



2015-16 School Operational Plan

Phoenix Academy Lawrence



LAWRENCE
PUBLIC SCHOOLS

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Lawrence Public Schools
Phoenix Academy Lawrence School Operational Plan

Phoenix Academy Lawrence will be guided by the School Operational Plan (the Plan) in the performance of all management and operational services referred to in the Memorandum of Agreement to which it is attached. As further described herein, Phoenix Academy Lawrence shall determine and implement any and all school policies and programs for students and working conditions for all staff including without limitation all academic, ancillary, extracurricular and non-academic policies and programs. As set forth in the Memorandum of Agreement dated July 31, 2012, (“MOA”), the Receiver will be notified of all substantial changes to the Plan, which shall require the Receiver’s approval to become effective. The Receiver or the Receiver’s designated representative shall be notified of all changes which are not substantial, which changes shall be deemed approved if no notice of disapproval is received by Phoenix Charter Academy Network from the Receiver within five 5 business days.

Phoenix Academy Lawrence Mission

The Phoenix Charter Academy Network operates schools that challenge disconnected students with rigorous academics and relentless support so that they can recast themselves as resilient, self –sufficient adults in order to succeed in high school, college, and beyond.

Guiding Themes for 2015-2018 Vision and Action Plan

In service of the mission of Phoenix Academy Lawrence and the other schools in the Phoenix Charter Academy Network, we have established the following guiding themes to frame the work of our schools and the themes that will drive our work to serve scholars across our schools. In service of the Phoenix Mission, the strategic priorities and goals developed by the Head of School at Phoenix Lawrence Academy and the plans, decisions, and resource allocation at Phoenix Academy Lawrence will be firmly rooted in the Guiding Themes articulated below.

College Persistence

During the 14-15 school year, the Network College Persistence Task Force, a group of leaders and staff from across Phoenix schools, will work to define the critical habits, skills, and mindsets of successful college graduates. The Task Force’s findings and recommendations will inform the development of academic and cultural programs that better prepare Phoenix graduates to persevere in college and beyond. Within the context of high rates of college dropouts reflected in nationwide statistics and promising data on Phoenix graduates’ perseverance to date, our leaders will work to strengthen our current college preparation programs and address gaps in academic, cultural, and college counseling services to ensure that we are providing the best possible support for Phoenix scholars. In keeping with the current research on college persistence, this will require us to integrate the teaching of meta-

cognitive and social and emotional skills explicitly into our Advisory, college counseling, and academic content courses and to develop assessments to measure progress on these critical skills, habits, and mindsets.

Student Engagement

During the next three years, Phoenix leaders, staff, and fellows will work to identify opportunities to boost student engagement in Phoenix classrooms and within the community at each Phoenix school. A major focus of our efforts in 2015-16 will be to significantly boost student engagement in classrooms by improving the quality of instructional design and delivery across subject areas with a focus on student engagement. This includes preparing students to tackle the rigorous standards and challenges that college bound students must be ready for through well designed units and lessons that are relevant, requiring students to engage actively in learning throughout the lesson, and requiring students to regularly perform challenging tasks that demonstrate readiness on critical standards and the habits of college ready students. This will require a major focus on developing high quality, rigorous, and common Core aligned performance assessments across the academic content areas that allow students to demonstrate their knowledge and skill in a variety of engaging ways.

Self Care and Self Advocacy

During the next three years, Phoenix leaders, teachers, and staff will work to develop and implement plans that develop scholar's skills in healthy decision making and in negotiating the challenges that college bound students in American society will face as they move into life outside of Phoenix's supportive environment. This includes developing the ability to apply critical meta-cognitive skills (the "soft skills") and social/emotional skills successfully. Examples of these include but are not limited to grit, self- reflection, goal setting, growth mindset, self regulation, conflict management, and time management. This will also include providing scholars with opportunities to develop:

- the meta-cognitive skills and social and emotional skills needed to navigate challenges in the academic context,
- financial literacy for college bound scholars,
- decision making habits that promotes health and well-being,
- technology skills and fluency to ensure that we are closing the digital divide for scholars,
- cultural proficiency and strategies for navigating cross cultural experiences in college,
- effective self advocacy and conflict resolution skills

The Phoenix Mission and the Guiding Themes for 2015-2018 serve as the driving forces behind the policies, practices, systems, and schedules that are described throughout the 2015-16 Phoenix Lawrence Academy Operational Plan.

Procurement

Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies. Discretionary funds are those remaining after a school budgets for district services, partner fees, staff salaries and stipends.

For the 2015-16 school year, discretionary funds have been allocated in the following amounts:

- Supplies and Materials: \$15,000
- Teachers' Choice: \$2,300

Any transfer or use of additional funds received over the course of the school year will be determined by the principal.

Budget & Procurement

Phoenix Academy Lawrence, under the supervision of the Network Director of Finance, Operations, and HR and the collaboration of the LPS Business Office, will purchase all necessary instructional and operational supplies from vendors in the LPS Procurement Office. Prior to school opening, the Head of School will submit a list of preferred vendors to LPS and LPS will facilitate the vendor set up within two business days. Periodically through the year the Phoenix Academy Lawrence Director of Operations or designee will alert LPS of additional vendors needed for the instructional or operational needs of the school, as they arise. The majority of the school budget is staffing of the school – teachers, support staff and administrative/ leadership staff. In addition, the Network will provide approximately 15 Phoenix AmeriCorps fellows, full time tutors that will serve full time for one year on the Lawrence campus. Fellows' stipends, fringe benefits and housing are included in the budget submitted to and approved by LPS.

The Phoenix Network office supports a development office that applies for all private grants for the Network, including schools. All private donations will be made to the Network and depending, upon restrictions, will be used for Network or school support reasons subject to compliance with State Ethics Laws.

School curriculum

Phoenix Academy Lawrence, in alignment with the Phoenix Network, revised its scope and sequences for all English Language Arts and Math courses during the summer of 2014 and developed a Common Core aligned Schedule of Assessed Standards for each ELA and Math course to guide curriculum development and assessment design. Teachers use the Schedule of Assessed Standards for the year to design curriculum units, lessons, and assessments that align with the rigorous standards and that address the needs and interests of their schools and scholars. In addition, the Phoenix Network has designed and administered Interim Assessments during Quarters 1-4 that provide leaders, teachers, and fellows with quarterly data on scholar progress on these critical standards. In the 15-16 school year, teachers will use the Schedules of Assessed Standards to begin developing performance assessments that will require scholars to demonstrate their knowledge and skills in a variety of active, relevant, and engaging ways. Across the Phoenix Network, Science teachers will begin to explore the Next

Generation of Science standards and will examine ways in which they can build curriculum that aligns with Science MCAS and also engages scholars in the rigorous and inquiry based habits of a scientific thinker.

The curriculum of Phoenix Academy Lawrence is rigorous and provides a base of coursework in order to prepare all students for college success, as outlined in our mission. Courses in every discipline at Phoenix Academy Lawrence are aligned with the Massachusetts Curriculum Frameworks and are in the process of being transitioned to Common Core Frameworks. Because Phoenix Academy Lawrence has a heterogeneous classroom model, teachers work relentlessly to differentiate curricula as necessary to meet the diverse needs of each student. In each area of study, courses are aligned vertically, ensuring all students attain maximum mastery of all high school frameworks before graduation.

Curriculum Requirements

The curriculum of Phoenix Academy Lawrence is rigorous and provides a base of coursework in order to prepare all students for college success, as outlined in our mission. Courses in every discipline at Phoenix Academy Lawrence are aligned with the Common Core Standards as of the 14-15 school year. Because Phoenix Academy Lawrence has a heterogeneous classroom model, teachers work relentlessly to differentiate curricula as necessary to meet the diverse needs of each student. In each area of study, courses are aligned vertically, ensuring all students attain maximum mastery of all high school frameworks before graduation.

In order to graduate, students are required to meet graduation requirements as agreed upon with the Lawrence Receiver. Phoenix Academy follows Lawrence Public Schools' graduation requirements. In 2015 - 2016 we will build in additional courses to better align ourselves with LPS and ensure all our students graduate and go on to college. A student's place in the academic curricula, in combination with the number of credits they have, will be a more accurate predictor of their graduation date. If you have any questions about this, please contact our Director of Curriculum and Instruction.

Pass 3 MCAS

ELA	220 or higher
Math	220 or higher
Biology	220 or higher

Pass 4 Years of Humanities (20 Credits)

Year 1	Writing Fundamentals/ ELD Advanced
Year 2	Introduction to Literature
Year 3	Category II Literature
Year 4	Category III Literature

English Language Development (ELD) Classes

Year 1	ELD Intensive and ELD Literature
Year 2	ELD Advanced

Pass 4 Years of Math (20 Credits)

Year 1	Algebra I
Year 2	Geometry
Year 3	Algebra II
Year 4	Pre-Calculus

Pass 3 Years of Science (15 Credits)

Year 1	Writing Fundamentals
Year 2	Introduction to Literature
Year 3	Category II Literature

Pass 3 Years of History (15 Credits)

Year 1	US History I
Year 2	US History II
Year 3	World History

Academic Support Classes

Academic Support Math
Academic Support Literacy
Honors Literacy

Phoenix Requirements

Pass the Accuplacer
Receive a college acceptance letter

Promotion

Phoenix Academy Lawrence features a model that does not require scholars to pass an entire grade level in order to move forward and make progress. Instead, scholars can move through our categories and course requirements each year and need to pass 3 out of 4 quarters of each course in order to move on to the next category level. Scholars can also double enroll in courses in subject areas when they need to succeed in several courses in subject areas in order to move on (Ex: Algebra I and Geometry)

Grading

Students at Phoenix Academy Lawrence are expected to earn a grade of 70% or better to earn credit for any given course. D's and F's are not passing grades. Phoenix Academy Lawrence has exceptionally high academic standards to ensure great student growth and teachers, staff, and fellows provide intensive support in order to help scholars to make progress when they struggle to meet these standards.

A+ 97% - 100%

A 94% - 96%

A- 90% - 93%

B+ 87% - 89%

B 84% - 86%

B- 80% - 83%

C+ 77% - 79%

C 74% - 76%

C- 70% - 73%

D+ or below is failing

Upon enrollment at Phoenix Academy Lawrence, the Director of Curriculum and Instruction will review transcripts and make determinations about coursework credit. Progress reports are sent home every 3 weeks, and formal report cards are sent home at the end of every quarter. Parents and adult supporters are regularly updated about their child's progress through phone calls and meetings with teachers and staff members. The school also hosts regular Progress Report Nights so that adult supporters have opportunities to meet with staff to discuss the progress and challenges of their scholars.

Curriculum-specific professional development

Teachers receive three hours of professional development each week. Curriculum-specific professional development topics include, but are not limited to: implementing the Common Core standards, designing lessons that boost levels of Active Cognitive Engagement, differentiation, backwards-unit mapping, scaffolding to meet the needs of diverse learners, integrating literacy into content classes, data driven instruction, and Data Days that guide staff through the process of analyzing Interim Assessments. Teachers and Fellows will attend Summer Institute from August 10th to August 21st 2015, where they will spend significant time receiving curriculum-specific professional development. All departmental teams will meet weekly to collaborate and share best practices. Finally, each teacher receives at least 30-60 minutes of supervision each week by their supervisor, and at least one informal observation every other week by an school leader or coach.

Pacing, scope, and sequence

The curriculum for each ELA and Math course is aligned to the Common Core standards and Science courses are currently aligned to the Massachusetts Frameworks. For each course, teachers will follow a process of backwards planning using the Phoenix Schedule of Assessed Standards, priority Common Core standards, as the scope and sequence for their courses.

Teachers then design quarterly and unit plans that address these priority standards. Each course at Phoenix Academy Lawrence will have an end-of-quarter exam as well as a cumulative exam at the end of the year.

Additional assessment type(s)

At the class level, teachers are expected to give regular formative assessments throughout daily lessons to check for understanding, and end-of-quarter final exams. All assessments given in all classes are aligned to the Common Core standards (or Mass Frameworks in Science). During the 15-16 school year, teachers will be working in content and category level teams to develop common performance assessments (1 per academic quarter) to ensure that scholars have a variety of engaging ways to access the content and demonstrate their understanding of rigorous standards.

In addition to regular assessments given in academic courses, quarterly Interim Assessments and data cycles will be utilized school-wide to ensure that each student is developing the proper skills and sub-skills to meet all objectives.

Professional development activities applicable to the school as a body

This does not include individualized professional development or coaching of teachers.

As of the 14-15 school year, all Phoenix Network Heads of School, including the Head of School at Phoenix Academy Lawrence, were asked to develop 3-6 Strategic Focus Areas for improving the academic and cultural programs within each school. Professional development is backwards planned each quarter to address these Strategic Focus Areas and as leaders implement these plans, they are also able to be responsive to adult learning needs that emerge during the quarter.

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year ends. If possible, at least one week's notice will be given to teachers before any required professional development activities. Expected professional development activities include:

- Up to 0 days of professional development and/or staff planning days for NEW STAFF ONLY before the school year begins;
- Up to 10 days of professional development and/or staff planning days before the school year begins;
- Up to 1 day of professional development and planning days during the school year;
- Up to 0 days after the last day of school for students, but before the end of the term of employment.

Content and structure

Phoenix Academy Lawrence will conduct Professional Development for all staff each Friday afternoon from 1:40-4:30 pm. Teachers and staff will convene at 1:30 for faculty meetings, and

then participate in and attend varying professional development sessions. PD topics will be determined by the Leadership Team, Instructional Leadership Team, and Student Support Team and will be prioritized based on needs of the students, needs of the staff, and needs of the organization. On specified Fridays, teams of teachers and support staff will participate in a 30-minute problem-solving group and pre-IEP referral intervention process, called Instructional Kid Talk (IKT). There will also be time allotted for Department Meetings, Collaborative Meetings between teachers, Social Work Trainings, and school-wide data sharing. Depending on the nature of the needs of the staff, Phoenix will also contract outside PD providers to give presentations and trainings.

Use of the school schedule to facilitate professional development

The school week is built to incorporate at least 3 hours a week of professional development for teachers and staff. With a shortened day on Friday, all Phoenix Academy Lawrence staff gather for 3 hours of professional development. Several teacher days are built into the school year, at the end of quarters, to provide teachers with more opportunities for professional growth.

Professional development and evaluation for heads of school

The Phoenix Academy Lawrence Head of School receives weekly supervision from the Chief Academic Officer. In addition, the Head of School will set clear performance goals in the summer of 2015, receive a mid-cycle formative evaluation in Feb-March of 2016, and receive an annual review in June/July of each year. (See Phoenix Network Leadership Rubric in Appendix)

The Head of School is part of the Network Instructional Leadership Team, which includes the Chief Academic Officer, Network instructional leaders, and the Heads of School for Chelsea and Springfield. During these ILT meetings, leaders generate shared plans for instructional and cultural improvement and share effective practices. As of the 14-15 school year, the Phoenix Academy Lawrence Head of School, Director of Curriculum and Instruction, Director of School Culture, Manager of Operations, Manager of Student Support, and Fellows Program Manager all participate in the network hosted summer Leadership Institute and in Leadership Professional Learning Communities (PLCs) for leaders in job alike roles across the Network. During the quarterly retreat for leadership PLCs, the leaders engage in a variety of PD activities facilitated by the Chief Academic Officer and the Managing Director of Innovation and Training, including participating in School Culture Walkthroughs to clarify expectations for engaging instruction and healthy and positive school culture (See School Culture Walkthrough Tool- Draft in Appendix). The Head of School may elect to participate in professional development workshops and other opportunities hosted by the LPS district and will participate in any required trainings.

The Network is grounded in constantly seeking out new practices that fit with the mission of Phoenix schools and seek to increase the achievement levels of cohorts of students who typically underperform or are disconnected from traditional school districts. The Head of School of the Lawrence school will be encouraged to visit high performing schools and other schools around the country that have developed measurable best practices that increase achievement with similarly population cohorts of high school and overage students. All Phoenix

leaders have been encouraged to participate in Research for Better Teaching's course, Analyzing Teaching for Student Results, during the 14-15 school year or during the summer of 2015.

Professional development for teachers

All non-teaching staff members are involved in at least three hours of professional development and have opportunities to collaborate with staff across Phoenix schools. Members of the Student Support Team work with outside clinicians to enhance their practices. Our School Social Worker receives clinical supervision in addition to weekly supervision.

Professional development for staff

All non-teaching staff members are encouraged to collaborate with members of the flagship school team. Additionally, they are encouraged to visit other staff members at other schools to learn from their best practices. Members of the student support team work with outside clinicians to enhance their practices. Our School Social Worker receives clinical supervision in addition to weekly supervision.

Calendar

Please see the attached 2015-16 school year calendar for staff. Any change to the school year calendar is subject to the Superintendent's approval. If possible, at least one month's notice will be given to teachers before any change to the school calendar. The school calendar will include:

- Total number of school days for students.
- Total number of days for educators, including school days and professional development and planning days.
- All federal and state holidays.
- Winter break, Mid-winter break, Spring break.

