

Phoenix Academy Lawrence
School Operational Plan
August 1, 2014-June 30, 2015



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Lawrence Public Schools
Phoenix Academy Lawrence School Operational Plan Proposal

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.

Policies

Discipline:

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 quick and strong reinforcement of the academic and behavioral standards we have set. 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 Scholars Commitments:

All scholars must:

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

Demerits:

Whenever a student engages in negative behavior, they earn demerits. Negative behaviors result in consequences, ranging from verbal redirections for minor infractions, to up to three demerits for more serious behaviors. Phoenix Academy Lawrence’s Code of Conduct outlines the

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resulting consequences for behaviors. Teachers and staff members log and track demerits in PowerSchool.

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

- Unprepared for class (i.e. no binder, no pencil, no homework)
- Minor infractions that are distractions from learning
- Chewing Gum
- Dress Code violations
- Horseplay (Running in hallways, jumping down the stairs, play grabbing at people in the hallways or other school spaces, etc.)
- Non-scholarly language
- Distracting others
- Not responding appropriately to earning a demerit (arguing, eye-rolling)
- Doodling 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
- Insubordination (refusal to obey instructions)
- Swearing at another student or staff member

Student Support Center:

Any student whose behavior disrupts the learning environment, and jeopardizes another student's education, may be removed from class at the discretion of the teacher after a series of interventions. Students who are sent out of class report to the Student Support Center (SSC) and process their behaviors with 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. For serious behaviors, the Dean of Students 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:

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A student earns a detention when they accrue 6 or more demerits in a given day. Students will be expected to serve detention the day after they earn detention. A list of all students needing to serve detention will be posted in the morning. The length of a student's detention is determined by the number of demerits earned in a single day:

- 6-9 demerits = 30-minute detention
- 10+ demerits = 45-minute detention

The detention list will be posted each day by 8 am. Students on the detention list must serve detention that day at lunch, after school or the following morning. If a student misses all three chances to serve detention and comes to school the following morning, they may be able to stay in school and serve lunch detention with special permission from the Dean of Students.

Parents will be contacted in the event their scholar misses detention. 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.

The rules of detention are very strict in order to provide a quiet, reflective space for students to contemplate the choices that landed them in detention. The rules of detention are provided to each student at the start of detention each day.

For students serving a 30-minute detention, any violation of the rules will result in an extension to a full hour lunch detention. Any additional violation of the rules, or any violation of the rules for students serving an hour lunch detention, will result in a student being sent out of detention. If a student is sent out of lunch or afternoon detention, he/she is allowed to serve the detention the following morning in order to attend school that day. If a student is sent out of morning detention, s/he will be suspended for the day. An adult supporter will be notified when a student is sent out of 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 detention for any reason, the student will be sent home for the remainder of the day. This will count as a 1/2 absence and will count in the student's absence total for the quarter. If a student exceeds their absence limit as a result of missing detention, this will result in loss of credit for the current academic quarter, and he/she must then re-enroll for the next academic quarter.

Detention Exceptions:

If a student has a perfect day (goes to all classes on time and has no visits to the Student Support Center) on the day they have detention, they will be excused from detention.

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

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Short-Term Suspension. 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, Dean of Students' office, or another designated school location. The student's parent or guardian will be notified of the incident by the Head of School, Dean of Students, 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.

In order for the student to re-enter the community following an Out-of-School suspension, the student and adult supporter (if possible) will be required to complete a re-entry meeting with either the Head of School or Dean of Students, and complete any other "circle back" conversations for other students or teaching staff they negatively impacted. 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. Once the above conditions are met, the student will be welcomed back into the community.

Long-term Suspensions and Expulsion. 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.

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- 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 Dean of Students 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

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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 confiscate the cell phone or electronic device until the end of the day. Student cell phones and other electronic devices will be labeled and stored in a secure, locked area. If a student refuses to give up his/her phone or electronic device, s/he will be sent to the Student Support Center and receive 3 demerits. If a student continues to refuse to follow expectations, s/he will not be allowed to remain at school and will receive either a ½ or full absence depending on the time that they are sent home

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 seven school days for any reason during each quarter

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and still receive full course credit. Scholars who have missed more than seven number of days will still be eligible to earn partial academic credit for the quarter. Phoenix Academy Lawrence does differentiate between excused and unexcused absences. The Dean of Students 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 an appointment, court, or other obligation, they will be allowed to enter school with a note, and that absence will be excused. Depending on the amount of class time they miss, they may earn a half-absence (missing more three or more core blocks). 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, 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 arriving to school after 9:00am, but before 9:15am will receive detention that afternoon. For students arriving to school after 9:15am, they will be turned away and unable to attend school for the day. It will count as an absence, and parents will be notified.

