



## **FAMILY HANDBOOK**

Middle and High School Program  
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## **The Phillips Academy Faculty and Staff**

### **Administrative Staff:**

Dr. Esther Cohen, *Executive Director*  
Allan Chatman, *Principal*  
Alex Woodward, *Assistant Principal and Middle School Teacher*  
Joanna Wong, *Business Manager*  
Martin Godfrey, *Facilities and IT Manager*  
Alison Montalban, *IEP Quality Assurance Officer and Office Manager*

### **Clinical and Support Staff:**

Michael Bernath, *EdD, MFT/ Therapist*  
Angelina Avalon, *MFT / Associate Therapist*  
Melissa Southwood, *MFT/ Associate Therapist*  
Zuleima Marquez, *MFT/ Associate Therapist*  
Maya Hsu, *MFT/Associate Therapist*  
Cobi Chu, *Lunch Support, CPR trainer*  
Shelby C.K. Speers, *Transition Counselor*  
Niqui Hill, *Vocational Coach*  
Ron Lucas, *Dean of Student Affairs*  
Lela Lynch-Collins, *Head of Student Support Services and Activities Coordinator*  
Liz Isono, *Occupational Therapist*  
Allie Ryder, *Occupational Therapist*  
Judith Lunger, *Speech and Language Pathologist*  
Deborah McCloskey, *Speech and Language Pathologist and Assistive Technology Specialist*

### **Middle and High School Teaching Staff:**

MaryAnn Pearson, *Head of Learning Services and Fundraising*  
Robyn Carr, *Educational Therapist*  
Samantha Willis, *Middle School Teacher*  
Ashley Tagulao, *Teaching Assistant*  
Gavin Hughes, *Middle School Teacher*  
Elena Ramirez, *Middle School Teacher*  
Natalie Martinez, *Teaching Assistant*  
Christina Alvarado, *Teaching Assistant*  
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Betsy Devitt, *Teaching Assistant*  
Steve Calarco, *High School Teacher*  
Laila Domingo, *Teaching Assistant*  
Natalya Kapustina, *Teaching Assistant*  
Chelsea Noel, *Teaching Assistant*  
James Hearn, *High School Teacher*  
Atum Crockett, *Teaching Assistant*  
Miranda Forster, *Teaching Assistant*  
Shia Smith, *High School Teacher*  
Liliana Garcia Martinez, *Teacher Assistant*

Dajana Tobias, *Teaching Assistant*  
Dan Zarchy, *High School Teacher*  
Lianni Cruz, *Teaching Assistant*  
Lisa Scranton, *Math Teacher*

### **The Phillips Academy Board of Trustees**

Board President:

Donn Merriam, *Architect*

Board Secretary:

Liana Grossman, *Recruiter for Non-profit Agency*

Board Treasurer:

Taka Yokoyama, *Technical Sales Consultant*

Trustees:

Esther Cohen, *TPA Executive Director*

Elizabeth Isono, *Occupational Therapist*

Allan Chatman, *TPA Principal*

MaryAnn Pearson, *Staff Representative, Chair, Fundraising Committee*

Parent Representatives:

Mickey Branca

Yvonne Day-Rodriguez

## **General Information**

The Phillips Academy (TPA) is a certified non-public school located in the small, residential community of Alameda, Ca. since 1984. Alameda is located 7 miles from San Francisco within the San Francisco Bay. Alameda has a population of approximately 78,280, with a population density of 7,491.6 people per square mile. Of those, 43.6% are white, 32.5% are Asian, 12.1 percent are of Hispanic or Latino origin, and 6.1 are Black or African -American, with 14.5% identifying as two or more races.

### **Introduction:**

The Phillips Academy (TPA, located in Alameda, CA since 1984, was founded in 1971 by Dr. Laura Phillips, a behavioral psychologist, to serve the educational and emotional needs of her young clients. The school is part of the Institute of Human Behavior, Research, and Education which was dedicated to the practice and study of behavioral psychology in educational settings. TPA is a state certified nonpublic school. We serve 6-12th grade students and have been working collaboratively with Bay Area public school districts to serve their more complex students for over 50 years. We received our third six-year accreditation from the Western Association of Schools and Colleges in 2024. TPA provides a high quality, personalized and nurturing educational environment. We embrace the core values of respect, integrity, community, equity, resilience, and humor.

### **School Purpose:**

#### **Mission Statement and Vision Statement**

The mission of The Phillips Academy is to provide an inclusive, comprehensive educational program that offers positive, culturally responsive and personalized instruction for diverse youth with complex social, emotional, behavioral and educational needs.

Through collaboration with our families and the referring school districts, The Phillips Academy strives to enhance the quality of students' lives and enable them to reach their full potential in society. A positive attitude toward learning, as well as a sense of community, self-competence, and belonging, a respect for diversity, and essential academic and social-emotional skills are developed through personalized education plans. We are committed to preparing students for successful transitions to public school programs if appropriate, to post-secondary educational institutions and to vocational training programs, upon completion of our program

We achieve this mission by teaching our students the skills necessary to become

- interpersonally effective
- competent self-managers
- critical thinkers
- active community members
- lifelong learners

We teach these skills through the array of services and learning opportunities we provide:

- Personalized education plans
  - Specialized math intervention
  - Specialized reading intervention
  - Blended learning instructional model
- Specialized Services
  - Speech and language services
  - Occupational therapy services
  - Assistive technology services
- Personalized social-emotional support
  - Mental health services emphasizing CBT and DBT, somatic therapy, , art therapy, music therapy, and drama therapy provided by 5 Mental Health Therapists
  - Coaching and conflict resolution provided by two mental health staff
- Development of interpersonal skills, self-management, and executive functioning skills
  - Academic strategies classes
  - Restorative justice practices combined with positive behavior supports and collaborative problem solving approaches
  - Mindfulness meditation practice
- Development of self-esteem, creativity, cooperative learning and physical well-being
  - Elective classes to include gardening, music, art, ceramics, cooking, dance, drama, woodshop, digital photography among others
  - Sports program featuring soccer, flag football, basketball, volleyball and softball
- Development of Community and Vocational Skills
  - Job skills and workability
  - Service Learning
  - Career development and transition services
- Extended school year summer program
  - Project-based learning
  - Strategies for academic engagement
  - Service Learning

## **School Philosophy and Values**

### **All students can learn**

The Phillips Academy was founded on the principle that all students can learn if provided with the right instructional strategies, the right support, and the necessary motivation. Individualized educational plans and the experience of success lead to self-efficacy and a willingness to face new challenges.

### **Relationships Foster Learning**

Growth is also seen as a direct outcome of the positive relationships students develop with staff and peers.

### **Students Have a Voice**

Students are viewed as necessary and active participants in their educational plans, are taught self-management skills, and are encouraged to express their concerns openly, appropriately and effectively.

### **A Team Approach**

A team approach including family participation is cultivated to develop the most comprehensive and effective plans.

### **Process and Outcome –Based Program**

The instructional strategies and emotional and behavioral support interventions are evaluated for effectiveness on an ongoing basis. Teaching strategies and plans are modified as needed.

### **Diversity, Equity and Inclusion**

TPA was created as a safe place for neurodiverse students and continues to be a healing place for students who have struggled in more neurotypical environments. We promote diversity, equity and inclusion through modeling, culturally responsive teaching practices and curriculum, community building circles, and special events honoring different cultures.

Our staff represent the diversity of our students and hold positions both within the administration and faculty. We recognize how important it is for students to see themselves in the staff and administration of their school.

Teachers attend workshops provided by Learning for Justice and infuse the curriculum with culturally responsive teaching practices and curriculum. We help students understand their neurodiversity in Transition classes. We differentiate instruction to make it accessible to all learners and to increase relevance. All students have IEPs which provide an individualized learning plan with measurable goals to ensure growth and progress.

We build community through our bi-weekly Community Circles during which many social-emotional topics are discussed.

We hold special events for the months honoring different cultures as a way of celebrating and learning about our students.

## **Expected Schoolwide Learning Results (ESLRs)**

The Phillips Academy attempts to educate neurodiverse students such that they can actualize their fullest potential. Academic goals are balanced with socio-emotional goals so that the well being of the whole student is considered. While goals are individualized for each student, The Phillips Academy has the following goals for all students:

- To develop interpersonal effectiveness
- To become competent self-managers
- To be active community members
- To be critical thinkers
- To be lifelong learners

## **Program Description**

The Phillips Academy now serves approximately 60- 70 students from approximately 18 school districts. While all of The Phillips Academy's students have different educational diagnoses and learning challenges, almost all students are referred because they have academic, social, emotional and behavioral needs that require more support than what can be provided within the public schools.

The Middle/High School Program has seven classrooms for students ages 11-20. One classroom specifically focuses on providing a course of study leading to the Alternative Pathways to a Diploma for students 14 to 20 years of age.

Staff is trained to address students' emotional and behavioral problems by providing a strong academic program in conjunction with structure, self-esteem building, and open communication. Students learn how to appropriately express their feelings and develop ways to cope with and solve problems with guidance and coaching from staff. The positive and collaborative behavior support and restorative justice systems, as well as close relationships with staff, provide the structure for students to develop self-control. Staff utilizes individualized teaching strategies and positive reinforcement to enhance students' sense of competence and success.

At the Middle/High School Program, students receive grade level standards-based curriculum in all subjects with modifications as needed. Instruction is delivered using a blended learning model. All students have access to either a Chromebook or laptop and receive some of their instruction through an online curriculum, through direct instruction, through project-based learning and through cooperative learning. The blended learning model allows for personalization of learning since students can both receive and express their learning through a variety of modalities. In addition, students are taught the critical thinking, writing, study, and organizational skills (executive functions) necessary for all learning. Students with more intensive reading and math needs may receive individualized instruction using intervention curriculum delivered by our reading and math specialists.

Students in the Alternative Pathways High School Program pursue a course of study that allows them to achieve the 130 credits in the 4 core subjects of English, math, science, and social studies necessary for obtaining the alternative diploma. Students also have the opportunity to work in the School Café, and obtain employment at community businesses under the supervision of a job coach.

Students participate in state-mandated testing programs. Parents retain their right to exempt their students from any testing programs in accordance with the policies of their home school districts. Accommodations and modifications to testing administration are included in each student's IEP, as appropriate.

Middle and High School students participate in electives, which meet twice weekly and change each semester. There are also school-wide sports programs in which students rotate through different athletic activities. In addition, for one week during the Spring Semester, students participate in Special Programs Week, during which a variety of alternative classes are offered.

Outpatient services, which include individual therapy and family support, are available for students with ERMHS (educationally related mental health services) on their IEP. The Phillips Academy seeks to work collaboratively with all mental health professionals, and therapists attend clinical meetings, IEP's, etc., in order to coordinate treatment efforts. Other services such as speech therapy, occupational therapy, etc. are provided as specified in the student's IEP and may either be provided by a school district employee or by a provider who has contracted with The Phillips Academy.