Length of student day

The school opens to students at 7:45 am for morning tutoring and breakfast. The daily school schedule is 9:00 am to 5:00 pm, Monday through Thursday. On Fridays, students have a half-day and are in classes from 9:00 am to 1:10 pm.

After school activities (from 5:00 pm to 6 pm Monday-Thursday) include Homework Lab, after-school tutoring, and extracurricular activities and clubs.

By 9:00 am each day, students need to arrive, put their belongings away, and be prepared for the day in advisory or community meeting. Therefore, students are strongly encouraged to be in the school building by 8:45 am so they have necessary time to prepare for learning.

Phoenix Academy Lawrence reserves the right to alter the school day, including adding morning or afternoon mandatory detention or homework lab to ensure the academic achievement of students. Phoenix Academy Lawrence shall determine and implement daily, weekly, and

annual schedules for students and personnel, including, without limitation, the schedules for classes, tutoring, professional development, planning, extracurricular and non-academic programs, the number of these scheduled and the start and end times of each, and when attendance is required by students and/or personnel. The school may have extended school days and/or years for both students and personnel, and/or utilize time outside of the school day for personnel planning and professional development.

Incident Weather Closings:

In the event of poor weather conditions such as heavy snow or storms, Phoenix Academy Lawrence follows the school day delay and cancellation policies of the Lawrence Public School System.

Length of professional day

Teachers:

The term of employment for teachers will be August 10th 2015 through June 30th 2015 and will include the following:

- 10 days of Summer Institute and planning time before the school year begins; with days generally lasting from 8:00 am to 4:30 pm;
- Up to 195 school days

Teachers at Phoenix Academy Lawrence are expected to work 8:00 am to 5:30 pm, four days a week. Each Friday, teachers are on campus from 8:00 am -4:30 pm, working a shortened school day, and engaging in 3 hours of professional development from 1:40 pm to 4:30 pm and other times as needed. Phoenix Academy Lawrence school leaders will develop the schedule for utilization of all professional development and plan days, both prior to and throughout the school year.

The standard workday for LTU members during a school day will be 9.5 hours Monday through Thursday, and 8.5 hours on Friday, for a total work week of 46.5 hours. Many Phoenix Academy Lawrence Teachers work “above and beyond” these hours. However, Phoenix Academy Lawrence’s required hours will not exceed 46.5 hours a week. Teachers and staff will be expected to stay for instructional or student related events, such as parent-teacher conferences and orientations for students.

Teacher responsibilities include leading a 16-minute Advisory group three days/ week, leading a reading group 35 minutes per day Monday-Thursday, and teaching four 58-minute class periods each day. This varies for our Academic Support (Special Education) and ELD teachers in order to accommodate paperwork, push-in support and collaboration with other teachers.

School Leadership Team and Student Support Team:

The School Leadership Team includes our:

- Head of School
- Director of Curriculum and Instruction

- Director of School Culture
- School Social Worker
- Fellows Program Manager
- Director of Operations

Our Student Support Team is led by our Director of School Culture and includes:

- Recruitment and Retention Coordinator
- Student Support Coordinator

The term of employment will be July 1st through June 30th; however, several of our leadership team and student support team have been hired later than the July 1st start date.

The standard workday for Lawrence Administrators Association members will be 10 hours Monday-Thursday and 9 hours each Friday. Required hours will not exceed 49 hours each week. Required hours will be negotiated with the Head of School. Some administrators may arrive earlier to supervise morning set-up, breakfast, and tutoring, while others will stay later for extra-curricular activities in the evening.

Student Support Team members will be expected to work no more than 46.5 hours each week. Their hours will be determined based on the needs of school, and set by the Head of School and Director of School Culture. Many Phoenix Academy Lawrence Student Support Team members work “above and beyond” these hours. However, Phoenix Academy Lawrence’s Student Support Team required hours will not exceed 46.5 hours a week.

All staff members and AmeriCorps fellows will be provided with keys to internal doors in the building. Phoenix Academy Lawrence will be responsible for replacing lost keys and changing locks. Students may only be on campus during regular school hours or under the supervision of the Head of School or Director of School Culture.

In addition, the Phoenix Academy Network staff will be on campus, at times daily, supporting the work of the Phoenix Academy Lawrence and the Phoenix Academy Lawrence Head of School.

School year

Phoenix Academy Lawrence operates on a 190-day school year. In the 2015-2016 school year, our first day of school is August 24th, 2015 and our last day of school is June 30th, 2016. We have, at minimum, five enrollment periods during the year. Student Institute is in session from August 24, 2015 (first day of school) to September 18th, 2015. Students will earn reduced credit for this “mini-session” or pre-quarter. During Student Institute, teachers will complete thorough diagnostics and assess students’ skill, and ensure they are correctly placed in classes. During this time, students will also learn academic and behavioral expectations that are at the heart of the Phoenix Academy Lawrence model.

Phoenix Academy Lawrence has four academic quarters, which also serve as enrollment periods for students for newcomers to the country, students who have either dropped out or who are not succeeding at their other Lawrence High Schools, or other students who have expressed interest in attending Phoenix Academy Lawrence that fall within our target populations. Quarter breaks do not necessarily align with LPS High Schools, and while Phoenix Academy Lawrence has created a calendar that reflects many of the same break and school vacation dates, due to our extended school year, holiday break is shortened, and the school end date is later than the LPS calendar. (see Appendix for school calendar)

Bell schedules

The proposed bell schedule (see Appendix) may be changed or altered at any time to meet the academic needs of students.

Vacation, Summer and Weekend Learning

Vacation learning

There is currently no scheduled vacation learning; however, Phoenix Academy Lawrence reserves the right to have vacation learning to meet the academic needs of our students.

Summer learning

Phoenix Academy Lawrence offers a 3-week Summer Academy for any Phoenix Academy Lawrence student who wishes to enroll. While Summer Academy is voluntary, for the many students who arrive at Phoenix Academy Lawrence significantly under-credited and overage, Summer Academy helps students accumulate additional credit toward graduation and close any skill gaps that may exist. Summer Academy curricula are aligned to state and Common Core frameworks, and include experiential learning activities such as service learning. Summer Academy will be July 6-24, 2015 and is included in the Phoenix Academy Lawrence budget.

Weekend learning

Students are assigned homework every day of the week, including over weekends. Students are expected to complete all necessary homework prior to attending classes, even if this means completing homework on Saturday and Sunday. Phoenix Academy Lawrence reserves the right to hold weekend learning, including tutoring or MCAS prep sessions, re-engagement sessions, and make-up classes in order to meet the academic achievement of students.

Work before and/or after the regular school year

Returning teachers are expected to report to work on August 10, 2015. New teachers to Phoenix Academy Lawrence are expected to report to work on August 10, 2015. The final work day for teachers is June 30, 2016. If possible, at least one month's notice will be given to teachers before any change to the start and end of the school year.

Schedule for staff and students

Teachers at each school will receive a duty-free lunch and regular preparatory time.

Attached is a preliminary schedule for the 2015-16 school year. This schedule is subject to change prior to and during the school year.

The standard workday for educators will be 8 hours. For the majority of educators, required hours will be approximately 8am–5pm.

Except in rare circumstances, teachers will be expected to teach no more than 372 minutes per week. Teachers will have 2 planning periods every day. This time can be to plan, grade, collaborate with their colleagues, etc. Teachers may be asked to perform some duties during this time.

All staff members are expected to participate in professional development, collaboration activities and/or staff/building meetings on Fridays 1:40 pm- 4:30 pm for professional development, weekly hour-long supervision meetings with their supervisor, and weekly common planning time meetings with their colleagues, unless otherwise directed by the principal.

In addition to traditional responsibilities and those duties listed above, all staff at Phoenix Academy Lawrence may be expected to be involved in educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to:

Expected educational and administrative activities for staff :

- Participation in family progress report nights and potlucks during the school year;
- Phone calls to families about the academic and behavioral progress of students;
- Preparation of individual student Progress Reports and Report Cards;
- Leading student extracurricular activities;
- Maintaining bulletin boards and classrooms;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings;
- Serving as an advisor to a small cohort of students; and
- Leading a reading group for an individual silent sustained reading period for 35 minutes four days per week.

Scheduling of school-wide parent/teacher meetings

This does not include parent-teacher meetings that occur between school-wide meetings. Phoenix Academy Lawrence will participate in whole school 4 adult supporter conferences during the 2015-16 school year. These are tentatively scheduled for the following dates: **September 24, 2015, December 10, 2015, February 25, and May 12** and may be subject to change.

Notices and announcements

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

School health and safety issues

Working with central office, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning.

Security of school premises will be maintained and visitors to the school will be required to check in upon entry.

Every effort will be made to mitigate painting or repairs to buildings while school is in session, to avoid distractions or interruptions to student learning.

Nursing services

Phoenix Academy Lawrence has included a full-time nurse in its budget. Since Phoenix has included a full time nurse in its budget, LPS will not be handling the delegation of medication.

Staff dress code

Staff at Phoenix Academy Lawrence are expected to model a high degree of professionalism for scholars at all times and are asked to dress professionally for a school setting, which does not include clothing such as jeans, sweatshirts, and flip flops is not permitted.

Rotation of duties

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of Phoenix Academy Lawrence. These duties may include, but are not limited to:

- Coverage of advisory, not exceeding 16 minutes per day;
- Coverage of lunch periods, break periods, or block periods, not exceeding 60 minutes per day;
- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding 90 minutes per week;
- Coverage of all transitions, not exceeding 60 minutes per day.

Staff may be asked to perform additional duties or responsibilities not listed here. Some additional responsibilities may come with additional compensation in the form of stipends, but should not be expected.

Class size

Phoenix Academy Lawrence commits to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development.

Bulletin boards

Teachers may be asked to support the development and maintenance of bulletin boards in hallways and classrooms. The Lawrence Teachers Union will be provided a clearly designated bulletin board for the purpose of posting Union-related notices and other materials. Such space will be provided in each building for the exclusive use of the Union.

Policies

Philosophy of Code of Conduct

Phoenix Academy Lawrence strives to create an environment where learning comes first. A calm, safe and dynamic culture focused on achievement is vital for the success of our students. Any disruption is viewed as damaging to the learning environment. While we seek to work with all students, including many who have struggled with behavioral issues in past schools, we believe the way to support ALL students is with clear expectations for scholarly conduct and instructive discipline that provides students with coaching on healthy decision making for self and others to ensure that they meet the academic and behavioral standards we have set. This includes a priority on relationship and community building in Advisory, Community Meeting, and throughout the day.

The Phoenix Academy Lawrence system of consequences is designed to cultivate a respectful and serious academic atmosphere. Students are expected to hold themselves to high standards for behavior as outlined in our Phoenix Academy Lawrence scholar commitments below. At the heart of the Code of Conduct is creating a positive school culture with supports in place to help our students transform from disconnected students into scholars prepared to enter and succeed in college.

Phoenix Academy Lawrence Scholar Commitments

All scholars must:

1. Be respectful.
2. Be prepared.
3. Be engaged.

Demerits

A Phoenix scholar earns demerits for making choices that negatively affect the learning environment. Demerits are an opportunity for staff members to engage students in learning positive lessons about healthy decision-making. They are issued with clear rationale and

redirection toward a positive replacement behavior. An intended goal is for students to become more aware of habits and choices that detract from their learning, so that they can work toward healthier decisions. If the initial intervention is not effective, demerits may result in further consequences, such as a detention. Phoenix Academy Lawrence's Code of Conduct outlines the resulting consequences for behaviors.

Behaviors that result in demerits include, but are not limited to:

- Repeatedly unprepared for class
- Minor infractions that are distractions from learning (i.e. off-task activity)
- Dress Code violations
- Horseplay (Running in hallways, jumping down the stairs, play grabbing at people in the hallways or other school spaces, etc.)
- Offensive or hurtful language
- Drawing/writing on desks or other school property
- Tardiness to class

Behaviors that result in 3 demerits include, but are not limited to:

- Refusal to participate in class or being sent to the Student Support Center by a teacher
- Repeated refusal to meet stated expectations
- Swearing at another student or staff member

Student Support Center

Students who walk out or are sent out of class report to the Student Support Center (SSC) and process their behaviors with trained Student Support Team members. The aim of the Student Support Center is to de-escalate, process and reflect on behaviors, and make a plan for successful re-entry to class in an efficient manner that maximizes learning time for students. This goal is to provide critical social and emotional coaching so that scholars develop their capacity to self-regulate, de-escalate conflicts, and make healthy decisions for self and others. For serious behaviors, the Director of School Culture or Head of School will make determinations about whether the student is ready to return to class.

Teachers and SSC staff work together to build relationships with students when classroom incidents occur. SSC staff members ensure that all teachers who send students out of their classes receive a copy of SSC reports upon request. It is the responsibility of the teacher to follow up by reading all pertinent information logs and "circle back" with the students as outlined in our Circling Back Protocol (in Appendix). Teachers receive training in the Circling Back Protocol during Summer Institute and receive ongoing support from the Student Support Team throughout the year.

Detention

A student earns a detention when they accrue 3 or more demerits in a given day. Students will be expected to serve detention the afternoon of the day they earn detention or the following

morning. A list of all students needing to serve detention will be posted at 5 pm Monday-Thursday. Students earning detention on Friday will serve it on Monday afternoon or Tuesday morning. The length of a student's detention is determined by the number of demerits earned in a single day:

- 3-6 demerits = 30-minute detention
- 7-9 demerits = 45-minute detention
- 10+ demerits= 60-minute detention

Adult supporters will be contacted in the event their scholar earns detention. Adult supporters will be contacted if their student is suspended for missing detention by the Director of School Culture. If a student leaves school without following dismissal procedures at any point during the day, s/he may not come back to school to serve detention that same day.

Detention expectations are created in order with the goal of providing a quiet, reflective space for students to contemplate the choices that landed them in detention and to further their academic progress by completing homework, studying, or reading. The rules of detention are provided to each student at the start of detention each day.

A violation of the rules will result in a student being sent out of detention; the student will then be marked as not serving detention. Additionally, if a student skips school on a day in which they are to serve the detention, they may only serve the detention the following morning.

Consequences for missing detention:

If a student misses their second detention, the student will be sent home for the remainder of the day. If a student misses both chances to serve their first detention, they will be placed on the warning list. If a student misses both chances to serve detention for a second time, they are suspended for the day, resulting in a full absence. Every 3 weeks, on each progress report distribution day, the warning list will be reset. If a student exceeds their absence limit as a result of missing detention, this will result in loss of half credit for the current academic term.

Short-Term Suspension

Suspensions and Expulsion: All suspensions and expulsions must be entered into the LPS Discipline Data Base

Prior to a suspension, the Student Support Team will work to process, de-escalate, and problem solve to help a scholar to make safe and healthy decisions for him/herself and the community. The Phoenix model includes a variety of relentless and intensive supports including , but not limited to:

- A Student Support Center where scholars can process, de-escalate, and receive social and emotional coaching from skilled professionals
- Break passes for scholars who need opportunities to cool down, process, and then return to class or challenging settings in the schools (ie-social settings)

- Adult supporter meetings to identify needs and develop support plans
- Individualized behavior and support plans
- In 15-16, Phoenix schools will be designing and implementing an Advisory curriculum designed to address the meta-cognitive and social and emotional skills (using CASEL's Social and Emotional Competencies) to address root causes in behavior issues and to foster healthy decision making and self-regulation habits

For suspension between one and ten days, the following procedures will apply:

When an infraction occurs, the student will be removed from class and sent to the Main Office, Director of School Culture' office, or another designated school location. The student's parent or guardian will be notified of the incident by the Head of School, Director of School Culture, or another representative of the school.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive notice and an opportunity to present her/his version of the relevant facts of the incident prior to a suspension of one to ten days.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned a suspension, parents will be notified. If the parent/guardian cannot immediately come to the school building and a student is over 16, they will be sent home. If a student is under 16 years old, they will be supervised in an area away from the community (office or other quiet space) until a parent or authorized adult supporter can pick them up or authorize their release from school to return directly home. Students will not earn a detention for behaviors that lead to a suspension, as the double consequence would not fulfill our goal of instructive discipline.

In order for the student to re-enter the community following an Out-of-School suspension, the student and adult supporter (if possible) will complete a re-entry meeting with either the Head of School or Director of School Culture, and complete any other "circle back" conversations with necessary students or teaching staff. These meetings usually occur the morning a student re-enters the community; however, Phoenix Academy Lawrence will be flexible in timing to accommodate parent and adult supporter schedules. A student may not re-enter the community without a re-entry meeting to establish steps to move forward. The student will then re-enter and be welcomed into the community.

Long-term Suspensions and Expulsion

In accordance with current discipline laws, long term suspensions and expulsions will only be recommended in extreme cases where possession and/or distribution of a controlled substance, possession or a weapon, or assault on a staff member has taken place in the community.

Prior to a suspension of more than ten days, the following procedures will apply:

- 1) The student shall receive written notice of the following:
 - Charges and a statement of the evidence;
 - Date, time and place of a hearing;
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's / parent's own expense).
 - Present evidence.
- 2) The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request and to the Lawrence Public Schools.
- 3) Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
 - A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.