Promotion

TBD. We are currently in conversation with Seth and Julie to determine our autonomy concerning promotion.

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.

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

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Upon enrollment at Phoenix Academy Lawrence, the Dean 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.

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 Dean of Students 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.

School Calendar

Length of student day

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.

The school opens to students at 8 am for morning tutoring and breakfast. The daily school schedule is 9:00 am to 5:00 pm, Monday, Tuesday, Wednesday and Thursday. On Fridays, students have a half-day and are in classes from 9:00 am to 1:05 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 have arrived, put their belongings away, and be in their advisory class or community meeting, seated and ready to learn. Therefore, students are strongly encouraged to be in the school building by 8:45 am so they have necessary time to prepare for

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their learning.

Inclement 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 4th 2014 through June 29th 2015 and will include the following:

- 12 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 190 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 to 4:30 pm, working a shortened school day, and engaging in 3 hours of professional development from 1:30 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.

Teachers responsibilities include leading a 15-minute Advisory group three days/ week, leading a reading group 35 minutes a day Monday-Thursday, and teaching four ~~periods~~ 68-minute periods each day. This varies for our Academic Support (Special Education) and ESL teachers in order to accommodate paper-work, and push-in support and collaboration with other teachers.

School Leadership Team and Student Support Team:

The School Leadership Team includes our:

- Head of School
- Dean of Curriculum and Instruction
- Dean of Students
- School Social Worker

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Our Student Support Team is led by our Dean of Students and includes:

- Recruitment and Retention Coordinator
- Assistant to the Dean

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 Dean of Students and Head of School. Many Phoenix Academy Lawrence Student Support Team members work “above and beyond” these hours; however, Phoenix Academy Lawrence’s required hours will not exceed 46.5 hours a week.

The Head of School, Assistant Principal, Dean of Students, Dean of Curriculum and Instruction, Head Social Worker, Operations Manager, Program Manager, Fellows Program Manager, Network Representative, Early Education Center Director and Lead teachers will be provided with keys to the building. Phoenix Academy Lawrence will be responsible for replacing lost keys. Students may only be on campus during regular school hours or under the supervision of the Head of School or Dean of Students.

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 2014-2015 school year, our first day of school is August 20st, 2014 and our last day of school is June 29th, 2015. We have, at minimum, five enrollment periods during the year. Student Institute is in session from August 20, 2014 (first day of school) to September 19th, 2014. 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

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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 and Labor Day 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 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. While Summer Academy's dates for 2014 are to be determined, Summer Academy typically occurs after July 4th vacation 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.

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.

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- 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 ELLs

Incoming students will be assessed using the W-APT assessment to determine possible ELL status. Beginning to early intermediate ELLs 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 ELLs will be in SEI classes for the remaining three blocks including Math, Exploratory Science, and Humanities. Intermediate to Advanced ELL 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 ELL students will be in advisories, a 15-minute small group that meets three times a week, with an ESL teacher. ELL 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 ELL students.

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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 Dean 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 Dean 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.

Child care 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.

Nursing services

Phoenix Academy Lawrence has included a full-time nurse in its budget.

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 5:00-6:00pm supervised by Fellows and teachers. Students can also come to school at 8:15am 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 Dean of Students 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' bi-weekly 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 Dean of Students and Dean of Curriculum and Instruction. With a student to advisor ratio of approximately 10:1, advisors are able to forge close mentoring

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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 second 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.

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

Budget & Procurement

Phoenix Academy Lawrence, under the supervision of the Network Director of Business and Finance 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. (see Appendix 9 for list of preferred vendors). Periodically through the year the Phoenix Academy Lawrence Operations Coordinator 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 8-15 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.

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

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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 Dean 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

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instructional practices. During August staff orientation, the school's leaders will train new teachers on the school's expected instructional practices. For example, the Dean 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 Dean of Curriculum and Instruction and the Head of School, 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 Dean of Curriculum of Instruction and the Head of School (SY 2014-2015 Department Chair).