The School Principal, Vice Principal, the Dean of Student Affairs and the Head of Student Support Services/Activities Coordinator provide support for students and teachers.. They develop positive relationships with students, help staff defuse tense situations, develop collaborative problem solving plans to support students and monitor students as needed. (As required for certification, all staff are trained in Crisis Prevention Intervention techniques). The Head of Student Support Services/ Activities Coordinator conducts peer conflict resolution meetings, checks in with students, may run classroom groups to discuss school related issues, develops and organizes student activities.

Academic and clinical student review meetings are held on a regular schedule for each classroom and may be attended by the various members of the clinical team which include the Executive/Clinical Director, the Principal and Vice Principal, the Mental Health Therapists, the Head of Student Support Services/Activities Coordinator, the Dean of Student Affairs, and the classroom staff.

Originating from the data-based structure of behavior analysis, The Phillips Academy strives to make all student progress objective and measurable. At the Middle/High School Program, students develop skills in the areas of self-management, becoming lifelong learners, developing interpersonal skills, becoming good community members, and developing critical thinking skills. If a student is ready to transition to the public schools, the IEP team meets to identify potential public school classrooms. Once an



appropriate classroom is selected, the student may attend part-time, returning to The Phillips Academy for part of the day for continued support and problem solving. For some students, the completion of their education and the attainment of a diploma or certificate of completion at The Phillips Academy is deemed as the most appropriate option by the IEP team.

### **Governance**

The Phillips Academy contracts with the local school districts to provide educational services for students whose needs exceed the services provided within the public school system. All tuition fees and educational expenses are reimbursed by the student's referring school district.

The Phillips Academy's administrative staff consists of the Executive Director, the School Principal, the Assistant Principal, the Business Manager, the Office Manager, and the IT and Facilities Manager. The administrative staff in collaboration with the Board of Trustees makes decisions regarding personnel issues, contract issues, policies, and budgetary issues, strategic planning, and program development. Whenever feasible, The Phillips Academy seeks the contributions of all staff regarding relevant program issues and development. As a nonprofit organization, The Phillips Academy is ultimately accountable to the Board of Trustees and must adhere to all the regulations governing nonprofit institutions.

### **Role of the Board of Trustees**

Board members are legally and morally responsible for all aspects of the agency. Board members, with direction and input from The Phillips Academy's administrative staff, are responsible for determining agency policy in the following areas: Human Resources, Planning, Finance, Community Relations, and Organizational Operations.

### **Certification**

The Phillips Academy maintains state certification as a nonpublic school, adheres to all State guidelines and regulations governing nonpublic schools and is subject to periodic review by the California Department of Education State Accreditation Review Board. In addition, The Phillips Academy received a renewal of its 6-year accreditation from the Western Association of Schools and Colleges in October, 2024.

## **STUDENT AND FAMILY INFORMATION**

### **Admissions/Intake Procedure**

The admissions policies and procedures for the Middle/High School Program are described in detail in the attached policies. The following sequence of steps is generally observed, as appropriate:

1. A student is initially referred by the school district, parent, therapist/physician or advocate
2. The Phillips Academy staff may observe the student in his/her current educational setting
3. The family and student tour the school
4. The referral from the District is confirmed
5. The student visits the selected classroom for the day
6. The Phillips Academy staff, the student, and the student's parent/guardian determine whether The Phillips Academy can meet the needs of the student and is an appropriate placement. (On occasion, a second visit may be scheduled to determine the appropriateness of placement)
7. After a 30-day trial period, an IEP is held to confirm placement

Acceptance to The Phillips Academy is determined by the availability of openings in the identified classroom, the presenting needs of the referred student, the current composition of the identified classroom, by contractual agreement with the home school district or by a direct contract for services with the parent/guardian in the case of a settlement agreement. The appropriateness of the placement is further evaluated during a 30-day probationary period. An IEP is held within 30 days of the student's placement.

### **Attendance**

For academic and behavioral programming to be effective, it is important that students attend school regularly. Students must receive consistent guidance and the opportunity to practice appropriate behavior and new skills in order to progress socially and emotionally. Academic gains are slowed, as well, when a student does not receive regular instruction. Frequent nonattendance may suggest the need for an IEP team meeting to discuss the effectiveness of the program.

**Parents/guardians must call the school office on each day their student is absent due to illness or for any other reason, at 510.769.7100 for the Middle/High School Program.**

### **Child Abuse and Neglect Reporting**

While The Phillips Academy is committed to working with families to promote the best interests and to protect the welfare of the students we serve, please be advised that all staff is required by law to report any reasonable suspicion of or evidence of child abuse or neglect to Child Protective Services. We are not permitted to contact families prior to or after such a report has occurred. Child Protective Services has the responsibility and authority for evaluating the report and determining the next course of action. We acknowledge that this procedure sometimes strains The Phillips Academy's relationship with families. However, if The Phillips Academy and families agree that the child's welfare is foremost and that the report will either reveal that there is no cause for concern or will present an opportunity for a family to receive needed help, we can view the necessity to report as a collaborative rather than divisive event. In addition, the therapeutic team is available to help support families during times of crisis.

### **Child Custody**

The school shall presume that each natural parent has the same legal rights regarding the custody of any student unless informed in writing to the contrary. A letter signed by both parents to indicate the custody agreement or a copy of the Court Order would be advisable if special arrangements exist.

### **Conferences and Communication**

Parent-teacher conferences are available at any time at the parents' request. Parents/guardians may be invited to attend a clinical meeting in order to discuss their student's progress and to coordinate behavior plans between school and home.

Staff will communicate any significant concerns within the school day and provide frequent updates on how a student is doing.

Parents/guardians can contact their student's teacher by voicemail, email, or in the case of an emergency by calling the school office at 510.769.7100 for the Middle/High School Program. Teachers will return calls as soon as possible. Some teachers are also comfortable with texting to facilitate more rapid communication.

### **Confidentiality of Student Records**

Student records are confidential and may be released to only authorized individuals without the specific consent of the parent/guardian. Authorized individuals include contracting public school or private school personnel, school district employees, accrediting associations, staff of the district attorney's office or probation office participating in truancy, criminal or civil actions to which the student or student's guardian is a party, emergency care providers, or authorized representatives of federal or state agencies. Parents/guardians may request access to their student's file at any time and may authorize the release of the file or selected portions of the file to other designated individuals provided they have completed a release of information consent form. Policies regarding parental rights to access their student's file are included in the Appendix and in the Parent Information Packet.

**Curriculum**

The Phillips Academy uses standards-based curriculum, which aligns with the California State Department of Education frameworks and standards. Students work at their appropriate grade level in small groups as well as whole groups. Specialized supplemental curriculum is also used to address individual students' needs. Multi-modal teaching strategies are employed to facilitate student access to the material.

**Earthquake/Disaster Preparedness**

The procedures to be followed in the event of an earthquake or other disaster are specified in the attached policy. Emergency drills occur throughout the school year.

**Field Trips**

Students must return a signed permission slip in order to attend field trips. A permission slip for field trips within Alameda is included in the Parent Information Packet. A separate permission slip is required for each field trip outside of Alameda. Verbal permission is not sufficient to allow a student to participate. In addition, it is possible that a student may not be allowed to attend a field trip if s/he has not fulfilled their academic responsibilities, if the student engages in unsafe behavior prior to the field trip, or if the student engaged in unsafe behavior on a previous field trip.

**Harassment Policy**

Any harassment based on race, color, ancestry, national origin, religion, age, sex, sexual orientation, physical disability, or mental disability, is contrary to the standards of conduct of the school and is unlawful. Such conduct will subject a student or employee to disciplinary action up to and including immediate suspension and /or dismissal from employment.

Students who feel they have been discriminated against or harassed should immediately report such concerns or incidents following the procedures described below without fear of retaliation. Confidentiality will be maintained to the extent permitted by the circumstances.

Sexual harassment includes "Unwelcome sexual advances, requests for sexual favors, offensive sexual propositions, sexually degrading or abusive words, or any other form of verbal, physical, or visual harassment." This includes conduct by students, teachers, and staff.

If a student is being harassed, s/he should immediately inform one or more of the adults listed below so that the matter can be investigated promptly and appropriate corrective action taken. If harassment is established, the offender will be disciplined up to and including suspension or dismissal. Retaliation against any individual for reporting an incident of possible harassment is prohibited.

Report possible harassment to any one or more of the following:

1. A classroom teacher or any classroom staff
2. The Principal or Executive Director

Please be advised that an allegation of harassment is very serious and should not be made as an act of retaliation or to avoid responsibility for one's own actions. (Please see the Discrimination, Harassment and Grievance Policy in the Appendix.) Students are advised of this policy on an annual basis and must sign an acknowledgement of their right to education in an environment free from harassment. We also educate our students on the impact of harassment on others, the impact of systemic racism and discrimination, how to examine their own biases, and how to become allies.

#### **Illness Policy**

While regular attendance is important, a student who is ill should not be sent to school. The attached illness policy addresses the conditions under which it is advisable to keep a student from attending school. If a student is going to be absent from school, please call the office at 510-769-7100.

#### **Immunization Records**

All students' immunizations shall be up to date and families must provide the necessary documentation. A student may be prohibited from attending school if their immunization records are not complete.

#### **Individual Educational Plans**

Each student in special education must have an Individual Educational Plan. The Phillips Academy's policies regarding IEP's are described in the policy contained in the Appendix. Specific legal rights to which parents and students are entitled are more fully explained in the parents rights document provided by districts at each IEP meeting. Each student has the right to meet with any member of his/her IEP team confidentially and is informed of this right at least annually. The Phillips Academy will assist the student in setting up any requested confidential meeting.

#### **Internal Transitions**

Students may change homerooms at the start of the new school year as they progress through the grades within the program. Students may also change homerooms if it is determined that another homeroom can better meet their needs and if there are openings available. Students may also remain in the same homeroom for 2-3 years, particularly within the high school. Decisions regarding homeroom placement are made by The Phillips Academy staff and families. Students' preferences, to the extent possible, are considered in this decision.

**Medication Policy**

The Phillips Academy staff will provide students with medication during school hours if the parent/guardian and the student's physician provide the proper documentation. The Phillips Academy staff needs to be notified in writing of any medication changes.

**Please make sure that the office is aware of any medication changes as it is imperative that we have accurate information for your student in case of a medical emergency.**

The necessary forms can be obtained from the office manager. (The medication policy is included in the Appendix.)

The Phillips Academy staff will not administer over-the-counter medications to students unless the medication is delivered to school in the original container and the parent requests in writing that the student receive the medication and specify the medication schedule.

**Parents/Guardians on Campus**

The Phillips Academy has an open campus policy and parents/guardians are always welcome. However, parents must sign in when they arrive on campus and visits must not disrupt the classroom. In some instances visits may make it more difficult for the student to concentrate and function or it may conflict with an existing behavior plan. In those cases, parents will be advised to visit discretely such that the student is unaware of their presence or to defer from visiting.