All decisions by the Head of School and Director of School Culture regarding long-term suspension or expulsion of a student for any of the four reasons cited in M.G.L. c. 71, §37H and §37H1/2 will be in writing. An explanation of appeal rights for suspensions and/or expulsions based on the four behavioral infractions outlined in M.G.L. c. 71, §§ 37H and 37H1/2 are outlined in the statutes in the Appendix.

All decisions made by the Head of School regarding long-term suspension of a student for any reason other than the four outlined in M.G.L. c. 71, §§ 37H and 37H1/2 will be in writing.

Expulsion for all offenses except for the four listed in M.G.L. c. 71, §§37H and 37H1/2, must involve the Receiver. Upon receipt of the recommendation of both the Head of School and a representative of the Phoenix Charter Academy Network, the Receiver will conduct a hearing to consider the expulsion of a student as provided for in M.G. L. c. 76, §16 and § 17.

As stated above, the Head of School reserves the right to request that the Receiver hold an expulsion hearing and consider the student for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures. Specifically, regarding the latter, a family meeting will be required and a behavior contract will be written once a student has been Out-of-School Suspended for four separate incidents. A student's breach of this contract may lead to the recommendation of an expulsion hearing.

Whenever an expulsion hearing is recommended, the above procedural safeguards will be in effect:

- The student shall receive written notice of the following:
 - Charges and a statement of the evidence;
 - Date, time and place of a hearing;

- Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's / parent's own expense).
 - Present evidence.
 - Confront and cross-examine witnesses.
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
- All decisions by the Receiver regarding expulsion of a student will be issued to the student in writing.

Discipline of Students with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. Phoenix Academy Lawrence will follow all federal and state regulations pertaining to students with special needs.

Student Searches

Phoenix Academy Lawrence reserves the right to conduct searches of students and their property, including backpacks. Searches will be conducted so as to respect the privacy and interests of students to the fullest degree possible, but will balance such concerns with its predominant interest in maintaining student safety and discipline. Such searches will take place in the presence of a school administrator and at least one other staff member. The parent(s) or guardian of a searched student will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a student refuse to cooperate with a search request, the school will confiscate the property in question. School lockers and desks, which are assigned to students for their use, remain the property of Phoenix Academy Lawrence and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time. Phoenix Academy Lawrence will keep a log of student searches, which it will provide to LPS.

Community Behavior

Students are held to the same behavioral expectations and Code of Conduct in the community, and any negative behaviors will result in similar demerits and consequences. .

Cell Phone/ Electronic Devices Policy

Cell phones and other electronic devices are strictly prohibited during school hours. If a teacher, administrator, or other staff member sees a cell phone or electronic device visible (including usage or a cell phone ringing or vibrating), the staff member will direct the student to turn in their cell phone in the SSC. Student cell phones and other electronic devices will be

labeled and stored in a locked filing cabinet in the Director of School Culture's office. If a student continues to refuse to follow expectations, s/he will be sent home, resulting in a ½ absence.

Attendance

In order for a student to be successful at Phoenix Academy Lawrence s/he must be present in school consistently. The school's attendance policy attempts to balance this requirement for success with allowing students to see the consequences of their actions. Scholars at Phoenix Academy Lawrence cannot miss more than six and a half school days for any reason during each quarter and still receive full course credit. Scholars who have missed seven or more days of school will still be eligible to earn half academic credit for the quarter. Phoenix Academy Lawrence does differentiate between excused and unexcused absences. The Director of School Culture and Head of School will make exceptions to the attendance policy in the case of long-term illness, extended court involvement, or other extenuating circumstances.

Half-Absences

While students are strongly encouraged to use Fridays to schedule appointments, if a student has a doctor's note, or court note, they will be allowed to enter school with that note, and that absence will be excused. Any other extenuating circumstances will only be approved by the Head of School or Director of School Culture.

Students who leave school ("walk out") without prior permission or are sent home will receive half an absence. Half absences accumulate towards their "absent out" limit. In order for students to leave campus for a school appointment, staff members must have prior approval from a parent or guardian.

Punctuality Policy

Students are expected to be on time for school and be in the school building ready to learn, and participate in advisory or community meeting before 9:00 am. Therefore, students are strongly encouraged to be inside the school building by 8:45 am. Students who arrive to school after 9:00 am will be turned away and unable to attend school for the day. It will count as an absence, and adult supporters will be notified.

Uniforms/Dress Code

In order to allow students to focus on learning and to create a sense of community, Phoenix Academy Lawrence has adopted a mandatory student dress code. Students must adhere to the dress code whenever on campus and at all school-sponsored events. Any drug- or gang-related clothing or accessories are strictly prohibited, as is clothing that is too short or otherwise unprofessional. Phoenix Academy Lawrence reserves the right to confiscate or prohibit students from wearing any clothing or accessories that may be construed as drug- or gang-related, or as inappropriate attire for school or generally unprofessional. Students must be in dress code at all times within the building. Students who are not in dress code will be asked to get into dress code, or will not be allowed in school that day. The Director of School Culture and Head of School have ultimate discretion on a daily basis for all student dress. Students can

and will be sent home if clothing is inappropriate for school.

See dress codes specifics in the Appendix.

Services & Supports

IEP/504 implementation

The Academic Support Department at Phoenix Academy Lawrence provides a range of services to meet the needs of diverse learners. Students with special needs are fully integrated into our academic program, and every Phoenix Academy Lawrence teacher engages in the following to ensure that he/she meets the students' needs:

- Read each student's IEP/504 plan and refer back to the summary of each student's IEP/504 plan as needed so that he/she is knowledgeable about the student's IEP/504 goals, understands the student's particular learning challenges, and is aware of the specific modifications in curriculum, instruction, and assessment that must be made for the student.
- Attend the student's IEP/504 meeting. Teacher input is critical to the success of the process, and it is a valuable time for the Academic Support Services staff, the teachers, the parents, and the student him/herself to communicate about how the student is progressing.
- Complete the required paperwork for students with IEPs/504s, including the "Part B" forms for any upcoming IEP/504 meetings and the documentation that Phoenix Academy Lawrence's Academic Support Services Teacher needs in order to accurately complete the quarterly progress reports for students who have IEPs/504 plans.

Because our philosophy is to include all students in regular education academic classes for the majority of their day, Phoenix Academy Lawrence is committed to instruction that reaches all learners. In order to meet an identified need to help all teachers understand how to differentiate instruction for diverse learners, Phoenix Academy Lawrence delivers extensive Professional Development in this area.

To assist teachers in getting support with struggling learners, and in order to improve our process of pre-referral, Phoenix Academy Lawrence has established the Instructional Kid Talk process or IKT. Each quarter, teachers nominate students who are struggling to make academic progress for inclusion in the IKT process. During weekly Professional Development, teachers meet in teams and problem solve an action plan around providing additional supports for referred students, as well as gather data about the students. At the end of the IKT cycle, teachers make a recommendation to refer the student for academic testing, keep the student in the IKT process, or release the student from the IKT process because the student has begun to make sufficient academic progress with teacher interventions.

See Appendix for Our Academic Support Handbook for Teachers, a comprehensive instructional manual that outlines the services we provide for our students and protocols for working with students with IEPs or 504 plans.

Implementation of plans of support for individual ELDs

Incoming students will be assessed using the W-APT assessment to determine possible ELD status. Beginning to early intermediate ELDs who scored a 1 or 2 on the ACCESS or who present as low level English learners will take two 65-minute ESL classes, ESL Intensive and ESL Literature, taught by a licensed ESL teacher. Beginning level ELDs will be in SEI classes for the remaining three blocks including Math, Exploratory Science, and Humanities. Intermediate to Advanced ELD students will take one 65-minute academic block of ESL Advanced, taught by a licensed ESL teacher. All academic teachers will be trained in SE. In addition, all ELD students will be in advisories, a 15-minute small group that meets three times a week, with an ESL teacher. ELD students may receive additional support for homework in an optional after school homework lab. During each Friday Professional Development, there will be a group of teachers convened for Instructional Kid Talk, which is a solutions-based problem-solving group. One Instructional Kid Talk group will meet, share data, and problem solve around any possible changes and or additional supports necessary for specific ELD students. FLEP students (Formerly Limited English Proficient) will be monitored through quarterly academic reports completed by teachers. Any FLEP student who continues to struggle with accessing content as a result of language will be re-assessed and considered for ESL classes.

The ESL Teacher as well as the Director of Curriculum and Instruction conduct regular professional development sessions for faculty on topics of Sheltered Instruction, scaffolding techniques for English Learners, vocabulary acquisition, strategies for helping newcomers, and the use of language objectives. The Director of Curriculum and Instruction, the former ESL Director at Phoenix Charter Academy in Chelsea, offers teachers assistance in the design of curricular modifications. In addition, she observes teachers at work in the classroom, and provides support and ensures compliance with SI best practices.

Childcare services (for students' children)

Phoenix Academy Lawrence has a unique capacity to meet the needs of parenting teens. Teen parents arrive at school, drop their children off at the onsite daycare and attend class while their children begin their own education under the care of the experienced early childhood education teachers. Teen parents are expected to eat lunch with their children each day during lunch.

The Childcare Director will supervise two child care professionals. The Childcare Center will work with appropriate outside agencies to ensure that students have vouchers to cover the cost of childcare services for the time that the student parent is enrolled at Phoenix Academy – Lawrence. The Childcare Director will ensure that there are enough staff to support the number of children enrolled in the Center. Phoenix Network will oversee the development of the business side of the Center and work with the Department of Early Education and Care for any Center start-up and implementation needs.

The Center will serve infants age one month through pre-school age (roughly three and a half) or until the parenting student has graduated or left Phoenix Academy Lawrence.

Other Supports and Services for Phoenix Academy Lawrence Students

Phoenix Academy Lawrence couples high expectations with relentless support. ALL students have full access to every class, and in each class, we have a diverse group as defined both by identity and also life circumstances. Therefore, English Language Learners, students with learning disabilities, students returning to high school as well as students of various races, religions, ethnic backgrounds, and sexual orientations are all a part of our learning community. We also serve students who fit the legal definition of homelessness, and students living in residential facilities. We provide tremendous support for students, including social work services, an advisory program, and counseling. The wide offering of student support services include:

Support for students around homework completion

Homework Lab is held every Monday through Thursday evening from 5:00-6:15 pm supervised by Fellows and teachers. Students can also come to school at 7:45 am to get extra help from a staff member in designated classrooms. They can also make arrangements to meet with their teachers outside of class time. In addition, students regularly call, text, or e-mail teachers with questions about their homework.

The Student Support Center (SSC)

The Student Support Center's primary goal is to aid students in being academically and socially successful at Phoenix Academy Lawrence. The SSC is staffed by the Director of School Culture and the Student Support Team, and it works in complete support of a student's academic progress and growth.

Students are sent or elect to go to the SSC because they are temporarily unable to learn effectively in class. Behavioral issues may be related to outside-of-school personal situations that prevent a student from effectively concentrating on his/her class work. Students have the opportunity to process these issues with the SSC staff member on duty. The SSC is not a traditional "Dean's Office" and is not viewed as a depository for misbehaving students. It is a place for students to de-escalate, process their behavior, and then return to class as quickly as they are able.

Social work and counseling for students

The many life challenges our students face can make it hard to focus and often prevent success at Phoenix Academy Lawrence. It is the goal of the school and of the Student Support Team to help students set goals for themselves and manage stressful situations so that they can be

successful at school. In order to support students in this way, Phoenix Academy Lawrence has 2 full-time School Social Workers who work with our staff and parents to identify case management and clinical needs of students. The School Social Workers meet with students who have mandated counseling or who want/need counseling for issues including depression, anxiety, family/home issues, or school-related issues. They also help connect students to resources that they may need such as housing, transportation, health care, child care, outside counseling and other case management needs.

A staff member who knows that a student is struggling and feels that the student could benefit from counseling is encouraged to bring that student and his/her situation to the attention of the Student Support Team. Teachers are also trained to understand their role as mandated reporters.

Advisory period

In addition to the social-emotional education provided in a typical advisory program, Phoenix Academy Lawrence's advisory program also provides students with individualized academic advising. Advisors assist their advisees in completing their graduation plans, provide guidance when they are choosing their courses each quarter, and review their advisees' progress reports with them. Advisories meet daily Tuesday-Thursday. Advisory lessons promote team-building, positive culture building or academic advising objective(s) designed by the Director of School Culture and Director of Curriculum and Instruction. With a student to advisor ratio of approximately 10:1, advisors are able to forge close mentoring relationship with students to ensure they are succeeding at Phoenix Academy Lawrence. The advisor is the student's point person for support and maintains regular contact with his/her advisees' parents/adult supporters.

Phoenix AmeriCorps Urban Fellowship Program

In its third year, Phoenix Academy Lawrence will have fifteen Fellows on staff, recent college graduates who commit to a year of service to increase the academic achievement and engagement of students. They will provide 1:1 or 2:1 intensive tutoring and MCAS preparation, provide re-engagement support to our most at-risk and disconnected students through the Attendance Transformation Team, and provide push-in support in classrooms. Additionally, they will lead extracurricular activities and serve as mentors to Phoenix Academy Lawrence students.

Celebrating Student Growth and Achievement

- **Feathers:** Students receive "feathers" (slips of paper that serve as merit points) from a teacher for embodying positive behaviors. Students "deposit" their feathers in the front office, they get "banked," and students can trade these feathers in for Phoenix Academy Lawrence merchandise or other privileges.
- **Positive Phone Calls/Texts:** Positive communication outreach helps build relationships with students and also serves an important purpose for building our students' abilities to self-regulate behavior.

- **Beads:** Each Friday at Community Meeting, students and staff are encouraged to give beads (plastic purple and orange beads) to others who have done something scholarly or helpful to the community.
- **Honor Roll:** Students who earn a 3.0 – 3.6 grade point average in a quarter achieve Honor Roll recognition. Students who earn a 3.7 GPA or higher have achieved High Honor Roll. These students are honored in Community Meeting and given a black collared Phoenix Academy Lawrence shirt, indicating that they are Honor Roll students.
- **Phoenix Award:** Given once yearly, this award is for a student who has metaphorically risen out of “ashes,” has been a contributing member of the community, and has excelled academically during the year.
- **Quarterly Awards:** Each quarter, students are honored in Community Meeting for “Most Improved,” “Highest Grade,” and “Grit” in each academic class.

Communication with students and their adult supporters:

A critical part of our work is communicating with our students’ parents and other adult supporters. All Phoenix Academy Lawrence staff, including the Head of School, are expected to make and log an average of ten phone calls per week. Staff members make an average of 2-4 calls a day to students. These calls will mostly be to students who are absent or who have missed class assignments. Teachers also call the students to praise small achievements in the classroom or to reinforce positive, “turn-around” behavior. All advisors call all absent advisees who weren’t reaching in the morning attendance calls completed in the Front Office.

Teachers and staff members at Phoenix Academy Lawrence provide their cell phone numbers to students, parents, and adult supporters. The only staff member that does not provide a cell phone number is the School Social Worker. Teachers and staff regularly text and call students.

We believe that communication is a key component of our model, and necessary for the relationship-building and support our students need in order to re-engage and be academically successful in school. To that end, we regularly conduct home visits in teams to engage parents and adult supporters in dialogue about a student’s progress and engagement in school. Home visits are always conducted in teams of at least two staff members.

All communication is logged in Kickboard. Tracking general communication with parents and students is one of the key data points we use to assess our student support and retention efforts.

Staffing

Staff recruitment

Phoenix Network believes great teaching is the backbone to high academic achievement. Therefore, Phoenix Academy Lawrence, like all Network schools, practices a rigorous selection process for all Phoenix Academy Lawrence staff, especially teachers.

Through the Phoenix Network office, Phoenix Academy Lawrence will work with local and national non-profits, colleges and universities, community organizations, and strategic partners to build networks and connections that serve as a pipeline for hard-working, talented applicants. We believe it is important to recruit members of the LPS community as well as talented individuals from outside the local district.

All candidates applying for positions at Phoenix Academy Lawrence will follow the same, rigorous interview process outlined, in detail, below:

- Candidates who seem viable after their resumes have been reviewed will be invited to complete a phone interview.
- Following the phone interview, strong candidates will be invited to more detailed, in-person interviews.
- Next, teaching candidates will be asked to do a “guest lesson” or “model lesson” in a Phoenix Academy Lawrence classroom. At this point, candidates might also be asked to meet with a department team and department chair.
- Offering of all positions must be cleared by and are at the discretion of the Head of School subject to the Receiver’s approval.
- No offers of employment can be made without at least two references being officially checked. All applicants are expected to provide three references.

Phoenix Academy Lawrence believes deeply in growing talented teachers and supporting all staff in professional development. Staff hires are approved by the Receiver of the Lawrence Public Schools. Staff may collaborate with appropriate LPS district staff and will be sharing updates and information with their appropriate supervisors at Phoenix Academy Lawrence.

All staff will partake in our dynamic systems of supervision while also participating in weekly professional development sessions. Further, all staff are encouraged to seek out and partake in off-campus professional development opportunities. All such opportunities must be communicated to and approved by the Head of School. Phoenix Academy Lawrence is particularly interested in retaining talented staff and will create a staff environment that invites and nourishes talent.

