a complete stop and the driver has opened the door before rising from their seat.
- Scholars are expected to comply with the directions issued by the driver.
- Scholars should exit the bus quickly but in a courteous manner being sure to maintain safe behavior.
- If scholars must cross a street to exit the school bus, they should walk in front of the bus (never in back) at a distance of at least 12 feet away from the bus.
- Scholars should observe all safety precautions when traveling from their bus stop to their home.
- Scholars are expected to enter Phoenix Lawrence upon arrival

**Violation of the bus rules may result in loss of bus privileges.

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 their 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, they 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>) and should be completed by the scholar's parent(s) or legal adult supporter(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 adult supporters.

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.



References

Dugoni, G. (2023). Schools. Yondr. <https://www.veryondr.com/phone-free-schools>