## **Parents/Guardians/Student Grievance Policy**

The student/parent grievance procedure is designed to assist the administration and school employees in improving two-way communication with students and parents. A grievance is defined as any belief that a student has been treated unjustly, that a rule or policy has been improperly administered, or that conditions exist which are detrimental to the student or his/her/their parent/guardian. Students and their parents are encouraged to discuss their concerns with the person(s) involved or with the person's immediate supervisor to arrive at an acceptable resolution before invoking formal grievance procedures. If such attempts are unsuccessful, students/ parents/guardians are advised to follow the procedures below:

### **Step 1:**

#### **Conference with the Principal or Executive Director**

A student/parent/guardian wishing to invoke the grievance procedure shall request a conference with the Executive Director to discuss the grievance and seek resolution.

- A grievance shall be filed as soon as possible but in no event longer than 30 days after the disclosure of the facts giving rise to the grievance. If possible the grievance should be put in writing by the parent/student/guardian or a written version will be constructed by the Principal or Executive Director following the initial meeting and signed by the person making the report.
- The Principal or Executive Director will conduct an investigation of the grievance and may call a meeting of all involved parties to seek resolution. If a resolution is achieved, the parties will sign the agreement and indicate a review date to determine that the specifications of the agreement are being followed.

### **Step 2**

- If the student/parent/ guardian is not satisfied with the outcome, s/he may appeal to the Board of Trustees, the referring School District, or the State Board of Education..
- If the parent/guardian/student has a grievance regarding the Principal or Executive Director, the complainant can contact the President of the Board of Trustees and request a conference. (The policy and a grievance form are included in the Appendix.)

### **Parent/Guardian or Authorized Collection of Student**

If a parent routinely picks up a student at dismissal time none of the below is required. If a student is being picked up from school at or before dismissal time, a parent/guardian must do the following on the day of pick up.

- Phone the main office and provide the student's name and teacher as well as identify the person who will pick up the student. The person who is collecting the student must be on file as an authorized person for pick up. If he or she is not, written permission or a phone call from the parent is required before we can allow the student to leave with that individual.
- If there is any parent to whom we should absolutely not dismiss a student for legal reasons, we must have that documentation on file.
- Parents/guardians do not need to enter the building to pick up a student at or before dismissal time. Please call the office when you arrive and allow our staff to bring the student to you. We will ask you to sign the student out at that time.
- Please do not go directly to the student's classroom for pick up. Come to the office first or as indicated above, call the office for staff to bring the student to you.
- Notify the bus company that the student will not be riding the bus home.

### **Progress Reports and Report Cards**

The Phillips Academy completes progress reports four times a year (October, January, April and July). These are distributed to parents/guardians and school districts and a copy is maintained in the student's school file. Progress reports follow the format required by each of the individual school districts and address performance on each IEP goal.

Students receive report cards four times a year. Report cards address students' citizenship and academic progress in reading, math, science, etc. The Phillips Academy uses standards-based report cards as well as letter grades to evaluate student progress, with the exception of 6th and 7th grade middle school students, who receive pass or no pass grades. Grades reflect work on curriculum that has been accommodated for each student's functioning level.

### **Staff/Student Contact Outside of School Hours**

The Phillips Academy neither encourages nor discourages contact between students and staff outside of school hours. An assessment of the risks and benefits of such contact is included in the Appendix and in the Parent Information Packet. It is up to the family's discretion to determine if such contact is beneficial for their student. If the contact is not part of a school-sponsored event or activity, The Phillips Academy is exempt from any responsibility or liability.

### **Student Support**

#### **Positive Behavior Support**

The Phillips Academy was developed as an alternative learning environment based on the behavioral principles of shaping and positive reinforcement. We



endorse the philosophy that all students can learn under the right circumstances and strive to provide those circumstances.

Therefore, each classroom operates with many types of individualized positive support based on the student's needs. Our students often have not had much success in school settings and our first task is to rebuild their confidence as learners, and for them to experience school as a safe place where they can be seen and heard and valued for who they are. From this foundation, we can set goals, develop new skills, and promote growth.

Students are taught communication and problem solving skills so that they can express and address their needs in a more effective manner. Staff provide on-going support to teach students to cope with disappointment and frustration, to regulate their emotions, to engage in conflict resolution with peers and to make safe choices. There is also an emphasis on teaching students to view themselves as part of a community and to recognize the perspective of others and the effect of their behavior on others. We try to intervene proactively rather than reactively and early in the sequence of events so students can access the supports.

Interventions for behavioral mistakes which inevitably still occur are guided by restorative justice principles, the collaborative problem solving model, the importance of co-regulation as a tool as students develop self-regulation, an understanding of the impact of persistent demand avoidance on autistic youth, and the teaching of new skills to better manage challenging situations.

### **Behavior Emergency Procedures**

The Phillips Academy does not use physical restraints in order to manage student behavior except in those situations in which a student poses an immediate threat to self or others and there is no other alternative available. The occurrence of such a situation would result in an IEP meeting to discuss the appropriateness of placement at The Phillips Academy. These situations occur very infrequently if at all.

Behavior Emergency procedures are only implemented by staff trained in CPI (Crisis Prevention Intervention) and only CPI approved procedures are used. CPI is an organization that has delineated a set of nationally utilized procedures designed to de-escalate conflict situations and to safely contain those situations that pose a threat to self or others. Staff manage behavior by being proactive and recognizing the early signs of a student who may be experiencing distress. Staff support is provided and students are encouraged to use a coping strategy. If students are escalated, they are prompted to take space and to make safe choices, while being given the opportunity to regulate and then, to follow staff directions.

All occurrences of behaviors that require emergency interventions are documented on a Behavior Emergency Report Form. Parents/guardians and school districts receive immediate notification.

If students engaged in behavior, which required the implementation of behavior emergency procedures, a Reactive Behavior Plan is developed. The plan includes an identification of the antecedents and precursors to the challenging behavior and the appropriate staff response at each level of the behavior. The purpose of this plan is to better identify the environmental modifications and the types of staff support that can be provided to prevent a recurrence of the challenging behaviors. The plan includes input from the student to help staff understand the student's experience. This plan is often followed by a collaborative problem solving behavior plan.

This plan identifies the skills that a student may need to develop in order to be able to meet the demands and expectations of the school setting as well as strategies for learning those skills. The collaborative problem solving model can be incorporated into the more traditional functional behavioral assessments and positive behavior intervention plans. The main difference between the approaches is that the CPS model focuses on environmental changes and skill development and the behavioral model focuses more heavily on motivational interventions.

These plans are reviewed with and signed by parents/guardians and the student.

In addition, if a student has made a behavioral mistake that negatively impacts them and/or the community, there is a repair process in which they are asked to participate. In addition, education is provided and a restorative justice project may be requested to help the student learn more about the risks of the behavior as well as alternatives that might have a more positive impact on them and their community.

**Student Code of Conduct (please see Student Handbook for a complete listing of rules and expectations for Middle /High School student behavior)**

**Aggression**

Students are expected to behave in a socially appropriate manner with their peers and with adults, to use problem-solving skills to resolve conflicts and to use coping skills to handle frustration.

No student shall attack or assault or behave in a manner that may cause physical or emotional injury to another person while under school jurisdiction. Aggression results in removal to the Quiet Area, while repeated aggression that endangers others may result in a physical restraint if necessary to prevent harm and removal to the Quiet Area. Students who behave aggressively may also receive an in-school or out of school suspension of 1- 2 days. Suspension is terminated when the student has demonstrated that s/he/they are ready to return to class by following directions and completing assigned work. Students will also be asked

to complete a Restorative Justice Reflection Sheet to process how they could handle the situation differently in the future as well as to identify forms of restitution and repair as appropriate. Peer conflict resolution and restorative conversations may also occur if indicated. A restorative justice project in which the student does research to better understand what triggered their behavior and to discover other ways to respond may also be indicated. Aggression may indicate the need for an emergency IEP meeting.

#### **Cell Phones**

Students are required to turn in their cell phones to their homeroom teacher at the beginning of the school day. They will be returned during the homeroom period at the end of the day. If a student refuses to comply, staff will seek parental support.

#### **Dress Code**

The Phillips Academy has no official dress code for students. However, it is expected that students' clothing will be neat, clean, and appropriate for school. We request that T-shirts or other clothing do not display offensive words or phrases and that skirts, tops and pants not be too tight or short or revealing or sagging.

#### **Drugs/Alcohol/Tobacco**

Students should engage in healthy behaviors and abstain from the use of illegal substances. The use or possession or transmission of drugs and alcohol is prohibited during school hours on or off school premises or at any time the student is under the supervision of The Phillips Academy staff. The Phillips Academy will notify the appropriate authorities if any illegal activity is evident. The student's parents/guardian will be notified and the student will be removed from the group and required to remain in the Quiet Area. If deemed appropriate, the Principal or his designee may suspend the student. Repeated offenses may result in an IEP to request a change of placement in accordance with IDEA procedures. Treatment resources will be provided to the family.

If there is reasonable suspicion, similar procedures will be followed if the student arrives at school under the influence of the above. Parents/Guardians will be notified as soon as is feasible.

The use of tobacco in any form during school hours, on school premises, or when the student is under the supervision of The Phillips Academy staff is also prohibited. The student will be warned, and the parent/guardian will be contacted.

#### **Electronic Equipment**

Use of video games, portable game systems or other electronic equipment may be used on campus at the discretion of the classroom teacher, but shall include

games with a rating approved by the classroom teacher. Electronic devices should be used within the classroom or on transportation only if permission is granted. The Phillips Academy bears no financial responsibility for lost or missing electronic equipment.

### **Integrity**

Students are expected to do their own work and to exhibit trustworthy behavior.

No student shall cheat by giving or receiving any unauthorized aid or assistance or the actual giving of unfair advantage on any form of academic work.

No student shall copy the language, structure, idea and/or thought of another and represent it as one's own original work. No student shall engage in any verbal or written statement of any untruth particularly that which could cause harm to self or others. This includes the use of AI to generate any academic work.

Consequences for these actions will be in accordance with the student's classroom rules and may vary depending on the developmental level of the student and the severity of the action.

### **Self-injurious Behavior or Other Self-Destructive Behavior**

Students are expected to demonstrate self-respect. Students will not be permitted to engage in self-injurious or self-destructive behavior to the extent that the act may indeed cause injury. If they fail to terminate the behavior when support is provided, if feasible, they will be physically prevented from continuing the behavior. If needed, the assistance of the city crisis unit will be enlisted and parents/guardians will be notified.

In some instances, self-injurious behavior or self-destructive behavior is motivated by the desire for attention or is a call for help. If the intensity of the behavior is mild, staff may not address the specific behavior, while attempting to engage the student in problem identification and problem solving. The student will be counseled on other ways to get their needs met or to cope with strong emotions. Supervision will be maintained at all times.

## **Stealing and Destruction of Property**

Students shall respect the property of others, the school, and the community.

No student shall steal or attempt to steal or knowingly be in possession of stolen property or intentionally damage or attempt to damage any school property or private property while under school jurisdiction. Consequences may include financial or physical reparation, return of property, or school or community service as well as loss of classroom privileges and/or in-school suspension.

## **Student Discipline**

Students are expected to follow the rules and regulations of The Phillips Academy. Appropriate behavior is promoted through a process of skill development, collaborative problem solving, goal setting, and self-management. Students engage in the development of classroom agreements and expectations at the beginning of the school year. These can be referred to as needed throughout the year. Weekly community building circles help students feel connected, create a sense of belonging, and generate the level of caring that is needed to make safe choices for oneself and others.