Subject to the requirements of the Memorandum of Agreement and under the oversight of the Network, the Phoenix Academy Lawrence Head of School has the discretion to select the staff for any and all positions at the school. Phoenix Academy Lawrence may select staff without regard to seniority or past practices within LPS. Phoenix Academy Lawrence may formulate job descriptions, duties and responsibilities for any and all positions in its school. The selection of staff members shall be in compliance with the applicable federal and state laws and municipal ordinances.

The Head of School will be evaluated by the Network Leader and the Receiver. The Network Administrator determines whether the Head of School will continue to work in a leadership capacity at Phoenix Academy Lawrence. The Receiver has the right to terminate the head of school based on a recommendation from the Network.

Phoenix Academy Lawrence believes in creating a dedicated and professional work force. In order to do so, staff will be treated with dignity and will be held to high standards of performance. Each year, staff will be evaluated based on performance and alerted to staffing decisions for the following academic year no later than May 1.

Establishing positions

Phoenix Academy Lawrence will develop and implement job descriptions (including, without limitation, titles, roles and responsibilities), staff assignments, staff patterns (including where and when all personnel shall perform their duties), personnel policies, and terms of employment for all personnel which may be subject to collective bargaining, including, without limitation, (i) development and implementation of a work election or working conditions agreement detailing the expectations and additional responsibilities of all personnel, and (ii) development and implementation of reporting relationships and schedules, including permissible time outside of the school for district-wide meetings and for professional development/training.

Phoenix Academy Lawrence will develop and implement (i) training and/or professional development policies (including, without limitation, any coaching or mentoring policies and programs and participation in any professional development communities) and (ii) evaluation, performance review and support systems for all personnel, including, without limitation, an initial teacher training program for new teachers at the school, professional development programs for the head of school and teachers at the school, and training for all school staff.

Phoenix Academy Lawrence will determine whether and if so to what extent to use district level staff made available by LPS to work with or in support of any schools in the LPS district.

Teachers at Phoenix Academy Lawrence will be promoted or given more responsibility at the discretion of the Head of School and Director of Curriculum and Instruction. The Head of School, under the direction of the Phoenix Network leader, will have the final authority regarding all promotion-related decisions.

Number of classroom observations of teachers (as long as proposal meets minimum required by educator evaluation regulations). We will relentlessly train teachers – both during their August orientation as well as during their regular coaching sessions throughout the year – on exceptional instructional practices. During August staff orientation, the school’s leaders will train new teachers on the school’s expected instructional practices. For example, the Director of Curriculum and Instruction may model excellent practices and provide feedback to the school’s new teachers on sample lessons that they deliver. During the academic year, teachers are regularly coached by the Head of School, the Director of Curriculum and Instruction, and the Lead Teacher, who will make weekly, informal observations of every teacher and provide them with action-oriented feedback on management and instruction.

Additionally, all teachers will receive at least 3 Formal Observations (beginning, mid and end of year). These observations will be used to evaluate teacher effectiveness and will be administered by both the Director of Curriculum of Instruction and the Head of School.

Moreover, we will facilitate IKT (Instructional Kid Talk) on Friday afternoons to analyze and improve upon instructional methods and practices across the school as related to specific students. The goals of IKT are to track best practices across the school to reach all students, regardless of disability or limited access to education. Further, teachers will partake in Peer Coaching. The purpose of peer coaching is to discuss and observe best practices across the Phoenix Academy Lawrence campus. All teachers will partake, and all teachers will practice the Peer Coaching protocols to ensure learning across curricula. At times, teachers will be divided in to content teams during Friday Professional Development to ensure the appropriate inquiry and growth are occurring in each department.

Analysis of data and student progress will occur during Friday's professional development time and will be the focus on 4 quarterly network wide Data Days that allow each school to focus on analyzing quarterly Interim Assessment results. Students in the MCAS cohort will be analyzed as relates to MCAS readiness, while students further along in the college-readiness curriculum will be analyzed as relates to higher-level frameworks (Common Core SY 2015-2016). Data will be used to assure academic success for all students.

Staff evaluation processes

Staff evaluation processes in addition to the district-wide model (adapted from DESE model)

We will implement a comprehensive teacher evaluation system, which may include consistent observations, and a teacher evaluation tool that values adult professionalism and student achievement, supports the growth and improvement of all staff members, and enables the school's leadership to easily dismiss teachers who are not meeting the school's expectations. See appendix for our teacher evaluation tools (Formative Assessment, Goal Setting, Self-Assessment, Teacher Rubric).

Phoenix Academy Lawrence will hold its staff members to the highest performance expectations; the expectations are geared towards ensuring that the school's students succeed. The evaluation system and observation tool reflect and reinforce these high expectations. At all levels of the organization, we expect staff to maintain professionalism and drive toward our mission. All staff will be observed and evaluated and the summative evaluations with all ratings completed will be submitted to the Human Resources Department and to Dale Libkin, the Assistant Superintendent of Teacher Effectiveness.

In order for a teacher to be guaranteed a position in the following academic year, teachers at Phoenix Academy Lawrence must maintain professionalism and progress through our systems of observation and evaluation as determined by the Director of Curriculum and Instruction and the Head of School.

The Head of School will have the final authority regarding all promotion-related decisions.

In order to ensure the Head of School is meeting the school's high leadership standards and driving rapid, significant, and sustainable student achievement growth, the Head of School will also go through a robust annual evaluation process. The Chief Academic Officer of the Phoenix Charter Academy Network leader will supervise the Head of School of Phoenix Academy Lawrence.-The Receiver or his designee and a representative of the Phoenix Academy Lawrence will conduct the evaluation.

Dispute resolution process

The Phoenix Academy Lawrence Leadership Team will utilize the LPS Human Resources team along with the direct supervisors of the staff to mediate any conflicts. All conflicts, evaluations, improvement plans and other records of such events will be kept in each employees personnel file.

Enrollment Policy

Students may enroll at Phoenix Academy Lawrence at the beginning of each academic quarter, allowing students who are unsuccessful at or disconnected from other district schools to re-engage in their learning. Specifically, Phoenix Academy Lawrence seeks to serve students who are English language learners, teenage parents, students involved in social services and students who have been extremely truant or who are out of school entirely. In order to enroll, all students must submit an enrollment form, participate in a shadow day and attend a mandatory orientation with the Phoenix Academy Lawrence.

During orientations, students or parents/guardians complete necessary registration information. Parents/ guardians also are expected to complete additional Phoenix Academy Lawrence specific release paperwork, including release forms for photo use and release forms to communicate with community partners or agencies about their students (parents/guardians or students have the right to opt out of signing these forms). At orientation, prospective students learn about Phoenix Academy Lawrence's mission and academic and behavioral expectations, take diagnostics to aid in determining class placements, and meet staff members and leadership team members. All students not accepted into Phoenix Academy Lawrence (due to enrollment limits) will be placed on a waiting list in the order their enrollment forms were received by Phoenix Academy Lawrence.

In the event that there are openings, Phoenix Academy Lawrence will also accept students mid-quarter who are coming out of incarceration or treatment facilities at the discretion of the Head of School and the Director of School Culture. Phoenix Academy Lawrence will also work closely with the District Hearings Officer to intake students at various points in the year. Phoenix Academy Lawrence reserves the right to admit previously expelled students from LPS, depending on the level and degree of offense subject to the advance written approval of the Receiver.

Phoenix Academy Lawrence's recruitment and retention process is supervised wholly by the Head of School. Phoenix Academy Lawrence will work with community partners, LPS principals, the Re-engagement Scholar Manager, and other school officials to identify and target students who fall within our mission populations as well as students who want to attend Phoenix Academy Lawrence. The Recruitment and Retention Coordinator and all other Student Support Team members report directly to Phoenix Academy Lawrence's Head of School.

Phoenix Academy Lawrence reserves the right to cap the number of students who are teen parents who plan on utilizing the day care to ensure quality service delivery until a space becomes available.

To the extent permitted by law, the following conditions will be applied: Students can become dis-enrolled if they earn a certain number of absences each quarter. Upon reaching the absence limit, students are not allowed back in school for the rest of the quarter and do not earn any academic credit. Students who are below the age of 16 and students with an IEP/504 or those in the evaluation process will be allowed to continue to attend classes with limited credit attainment possible. All students may re-enroll for full credit in Phoenix Academy Lawrence at the beginning of the next academic quarter. Students who absent out will be put on the waitlist and will be expected to attend a mandatory re-engagement orientation.

Facilities

The high school facility is a critical component to the success of any Phoenix school. Most students enter Phoenix Academy Lawrence with a record of academic difficulty or failure and many have spent some time in former alternative high schools or programs where facilities are often not a priority. Additionally, the students tend to be sensitive to being sent to environments that reflect the academic level of younger students.

Teachers at Phoenix Academy Lawrence are mobile and use the internet for both school operations like taking attendance, logging merits and demerits and sending students to other parts of the building and instructional use. The Phoenix Academy Lawrence site has smart boards and laptops for students and teachers will use the internet in every classroom or office space. The space will be equipped with wireless internet in all sections of the permanent site, starting in year two of the Lawrence school.

Appendices

1. School Calendar (attached separately)
2. Dress Code
3. Bell Schedule
4. Organizational Chart
5. Circle Back Protocol

6. Blackboard Configuration
7. Teacher Supervision Forms
 - i. DESE Formative Assessment Form
 - ii. DESE Goal Setting Form
 - iii. DESE Self-Assessment Form
8. DESE Teacher Evaluation Rubric
9. Academic Support Policy Manual

Dress Code

In order to allow students to focus on learning and to create a sense of community, Phoenix Lawrence has adopted a MANDATORY student uniform. Students must adhere to the uniform whenever on campus (including off-campus lunch) and at all Phoenix Lawrence-sponsored events unless told otherwise by a member of the administration. Please refer to the chart below for detailed uniform information. Any drug- or gang-related clothing or accessories are strictly prohibited. Phoenix Lawrence reserves the right to confiscate or prohibit students from wearing any clothing or accessories that may be construed as drug- or gang-related, or as inappropriate attire for school. **Students must come to school in uniform and remain in uniform throughout the day.** Students who are not in uniform will be asked to get into uniform or will not be allowed in school that day.

Uniform appropriate white collared shirts and Phoenix t-shirts are available for purchase from the main office for \$10.00. Further, gray fleece sweaters matching uniform requirements are also available for \$20.00. Phoenix merit points, known as Feathers, can also be redeemed for uniform items.

Clothing Item	Style	Approved Colors	Comments
Pants (or shorts)	Standard cloth pants (cotton), wool blend or small-weave corduroy, fitted at the waist level.	Khaki	Appropriate pants must not be jeans, sweats or athletic pants and must fit professional guidelines. Pregnant students (who are showing) will be permitted elastic waist pants after communication with SST or the Social Worker. Shorts

Shirts	Phoenix Lawrence-issued shirts with Phoenix Lawrence logo (either MCAS, mission or oxford shirts), or college shirts from an accredited 4- year institution.	Phoenix Lawrence - Issued Shirts or college shirts of any color	All shirts must be buttoned. No waist length, tight-fitting, or navel-revealing shirts. No shirts may be worn inside out or half/on and half/off. No ripped shirts. No logos or designs should be visible
Skirts	Standard cloth (cotton), wool-blend, or small weave corduroy.	Khaki	Skirts must fall to a student's fingertips and have no slits above this point. No blue jeans
Belts	No big or otherwise inappropriate buckles.	Black, white or brown (preferably), but any color	All male students must wear a belt. Any male student without a belt will be provided with a rope to tie around his waist to keep his pants up
Sweaters, sweatshirts	Phoenix Lawrence - issue sweater/fleeces or non-hooded college sweatshirts are acceptable. Phoenix cardigans are	Gray Gray, black	Students will only be allowed to wear Phoenix Lawrence -issued gray fleece pullovers or non-hooded college sweatshirts.
Shoes	Personal preference, appropriate for school. Loafers or tie shoes are suggested.	Any color	No tags or homemade designs on sneakers or shoes. No flip flops or sandals designed to look like flip flops. All laced shoes must be tied. No cleats or house shoes may be worn
Hats, scarves, and other headwear	None		No hats or headgear may be worn inside the school building except for religious reasons (parents please send a note). Bandanas cannot be visible extending from
Hair, makeup, jewelry	Appropriate to the uniform.		Standard to be at the discretion of the administration. No large jewelry. If redirected by a staff member to change jewelry, a student must do so. Large or gaudy necklaces
Eyewear	Prescription glasses or contacts ok.		No sunglasses inside of building.

Beads, Special Shoe Laces, etc.			Phoenix reserves the right to prohibit students from wearing any potentially gang related clothing and accessories that might endanger the safety of the community.
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Bell Schedule

Student Institute Monday-Friday

Advisory	9:00-9:30
<i>Community Meeting (Monday, Friday)</i>	9:00-9:15
1 st period	9:34-10:37
2 nd period	10:41-11:44
Lunch	11:48-12:23
3 rd period	12:27-1:30
4 th period	1:34-2:37
5 th period	2:41-3:44

Quarter 1-Quarter 4 Monday- Thursday

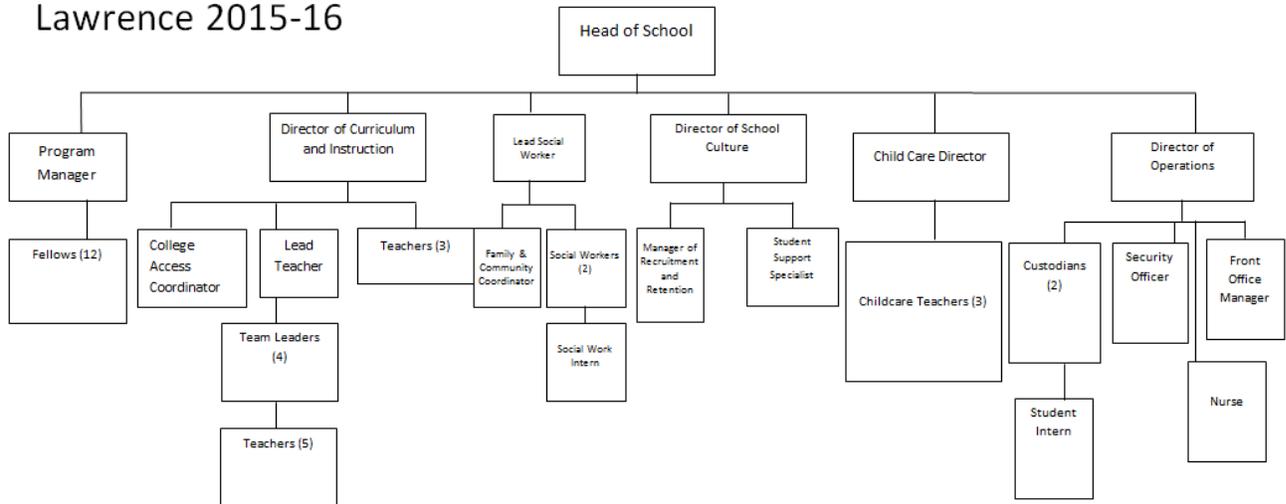
Advisory	9:00-9:30
<i>Community Meeting (Monday)</i>	9:00-9:15
1 st period	9:34-10:40
2 nd period	10:44-11:49
Lunch	11:53-12:28
PROPS	12:34-1:14
3 rd period	1:18-2:24
4 th period	2:28-3:34
Snack	3:38-3:48
5 th period	3:52-4:58

Quarter 1-Quarter 4
Friday

Community Meeting	9:00-9:15
1 st period	9:19-10:02
2 nd period	10:06-10:49
3 rd period	10:53-11:36
4 th period	11:40-12:23
5 th period	12:27-1:10

Organizational Chart

Phoenix Academy
 Lawrence 2015-16



Circle Back Protocol

Having difficult conversations with students after conflict

This protocol was established to aid teachers and other Phoenix Academy Lawrence staff in having difficult conversations with students. Following this conversation outline will allow you to hear what students feel and understand about their world and to be heard by them in a respectful, safe space.

When having these types of conversations, it is important to remember that you can enter and leave these conversations with different versions of the “truth”- this process is not about recalling and debating events of the past. These conversations are about building stronger relationships and creating a space for conflict resolution and trust building.

PREP-WORK: Before engaging in these types of conversations, it's important that we remember our goal for the outcome. This conversation will not change the world. However, it will provide you with what you need: to understand and acknowledge the experience a student is having in your class/with you in the hopes that things can change for the better. It's important that you do what you need to do beforehand so you are able to play your part in a constructive conversation (e.g. deep breaths, processing with SSC staff beforehand).

Step 1: Approach the student after the conflict is over, and s/he has had plenty of time away from you and the situation. Ask him/her if it would be possible to sit down and discuss what happened with you. If a student says "No" (or some version thereof), don't be put off. This just means that s/he isn't ready yet. You could do a couple of things here: 1. Say, "That's fine, why don't we check in tomorrow morning." Or 2. Engage an SSC staff member to help you have this conversation. It's important that the student doesn't feel they can just avoid this conversation.