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.

As with previous quarters at our flagship school, analysis of data and student progress will occur during Friday's professional development time. Teachers will analyze student data as relates to specific frameworks and skill building. 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 2014-2015). Data will be used to assure academic success for all students.

Staff evaluation processes: Staff evaluation processes in addition to the district-wide model the district will use (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 tool.

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

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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 Dean of Curriculum and Instruction/Head of School (SY 2014-2015 Department Chair).

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. 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 Phonenix Academy Lawrence will conduct the evaluation.

Dispute resolution process

The Phoenix Academy Lawrence Leadership Team will utilize the LPS's 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.

Professional Development

Content and structure

Phoenix Academy Lawrence will conduct Professional Development for all staff each Friday afternoon from 1:30-4:30 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. Each Friday, 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.

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Professional development and evaluation for heads of school

The Phoenix Academy Lawrence Head of School receives weekly supervision from the Network leader and staff in the charter management organization. In addition, she will receive a 90 day formal evaluation on or before October 15, 2014 and an annual review in May of each year. Leadership and management goals will be set at the annual meeting and reviewed informally with the Network leader as needed.

The Head of School is part of the senior leadership team at the Network which meets twice monthly and also works closely with the Head of School at the flagship Chelsea school, sharing best practices and other successful structures already in place. Finally, the Phoenix Academy Lawrence Head of School is receiving outside training from a leadership consultant. The Head of School may elect to participate in professional development workshops and other opportunities hosted by the LPS district.

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.

Professional development for teachers

Each Friday, all teaching staff are involved in at least three hours of Professional Development. The activities on Fridays are drawn from one of three areas: organizational goals for the school year, student need, or responsive needs generated by teachers. The effectiveness of these development sessions are measured by weekly surveys distributed to participants as well as student growth data as it related to development sessions. Professional Development schedules are designed by the Instructional Leadership Team members that meet at least once weekly.

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.

Curriculum & Assessment

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 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

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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 2014 - 2015 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 Rebecca Westlake.

Subject Area	Credits Required for Graduation and entry into a FOUR Year College
Humanities	35
Math	20
Science	15
Healthy Decision Making	2.5
Arts & Tech	12
Language Learning	20

Students must also achieve proficiency or above on all MCAS exams, earn one or more college acceptances, pass the Accuplacer, and make a public speaking appearance.

Curriculum-specific professional development

Teachers receive three hours of professional development each week. Curriculum-specific professional development topics include, but are not limited to: differentiation, backwards-unit mapping, scaffolding to meet the needs of diverse learners, integrating literacy into content classes, data driven instruction, creating authentic assessments, data cycles and interim assessments. Teachers and Fellows will attend Summer Institute from August 7th to August 2^{1st}, where they will spend significant time receiving curriculum-specific professional development.

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All departmental teams will meet weekly to collaborate and share best practices. Finally, each teacher receives at least 30 minutes of supervision each week by their supervisor, and at least one informal observation each week by an administrator.

Pacing, scope, and sequence

Teachers develop course curricula, overseen by an expert in the discipline. Each curriculum is aligned to the Massachusetts Curriculum Frameworks/ Common Core. Teachers will use approved curricula provided by PCA Chelsea, all of which are aligned to both Common Core and Current State Frameworks in each discipline. For each curricula, teachers will follow a process of backwards planning using Common Core Frameworks as a starting point for all courses taught. 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. All courses will have quarterly and yearly scope and sequences that will be reviewed by the Dean of Curriculum and Instruction.

Additional assessment type(s)

At the class level, teachers are expected to give regular cumulative exams, and end-of-quarter assessments. Each day, teachers give a "Ticket to Leave" to students, which provide daily assessments aligned to learning objectives for the day. All assessments given in all classes are aligned to the state frameworks and sub-strand/sub-skills when necessary.

In addition to regular assessments given in academic courses, 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. Finally, an outside diagnostic and end-of-year assessment will be administered to the entire student body to measure growth in reading and math. For the coming school year, Phoenix Academy Lawrence will use the NWEA Measures of Academic Progress program.

Other

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 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

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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 Dean of Students. 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.

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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 netbooks 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.