Students are not permitted to be disruptive, to threaten, or to endanger themselves or others. Students are encouraged to accept responsibility for inappropriate behavior and the consequences that follow as a result. Disruptive or threatening behavior may result in students being removed from the group, while dangerous or aggressive behaviors may result in students being escorted to the Quiet Area. If transporting the student safely to a quiet area is not feasible and the student continues to pose a threat to self or others, a physical restraint may occur. Students are always requested to comply with directions to remove themselves to a safe space or to stop a dangerous behavior voluntarily. They may, however, be physically assisted if they continue to behave dangerously and reject staff support to regain self-control. If a student is behaving dangerously and cannot be contained by The Phillips Academy staff, the assistance of the local police department or fire department may be requested. Under some circumstances an involuntary hospitalization (5150) procedure may be indicated. Parents and guardians will be informed of all behavioral incidents that occur at school or during school sponsored activities. **Please note for many years, The Phillips Academy staff has rarely had to use physical restraint to manage student behavior and that level of dangerous behavior would suggest that the program may not be appropriate for the student's needs.**

## **Students Leaving Campus Without Permission**

If the student leaves the campus before dismissal without staff permission:

- We will notify the parent immediately
- Staff will follow student if feasible
- Depending on the circumstances such as the state of mind of the student, the age of the student, and whether there is prior permission to go home

independently, we may need to call the authorities to ensure the student's safety.

### Suspensions and Expulsions

The Phillips Academy understands that its students are placed here because of their need for intensive support. Therefore, The Phillips Academy adopts a treatment philosophy when behavior disturbances occur rather than one of suspension or expulsion. Our first levels of discipline are treatment oriented and provide students with an opportunity to take responsibility for their behavior and to engage in repair. Behaviors that cause harm to others or involve issues of safety may result in in-school suspension of students from their class unless it is perceived that the student cannot be safely contained in the quiet area. Under these circumstances, an in-home suspension may be required. Suspensions occur for aggressive or seriously dangerous, disruptive, or threatening behavior. There are occasions when a student's behavior is of such severity that The Phillips Academy believes it cannot ensure the safety of that student or of the other students. At that time The Phillips Academy will follow the IDEA procedures regarding consideration of change in educational placement. The Phillips Academy's policy for suspension and expulsion is included in the Appendix. The Executive Director, the Principal, or their designee may suspend a student.

### Weapons

No person shall possess, handle, or transmit any loaded or unloaded firearm, including a gun, pistol or rifle, explosives, fireworks, knives, or other weapons (slingshot, leaded cane, metal knuckles, BB gun, stun gun, ice pick, box cutter, razor or blade) at school or during a school sponsored activity. This also includes objects, which may be used as a weapon (baseball bat, hammer, etc.).

Reasonable suspicion of possession of a weapon will lead to a staff request for the student to turn over the weapon and/or to empty out pockets and personal belongings. The student may be sent to the Quiet Area and parents/guardians may be contacted.

If found, the weapon will be confiscated, and the parent/guardian will be contacted. An assessment of the student's intent and his/her dangerousness will be conducted and appropriate action will be taken. This may include contacting the appropriate legal authorities, Child Protective Services, or Mental Health Services. If a higher level of intervention is not required, the student may receive an in-school suspension and may be required to submit to searches of his/her person and/or personal belongings. Counseling regarding risks associated with weapon possession and use will be provided

### **Transition Policy**

Transition is considered when The Phillips Academy is no longer the least restrictive placement that can best meet the student's needs as specified in the student's IEP. The Phillips Academy follows the Transition Policy included in the Appendix. Transitions are

collaborative decisions including the family, school district personnel and The Phillips Academy staff.

### **Transportation**

Most school districts contract directly with transportation companies to provide transportation to and from school. If there is a problem with transportation parents/guardians must contact the school district or the transportation company directly. The Phillips Academy staff can assist families in setting up or changing service, and in advising district and drivers of students' needs and safety. The Phillips Academy attempts to work collaboratively with families, the school district, and the bus companies to identify and resolve transportation concerns.

Staff will transport students to and from field trips and short outings in The Phillips Academy community. Staff must provide proof of insurance and a valid driver's license in order to transport students. A parent permission form is included in the Parent Information Packet.

### **Parent/Guardian or Authorized Collection of Student**

If a parent routinely picks up a student at dismissal time none of the below is required. If a student is being picked up from school at or before dismissal time, a parent/guardian must do the following on the day of pick up.

- Phone the main office and provide the student's name and teacher as well as identify the person who will pick up the student. The person who is collecting the student must be on file as an authorized person for pick up. If he or she or they are not, written permission or a phone call from the parent is required before we can allow the student to leave with that individual.
- If there is any parent to whom we should absolutely not dismiss a student for legal reasons, we must have that documentation on file.
- Parents/guardians do not need to enter the building to pick up a student at or before dismissal time. Please call the office when you arrive and allow our staff to bring the student to you. We will ask you to sign the student out at that time.
- Please do not go directly to the student's classroom for pick up. Come to the office first or as indicated above, call the office for staff to bring the student to you.
- Notify the bus company that the student will not be riding the bus home.

### **Videotaping/ Photographs**

In order for students to be videotaped or photographed for school use and/ or for use in newsletters or presentations, parent/guardian permission must be obtained. A permission form is included in the Appendix and in the Parent Information Packet.

## **Appendices**

- **Admission Policy- Middle/High School Program**
- **Bullying Prevention and Intervention Policy**
- **Change of Placement Considerations**
- **Child Abuse Policy**
- **Confidentiality Policy**
- **Credits, Graduation Requirements, and Transcripts**
- **Discrimination, Harassment, and Grievance Policy**
- **Earthquake Procedures**
- **Exit Criteria- Middle/High School Program**
- **Fire, Flood, and Natural Disaster**
- **Grades and Report Cards**
- **Grievance Procedure**
- **IEP Policy**
- **Illness Policy**
- **Parental Consent for Doctor-Prescribed Medication**
- **Parental Right to Access Records**
- **Permission for Field Trips**
- **Photo and Video Permission**
- **Progress Reports**
- **Review of Student Progress**
- **Staff and Student/Family Contact Outside of School Hours**
- **Student Transportation Policy**
- **Suspension Policy**
- **Transition Planning for High School Students**



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**The purpose of this policy/procedure is to:**

Describe the admission policy and procedures of the Middle/High School Program.

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**Objective:**

The Phillips Academy Middle/High School Program provides for the educational and emotional needs of students from 11 to 20 years of age. Students served as those with attention deficit and hyperactivity disorder, specific learning disabilities, emotional disorders, mild intellectual disability, and autism spectrum disorders.

Students with other conditions may be admitted if all members of the IEP team agree that The Phillips Academy's range of programs and services offer the most appropriate placement for the student and The Phillips Academy's teaching staff has the necessary credentials.

**Admission Policy:**

A student may be admitted to The Phillips Academy if the following requirements are met:

1. All applicants are considered for admission regardless of race, sex, color, religious or fraternal affiliations, or national origin.
2. Referrals are accepted from any recognized public or private agency, or from any parent, guardian, or physician.
3. Student is physically manageable by current staff
4. Staff, parents or guardians consider the school to be a good fit to address the needs of the student.
5. Parents/guardians read and accept all conditions stated in the Enrollment Contract.
6. \*Tuition and means of payment are agreed upon

**Admission Procedure:**

1. Contact by School District or Parent/Legal Guardian.
2. Conference held with Parent/Legal Guardian.
3. A Prospective student may be observed at present placement.
4. Prospective student visits The Phillips Academy and spends time in the designated classroom
5. The Executive Director and/or Principal will meet with staff, to determine appropriateness of placement.
6. Executive Director and/or Principal will contact the School District (and parent if necessary) with the final decision.
7. Parent/Guardian will be required to complete the required forms.

8. The appropriateness of the student's placement will be further evaluated during a 30-day diagnostic period.
9. An IEP will be scheduled within 30 days of the student's placement to review the appropriateness of the placement.

\*TPA has historically only accepted students who have been referred to the non-public school through the district or who may attend through a settlement agreement. The school is piloting a new policy in which we will begin considering a small number of private pay placements for students for whom a non-public school is deemed the most appropriate and least restrictive level of service and a district referral is not forthcoming. TPA will follow best practices with private pay families to include a 30-day review, quarterly progress reports, annual IEPs to review and re-evaluate the appropriateness of placement, and the provision of a 20-day notice if TPA should, at any time, determine that they cannot meet the student's needs or a less restrictive setting becomes more appropriate.

**Purpose:** To create a safe school environment for all students, to have a set of procedures that prevents bullying and to have a set of procedures that addresses bullying when it occurs and prevents a recurrence of same behaviors.

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The Phillips Academy does not permit or tolerate bullying of students by other students, teachers, or staff. The Phillips Academy is committed to providing a safe school environment for all students. The Phillips Academy will respond to bullying by providing needed services and support to both the victim and the bully. Consequences for bullying will follow classroom and school-wide policies for progressive discipline for repetitive bullying behavior. In extreme cases in which there are significant safety concerns, an emergency IEP may be called to address the appropriateness of the placement for the student who is bullying and the level of service needed to address the problem.

**Definition:**

Bullying is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of the peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. Bullying can be physical (e.g., hitting, pushing, tripping); verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments); or social (e.g., excluding others, spreading rumors). While instances of teasing or disrespectful behavior may not fit the definition of bullying, they create a climate that allows bullying to occur.

**Cyber Bullying:** Cyber bullying is using electronic means to intimidate, harm, exclude or ruin a reputation. Cyber bullying includes the use of e-mails and instant messaging, text or digital imaging sent on cell phones, web pages and web logs (blogs), chat rooms and discussion groups to spread rumors, images or hurtful comments. Although cyber bullying usually occurs outside the school, it can negatively affect the learning environment and student safety in the school. Where there is evidence that a student who has been intimidated is impaired in his or her ability to progress in school, or that the cyber bullying affects school safety and security, the Administrator will intervene as if the inappropriate behavior was initiated in the school setting.

**Some general information about bullying:**

- Bullying thrives in conditions of secrecy and isolation where adult supervision is lacking. Bullying behavior is repetitive, intentional and rewarding and school personnel need to be vigilant for when such behavior occurs.
- Schools who implement a “No Bullying” policy and accompanying staff training programs reduce the likelihood of bullying behavior.
- When reporting incidents of bullying is the norm, the likelihood of bullying behavior decreases.
- Principals and teachers need to promote a positive, respectful supportive climate in the school and classroom.
- Teachers need to promote positive peer interactions and ensure that marginalized children are included in positive peer groups.
- Build on the "strengths" of children who bully.
- Use Restorative Justice procedures where children who bully are required to engage in some socially acceptable behavior (e.g., helping others).
- Enhance peer support for victimized children.