Step 2: At the conversation:

- Open the conversation by stating plainly and clearly why you wanted to have the conversation. It can be something simple like, "I wanted to discuss what happened yesterday in 3rd pd."
- Next, ask the student to state one thing that s/he either needs from this conversation (e.g. respect from all participants) or a goal s/he has for the conversation (e.g. I want to be able to move past yesterday). You do the same- name a goal or a need you have.
- Let the student speak first. Allow him/her to share his/her version of the story of what happened and how s/he felt. It might be useful to have a "talking piece". This sounds corny, but will allow you to be heard and vice versa. And, oddly enough, most kids will automatically follow "talking piece" protocol- only the holder of the piece can speak.
- Now you get to speak, but how should this look? How can we engage students in conversations when we still harbor a lot of negative feeling?
 - Below is a chart of things I've heard teachers say (perhaps I've been the sayer 😊....). However, these statements are largely ineffective and usually cause students to get angry and defensive when they hear them. How can we rephrase our anger in a productive way that keeps us working towards our goal of changing the interactions we're having with this student?

NEGATIVE FEELINGS	POSITIVE LANGUAGE
"She is such a brat in my class." "He doesn't respect me or authority at	"Today, she had a tough moment. I wonder how I could help prevent that in

<p>all.”</p> <p>“She hates me.”</p> <p>“He doesn’t even want to be here. Why is he even at school?”</p>	<p>the future?”</p> <p>“I wonder how I could better support him?”</p> <p>“We have some relationship building to do.”</p> <p>“Can you help me brainstorm ways to engage him?”</p>
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- After you’ve both shared your feelings, it’s time to move on to action steps for the future. Each person should share one thing they can do in the future to avoid such conflict. Some students might need help with this part- some urging or specific examples or sentence starters. One that works well is “Something I am willing to work on is.....”. This allows the student to commit to something helpful on their terms. I usually make my commitment first.
- End the conversation with a close-out. Ideally, this is a recognition of something positive that you experienced in this conversation. Something like, “This was good for me to talk to you because I learned that my class wasn’t working for you, and now we know a way to fix it.”

Step 3: Know that this is a process. **These conversations are transformative. However, they are not instant change agents.** This delightful conversation may not result in immediate behavioral change, but it will buy you tons of collateral in working with this student. S/he will feel respected by you and this is very important! Also remember that for many students this is a new approach for them. Many students have been engaged in only negative interactions with school personnel. It might take them a while before they trust you. This is natural and OK.

Blackboard Configuration

All teachers will have a Blackboard Configuration (BBC) posted on their white board. This enables students to easily know the plan for class and all assignments they are responsible for completing. It will include the Objective, Do Now, Classwork, Ticket to Leave, and Homework. This will be updated in every classroom on a daily basis.

Teacher Supervision Forms

DESE Formative Assessment Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation:

School(s): _____

Assessing¹:

Progress toward attaining goals

Performance on Standards

Both

Progress Toward Student Learning Goal(s)

Describe current level of progress and feedback for improvement. Attach additional pages as needed.

Progress Toward Professional Practice Goal(s)

Describe current level of progress. Attach additional pages as needed.

Educator—Name/Title: _____

Performance on Each Standard

Describe performance and feedback for improvement. Attach additional pages as needed.

I: Curriculum, Planning, & Assessment

II: Teaching All Students

III: Family & Community Engagement

IV: Professional Culture

The educator shall have the opportunity to respond in writing to the formative assessment as per [603 CMR 35.06\(5\)\(c\)](#) on the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Response Form.

DESE Goal Setting Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Check all that apply²: Proposed Goals Final Goals Date: _____

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice S.M.A.R.T. Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team:	<input type="checkbox"/> Individual <input type="checkbox"/> Team:

S.M.A.R.T.: S=Specific and Strategic; M=Measurable; A=Action Oriented;
 R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

² If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

DESE Self-Assessment Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

<p style="text-align: center;">Part 1: Analysis of Student Learning, Growth, and Achievement</p> <p><i>Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.</i></p> <p style="text-align: right;"><i>603 CMR 35.06 (2)(a)1</i></p>

Team, if applicable: _____

List Team Members below:

_____	_____
_____	_____
_____	_____

Educator—Name/Title: _____

Part 2: Assessment of Practice Against Performance Standards

Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.

[603 CMR 35.06 \(2\)\(a\)2](#)

Team, if applicable: _____

List Team Members below:

_____	_____
_____	_____
_____	_____

Signature of Educator _____ Date _____

Signature of Evaluator* _____ Date _____

* The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

DESE Teacher Evaluation Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; and Professional Culture.*
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning; Assessment; and Analysis.*
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory, Needs Improvement, Proficient, or Exemplary.*

Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components

throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum and Planning Indicator 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons	A. Instruction Indicator 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs	A. Engagement Indicator 1. Parent/Family Engagement	A. Reflection Indicator 1. Reflective Practice 2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	B. Learning Environment Indicator 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation	B. Collaboration Indicator 1. Learning Expectations 2. Curriculum Support	B. Professional Growth Indicator 1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	C. Cultural Proficiency Indicator 1. Respects Differences 2. Maintains Respectful Environment	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Collaboration Indicator 1. Professional Collaboration
	D. Expectations Indicator 1. Clear Expectations 2. High Expectations 3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility

How to reference parts of the rubric:

Indicator terminology: under the “Teaching All Students” Standard (II), the “Instruction Indicator” (A) can be referred to as *Indicator II-A*

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Standard III: Family and Community Engagement. *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Does not welcome families to become participants in the classroom and school community or actively discourages their participation.	Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning.	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.
III-B-2. Curriculum Support	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.
III-C-2. Culturally Proficient Communication	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

Standard IV: Professional Culture. *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.				
IV-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				
IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

Academic Support Policy Manual

Introduction

The Academic Support Policy and Procedure Manual was written to support teachers and administrators throughout the process of evaluating and supporting individual student learning difficulties and applying appropriate and carried teaching strategies to reach each learner. General education classes at Phoenix Charter Academy are designed to meet students where they are and to provide a curriculum to build new skills while spiraling to fill any educational gaps. PCA will work to make all students successful no matter what their learning style or abilities requires addition support services built into the general education classes and educational system. This Manual describes the processes and the procedures that classroom and special education teachers and administrators can use to ensure that every student in a diverse student population will be successful.

The Academic Support Policy and Procedure Manual is a resource and evolving reference. New Chapters, appendices and other additions and changes will be incorporated as out work develops and improves.

Supporting Students in General Education

District Accommodation Plan

Purpose of Accommodation Plan in General Education:

Massachusetts General Laws require the adoption and implementation if a District Accommodation Plan (DCAP). This plan is intended to guide PCA teachers and staff to meet the needs of students within the general education setting through the use of accommodation strategies. The DCAP will be used as a reference to help teachers and staff analyze their current practices and implement and monitor new

tools used to increase student performance. The DCAP is intended to be a collaborative tool for teachers, parents, students, and administration.

Massachusetts General Laws:

Section 38Q1/2 added to Chapter 71:

“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education program including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”

Recent amendment made to Chapter 71, Section 59C:

The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of the students attending the school, make recommendations to the principal for the development, implementation, and assessment of the curriculum accommodation plan required pursuant to Section 38Q1/2, shall assist in the review of the annual budget, and in the formulation of a school improvement plan, as provided below.

Program and Structure Characteristics Supporting Curriculum Accommodation for General Education Students

<p>Quarter System</p>	<p>Many of our students have dropped out of high school or have been out of school for other reasons. Our quarter-based system allows them to begin attending school again at five different times during the school year: Quarterly, and at the beginning of the year for session I. Each quarter is a self-contained eight to nine-week period and session I is a four week-period in part as a diagnostic session used to inform teachers of student need. Classes that a student passes with a C- or higher in each quarter earn him/her credits toward graduation. For a student who is returning to school, nine months feels overwhelming, but eight to nine weeks feels do-able. After a student successfully completes his/her first quarter, he/she has the confidence to continue.</p>
<p>Extended Learning Time</p>	<p>We have an eight-hour school day (9 AM – 5 PM), and a 190-day school year. During the regular school year, students take five 68-minute classes including core academics and enrichment classes. Additionally, all students participate in Props (Phoenix Readers on Point) Monday – Thursday for 40 minutes of independent reading.</p>
<p>Additional Graduation</p>	<p>In addition to earning the required number of credits, completing higher</p>

Requirements	level courses and passing the required MCAS exams, PCA students must also make a public speaking appearance and earn at least one college acceptance letter.
Individualized Graduation Planning	With the assistance of his/her advisor and our College Services Coordinator, each student completes an individualized graduation plan, analyzing his/her transcript to ensure that he/she is in the appropriate course and charting his/her course toward graduation.
Differentiated Instruction	Classes at Phoenix Charter Academy are heterogeneous, and teachers differentiate all curricula and instruction to meet the needs of all of the students in their classes. A great deal of personnel professional development resources is devoted to supporting teachers around differentiation.
Consistent Expectations	All teachers employ a model of instruction, providing students ample opportunity to work independently and collaboratively to practice/apply the skills and knowledge learned. All classes begin with a do-now that motivates the day's lesson or provides a quick review of the prior day's objectives. After the do-now, the teacher leads the class in a short mini-lesson. Following the mini-lesson is the activity portion of the lesson, when students work independently, in pairs, or in groups on the student-centered learning task, allowing students to practice and apply the skills introduced in the mini-lesson. Every class period ends with a "ticket-to-leave," which is an opportunity for students to share out and/or reflect on their day's learning and an opportunity for the teacher to assess the students' achievement of that day's content objectives and language/skills objectives.
All School Reading Block (Props)	Monday – Friday all students participate in a whole school reading period (Props). Students are split into small groups and are able to gain exposure to a variety of literature. Student groups are mostly heterogeneous where students are able to choose books independently through use of the Props library. Other specialty groups are formed specifically based on student need. Specific Props groups include SIFE, FLEP, Wilson Reading Instruction, high interest read aloud, and Verbalizing and Visualizing to target students with comprehension gaps.
Homework Lab	From 5 – 6 PM every Monday, Tuesday, Wednesday, and Thursday, several Phoenix Fellows provide homework assistance to students who need extra help and a quiet place to do their homework. Regular attendance in homework lab is incentivized for students.
Academic Support Services Department	Our Academic Support Services Teacher, Phoenix Fellows, and Academic Support Services Director provide all required intervention services in the service delivery grid for students who have an IEP, 504 plan, or who

	<p>have been identified as requiring a specific intervention. The Academic Support Teacher and Director also provide professional development for teachers and support teachers individually in their work with struggling students within the general education classroom.</p>
Instructional Kid Talk (IKT)	<p>Instructional Support Teams are run through the IKT process. Students are identified for IKT by general education teachers, support staff and tutors, as well as by parents. This group of teachers and administrators meets in response to concerns about an individual student's academic progress. The teachers observe the student, collect data, monitor performance, and puts into place a specialized program of support for the student.</p>
Student Assessments	<p>Students are regularly assessed through a variety of measures to monitor progress, provide interventions and to improve instruction. Assessment measures include NWEA, Standardized Reading Diagnostics, Interim Assessments and quarterly exams. Students whose skills been assessed and been found to be far below grade level in a certain area, receive specialized instruction by our Academic Support Services Teacher and Director.</p>
Phoenix-Through-College Program	<p>The Phoenix-Through College Program assists students in the following areas: graduation planning, college exploration, SAT/ACT preparation, SAT/ACT registration, college applications, financial aid applications, transition planning and alumni support. The PTC program is managed by the College Services Coordinator, who also teaches a College Prep class in the Fall for students who are graduating in the current year.</p>
MCAS Tutoring	<p>All students in the MCAS cohort (students at the 10th grade equivalent according to earned high school credits) receive 1:1 or 2:1 MCAS tutoring for 68 minutes per day Monday – Thursday and 40 minutes on Friday. Our Phoenix Fellows serve as our MCAS tutors.</p>
Summer Academy	<p>Summer Academy provides students with additional opportunities to earn credit and make progress in the general curriculum. Additionally, through Summer Academy, students participate in service learning projects increasing engagement in school and participating in the betterment of the larger community.</p>
Onsite Childcare Center	<p>Our onsite childcare center facilitates our teen parents' regular school attendance. Because they do not have to worry about managing outside childcare arrangements, and they know that their children receiving excellent care in the same building, our teen parents can focus their energy on their own schoolwork.</p>
Progress Reports	<p>Students receive progress reports twice per quarter that include updated</p>

	current grades and teacher comments for all of their classes. Progress reports are also mailed home to parents. Quarterly grades also include comments.
Meetings with Adult Supporters	Adult supporters are regularly invited to PCA to attend student meetings based on student need. Meetings with adult supporters help create a more fluid experience for students and help staff understand the students on a more individualized level.
Regular Phone Calls Home	PCA prides itself on communication with our students' parents and adult supporters. Staff contracts require that everyone, including the Principal and Executive Director, make at least ten phone calls home per week. All communication is logged in Powerschool and is available for all staff to view.
Weekly Professional Development for All Teaching Staff	Every Friday, our general education teachers, Academic Support Teachers, teaching staff meet for Professional Development from 1:30 – 4:30 PM. Areas of focus include: differentiation, student-centered learning, building relationships with students, using data to inform instruction, the IKT process, scaffolding instruction for English Language Learners, and other areas related to teachers' individual professional goals.
Collaborative Department Work	The Math, Science, Humanities and Academic Support teams meet weekly as a department to plan and work on department development goals, share curricula, and discuss student issues.
ELL Team	Our ELL Team consists of teachers from each discipline. Teachers work as a team to provide ESL students with appropriate services and interventions needed to make progress in the curriculum as well as in their language development.
Advisory Program	Our Advisory program pairs an advisor with a group of 5-10 students. Advisories meet Tuesday, Wednesday, Thursday, and Friday mornings. Advisory lessons focus on social-emotional topics and academic advising. Through Advisory students are able to connect with teachers and peers, track performance and receive important school information. Advisors have regular communication with their advisees and their adult supporters.
The SCHOLAR Acronym	PCA students are taught the values of PCA through the SCHOLAR acronym: Service, Community, Hope, Opportunity, Leadership, Achievement, and Respect. These values are taught in Advisory and reinforced in Community Meeting and in classes throughout the year.
Consequence System	A safe and high-functioning school environment relies on consistent enforcement of a clear code of conduct. Students earn demerits for

	violations of the code of conduct, found in the Student Handbook and reinforced in beginning-of-the-year Advisory sessions. Students who earn three demerits in one day are required to serve a detention the following day. Our detention system includes the option for reflecting on and processing the troubling behaviors.
Student Support Center	When a student is not meeting our standards of scholarly behavior in the classroom and is unable to be effectively redirected by the teacher, the student is sent to the Student Support Center, where he/she processes the situation with members of the Student Support Team (SST). When the student has fully processed, he/she returns to class.
Student Behavior Contracts	Students who continually struggle to meet our standards of scholarly behavior are put on individualized behavior contracts. Each contract clearly defines the student's specific challenging behaviors and provides both a reward and consequence system for continual violation of school policies.
Feathers and Beads Reward System	Students earn Phoenix "feathers" when they engage in any sort of behavior of merit, academic or social-emotional. The feathers may be redeemed for various PCA uniform gear, school supplies, or movie tickets. At Community Meeting on Fridays, staff members recognize individual students who stood out for scholarly behavior during the week by publically giving them a string of purple or orange (PCA's school colors) beads. Students can also recognize other students for displaying the habits of a scholar.