**Prevention****Character Education**

The Phillips Academy is committed to providing learning opportunities that promote social and emotional learning, as well as academic and physical growth. The Phillips Academy provides character education to support the development of safe and supportive school communities. All members of the school community are expected to model the universal principles and attributes of character development which transcend socio-economic status, racial, ethno-cultural, linguistic, religious, gender, physical and intellectual ability and other demographic factors. System-wide character education provides a foundation of respect and positive behaviors upon which anti-bullying programs can build.

**School-Wide Prevention Strategies**

A positive school climate is essential to the prevention of bullying behavior. A positive climate is developed when administrators and teachers:

- Promote the development of healthy and inclusive relationships among the staff and student body and with parents and the broader community;
- Provide and support training for students and staff members that raises awareness of the problem of bullying;
- Know and follow administrative procedures related to safe and caring schools
- Reinforce bullying prevention messages through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage
- Post, communicate and enforce clear codes of student conduct
- Assess the awareness and scope of the bullying problem at the school through school climate surveys
- Ensure that students are supervised in all areas of the school and on the school grounds, with particular attention being given to any areas where bullying has been identified as a problem in a particular school setting;

- Find a variety of ways to reward students for positive, inclusive behavior and to support them in being positive leaders in their school community;
- Administrators, teachers and all other staff must inform parents about the dangers of encouraging their children to be aggressive or to strike back. They will also provide experienced advice to parents about how to avoid rescuing their children from every challenge and creating over-dependence. Parents and the school can work together to teach children to be assertive and to develop age-appropriate independence. This independence can contribute to self-confidence and may deter bullies who often seek out acquiescent victims.
- Administrators, teachers and all other staff must regularly reinforce the message that bullying will not be tolerated in the school and that everyone must work together to create a positive learning environment.

### **Classroom Prevention Strategies**

- Teachers provide opportunities for students to talk about bullying and to define unacceptable behaviors. They involve students in establishing classroom rules against bullying and peer harassment.
- Teachers engage students in classroom activities and discussions related to bullying and violence, including awareness of the harm that they cause and strategies to reduce them.
- Teachers provide and regularly reinforce clear expectations for appropriate student behavior.
- Teachers provide integrated programs that support bullying prevention strategies. They focus on developing healthy relationships in classroom lessons and include books that deal with related issues in student reading materials.
- Teachers promote cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding.
- Teachers vary the grouping of participants in these projects and monitor the treatment of participants in each group.
- Teachers ensure that students know what to do when they experience or observe a bullying confrontation. Knowing the process to follow gives the students confidence and a feeling of security.
- Bullying Prevention Skills that can be taught include:
  - Friendship skills such as conflict resolution
  - Assertiveness skills

Responsible bystander skills such as intervening appropriately and being an ally

### **Intervention Strategies**

#### **School-Wide Intervention Strategies**

- School administrators and teachers encourage students to make a confidential report if they are the victims of bullying or are aware of another victim or victims. Reporting methods are designed to minimize the possibility of reprisal. Details of incidents are carefully recorded and tracked. Such reports are investigated and resolved expeditiously, consistent with administrative procedures.

- Parents who report bullying are given a receptive hearing, followed by investigation and resolution of the allegations.
- Interventions are conducted in ways that are consistent with a progressive discipline approach. The strategies will range from early and ongoing interventions to more intensive interventions in cases of persistent bullying, with possible referral to community or social service agencies.

### **Classroom Intervention Strategies**

- Teachers take immediate action when bullying is observed. Teachers let students know that they care and will not allow anyone to be mistreated. By taking immediate action in dealing with the bully, educators support both the victim and the witness or witnesses.
- Dealing with a bully does not necessarily mean confronting the bully in front of his or her peers. Teachers will usually confront the bully in private. Challenging a bully in front of his or her peers may actually enhance the bully's status and lead to further aggression.
- Teachers or the principal, as appropriate, will notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem quickly at school. They refer both victims and aggressors to counseling whenever appropriate.
- Teachers provide protection and support for bullying victims whenever necessary, including creating a buddy system whereby students have a particular friend or older buddy on whom they can depend.
- Teachers listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate action can be taken.
- Teachers avoid attempts to mediate a threatening bullying situation alone if they are uncomfortable. They will inform the principal who will address the situation as appropriate, including contacting police services.

### **Handling Bullying Reports**

#### **The Four A-Response Process**

The Committee for Children recommends that you use the following process when a student reports bullying:

1. Affirm the student's feelings (e.g. I see that you are feeling \_\_\_\_\_)
2. Ask questions: (e.g. Tell me more about what happened). Be sensitive to student's reluctance to tattle, fear of retaliation, difficulty recounting events or interpreting situations accurately.
3. Assess the student's safety (Determine the student needs in order to be and feel safe)
4. Act (Tell the student what will happen next. Indicate that you will have to talk to everyone involved but how you might preserve anonymity if it is relevant. Make a plan to deal with situation and to ensure safety, notify relevant parties)

**The Committee for Children's preferred method for responding to bullying is to use the coaching model:**

The student who was bullied as well as the student who bullied should be coached separately. The power differential inherent in the bullying makes it difficult for targeted students to ask adults for help in the first place. A forced meeting with the student who was bullied can be an overwhelming experience for a targeted student.

The two coaching models that follow complement the Four A Response by focusing to a greater extent on longer term problem solving and in the case of students who bully others, determining the consequences of behavior. Coaching procedures should be done within 24 hours of the report and the staff who does the coaching of the bully should not also be the one to give consequences.

**The coaching procedure for the victim of bullying is a more in depth implementation of the four A response.**

1. Affirm the student's feelings and action of reporting
2. Ask questions; Get information about the current situation and the history of the situation. (Look at antecedents and situational factors)
3. Identify what has and has not worked in the past
4. Generate solutions for the future

Discuss how the student can avoid the person who has bullied him if appropriate

Create a plan with the student

Coach a student in using assertiveness skills (If relevant, remind the student that aggression is never an appropriate solution)

Identify others (parents, teachers, friends) who can support the student

5. Follow-up
  - See how the plan is working
  - Contact parents as appropriate
  - Inform staff
6. Provide on-going training for student in self-advocacy, self-protection, discriminating bullying from other forms of peer conflict, assessing the intentions of others, and problem-solving skills as needed.

**Coaching the student who bullied**

Most students who bully are proactively aggressive, that is, their aggression is aimed at obtaining a desired end or goal, such as being driven by victim dislike and a desire to impose humiliation and control, obtain material goods, or peer social status, or as response to peer pressure. Consequently, the bullying behavior is more frequently the product of calculation and reasoning, not anger and impulsivity. Proactive aggression (cool, calculating, thoughtFUL) should be treated differently than reactive aggression (hot-headed, anger-induced, thoughtLESS).

There is a need for a careful assessment of the behavior and motivation of children who bully. Some bullies will need ongoing focused support and they may require educational and social skills interventions. Develop behavior plans that include replacement

behaviors for bullying. Particularly with initial bullying, withhold judgments of blame and focus on helping students adopt positive behaviors that avoid “even the appearance of bullying”. Different levels of consequences may be appropriate for initial versus repeated bullying. All consequences must be accompanied by a behavior plan to build replacement behaviors.

### **Five step process for coaching the bully**

1. Identify the problem and diffuse reporting responsibility if advisable
  - I have been hearing that
  - Many students have reported
2. Ask questions and gather information
  - I'd like to hear from you about what happened
  - How would you feel if this happened to you?
3. Apply consequences
  - Discuss the school bullying policy
  - Enforce agreed upon discipline
4. Generate solutions for the future
  - Create a plan with the student
  - What are some ways to prevent this from happening again?
5. Follow-up
  - See how the plan is working
  - Contact family members or the student's teachers as appropriate
  - Refer the student for further discipline and counseling as appropriate
  - Provide for training in empathy, adopting the perspective of others, and self-esteem.

### **Role of the Bystander- How Students Can Help to Stop Bullying**

#### **Classroom rules regarding bullying:**

We shall not bully others.

We shall try to and help those who are bullied

We shall make it a point to include students who are easily left out.

#### **Bystanders should:**

1. Recognize when bullying occurs.
2. Talk to the bully. Label the behavior as “bullying” and tell the bully to stop.
3. Support someone who is being bullied. Reach out to the victim in friendship. Be an “ally”.
4. Invite the student who is a bullying victim to join your group or engage in an activity with you.
5. Report the bullying to school staff or to your parents. Tell an adult who you trust
6. Ask the adult how he/she will help. Check back in a couple of days to see whether the adult has followed through on his/her plan to help.
7. Know the difference between reporting and tattling-  
Telling is reporting to get someone out of trouble. Tattling or ratting is designed to get someone into trouble.



**The purpose of this policy/procedure is to:** Describe the variables considered in student transitions.

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**Possible transition options**

- Placement in another classroom within The Phillips Academy.
- Placement in another non-public school or a higher level of service
- Placement in a less restrictive environment.

**Considerations for transition to a less restrictive placement**

- The student has achieved behavioral and social/emotional goals and no longer exhibits referral behaviors.
  - The student demonstrates competency in self-management, interpersonal effectiveness, critical thinking, life-long learning, and being a positive community member
  - The student no longer needs high frequency or density of reinforcement or the structure and support of The Phillips Academy program
  - The IEP team determines a transition is appropriate at this time
- The IEP team will develop a plan to facilitate a successful transition to the lesser restrictive environment

**Considerations for transition to another classroom at The Phillips Academy or to another non-public school**

- The classroom no longer meets the student's needs.
  - The student mix in the classroom is no longer appropriate.
  - The student is no longer making progress in that particular classroom.
- Another non-public school might serve the student better
- The IEP team determines that a change of placement would be in the student's best interest.

**Evaluation of other classrooms at The Phillips Academy that might meet the student's needs**

- Do the skills of the classroom teaching team meet the needs of the student?
- Is the student/staff ratio appropriate to the student's needs and/or IEP?
- Is the density of reinforcement sufficient to encourage success from the student?
  - Are specialized teaching strategies used in the classroom, which will meet the needs of the student?
- Will the student present a risk to self or others?
- Will this classroom provide a safe physical and emotional environment for this student?

- Are the academic levels and peer language/communication skills appropriate for the student?
- Is the age range within the classroom appropriate for this student?

**If The Phillips Academy determines that no classroom at the school meets the student's needs, the following may take place:**

- The Phillips Academy may have informal discussions with the parents/guardians about the student's needs.
- An IEP will be scheduled to discuss the student's needs.
- The Phillips Academy may issue a 20 day written notice that the school can no longer serve the needs of the student to the district and to the family.

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**The purpose of this policy/procedure is to:**

The primary intent of the California Child Abuse Reporting Law is to protect the child. The intent of this policy is to specify the conditions to which The Phillips Academy staff must adhere as legally mandated reporters.