Personnel Resources Providing Specific Consulting/Support/Intervention in the General Education Setting

General Education Teachers	Provide differentiated content-area instruction for general education students, students with IEPs, 504s, and ELLs; collaborate with the Academic Support Teacher, Academic Support Services Director, Department Heads and the ELL Team to support ELLs and students with special needs; submit grades and detailed comments on student progress reports; regular outreach to students and their adult supporters; participate in conferences with adult supporters.
ELL Team/ELL Coordinator	Provide direct English language instruction through varied humanities content; provides professional development and ongoing support to teachers in sheltered instruction; conducts direct outreach to parents of ELLs.
Academic Support Services Teachers	Provide inclusion support for students with special needs in content-area classes; provide classes in literacy and math; support teachers in understanding the academic goals, modifications, and accommodations for

	students with IEPs.
Academic Support Services Director	Ensures that the inclusion terms of all IEP students' service delivery grids are met in their general education classes; facilitates the support of general education teachers serving students with IEPs in general education classrooms; provides professional development and support to teachers serving students with special needs in their general education classes.
Humanities Department Head	Conducts initial reading assessment of students; consults with teachers in modifying curriculum to support struggling readers; provides direct reading instruction in a small group setting.
Dean of Student and Family Support	Serves as primary liaison between home and school; processes with students who are sent to the Student Support Center; provides professional development and support to teachers in the areas of classroom management and building student relationships.
School Social Workers	Provide direct counseling services to students; provide professional development to teachers in the area of student support; connect students with outside resources; liaisons between home and school.
Department Heads	Each facilitates his/her department's work in course development and curriculum planning; collaborates with principal to ensure that each student is placed in the appropriate course in his/her department; mentors other teachers in the department.
Principal/ VP	Provide feedback on teachers' weekly overviews of planned instruction; observe classes and provides feedback to teachers; oversees student class placement on a quarterly basis; coordinates weekly professional development for teachers; meets weekly with Department Heads for individual supervision meetings to trouble-shoot instructional issues and set goals; coordinates with Dean of Student and Family Support and School Social Worker on social-emotional issues impacting students in the classroom; coordinates with Director of Assessment to ensure alignment of course work with MCAS goals; coordinates with Phoenix-Through-College Director to ensure alignment of course work with college readiness goals; coordinates with Academic Support Services department and the ELL support team to ensure that the needs of ELLs and students with academic or behavioral challenges are being met in the general education setting.
Director of Assessment	Oversees school-wide assessments including NWEA, MCAS, and Interim Assessments, and provides professional development and support to teachers in using the data to inform their instruction; manages all data used to inform instruction; oversees MCAS preparation program.
Phoenix-Through-College Program	Provides professional development and ongoing support to advisors in the graduation planning process; provides professional development and

Director	ongoing support to teachers in designing curriculum and implementing instruction that supports college readiness; assists students in the year of and the year before graduation in course selection.
Phoenix Urban Fellows	Provide 1:1 or 2:1 MCAS tutoring for students taking the ELA and Math MCAS; provide SAT tutoring to students at the 11 th grade equivalent; offer in-class academic support to students with special needs.
Advisors	Checks in with advisees on a daily basis; follows up to inquire about an advisee absence; reviews bi-weekly progress reports with advisees; assists advisees in the graduation planning process; trouble-shoots advisees' problems in classes.
Instructional Support Team	Identify and discuss the needs of struggling learners; collect evidence and data to inform decisions about student needs; develop intervention strategies to support the students in general education classes.
Attendance Transformation Team (ATT)	Provide students with support around issues with truancy that have historically impacted a student's ability to progress in the general curriculum. Students involved with ATT are provided with individual supports as well as family supports including regular home visits.

Accommodations, Modifications, and Interventions to the Curriculum, Teaching Strategies, Teaching Environment, or Materials that May Be Recommended but Are Not Limited to General Education Students

Accommodation by Type
<p>Changes to the Environment</p> <p>Preferential Seating</p> <p>Alter Physical Arrangement</p> <p>Define Personal Space</p> <p>Changes to Pacing</p> <p>Extend time requirements</p> <p>Allow breaks</p> <p>Vary activities</p> <p>Provide timelines (checklists, calendars)</p> <p>Assign tasks in workable chunks or segments</p> <p>Provide repetition of key concepts</p> <p>Provide drill and practice</p>

Provide test/reteach/retest

Alter your Materials

Supplementary materials (texts, worksheets, tests)

Lower readability

Large print

More 'white space'

Highlighted

Color coded

Audio-recordings

Manipulatives

Study aids

Study guides

Typed teacher materials

Peer reader

Alter your Assignments

Provide study sheet

Provide skeleton outline that includes main ideas

Extra time for completing assignments

Reduce paper and pencil tasks

Avoid penalizing for spelling errors or penmanship

Create system for reading aloud in front of peers

Lower difficulty level

List steps in process or activity

Emphasis on key points

Opportunity to respond orally or dictate answers

Shortened assignments to allow student to complete work in a reasonable time period without undue pressure and frustration

Break longer assignments into chunks

Provide Study- Sheets/Guides

Provide students with review outlines

List steps in math process or lab activity

Have student write his own study questions after lectures, discussions, and reading assignments

Teach students to recognize signal words in lectures and written material to guide studying. Examples: "most of all," "a key feature," "a major event," "above all," "remember that"

Modify Instruction

Shorten auditory/verbal instruction

Provide visual aids (pictures, flash cards, maps, charts, photos, etc.)

Provide auditory aids (cues, tapes, etc.)

Provide an opportunity for student to verbalize the steps needed to complete task

Provide adequate 'wait time'

Provide modified reading level assignments

Simplify vocabulary

Use manipulatives

Emphasize critical information

Allow peer tutoring/paired working arrangements

Allow oral exams, open book exams, open note exams, exams of reduced length

Provide Note-taking Assistance

Provide skeleton outline (advance organizer) that includes main ideas

Provide a copy of teacher or "reliable note-taker" notes

Highlight important sections of class notes (at overhead or board)

Pre-Teach Content Vocabulary

Decide on key words and crucial terms

Teach meaning

Modify Tests

Preview language of test questions for vocabulary, context, syntax

Short answer rather than essay

Word banks or a list of correctly spelled responses for the test

Larger print

More white space

Don't penalize for spelling/grammar (unless it is a spelling or grammar test)

Allow extended time

Substitute an assignment for a test

Test Adaptations (ex. Fill in the blank, multiple choice)

Divide long matching

Provide visual cues

Add Variety-use multiple question types

Accommodation by Area of Challenge

If a student is having difficulty...

Becoming interested...

establish relevancy

provide concrete experiences

read aloud a story/article to grow interest

Getting started...

give cue to begin work

give work in smaller amounts ("chunks")

provide immediate feedback

check on progress

Paying attention to the spoken word...

give explanations in small, distinct steps

provide written backup to oral directions

have student repeat directions

shorten the listening time

alternate spoken with written tasks

Following directions...

use fewer words

provide examples

repeat

provide checklist

Keeping track of materials...

explicitly tell student where to keep class materials

write assignment on board

give rewards for bringing supplies

Paying attention to printed word...

highlight

underline

number

keep desk clear of extraneous materials

Reading textbooks...

use lower level or adapted text

shorten amount of required reading

have students read aloud in small groups

allow extra time for reading

put main ideas on index cards

administer oral tests

pre-teach vocabulary

use larger print

Completing tasks on time...

reduce amount to be accomplished

allow more time

write schedules, timelines, and calendars

provide checklists

Staying on task...

reduce distractions

increase reinforcements

provide checklist

provide student with working breaks after time working

use a timer to set short periods of work

Expressing him/herself verbally...

ask questions requiring short answers

provide prompts/cues

accept alternate forms of information; written report, bulletin board, art work, exhibit, chart/graph, photos

Learning by listening...

provide visuals (maps, photos, flash cards)

teach the use of acronyms

give explanations in small, distinct steps

remove extra words

Working in groups...

provide a partner

assign responsibility or position of leadership

provide structure by defining the roles within the group, the tasks to be performed

Working independently...

assign task at the student's academic level

give precise directions

reinforce often

provide variety of work within assignment

Understanding what is read...

reduce reading level

become more concrete

reduce number of new ideas

provide experiences for a frame of reference

provide study guide (guided reading)

Writing legibly...

use formats low on writing

use graph paper or graphic organizers

teach handwriting/penmanship

Understanding cause/effect or anticipating consequences...

use concrete examples

use real life situations

use brainstorming, role playing, simulation

Expressing him/herself in writing...

accept alternate forms of reporting oral reports, taped reports, maps, photo essay, and panel discussion

have student dictate work to someone else

have student prepare only notes or outline

shorten amount/length required

Drawing conclusions and making inferences...

teach thinking skills

draw a parallel to a situation that the student might have experienced in problem solving

Seeing relationships. . .

directly point out relationships

teach directly, relations of: function, category, opposition, sequence

provide headings or a partially filled in chart for an example

Remembering...

provide a checklist

provide cues

have students make notes to self

Teach memory skills

Teach use of acronyms and mnemonics

General Education Team Process

The General Education Team Process focuses on students struggling to be successful in the general education classroom. General Education Teams meet weekly to participate in Instructional Kid Talk (IKT). The rationale behind IKT is to look at the whole picture or whole student to create student specific interventions and to closely monitor the progress of the student using teacher data, input, and student work samples, an Instructional Kid Talk (IKT) team is formed to analyze student performance and create academic interventions.

Referrals to Instructional Kid Talk:

Students are referred to IKT on a quarterly basis and may be referred through any school personnel, parent or adult supporter. School personnel are required to fill out the IKT Referral Form at least one week prior to the beginning of a new IKT cycle. In the case that a parent or adult supporter is referring a student to IKT, a school contact person will be assigned to gather the information needed for the referral and will submit the IKT Referral Form. Student referrals are reviewed by the Academic Support Department and a group of 4-5 students will be chosen for the IKT quarterly cycle.

In the case that a referred student is in need of intervention but is not deemed appropriate for the IKT process the Academic Support department will team with the individual submitting the referral to design appropriate interventions and methods for progress monitoring.

Composition of Team / Roles of Team Members:

The staff member who submitted the referral for a student chosen for IKT will be deemed the "Team Captain". The Team Captain will be responsible for communicating action plans to appropriate staff, providing written documentation of interventions with progress monitoring, and delegating tasks to ensure follow-up of action planning steps. Other members of the IKT Team will consist of other school

personnel who have had experience working with this student, and who will be available to assist in interventions. This may include teachers, fellows, members of the Student Support Team (SST), school social workers, department heads, principal, vice principal, and members of College Services.

Meetings / Timelines:

Instructional Kid Talk will meet on Fridays during professional development. The IKT cycle is designed to last 7 weeks but may be extended based on student progress. The 7 week outline is as follows:

<u>Week 1:</u> Student Background	<u>Week 2:</u> Determine Interventions	<u>Week 3:</u> Modify Interventions	<u>Week 4:</u> Create Action Plan
<u>Week 5:</u> Monitor Action Plan	<u>Week 6:</u> Monitor Action Plan	<u>Week 7:</u> Team Recommendation	Follow up

Communications with Families:

Families will be notified by the Academic Support Department when a student has been selected for Instructional Kid Talk prior to the beginning of the cycle. Families and adult supporters are encouraged to provide their input and maintain communication with the Team throughout the process. Legal guardians always reserve the right to decline participation for their student in IKT.

Determining Next Steps:

When the 7 week cycle has ended the General Education Team is responsible for identifying next steps based on data collected throughout the IKT process. The Team will use the IKT flowchart to summarize their findings and to determine next steps. The Team may recommend one of the following options; A) Student is making sufficient progress and will continue to require accommodations as outlined by the Team; B) Student is referred for special education evaluation; C) The information gathered during IKT was inconclusive and the student remains in IKT; D) The General education Team will meet outside of IKT; E) The student requires no further intervention.

It is the responsibility of the Team Captain and the Academic Support Department to provide follow up on the final recommendation from the General Education Team.

Special Education Services:

Outreach by School District (Student Find)

Upon enrollment to Phoenix Charter Academy all students will receive appropriate outreach and monitoring for eligibility in special education. Teaching staff are regularly in communication around individual student need. Students are provided interventions through the general education Team when appropriate in coordination with the Academic Support Department. Students needing additional support may enter the Instructional Kid Talk (IKT) process where a Team of teachers will meet weekly to collaborate with the Academic Support Department and other staff to structure interventions and gather data on the student. Students may be referred for special education testing through Phoenix Charter Academy staff, parent, self, or other adult supporter. If a parent or adult supporter is concerned about a student'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 Evelyn Mulcahy at emulcahy@phoenixcharteracademy.org or by phone by contacting the school.

Upon intake of a student, or disclosure of a student who received special education services in their previous educational setting, the student and/or parent will be encouraged to bring the appropriate documents to PCA to copy. If this is unable to happen, the Academic Support Department will coordinate with the registrar to request and obtain documents in a timely manner.

Evaluation Referral

Any person concerned about a student's progress in school may make a referral for an evaluation to determine eligibility for special education services. Once a referral is made the evaluation process begins.

Instructional Kid Talk and the General Education Accommodation Plan are designed to be implemented before students are referred for a special education evaluation. Ideally the school would have first convened an IKT Team to develop, implement, and document the effectiveness of accommodations. Ideally, only if these accommodations are not successful, would a student be referred for special education. The evaluation process cannot be delayed because a school district has not fully explored accommodations in a regular education.

Initiating a Referral for Special Education Eligibility

School Referral – If the interventions of the IKT Team were documented as unsuccessful, a student is referred by the IKT Team for an evaluation to determine eligibility for special education.

The IKT Team captain completes the Referral for Evaluation, attaching relevant findings from the IKT process. Upon receipt and review of the referral by the Director of Academic Support Services, the Academic Support Department will compile and mail the Parent Consent Package within 5 school days of

the receipt of the referral. Additionally, the Academic Support Department will contact the parent or guardian via phone to discuss the reasons for referral and the evaluation process.

Non-School Referral – When a parent or person making a referral has concerns about the student development or a suspicion that the student may have a disability, the Academic Support Department promptly sends the Parent Consent Package within 5 school days of written receipt of a referral.

Parental Consent Package	N1-Notice of Proposed School District Action Notice of Procedural Safeguards N1A-Evaluation Consent
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Acting on the Referral for an Evaluation to Determine Special Education Eligibility

The parent or guardian must complete and return the consent to evaluate (N1A) before the evaluation can begin. After the parental consent package has been sent the Academic Support Department will send the Educational Assessment-Part B to all the student’s teachers and the Educational Assessment-Part A to the vice principal to be returned within 5 school days of receipt.

If the parent or guardian does not return the Evaluation Consent Form within 30 days, the Director of Academic Support Services will call the parent or guardian to discuss any concerns. If after 10 additional days, the parent does not respond, the Academic Support Department will send the parent a second N1A-Notice for Evaluation Consent. If the parental consent is not received within 30 days of the second attempt, additional efforts to obtain parental consent are made and documented. If the parent revokes consent or refuses to agree to an evaluation the Instructional Leadership Team (ILT) will determine if such action denies the student of Free and Appropriate Public Education (FAPE) and seeks resolution through the Bureau of Special Education Appeals (BSEA).

Upon Receipt of the signed N1A-Evaluation Consent Form the timeline for the evaluation process begins. The evaluation must be completed within 30 school days. The Team Meeting must be scheduled and held within 45 school days of the schools receipt of the N1A. The Director of Academic Support Services immediately notifies the Evaluation Team members that they may begin to assess the student and will provide the necessary parties with referral information and student background. Simultaneously, The Academic Support Department will schedule the Team Meeting and sends the written notification to parents and all other participants.

Pre-Meeting Paperwork	N3-Team Meeting Invitation N3A-Attendance Sheet
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In the event that the parent calls to change the meeting time/date, the Academic Support Department will promptly send out the N3-Team Meeting Invitation Date/Change.

All completed evaluation reports will be made available to the Director of Academic Support Services at least 5 days prior to the Team Meeting who will make reports available to the parents or guardian at

least 2 days prior to the Team Meeting. Other Team members will have access to evaluation reports via the Academic Support Office.

Evaluation Guidelines

Students are evaluated in all areas of suspected disability in order to determine eligibility for special education. Eligibility cannot be based on lack of reading or math instruction or limited English proficiency. Evaluation activities are tailored to the specific referral questions or the individual student and address whether or not there is a disability, and if the disability affects the student's learning. Evaluations must provide necessary information to determine present level of academic achievement and related developmental needs. No single test is used as the sole criterion for determining eligibility.

Evaluations are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally. Evaluations are administered and interpreted by trained individuals.

Required Assessments for an Evaluation

Educational Assessment: Part A to be completed by the principal or vice principal

Educational Assessment: Part B to be completed by each teacher

Specific Learning Disabilities Forms, SLD 1, 2, 3, 4, and 28M / 10 –when student suspected of having a learning disability

Specialist Assessment(s) to be completed by specialists in the areas of the child's suspected disability

Educational Assessment including-history of student's progress in the general curriculum, assessment of the student's attention skills, participation behaviors, communication, memory, and social relations

Optional Assessments for an Evaluation:

Psychological

Cognitive

Health Assessment-done by a physician

Home assessment

Evaluation Process:

Members of the Evaluation Team coordinate their assessments with the student's teacher(s) and other evaluators so that a student is not "over-tested" in one day. The person conducting the assessments is responsible for notifying the teacher in advance of any pull-outs.

In the case that PCA needs to contract out testing for a student, it will be the responsibility of the Director of Academic Support to locate trained individuals who will be responsible for conducting these evaluations in a timely manner.

Waiver of Assessment:

If a decision is made to waive any required assessment, the Academic Support Department will send a Request for Waiver of Assessment (esped) to the parent or guardian for signature with the N1A-Evaluation Consent Form. It is important to note any time Phoenix Charter Academy waives the rights of assessment; it places the District in the position of accepting any recommendation(s) made by an independent evaluator(s).

Evaluation Reports:

All Assessment reports should be written in clear, jargon-free language. Assessors are to interpret and analyze the results of the student testing as related to their performance in school to assist the Team in the evaluation process. Reports should include the following:

The student's present level of educational performance

Areas of need arising from the student's disability

Educationally relevant accommodations and modifications to provide access to the general education curriculum

Students with Limited English Proficiency:

Students with Limited English Proficiency who are in the evaluation process will be provided with assessments in their native language in addition to assessments in English depending on the level of proficiency of the student. Evaluation results will be made available to students and their families in their native language in accordance with aforementioned timelines.

Independent Educational Evaluation:

If a parent disagrees with the evaluation done by Phoenix Charter Academy, they may request an independent educational evaluation for up to 16 months from the date of the original assessment. The Director of Academic Support will ensure that all independent evaluations are conducted by qualified persons who are registered, certified, licensed or otherwise approved and who abide by the rates set by the state agency responsible for setting such rates. The parent may obtain an independent education evaluation at private expense at any time. If a parent requests public funding for an IEE, PCA will abide

by the provisions for a sliding scale fee for free and reduced IEEs. If the IEE is publically funded, a copy of the report is sent to PCA in addition to the parents. The Team will convene within 10 school days from when the report is received by the school. Whenever possible, the IEE is completed, written and sent 30 days from the date of request by the parent or guardian. A completed IEE report will include a written summary of procedures, assessments, results, and diagnostic as well as educationally relevant recommendations for meeting the unique needs of the scholar.

PCA currently completes academic testing and testing of student's suspected area of disability through the Academic Support Department full staff. PCA contracts out for all other testing, most commonly for cognitive and psychological evaluations. In the case that a parent is requesting an evaluation in an area that is not typically assessed through the school, the Director of Academic Support will seek and provide, when possible, testing in the area as requested by the parent where the school is in agreement of the appropriateness for further testing. In the case that PCA is unable to provide the parent with the requested testing, or if the family chooses not to share financial documentation regarding eligibility for free or reduced independent testing, the school may A) agree to pay for the independent educational evaluation or B) will complete an appeal within 5 school working days to the Bureau Special Education Appeals. Through the appeal process, PCA will seek to demonstrate that the evaluation conducted through the school is appropriate and comprehensive. Students with unique circumstances of the student may justify an individual assessment rate that is higher than that normally allowed and will always be considered by Phoenix Charter Academy at the request of an Independent Educational Evaluation.

Extended Evaluations:

If the Team finds a student eligible for special education, but the evaluation's information is insufficient to develop the IEP, the Team will ask for the parent's signed consent to extend the evaluation period. The extended period can not be used to deny services. The Team documents their findings and determines when evaluation period is necessary and the types of information needed to develop an IEP. The extended evaluation period is to be no longer than 8 weeks. The Team will meet within 10 days of receiving the IIE.

The Reevaluation Process:

A reevaluation is conducted for each student with a current IEP, every three years or more frequently if requested or recommended. Evaluations are required prior to finding that a student is no longer eligible for special education services, except for graduation with a regular diploma or aging out. For these students, PCA provides a summary of academic and functional performance, including recommendations on how to assist the child to meet post-secondary goals.

Initiating the Reevaluation Process:

The Academic Support Department develops a schedule of reevaluation at the beginning of each year to facilitate reevaluations being completed within the required time lines. 10 weeks prior to the date of reevaluation the reevaluation process will officially begin. The Director sends the referral form to all of the

student's teachers to provide information on student strengths, areas of difficulty, interventions used and significant events in the student's life since the last evaluation. This information is used to develop questions to be answered in the evaluation process. If no additional information is needed to determine whether or not the student continues to be eligible, PCA may request that a parent waive particular types of assessment(s). The parent has the right to consent or deny the waiver.

Implementing the Reevaluation Process:

The Director of Academic Support reviews the referral and determines which types of assessment should be completed. The Academic Support Office will send an N1A-Evaluation Consent Form to the parent which must be completed before the reevaluation process begins.

If the parent does not return the Evaluation Consent Form within 30 days, a second notice of the N1A is sent to the family. If there is no response to the second letter, the Director of Academic Support will call the parents to discuss and concern and will document the call. If parental consent is not received within 30 days, additional efforts to obtain parental consent are made and documented. If the parent revokes consent or refuses to consent to the reevaluation, PCA will seek resolution through the Bureau of Special Education Appeals.

Upon receipt of the signed Evaluation Consent Form-N1A all in house and contracted assessments may begin. Simultaneously, the Academic Support Office schedules the Team meeting and sends parents and Team members a Meeting Invitation-N3, and Attendance Sheet-N3A. The rest of the reevaluation process continues as the initial evaluation process.

The Director of Academic Support is responsible to contracting all evaluations requiring special areas of licensure.

Special Education Team Meetings

The Special Education Team meeting process is designed to bring together parents, teachers, and specialists to review all of the data and assessments collected in the evaluation process and determine if a student is eligible for special education services or not. If a student is found eligible for special education services then the Team develops an Individual Educational Program (IEP) and then determines the educational placement for the student.

Team Members:

The Team consists of the following members:

Student parent/guardian or student if of age of majority

At least one general education teacher who has taught the student

Special Education Teacher Liaison responsible for appropriating school funds

Student (encouraged to attend; mandatory if within one year of age of majority)

Other members of a Team may include:

Related service providers

Individuals responsible for conducting and interpreting evaluation results

Student advisor

Sports coach

School principal or Executive director

Representative of Student Support Team (when behavior is involved)

College counselors

Translator

Director of Academic Support (present for all initial and reevaluations)

Any persons requested by parent and agreed upon by the Director of Academic Support

Annual Review Meetings

The IEP Team will meet annually to review the existing IEP and develop a new IEP that reflects student growth and current educational needs as related to the general curriculum. After reviewing student progress, the Team will determine appropriate goals, objectives, accommodations and specially designed instruction for the upcoming 12 month period. The IEP Annual Review must be held within twelve months of the previous review. It is encouraged to hold annual review meetings for new students within 30 days of the start of the quarter in which they enroll.

Materials to Prepare for Team Meetings

The following material are prepared ahead of time and distributed at the meeting to facilitate communication and comply with special education regulations:

Annual Team Meetings	Attendance Sheet-N3A Meeting Notes Medicaid Form Part B Forms (all teachers) Parental Safeguards Transfer of Rights – age 17* Age of Majority - age 18* 688 Referral – 2 years before graduation*
Initial or	Eligibility Flow Chart-ED1

Reevaluation only	Part A Form All Evaluations Specific Learning Disability Forms* 28M/10* SLD 1, 2, 3, 4*
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*denotes situational

IDEA 2004 permits members being excused if parent and LEA agree (written agreement from parent). If excused member has input it is provided in writing.

Responsibilities of the Special Education Team:

The IEP Team is responsible for three important activities:

Eligibility Determination/Initial and Reevaluation

Development of the IEP

Placement Decisions

Eligibility Determination

The Team will use the Special Education Eligibility Flowchart to assist in making eligibility determinations. The flowchart will assess three prongs of the eligibility criteria.

Identification of a Disability:

Team members should examine the evaluative data, including information provided by the parent to determine if the student has a disability as defined in Massachusetts by the following categories

Autism

Intellectual

Emotional

Physical

Health

Developmental Delay

Neurological

Communication

Specific Learning

Sensory: Hearing, Vision, Deaf-Blind

Is the Student Making Effective Progress in the General Curriculum?

The Team makes a judgment as to whether the student is making effective progress in the general curriculum. The Team will determine whether the student has made documented growth (with or without accommodations) in knowledge and skills acquisition, including social/emotional development and whether the student has made growth according to the chronological age, the developmental expectations and the individual potential of the child. When considering if the student has made progress the Team is to judge whether the lack of progress is a result of the student's disability or a result of other factors. In addition to the evaluations the team also reviews a student's grades, attendance and discipline records. According to state and federal regulation, a student is not found eligible solely because the student is unable to follow the school discipline code, has limited English proficiency, social maladjustment, or lacked reading or math instruction. These reasons may become part of the Team's deliberations, but the essential finding of the Team must be that the lack of progress is, at least in part, a result of the disability (-ies).

Does the Student Require Specially Designed Instruction to Make Progress

Specially designed instruction is a modification not regularly provided for students in the general education program. Specially designed instruction includes modifications that affect the content, delivery of instruction, methodology, and/or performance criteria that are necessary to assist the student in participating and learning. Related services necessary to access the general curriculum are considered special education and may be provided alone, or in combination with specially designed instruction. If the student only requires accommodations then the student is not eligible for special education, but may be eligible for a 504 plan.

Specific Learning Disabilities

Extra steps are required when a specific learning disability is suspected. Federal regulation requires additional steps in the evaluation process if the Team suspects a student of having a specific learning disability. The District must complete the following steps and paperwork prior to the Team meeting to determine eligibility:

Historical Review (SLD 1) to ensure that underachievement in the area of concern is not due to a lack of appropriate instruction in reading and math. The historical review will include an assessment of the student's participation skills, performance history, as well as any relevant medical information

Area of Concern/Evaluation Method (SLD 2) to determine that there is an existence of a Specific Learning Disability by means of a student's response to a scientific, researched-based intervention or through the IQ discrepancy model.

Exclusionary Factors (SLD 3) to determine that the difficulty in the identifies area is not a result of cultural factors; an environmental or economic disadvantage; limited English proficiency; a visual, hearing or motor disability; mental retardation; or an emotional disturbance.

Observation (SLD 4) to document a student's academic performance and behavior in the area of disability in the natural learning environment.

Team members certify in writing whether the written report reflects their conclusion of a finding of a specific learning disability using the Specific Learning Disability Determination Form. Any individual who disagrees with the written report submits a separate statement to express their differing conclusions. These conclusions will be documented on form 28M/10.

Students on the Autism Spectrum:

If a student is identified as being on the Autism Spectrum, the Team will take special considerations when designing and implementing the student's Individualized Educational Program. In the annual review, the Team will review the following criteria. The Team facilitator will take notes on each criterion and will additionally document this in the N1 letter. The Team's consideration will be included in the IEP as appropriate.

Considerations for a student on the autism spectrum include, but are not limited to:

Communication

Social skills and peer interactions

Sensory integration and sensitivity

Changes in **routine** and **environment**

Engagement in activities that are **repetitive, stereotyped**, and/or based on **stimulation** and the needs associated with such activities

Behaviors that are associated with or manifestations of the autism spectrum including, but not limited structured **positive behavior plans** and regular opportunities to practice and receive feedback on desired behaviors

Other needs that may be related to the autism spectrum including the student's **social emotional** needs and development.

Finding of Eligibility for Special Education Services:

If a student is found eligible for Special Education then an IEP is developed. In most cases the IEP will be developed based on the initial or reevaluation meeting. Any action proposed by the school district

should be documented in a Notice of Proposed School District Action-N1 letter. The following materials are then sent to parents within 10 school working days from the date of the meeting.

Finding of Eligibility	N1-School Districts Proposal to Act IEP Pages 1-7 PL1-Placement Page TPF-Transition Planning Form (if student is over 14) Parent Survey Outline of Follow Up
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Finding of No Eligibility:

If the student does not have a disability, does not show a lack of progress, or if a lack of progress is not due to a disability, or if the student doesn't require specialized instruction, then the Team makes a finding of no eligibility. The school will send a Notice of School District Refusal to Act (N2) and Special Education Eligibility Determination Chart. Parents have the right to appeal any eligibility determination.

Parents' Consent to Evaluation Findings:

Team members should check a parent's understanding of the evaluation data and their agreement with it. If parents disagree with the assessment they have the right to request an Independent Educational Evaluation (IEE).

Extended Evaluation:

If evaluation information is inconclusive and the Team has found the student eligible, the Team may want to consider an Extended Evaluation to gather further information needed to write the IEP. At this point the Team will develop a partial IEP or Full IEP in conjunction with an Extended Evaluation form. This is so the student may not be denied services during the extended evaluation period. An Extended evaluation may run one to three weeks. The Team may decide to meet during this time, however the Team must convene as soon as the information is available to review assessment data and complete the writing of the IEP.

Development of the IEP

This is the second step in the process. After a student has been found eligible for special education the Team develops the IEP. The Team must discuss all sections of the IEP. The IEP becomes a formal agreement between a student's parents and Phoenix Charter Academy. The IEP helps teachers and parents to understand how the student learns, how the student best demonstrates understanding and how the school staff and student will work together. The IEP should provide a clear picture of the student's abilities and needs, and identifies key goals and objectives that provide a direction and focus for the students learning over the next IEP period.

The IEP consists of the following pages:

Vision Statement – IEP 1

General Curriculum – IEP 2

Other Educational Needs – IEP 3

Current Performance Levels/Measurable Annual Goals – IEP4

Service Delivery – IEP 5

Non-Participation, Length of School Day/Year, Transportation – IEP 6

Justification of Non-Participation in the General Education Program

State or District-Wide Assessment – IEP 7

MCAS Accommodations:

The IEP Team is responsible for deciding how a student will participate in State MCAS Testing. MCAS accommodations must be consistent with the accommodations that a student is receiving in their educational program. Students may receive standard accommodations and will only receive non-standard accommodation with the approval of the Instructional Leadership Team.

Transition Plan:

Transition planning begins when a student is 14 and is required by federal law. Transition elements are incorporated throughout the IEP so that the approach becomes integrated into the student's program. The Team should consider transition goals and services necessary as the child approaches graduation and is required to discuss the need for a Chapter 688 referral and the involvement of adult service agencies beginning with the student's initial Transition Plan.

Bullying Prevention and Intervention:

If the Team decides that the student's disability affects social skill development or may make a student vulnerable to bullying, harassment, or teasing the IEP must address the skills and proficiencies needed to avoid and respond in such a circumstance. When a student has been identified as being vulnerable to bullying the Social Work, Student Support, and Academic Support Teams will collaborate to create a plan for the student. Additional supports and plans will be documented in IEP 8 when a student's disability (a) is on the autism spectrum; (b) affects social skills development; or (c) makes the student vulnerable to bullying, harassment, or teasing.

Phoenix Charter Academy strives to create a community of students who are accepting of others and who use each other for support. PCA strives to raise awareness of students around issues of bullying. PCA traditionally holds an anti-violence symposium where students participate in an alternative school day focused in small groups around issues of bullying.

Age of Majority:

As the student reaches the age of seventeen the Team must discuss the transfer of rights that occurs at the age of majority. This is documented with the Transfer of Rights form. As the student reaches the age of eighteen he or she is required to decide to keep, share, or defer decision making rights. This is documented with the Age of Majority form with witness of a member of the Team and placed in the student file. If a student has chosen to share decision making with his or her parent and student fails to come to an agreement with the parent, the student's choice will ultimately prevail regarding the decision. In the case that a parent has been granted guardianship or other legal authority of a student the parent will continue to exercise all decision-making rights.

Upon turning 18, if a student has elected to act on their own behalf, Phoenix Charter Academy will continue to send parents written notices as well as provide the parent access to the student file upon request.

Amending the IEP:

The IEP Amendment may be used to make minor adjustments to existing pages of the IEP. Attach IEP page being amended and proposed change with Administrative Data Sheet before sending to parent.

Timelines for Developing IEPs:

If a student is found eligible, a Team meeting is held 45 days from the date the parents consented to an evaluation. The requirement is to provide the parents with an IEP within 3 to 5 days of the Team meeting. If however at the conclusion of the meeting the Team Chair or Liaison provides the parents with a summary which includes a completed IEP service delivery grid describing the types and amounts of special education and /or related services and a statement of major goal areas associated with these services there is more time available for providing the IEP to the parents. Providing parents with a summary at the completion of the meeting allows the district up to two calendar weeks to provide the IEP to parents. The district will provide two copies of the proposed IEP to the family at this time.

Parent Response to IEP:

Parents and adult supporters have 30 days to respond to the IEP. If there is no response by the 25th day the student's Liaison will contact the parent. Until the IEP is returned and signed the old IEP is in effect.

IEP Implementation and Availability:

Students will begin receiving services as outlined in the IEP when the school is in receipt of the signature of the parents on the developed IEP. If a student's needs are outside of the scope of the established routine, then the academic support department will work with the principal and vice principal to identify staff and space where the student's needs can be met as outlined by the IEP. Parents will be notified in writing if there will be any delay of service and will be informed of the steps that PCA will be taking to ensure that the service is provided within reasonable time. PCA will also provide parents with alternatives that will be taken while coordinating an IEP service.

Rejected IEPs

If an IEP is returned rejected the student's liaison will contact the parent and attempt to come to an agreement. If needed further mediation will be attempted with PCA administration.

Related Services

Phoenix Charter Academy will provide students with related services on an as needed basis. In the case that PCA does not have the capacity to provide the service in house the school will collaborate with community partners or contract services to ensure provision of service.

Placement Decisions

The final step in the IEP process is determining the appropriate placement. Placement is discussed immediately after an IEP is developed. The IEP is to be used to inform decisions regarding placement. If a placement may possibly occur outside of the public school setting or in a separate day school then it is encouraged to invite a representative from a student's local school district with the consent from the parent, as soon as meeting time is set. If it is decided by the Team that the student requires services outside of the scope of PCA, then the staff will coordinate with the sending school district to ensure that the student is supported in the transition.

In discussing placement the Team must consider the least restrictive environment where the student will be able to access the general curriculum and make progress towards the goals in the IEP. When a student receives services outside of the general curriculum the reasons are noted on IEP Page 6. Teachers are supported within the general education classroom to provide appropriate accommodation and modification as outlined in the IEP.

Implementation of the IEP

FAPE

All students at Phoenix Charter have the opportunity to participate in all programs, services and activities that are provided through the general education program. PCA strives to provide all students with an individualized educational experience that is tailored to their needs and goals. Because this is a fundamental aspect to our school, general education services include a large degree of individualization and student support students with individualized educational programs (IEPs) are able to easily access and benefit from the programs, services and activities in the general education setting under the supervision and guidance of the academic support department. All staff who are responsible for providing programs, services and activities are provided with access to student records as appropriate and participate in professional development on differentiating services for students.