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**Guidelines and Requirements**

1. All Phillips Academy Staff are mandated reporters and every mandated reporter is individually responsible for following the law.
2. Child abuse must be reported when one acquires knowledge or observes a child under conditions which give rise to a reasonable suspicion of child abuse or when one has knowledge or observes a child whom he or she knows has been the victim of child abuse PC 1166(a)). "Reasonable suspicion occurs when it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate upon his or her training and experience, to suspect child abuse (PC 1166(a)).
3. The individual who has suspicion must make a report immediately (or as soon as practically possible) by phone. A written report must be forwarded within 36 hours of receiving the information regarding the incident (PC 1166(a)). Written reports must be submitted on Department of Justice forms (to be obtained from the School Secretary).
4. The report must be made to Child Protective Services, a county welfare or probation department, or a police or sheriff's department. The agency staff are to contact the Child Protective Services at 510.483.9300.
5. The following situations are reportable conditions:
  - a. Physical abuse
  - b. Sexual abuse
  - c. Emotional Abuse
  - d. Child exploitation, child pornography, and child prostitution
  - e. Neglect
  - f. Extreme corporal punishment resulting in injury
  - g. Willful cruelty or unjustifiable punishment
6. The following are legally mandated reporters:
  - a. Child care custodians (teachers, administrative officers, certified pupil personnel employees of any public or private school).
  - b. Health practitioners
  - c. Commercial film or photographic print processors in specified instances
  - d. Child Protective Agencies

**POLICY/PROCEDURE TITLE:**

Confidentiality Regarding Students and Student Records

Rev: 2025

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**The purpose of this policy/procedure is to:**

Assure compliance with state and federal regulations regarding the confidentiality of student records.

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**Definition of Student:** Any person who at any time is attending or has attended The Phillips Academy.

**Definition of Student Records:** Any record related to a student, which is maintained by the school or one of its employees. It does not include directory information or a school employee's informal notes if they are not made available to others (California Education Code, section 49061).

**Storage and Removal of Records:** All current records are kept in a locking file cabinet and are locked at the end of the working day. Any authorized person wishing to review a student's file must sign out the records on a sheet provided in the file. All records must be returned to the file cabinet at the end of the work day and no files are to be removed from the site. Records of former students are stored at a file storage company and are retained for at least 7 years.

**Charges for Record Copies:** No charges may be made except for the actual costs of making copies if two transcripts of the former student's records have already been made. (CEC, Sec. 49065).

**Request and Receipt of Records:** Student records can be transferred to the following persons under the conditions indicated:

- a. Parents of currently enrolled or former students (CEC, Sec. 49061).
- b. A contracting public school district, a school district, or a private school where the student intends to enroll. (CEC, Sec. 49068, and CAC Title 5, Sec. 438).
- c. Any person who has written consent from the parent of the student specifying the records to be released and identifying the party to whom the records may be released (CEC, Sec. 49075).
- d. Appropriate persons with legitimate educational interests (CEC, Sec. 49076), including, but not limited to: school officials and employees of the district, officials and employees of other school systems, authorized representatives of federal or state agencies, staff of the district attorney's office or probation office participating in truancy, criminal or civil actions to which the student or

student's guardian is a party, emergency care providers, financial aid institutions,  
accrediting associations or predictive testing agencies, social workers, or officials  
of any school to which the student may be applying.

Additionally, all administrators, board members, members of the teaching staff, volunteers, parents of fellow students, subcontractors, and employees or subcontractors of SELPAs and/or school districts shall respect the confidentiality of each student and shall refrain from discussing students by name, disability, location of residence, educational achievement, or involvement in any TPA activity, with any person who lacks a legitimate need to know such information.

Any detrimental breach of confidentiality shall be subject to misconduct actions.

**POLICY/PROCEDURE TITLE:**

Credits, Graduation Requirements and Transcripts

Rev: 2025

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The purpose of this policy/procedure is to: Explain how students earn credits for graduation

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Each 50 minutes of instruction is equivalent to one unit. Classes that meet five times a week result in 5 units earned, while classes that meet 4 times generate 4 units.

Students are enrolled in four core courses each semester for which they receive 5 units each. Students are also enrolled in electives and physical education for 4 units. Thus, they may earn up to 28 units each semester and 56 units for the regular school year. An additional 4 units may be earned during extended school year making each student's possible annual total 60 units. This allows the student the possibility of earning 240 units over the course of four years. Most districts require between 190-230 units for graduation depending on the type of diploma being issued.

Students may also take classes at the community colleges at which courses are worth approximately three times the number of units allotted to high school classes. Districts may also provide credit recovery options for students who are missing units for graduation.

**Incompletes:**

Students may receive an incomplete if they fail to finish the assigned work for the class. Students may earn either partial units, depending on how much of the class they attended and/or how much work was completed, with a grade for the completed work. To attain the full number of units, students may elect to complete all the work in an independent study format with the guidance of a credentialed teacher.

**Completing Individual District Requirements for Graduation:**

The Phillips Academy ensures that students meet the graduation requirements for their school districts by providing the requisite number of classes in the core subjects of math, reading, science, and social studies. Courses are offered in a rotating sequence. Students take required classes in health, computer technology, vocational/career education, visual and performing arts etc through electives that are offered on a rotating basis during their four years of study. (See Curriculum Binder for a complete listing of electives). District requirements are reviewed annually to identify any changes course requirements for graduation.

TPA is now offering its own diploma as an option for students. As a WASC accredited institution we are able to offer a valid diploma for students who are seeking to finish high school in 4 years. The same core classes that are required by the California Department of Education and by most districts are also required for the TPA diploma. The number of elective credits is reduced to 40 credits and the total number of required c credits is 180.

**Transcripts:**

Transcripts are prepared by the Principal in collaboration with the Homeroom Teacher/Case Manager. They are reviewed annually at the IEP meeting to make sure that the student is on-track for graduation. They are also reviewed at the start of each school year to ensure that students are placed appropriately in their classes. Upon graduation, the transcript is submitted to the district of residence for final review and approval.

**POLICY/PROCEDURE TITLE:**

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The purpose of this policy/procedure is to: To provide a safe and equitable learning environment for all students and to establish procedures for managing violations of school rules regarding discrimination and harassment.

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The Phillips Academy (TPA) is committed to maintaining a school environment free of harassment and sexual harassment based on race, color, religion, national origin, gender, sexual orientation, gender identity, age or disability. Harassment by administrators, teachers, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. TPA requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

**Definitions For the purposes of this procedure:**

A. "Complaint" is defined as an allegation that a student or employee has been discriminated against or harassed on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, disability, or religion.

B. "Discrimination" means bias, unfairness, or inequity on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the school.

C. "Harassment" means unwelcome conduct on the basis of race, age, color, national origin, sex, sexual orientation, gender identity, disability or religion that is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Harassment may include insults, name-calling, off color jokes, threats, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct, which rises to the level of a hostile environment.

D. "Sexual Harassment" means unwelcome, sexually offensive or gender-based conduct which is sufficiently severe, persistent or pervasive to create a hostile environment for the individual at school. Additionally, the term "sexual harassment" may also include, but is not limited to, sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (i) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (ii) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

When determining whether an environment is hostile, the school examines the context,



nature, frequency, and location of the sexual or gender-based incidents, as well as the identity, number and relationships of the persons involved. TPA must consider whether the alleged harassment was sufficient to have created such an environment for a reasonable person of the same age, gender, and experience as the alleged victim, and under similar circumstances.

### **Harassment and Retaliation Prohibited**

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in school or at school related events or outside of school if it then affects the school environment. Retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of school officials or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by The Phillips Academy.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration, subject to applicable procedural requirements.

### **How to make a complaint**

**If you or anyone else has experienced discrimination or harassment, report it to a trusted adult who should then let the School Principal know. Retaliation is not permitted and will have consequences. See details below.**

- Any student or employee who believes that he/she has been discriminated against or harassed should report their concern promptly to any trusted adult and subsequently to the school principal. If the school principal receives the report, he or she will notify the Title IX Coordinator of the Complaint. Students or employees who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the school principal.
- TPA staff is expected to report possible incidents of discrimination or harassment of students and fellow employees immediately to the school principal. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students or employees, which have allegedly occurred on school grounds, at school related events, or actions, which occurred outside of school but possibly create a hostile environment for a student or employee while he/she is at school.
- Students and employees will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.

### **Complaint Handling and Investigation**

**Once the complaint has been made, the school principal or designee will investigate either formally or informally depending on the involved parties' decision. Parties will be notified of the outcome. If either is dissatisfied with the outcome, concerns can be presented to the school's Board of Trustees or the**

**California Department of Education. Contact information is provided at the end of this document. See details below.**

- The school principal shall promptly inform the relevant Title IX Coordinator and the person(s) who is the subject of the Complaint that a Complaint has been received.
- After notifying the appropriate Title IX Coordinator, the school principal or designee may pursue an informal resolution of the Complaint with the agreement of the parties involved. Informal resolution is optional, and the Complainant may elect to proceed according to the formal resolution procedure at any time prior to the completion of the informal resolution.
- Under the formal resolution procedure, the Complaint will be investigated by the school principal or other individual designated by the school principal or Title IX Coordinator, where appropriate. Any Complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any Complaint about the Principal should be submitted directly to the Board of Trustees President, who will proceed with handling the investigation of the Complaint.
- The formal investigation shall be conducted consistent with the following guidelines:
  - The Complainant shall have the opportunity to present witnesses and other relevant evidence to the investigator.
  - The person who is the subject of the Complaint will be provided with an opportunity to be heard as part of the investigation including the opportunity to provide relevant information and identify witnesses for the investigator's consideration.
  - The privacy rights of all parties to the Complaint shall be maintained in accordance with applicable state and federal laws.
  - The investigator will keep a written record of the investigation process.
  - The investigator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
  - The investigator shall determine whether or not the evidence was sufficient, based on a preponderance of the evidence, to establish that the alleged victim has been subjected to harassment as defined above.
  - The investigator shall provide written notice of the outcome of the investigation to both the Complainant and to the individual who is the subject of the complaint whether or not the complaint allegation is substantiated.
  - The investigation and the notification of the outcome to the complainant and the subject of the complaint shall be completed within fifteen (15) school days of the date of the receipt of the Complaint.
  - The investigator may extend the investigation period beyond fifteen (15) school days because of extenuating circumstances, including but not limited to availability and cooperation of witnesses, complexity of the investigation, school vacation periods, and the involvement of law enforcement and other outside agency investigations. If the investigator extends the investigation, he or she will notify the Complainant of the extension.
  - If a complaint or report of discrimination or harassment is received after June 1 of a given school year, the investigator will attempt to complete the investigation by the end of the school year. In the event that the investigation extends beyond the last day of school, the school will make reasonable efforts to complete the

investigation within the above- referenced time frame, but may extend the investigation period to account for the availability of witnesses during the summer vacation period. If the investigator extends the investigation, he or she will notify the Complainant of the extension and make reasonable efforts to interview the witnesses during the summer vacation period.

- o Nothing in this procedure will preclude the investigator, in his or her discretion, from completing the investigation sooner than the fifteen (15) school days described above.
- o If the investigator determines that discrimination or harassment has occurred, he/she shall take steps to eliminate the discriminatory or harassing environment, which may include but is not limited to:
  - 1. Considering whether a disciplinary referral is appropriate as to the person(s) who engaged in discrimination or harassment, if any;
  - 2. Determining what steps are necessary to prevent recurrence of any discriminatory behavior, including but not limited to harassment, and to correct its discriminatory effects if appropriate; and
- o If the Complainant or the student's parents/legal guardians are dissatisfied with the results of the investigation, an appeal may be made to the Board of Trustees President within ten (10) school days after receiving notice of the outcome of the investigation. In the appeal, the appellant should identify any specific alleged factual or legal errors and explain why the errors should result in a different conclusion. The Board President shall review the investigation and may conduct further investigation if deemed appropriate. Within five (5) school days of receipt of any such appeal, the Board President shall decide whether or not to reopen the investigation, uphold the principal or designee's determination, or reverse the principal or designee's determination. The Board President shall provide written notification of that determination to both the Complainant and the accused. The Board president's decision shall be final, subject to further appeal to the California Department of Education.
- o If the employee or the student's parents or legal guardians are dissatisfied with the decision of the Board President, an appeal may be submitted to the California Department of Education within seven (7) calendar days after receiving notice of the Board President's decision.

Contact Information:

School Principal- Allan Chatman. 510-769-7100 [achatman@thePhillipsAcademy.org](mailto:achatman@thePhillipsAcademy.org)  
Title IX Coordinator for The Phillips Academy is Alex Woodward, 510.-769-7100  
[awoodward@thePhillipsAcademy.org](mailto:awoodward@thePhillipsAcademy.org)

Students and employees are encouraged to utilize the TPA's Complaint Procedure.  
However, students and employees are hereby notified that they also have the right to  
report complaints to:

Office of Civil Rights  
U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100

**Telephone: 800-421-3481**

**FAX: 202-453-6012; TDD: 800-877-8339**

**Email: [OCR@ed.gov](mailto:OCR@ed.gov), <http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>**

Please see the Grievance form for filing the complaint.

# GRIEVANCE FORM

Please use additional sheets of paper if necessary

Person Making the Report: \_\_\_\_\_ Date: \_\_\_\_\_

Concern:

[illegible]

### Steps Taken Thus Far to Address Concern:

[illegible]

Outcome:

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What action would you like to see happen:

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Date

Signature of Person Filing the Complaint and

Supervisor Executive/Clinical Director / Title IX Coordinator/ Board President Response:

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Respondent's Signature and Date

I \_\_\_\_\_ have reviewed the above Harassment, Discrimination, and Grievance policy and understand my rights and obligations for attending and maintaining a school environment free from harassment and discrimination for all students.

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Student's Signature

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Date

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Staff Signature (Witness)

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Date

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**The purpose of this policy/procedure is to:**

Provide guidelines and procedures for all staff to follow in the event of an earthquake during school hours.

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**Procedure:**

1. A map of the escape route must be placed within easy viewing within each room.
2. Upon onset of earthquake, if indoors, all students are to be instructed to take shelter under tables, desks or in doorway. Keep students away from windows, freestanding bookcases or storage cabinets. If outdoors, students should be instructed to move away from windows or structures that might collapse.
3. When the earthquake subsides, staff are to assess if there are any injuries and to report such injuries to office staff so that emergency services can be contacted.
4. Those staff certified in first aid and CPR should administer care to those in need.
5. After assessing for injuries, all staff shall instruct and assist students to the designated area (middle of courtyard, away from windows).
6. Teaching staff should take a head count for their classroom and report to the Executive Director or his/her designee, who will in turn report to the office staff.
7. The Crisis Prevention Coordinator as well as his/her designee will inspect the premises for any gas or water leaks, electrical problems, fires, etc., and report to office staff, who will in turn contact the proper authorities.
8. After accounting for all students and staff, and after a thorough inspection of the premises, students and staff may return to their classrooms if found safe.



**POLICY/PROCEDURE TITLE:** Exit Criteria – Middle/High School Program  
Rev: 2025

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**The purpose of this policy/procedure is to:**

Describe the exit criteria of the Middle/High School Program

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**Objective:**

The Phillips Academy strives to transition students to a less restrictive environment as soon as they are ready.

**Procedure:**

Students are transitioned from The Phillips Academy's Middle/High School Program when:

1. Parent believes that Phillips is no longer an appropriate placement.
2. The IEP team believes that Phillips is no longer an appropriate placement.
3. The Phillips Academy staff and IEP team believe the student's needs are beyond their scope of service or that the student's needs are better served by another program.
4. The student has met his/her IEP goals and the IEP team determines that the student is ready to transfer to a less restrictive environment.

The staff, parent and IEP team agree that The Phillips Academy, if appropriate, will assist the district in locating another placement and in facilitating the transition.

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**The purpose of this policy/procedure is to:**

Provide guidelines and procedures for all staff to follow in the event of a fire, flood or natural disaster during school hours.

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**Procedure:**

1. A map of the escape route must be placed within easy viewing within each room.
2. Upon the sounding of the fire alarm, all students should follow the escape route posted in each room. Teachers should bring the attendance book for each classroom, which contains student emergency contact information. All students and staff shall meet in the front of each school site, remaining in classroom groupings until released by the Executive Director or his/her designee.
3. The Principal or his/her designee shall check each room of the school.
4. Teaching staff shall take a head count for their classroom.
5. Once it has been determined that it is safe to return, staff will escort children back to the school grounds.
6. If a fire has occurred and damage sustained, all parents/guardians will be contacted and advised of the situation. Parents/guardians may determine if they wish to pick up their child early or if they would like their child to resume their usual schedule.
7. If the school is not safe for return, all students will be taken to the nearest shelter by CLC staff, at which time families will be contacted, notified of their child's location and asked to pick up their child.
8. In the event of flood or other natural disaster, staff will escort children to the safest location. Staff will assess for injuries and notify office staff, who will contact the appropriate emergency services.
9. Those staff certified in first aid and CPR should administer care to those in need.
10. Teaching staff should take a head count for their classroom and report to the Executive Director or his/her designee, who will in turn report to the office staff.
11. The Dean of Student Affairs or his/her designee will check for gas leaks, water leaks, and/or fires as well as structural damage and report his/her findings to the office staff, who will then notify the proper authorities.
12. After accounting for all students and staff, and after a thorough inspection of the premises, students and staff may return to their classrooms if found safe.

Students will participate in a fire drill monthly in order to practice safe evacuation of the school premises.

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**The purpose of this policy/procedure is to:** To provide The Phillips Academy's students and families with timely and regular feedback regarding student progress

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Students will receive report cards that reflect their performance in the classes in which they are enrolled on a quarterly basis. Semester letter grades will be reflected in their GPA. The basis for students' grades is explained in the syllabus for each class. In general, a certain percentage of the grade is based on the following components: participation, completion of in class assignments, graded projects, tests and quizzes, and completion of homework. In an effort to provide more specific information regarding mastery of state standards, in addition to letter grades, a rating for key standards-based skill sets will be included under each core subject. Students will be graded using a 1 to 4 system for these skill sets, with 1= beginning skills 2=developing skills, 3=proficient skills, and 4=advanced skills relative to grade level expectations.

Letter grades may be higher than standards-based grades if students completed all work and earned the majority of points for assignments or they may be lower if students did well on a standard-based assessment but had incomplete work. The letter grades represent a more traditional grading system and are the grades that will appear on a student's transcript. For most students, these grades reflect a student's proficiency based on the accommodations and the amount of teacher support required to successfully complete the work.

Finally, some classes for some students are graded on a Pass/Needs Improvement system. This grading system is used to reflect that students needed a significant amount of teacher-guidance in order to complete assigned work. Students who did the work with teacher prompting/scaffolding would receive a P in the class. Students who did not complete the work or were unable to accept teacher guidance, receive a needs improvement grade. A "needs improvement" grade represents an area in which significant improvement in student motivation and engagement is needed. Teaching staff will continue to work with the student to find ways to increase participation.

A Pass/Needs Improvement grading system is also used for electives and P.E./Sports for which the main criteria for passing are participation and work completion. Activities in electives are not graded.

Students also received conduct grades and comments codes for each class. Conduct grades range from E for excellent, G for good, S for satisfactory, NI for needs improvement, to U for unsatisfactory. Comment codes reflect effort, participation, and work completion.

**The purpose of this policy/procedure is:**

To provide an avenue for discussion and resolution of parental concerns regarding the operations of The Phillips Academy

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The Phillips Academy believes that open, honest and temperate communication between staff and parents/guardians is the best way to resolve differences and misunderstandings. In order to ensure that parents/guardians have a means of voicing their concerns, the following procedures have been established.

**Procedure:**

If the concern relates to the issue of misconduct on the part of a staff member, the matter should immediately be brought to the attention of the administrative team (see Step 3). Examples of misconduct include improper treatment or abuse of a student, sexual harassment, use of drugs or alcohol on site, etc.

For all other concerns, such as the program for implementing a student's IEP, teaching materials or methods, or the like, parents/guardians should speak with the classroom teacher first. While parents/guardians are encouraged to follow the step-by-step procedure outlined below, they may always go directly to the student's case manager, therapist, or the Executive/Clinical Director with concerns.

**Step 1: Resolving the conflict directly with the staff member with whom the parent has a concern.** If the staff member is a member of their student's educational team, parents/guardians should attempt to directly deal with the staff member with whom they have the concern. The parent/guardian should seek an appropriate time to communicate his/her concern to the staff member and attempt to resolve the issue. One or both parties may choose to seek assistance in resolving the issue, if this first step is not successful. If the staff member is not a member of the student's educational team, the parent should report the concern to the Executive/Clinical Director who will follow the procedures outlined in Step 2.

**Step 2: Immediate Supervisors.**

If an attempt to resolve the problem directly with a staff member is unsatisfactory or if the parent/guardian would like guidance in how best to approach that staff member, s/he may consult with the staff member's immediate supervisor or with the Principal or Executive/Clinical Director. A parent/guardian should talk to the staff member's supervisor as soon as possible and if requested, should complete a written grievance form. The supervisor may guide the parent/guardian in how to best address the staff member (if this has not already been done), may recommend a meeting between the parent and the staff member with a mediator, may initiate a meeting with the staff member, or may take the matter to the Executive/Clinical Director for advisement. The parent/guardian will receive written feedback regarding his/her concern as soon as possible from the receipt of the written grievance form.

### Step 3: Principal or Executive Director

If the parent/guardian is not satisfied with the response s/he has received from the staff member's supervisor or the matter is one of misconduct, the parent/guardian may bring his/her concern directly to the Principal or Executive/Clinical Director by scheduling a meeting and by completing a written grievance form. The Principal or Executive Director will investigate the complaint and report back to the parent/guardian as soon as possible.

The Principal or Executive/Clinical Director may initiate a meeting with the staff member with whom the parent/guardian has a concern to receive his/her perspective, may conduct an investigation to determine the basis for the grievance, may initiate a meeting of all relevant parties, may suspend a staff member pending an investigation, may institute performance counseling, may issue a warning, etc. (Please note that the parent/guardian will receive as much information as is possible about staff performance without violating either party's rights to confidentiality and fair treatment.)

### Step 4: Board of Trustees President

If the parent/guardian is still dissatisfied with the proposed solution or explanation, then s/he should complete a written grievance form and request in writing a meeting with the President of the Board of Trustees or a representative designated by the President.