PCA seeks to identify exciting opportunities to enhance their educational experience. Such opportunities include, but are not limited to, sports, clubs, field trips, academic enrichment, counseling,

electives, tutoring, daycare, vocational and work study opportunities and social work services. Students receive information about opportunities through multiple avenues including: student advisory groups which meet three times weekly, community meeting, flyers/posters and relationships with staff and staff communication. PCA consistently gathers information on the interests of students in order to encourage students to participate in activities and opportunities that match with student interest and to make sure all students are engaged and connected to the school.

Receipt of Services

Students will begin receiving services as outlined in the IEP when the school is in receipt of the signature of the parents on the developed IEP. If a student's needs are outside of the scope of the established routine, then the academic support department will work with the principal and vice principal to identify staff and space where the student's needs can be met as outlined by the IEP. Parents will be notified in writing if there will be any delay of service and will be informed of the steps that PCA will be taking to ensure that the service is provided within reasonable time. PCA will also provide parents with alternatives will be taken while coordinating an IEP service.

Phoenix Charter Academy oversees the implementation of IEPs through the Academic Support Department. The programming and services included in the student's IEP is available without expense to the parent or adult supporter.

In the case that Phoenix Charter Academy is working with an outside agency to provide a service to a student the district will obtain consent from the parents or guardian to access the parent's private insurance. In the case that a parent denies access to insurance, Phoenix Charter Academy will use alternate means to support the cost of the service.

Continuum of Services

Students will have access to a continuum of services and placements at PCA as deemed appropriate by the IEP Team. PCA may provide students with Full and Partial Inclusion as well as a Substantially Separate classroom if needed. PCA seeks to provide appropriate services within the general education classroom. PCA strives to meet the independent needs of through an innovative problem solving model including arranging for opportunities for vocational and career training through the partnership with local organizations as well as through the development of curriculum with in the school to meet the unique needs of the student.

Instructional Grouping

Students receiving services outside the general education classroom including a substantially separate classroom will not exceed the following groupings:

8 students with one Academic Support teacher

12 students with one Academic Support teacher and one fellow push-in

16 students with one Academic Support teacher and two fellows assisting

Assistive Technology

Students are provided with specialized materials and equipment as outlined in a student's IEP. In addition to technology provided in IEPs, students have regular access technology within the classroom as it is incorporated into teachers' instructional plans. If a new student is enrolled with an IEP that calls for specific assistive technology, the Director of Academic Support will work with school administration to ensure prompt procurement and implementation of the technology. The parent will be notified immediately if extra time is needed to put assistive technology in place and to agree upon terms for the interim.

Progress Reports

Families will receive quarterly updates on student progress towards their goals through quarterly progress reports. Teachers will have access to student's IEP goals through the student summaries document. Teachers are required to track the data needed to report on each goal, and will share this information within one week of the initial grade and comment due date for all grades. Teachers are expected to share information in the form of a narrative as instructed below. The Academic Support Department is responsible for promptly inputting information into esped and sending progress report information to parents. Additionally, parents will receive any updates and general correspondence from the Academic Support Department.

Discipline

Procedures for Recording Suspensions

Student's suspensions from any part of the student's program will be input daily into PowerSchool. The Student Support Team (SST) will run weekly suspension reports to identify IEP or 504 students who have 5 or more suspensions. This list is shared with the Academic Support Team in a weekly meeting to provide guidance around the student's behavior and suspension. At this point the Team begins to gather information about the suspensions and may begin to conduct an FBA through the Social Work department. The Team also may choose to conduct a manifestation meeting before a student reaches 10 suspensions.

Manifestation Determination

A student with an IEP or 504 may be disciplined as you would their typical peers except regarding suspension or expulsion. If a student with an IEP or 504 is suspended for more than 10 days in a school year, it is considered a change in placement and the Team has a manifestation determination meeting to decide if the behavior that is causing the student to be disciplined is a manifestation of the student's disability. When the Student Support Team contacts the family regarding the suspension, they will send the parent with a copy of the Parental Procedural Safeguards along with documentation of the suspension. This meeting will occur before the final day of a cumulative or long-term suspension. At the Manifestation Meeting, the school will be represented by members of the Academic Support

Department as well as members of the PCA Leadership Team. When appropriate, a school social worker will be in attendance.

The Team will discuss the most recent disciplinary actions and look over the student log to identify patterns of behavior. Additionally, the Team will look at the student's current level of functioning as well as the IEP or 504 that is in place to ensure it is appropriate to meet student need. PCA seeks to be proactive regarding suspension of students with IEPs or 504a and will likely have conducted a Functional Behavioral Assessment (FBA) or will have begun collecting information regarding the FBA prior to the Team meeting. If it has not already occurred, the Team must then conduct an FBA directly following the Team meeting. If the Team has not already created one, the Team must write or revise a Behavior Intervention Plan (BIP) in accordance with the information that is shared at this meeting.

In a manifestation meeting, the Team will use the Discipline Flow Chart (from the DESE) to guide the conversation and provide all parties with information necessary to guide the process. If the Team decides that a student's misconduct is a manifestation of their disability or the school has not properly implemented the student's IEP or 504 the Team must consider the placement. The school may not deny students of services on IEP or 504, access to general curriculum, and make progress on IEP goals and the student may not be further suspended for behavior relating to their disability.

If the misconduct continues and is not deemed a manifestation of their disability then the Team will revise the behavior intervention plan and check IEP or 504 for effectiveness. In school suspension may be used, while remaining cognizant of time outside of the student's regular program. All discussions during a Manifestation Meeting will be documented on the Manifestation Meeting form through the Academic Support Department and a copy will be provided to the family upon conclusion of the meeting. A copy will also be placed in the student file.

Disciplinary Procedures for a Student Not Yet Eligible

Students who are in the process of being evaluated or are eligible based on the criteria below will be provided with safeguards regarding student discipline according to suspected areas of disability.

In evaluation is characterized by:

Having received written concern or request from a parent or adult supporter for an evaluation

through direct communication to the Academic Support Department or from staff concerning a pattern of student behavior

If the student is in the Instructional Kid Talk (IKT) general education team process.

A student will not be eligible to receive safeguards if A) the student has previously been evaluated with the Team decision of "no finding of eligibility"; B) if the parent has refused to sign special education evaluation consent; or C) has refused special education services.

In the case that a parent or adult supporter requests an evaluation subsequent to the disciplinary action, the student will remain in the current educational placement with disciplinary action and the district will

arrange for expedited testing and determine of eligibility. Students remaining in their current placement may continue to be subjected to disciplinary action. If a student is then found eligible for special education services the Team will meet for a Manifestation Determination meeting and the student will receive all safeguards of a student with special education services.

Special Circumstances

If the conduct that the student is being disciplined for involves the "special circumstances" of weapons, illegal drugs, controlled substances, or serious bodily injury, school personnel may move the student to an interim alternative educational setting (IAES) for up to 45 school days, regardless of the manifestation determination. The IEP or 504 Team must determine the IAES.

A child with a disability who causes injury to self or others cannot be placed in a different program without parental consent. If the parent does not consent, a hearing officer can be requested to determine if a change is required, when there is a preponderance of evidence presented "that maintaining the current placement of such child is substantially likely to result in injury to the child or to others."

The hearing officer is required to examine the evidence to determine the above as well as the "appropriateness" of current placement, including the reasonableness of the school's services, interventions, aides and other efforts to minimize the risk of harm related to behavior within the current placement. The hearing office must also determine that the interim alternative 45-day placement provides effective IEP or 504 services to ensure FAPE, including participation in the general curriculum.

Provision of Educational Services While Suspended

When a student with special needs is suspended beyond 10 days in a school year due to a single action or a pattern of behavior, Phoenix Charter Academy will provide the students with services during any subsequent removal from school. Students will be provided with educational and related services while serving the terms of the suspension where they will be provided with access to the general education as well as the opportunity to make progress towards their IEP goals. In the case of a suspension beyond 10 days, PCA will assign a member of staff to serve as a suspension liaison who will be responsible for collecting assignments from the students' teachers and coordinating with the SST and Academic Support Department. Additionally, in most cases, teachers will be encouraged to reach out the student and family to ensure the student's connection to school during this time.

Parent and Community Involvement:

Resolutions of Disputes

Phoenix Charter Academy will always work with the family and adult supporters of a student to come to agreement on the terms by which the district will provide services to the student. In the case that the family and the school are not able to come to terms of agreement independently, and the parent has made an official request for a hearing through the Bureau of Special Education Appeals (BSEA), the school will schedule a resolution session with the parents and relevant members of the students IEP

Team within 15 days of receiving notice from the BSEA. The Principal, Assistant Principal and/or Dean of students will also be required to attend the meeting. At this meeting the members of the Team are encouraged to reach agreement to resolve the dispute. If agreement is reached, the parties may choose to waive the resolution session and must document this or a decision to use mediation in writing. This will be a legally binding document. All parties have three days to void the agreement.

If the school and family are unable to resolve the issue the school will encourage the family to seek mediation with the BSEA. All decisions are to be clearly documented in writing and copies provided to the family.

Family Participation in Meetings

Families are valued members of the IEP Team and PCA seeks to have regular communication with a student's family regarding the academic performance of the student. Parents are notified by the student's special education liaison by phone no less than 2 weeks prior to the date that the IEP may expire. PCA will work with the family to schedule a meeting at their convenience to ensure meeting participation. Meetings are generally held at PCA, however the Team may make other arrangements to obtain parental permission, including visiting the home, meeting at an agreed upon location, or obtaining attendance by phone. The Academic Support department will log all attempts to reach parents in the student's powerschool log and in the case that a parent does not attend the meeting these attempts will be documented on IEP page 8. PCA will always attempt to reach parent by phone or email before scheduling meeting and will provide 2 weeks written notice through the mail.

Special Education Family Advisory Council

The mission of the Academic Support Family Advisory Council is to work for understanding of, respect for, and support of all children with IEPs and 504s in the community. To that end, they will work to promote a network of parents of children on IEP and 504 plans & provide the forum to share information, advise the Director of Special Education on operations and development of special education programs, parent & teacher training needs, and help to develop policy.

The Academic Support Family Advisory Council will meet at least annually to discuss the rights of parents and guardians of students with disabilities and to discuss the big goals of department. Parents are encouraged to provide input and insight to assist the department in working towards these goals. Additionally, parents will have the opportunity to guide conversation at the meeting to address other issues of concern.

Evaluation of Special Education Programs

Special Education Programs are directed under the supervision of the assistant principal. The assistant principal is responsible for ensuring the coordination of Academic Support programming with the Leadership Team. In addition to regular program reviews from the state and charter school office, Academic Support programs are evaluated internally through student performance data including

aspects of student academics, engagement, and behaviors as compared to other subgroups and the overall population.

Teachers who provide services to students are observed regularly by direct supervisors as well as twice formally within an academic year. Teachers are provided with regular feedback.

Use of Americorps Fellows

Through Americorps, Phoenix Charter Academy currently employs 19 through the fellowship program. An aspect of the fellowship is providing services in the general education classroom as well as small group or one-on-one tutoring opportunities. All services provided by a PCA fellow will be under the direct supervision of appropriate personnel. All curriculum implemented through the fellowship will be overseen by a combination of administration, teachers, the academic support department and the fellow's program manager.

Home-Hospital Policy

In accordance with 603CMR28.03(3)(c), upon receipt of a physician's written order verifying that a student at PCA must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of 14 days or more in a school year, PCA will arrange for the provision of educational services in the home or hospital. These services will be provided with sufficient frequency to allow the student to continue his or her educational program, and have the opportunity to make educational progress as long as it does not interfere with the medical needs of the student.

The Head of School will coordinate these services with the Administrator of Special Education, though the services are not to be considered special education unless the student has been deemed eligible for these services and they are included on the student's IEP.

To initiate the process, when the student's personal physician determines that a student's medical condition will require either hospitalization or home care of 14 days or more in a school year, the physician must notify the school using form 28R/3 or an equivalent signed statement. At minimum, the physician's signed notice must include the following:

the date the student was admitted to a hospital or was confined to home

the medical reason(s) for the confinement

the expected duration of the confinement; and

what medical needs of the student should be considered in planning the home or hospital education services.

Without delay a team consisting of representatives from the Social Work department, the Director of Academic Support, and a member of Leadership Team will meet to determine the provisions of the academic services. The provision of academic services must include the same academic content as that is provided in the student's regular school based program. This team is to carefully consider the unique needs of the student and will proceed accordingly to develop the educational program.

Taking into consideration the placement of the student, projected time of stay at home or hospital, the course of study the student is enrolled in, specific academic or learning needs, the team will create a plan providing educational provisions under one of four options.

Providing the services directly to the student using district employees;

Contracting with the hospital to provide services;

Contracting with another school district to provide services; or

Contracting with another agency to provide services.

The school will additionally determine the number of instructional hours per day or week that the student will receive based on the medical and individual needs of a student. When the decision of a provisional program is put in place, it is the responsibility of the social work department to communicate the plan to the appropriate staff members and to oversee the logistics as long as the plan remains in place.

If, in the judgment of the student's physician, a student with an IEP or 504 is likely to be confined to home or hospital for more than 60 days in a school year, the Director of Academic Support, will convene a Team meeting to consider the evaluation needs and, if appropriate, to amend the existing IEP or develop a new IEP based on the student's individual needs and circumstance. This meeting will occur within 10 days of notice of a student's prolonged absence from school.



Lawrence Public Schools
2015-2016 Staff Calendar
Phoenix Academy Lawrence, Grades 9 - 12
15 Union Street - (978) 722-8410

Student Hours: Monday - Friday 9:00 AM - 5:00 PM

Teacher Hours: Monday - Thursday 8:00 AM - 5:15 PM; Friday 8:00 AM - 4:30 PM

Aug./Sept.	SUN	MON	TUE	WED	THU	FRI	SAT	February	SUN	MON	TUE	WED	THU	FRI	SAT
2	3	4	5	6	7	8	9	7	8	9	10	11	12	13	14
16	17	18	19	20	21	22	23	14	15	16	17	18	19	20	21
23	24*	25	26	27	28	29	30	21	22	23	24	25	26	27	28
30	31**	1	2	3	4	5	6	28	29						
6	7	8	9	10	11	12	13								
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27	28	29	30												
October								March							
				1	2	3	4				1	2	3	4	5
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11	12	13	14	15	16	17	18	13	14	15	16	17	18	19	20
18	19	20	21	22	23	24	25	20	21	22	23	24	25	26	27
25	26	27	28	29	30	31		27	28	29	30	31			
November								April							
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8	9	10	11	12	13	14	15	10	11	12	13	14	15	16	17
15	16	17	18	19	20	21	22	17	18	19	20	21	22	23	24
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29	30														
December								May							
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January								June							
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24	25	26	27	28	29	30	31	26	27	28	29	30			

200 Teacher Days - 195 Student Days

<p>Aug. 6 ILI- Principals and APs (8-5)</p> <p>Aug. 10 - 21 Staff PD - School Based</p> <p>Aug. 19 New Teacher Orientation (8:30-10:30)</p> <p>Aug. 21 LPS Kickoff (8:30-9:30 AM)</p> <p>Aug. 24 School Opens Grades 1 - 12</p> <p>Sept. 17-18 Institute Finals/Staff Dismissal at 4:30</p> <p>Sept. 4 - 7 Labor Day Weekend</p> <p>Oct. 12 Columbus Day</p> <p>Nov. 3 No School for Students/Staff PD</p> <p>Nov. 11 Veteran's Day</p> <p>Nov. 19-20 Q1 Finals/Staff Dismissal at 4:30</p> <p>Nov. 25 Early Staff Dismissal at 1:30</p> <p>Nov. 26 - 27 Thanksgiving Break</p>	<p>Dec. 21-Jan. 1 Winter Break</p> <p>Jan. 4 School Re-opens</p> <p>Jan. 4-8 Winter Institute/ Staff Dismissal at 4:30</p> <p>Jan. 18 Martin Luther King Day</p> <p>Feb. 11-12 Q2 Finals/ Staff Dismissal at 4:30</p> <p>Feb. 15 - 19 Mid-Winter Break</p> <p>Mar. 25 Good Friday</p> <p>Mar. 31 Phoenix Network Gala/ Staff Dismissal at 1:30</p> <p>Apr. 14-15 Q3 Finals/ Staff Dismissal at 4:30</p> <p>Apr. 18 - 22 Spring Break</p> <p>May 30 Memorial Day</p> <p>June 28-29 Q4 Finals/ Staff Dismissal at 4:30</p> <p>June 30 Last Day of School - Staff Dismissal at 4:30 <i>includes 5 days for inclement weather</i></p>
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- No school for students and staff**
- Early release for staff at 1:30 PM**
- Student finals/Staff dismissal at 4:30 PM**
- Teacher professional development day/no school for students**
Typical PD Hours: 9:00 AM - 5:00 PM

* Please see School Operational Plan for details on other required meetings/events for staff (e.g., staff meetings, family nights, etc).