This person will discuss the problem with the parent/guardian and investigate the basis for the grievance (the name and address of the Board President can be obtained from the Business Manager or Office Manager). The President or his designee will provide either a written or verbal response to the parent/guardian as soon as possible.

If the parent/guardian is still dissatisfied with the findings of the President or his/her designee, the President or his designee will provide the parent/guardian with information concerning mediation, due process hearings or compliance complaints, as appropriate. It is The Phillips Academy's intention to be fair and impartial to all parties in order to promote cooperative relations with parents/guardians. No parent/guardian or student will be discriminated or retaliated against, or in any way penalized for initiating or following this procedure to conclusion.

## GRIEVANCE FORM

Please use additional sheets of paper if necessary

Person Making the Report: \_\_\_\_\_ Date: \_\_\_\_\_

Concern:

[illegible]

### Steps Taken Thus Far to Address Concern:

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Outcome:

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What action would you like to see happen:

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Signature of Person Filing the Complaint

Date



Supervisor Executive/Clinical Director / Board President Response:

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\_\_\_\_\_  
Respondent's Signature      Date

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**The purpose of this policy/procedure is to:**

Establish a collaborative means to develop and implement IEP objectives.

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The Phillips Academy's staff strives to develop appropriate, comprehensive and measurable IEP objectives in collaboration with parents/guardians and other interested parties, and to follow all State regulations regarding their establishment and review. The Phillips Academy works cooperatively with a number of school districts in the Bay Area, and makes every effort to accommodate their individual policies and procedures.

Development, Implementation and Monitoring of IEP Objectives:

1. IEP forms are maintained in the school office or are completed on-line for most districts.
2. Teachers discuss possible goals and objectives with the Principal/Vice Principal as appropriate, and/or with parent/guardian to develop a rough draft of the IEP, which is finalized at the IEP meeting.
3. To ensure IEP implementation, teachers frequently share IEP objectives with all teaching staff. IEP objectives are discussed with classroom staff during regular clinical meetings. Lesson plans for each student are geared toward his/her objectives and teaching staff collects data (often daily) on the student's progress for each objective.

IEP Meetings:

1. The Office Manager contacts the District to schedule annual and triennial reviews and evaluations of their particular student.
2. The school district or The Phillips Academy sends notices to parents and all involved DIS providers.
3. The IEP team consists of the parent/guardian, the student if appropriate, The Phillips Academy classroom teacher, DIS staff, The Phillips Academy's Principal or Vice-Principal, other persons as necessary or desired (e.g., other classroom staff, an advocate, mental health therapist, social worker, translator, etc.), and the School District representative who chairs the meeting.
4. The Phillips Academy classroom teacher and DIS staff report on current and future IEP goals and objectives.
5. Objectives and services are discussed and approved by the IEP team.
6. Transition plans and services are addressed for all students turning 14 on or before their next IEP date.
7. Students who are 17 on or before their next IEP date are informed of their educational rights upon reaching the age of maturity and non-conserved students who are 18 of age are required to attend their IEP meeting.

8. A parent/guardian, the School District, or The Phillips Academy may request an IEP be scheduled at any time it is deemed necessary. A student may request to speak confidentially with any member of his/her IEP team at any

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**The purpose of this policy/procedure is to:**

Set forth The Phillips Academy's guidelines for parents regarding sick students.

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The Phillips Academy is not equipped to provide care for childhood illnesses. If a student is unable to participate in the normal routine of the classroom due to illness, the parent/guardian will be called and will be required to take the child home. Parents/guardians must complete an emergency contact form providing telephone contact numbers for themselves and at least two other responsible adults who would be able and willing to pick up the student within 2 hours of notification of exclusion due to the student's illness. The Phillips Academy has no facilities or staff to segregate or monitor sick students and it is essential that parents adhere to this policy

The following guidelines will be followed:

1. Respiratory illnesses and colds: A student will be sent home if their respiratory illness prevents them from participating in class, is likely to infect other students, is associated with a fever of 100 degrees or more, if the student has persistent cough or if the student appears to have an infected throat.
2. Other symptoms which might warrant parental/guardian collection of their student include: earaches and/or ear drainage, unusual listlessness, seizures, red or watery eyes, unexplained rashes or sores, difficulty in breathing, vomiting, headaches, croupy coughs, lack of bowel or bladder control, etc. or any other health symptoms that preclude the student's participation in the typical school day activities.
3. If a student develops a contagious illness, The Phillips Academy should be notified at once. Parents must notify The Phillips Academy if the student has measles, rubella, chicken pox, head lice, impetigo, scabies, ringworm, conjunctivitis ("pink eye"), or any other contagious disease.
4. Students with fevers must be free of fever for 24 hours prior to returning to school. The Phillips Academy staff may check your student's temperature if it appears warranted.
5. Students with communicable diseases listed in item 3 above must see a doctor and may not return to The Phillips Academy until the doctor certifies they (i) are no longer contagious and (ii) are cleared to return to school.
6. Protocols for the management of COVID 19 will be followed as dictated by Alameda County Office of Education.

The Phillips Academy realizes that making arrangements for the care of a sick child is not always convenient, but it is in the best interests of your student, the other students

and the staff to adopt this policy to maintain the health of The Phillips Academy's educational environment.

Medications: Parents of students who need medication must provide written direction authorizing The Phillips Academy staff to follow a physician's written instruction to administer any prescription or non-prescription medication and must complete The Phillips Academy's standard authorization form. The Phillips Academy staff will only administer medication out of its original container; parents must notify The Phillips Academy office if they send medicine to school with the student. Ideally, parents should hand-deliver sealed containers of medication to the school office.

**POLICY/PROCEDURE TITLE:**

Parental/Guardian Consent for Doctor-Prescribed Medication

Rev: 2025

**The purpose of this policy/procedure is to:** Provide authorization for The Phillips Academy personnel to dispense Doctor-prescribed medication to students.

Student Name: \_\_\_\_\_

1. Please have an adult (family member, friend, bus driver) deliver the medication and all associated paperwork (dispensing instructions, permission slips, cautionary advice), to The Phillips Academy in a timely manner. The medication should be in the container provided by the dispensing pharmacy; the container should be placed in an envelope and the flap of the envelope sealed.

2. After the date for discontinuance of medication specified by the physician, any changes must be authorized in writing and provided in a timely manner to The Phillips Academy.

3. All Parental Consent forms must be renewed each school year if (i) continuation of the medication is necessary or (ii) any new or changed prescription medications are ordered by the treating physician(s).

4. Any medication shall be dispensed to the student in accordance with the dosage and at the frequency specified by the treating physician.

5. The Phillips Academy must be notified in writing and with proper documentation from the prescribing physician of any medication changes during the school year. I request that a person designated by the Executive Director administer the medication as directed by the student's treating physician.

I agree to save and hold the school, its officers, directors, employees or agents harmless from all liability, suits or claims, of whatever nature or kind, which might arise as a result of administering the medication in accordance with this request. I agree to hold the school, its officers, directors, employees or agents harmless from all liability, suits or claims, of whatever nature or kind, which might arise as a result of my child refusing to take his or her medication when offered by school staff.

Name of Medication(s)	Method of Administration	Dosage	Time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent Signature: \_\_\_\_\_ Dated: \_\_\_\_\_

**POLICY/PROCEDURE TITLE:** Parental /Guardian Right to Access Records

Rev: 2025

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**The purpose of this policy/procedure is to:**

Summarize parental/guardian's rights to access student records as well as The Phillips Academy's responsibilities regarding student records.

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Parents/guardians have a right to inspect and review any of their child's records. The Phillips Academy must comply with a parent/guardian request to do so (1) without unnecessary delay, (2) before an IEP meeting or hearing, (3) within five days of the request. The Phillips Academy will not charge to search or collect the information in the student's file.

Parents/guardians have a right to (1) have someone at your child's school explain or interpret any item in the child's records, (2) receive copies of the records if this is the only way to ensure that they may be reviewed and inspected, (3) have a representative inspect and review the records, (4) access to and confidentiality of public records which include: public agencies that educate students with disabilities in state hospitals or developmental centers and in youth and adult facilities.

The Phillips Academy is responsible for protecting the confidentiality of your child's education records by (1) permitting parents/guardians to see only that information which relates to your child when records contain information on more than one child, or (2) keeping a record of parties (except access by parents and authorized employees of the participating agency) obtaining access to educational records including the name, date of access and purpose.

The Phillips Academy may presume that the parent/guardian making the request has the authority to inspect and review the child's records unless The Phillips Academy has been informed that such person does not have this right (for example because of legal action such as custody).

If the parent/guardian believes that any statements in the child's records are erroneous, misleading or violates the privacy or other rights of the child, the parent/guardian may ask The Phillips Academy to change them. The Phillips Academy must either change such statements in a reasonable period of time or formally refuse to do so. If The Phillips Academy refuses, school officials must inform the parent/guardian of its refusal and advise same of their right to a hearing on the matter. Parents/guardians are referred to additional extensive language on the school district IEP forms for additional rights they may have regarding parental rights, or to refer to the CASE handbook entitled "Special Education Rights and Responsibilities."

Parents/guardians are requested to acknowledge that they have received and read a copy of this notice. This notice may be signed by a parent, legal guardian, or other authorized custodial agent.

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Signature

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Date

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Relationship to Student

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Please Print Your Name



Throughout the regular and extended school year, teachers will be taking their students on education and recreational field trips that relate to the curricular areas being studied. These trips not only extend learning outside the classroom, but are special social times for the classes as well. All field trips are well planned, approved and appropriately supervised by our staff with occasional support from parent volunteers.

We request written permission from you, in order for your child to participate in any class field trips during the school year, including extended year sessions. Rather than ask you to give written permission each time a field trip is to be undertaken, we ask that you give your written permission for any field trips planned for the school year. Please understand that all field trips are optional and attendance by your child is not required; an alternative activity at school will be provided if your child elects not to participate.

Prior to each trip, teachers will send appropriate reminders including destination, focus of the trip, as well as information regarding meals or money needed for the trip. All field trips will begin and end at school unless other prior arrangements have been made. Transportation will be provided by school van or private vehicle.

All students who participate in field trips are responsible for their conduct to the driver and to the teachers or adult sponsors at all times. Student participation in field trips may be contingent on their having attained and/or maintained appropriate school behavior as determined by their team.

Your signature below acknowledges Education Code Section 35330, which provides that all persons making a field trip or excursion shall be deemed to have waived all claims against the school or State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion, and you therefore acknowledge that as a condition of your child participating in such activity, you waive any and claims against Children's Learning Center for injury, accident, illness or death occurring during or by reason of the participation in said activity.

In the event that I cannot be reached in an emergency, I hereby give permission to the physician selected by the school staff to secure proper treatment for my child.

Please sign the field trip permission form below and return it to your child's classroom teacher or to the school secretary. We hope that by granting permission, your child can participate fully in all of our important off-campus learning experiences.

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Parent/Guardian Signature

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Date

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**The purpose of this policy/procedure is to:** Provide authorization for The Phillips Academy personnel to take and display digital images of students

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All students at The Phillips Academy will occasionally be photographed or audio/video taped in conjunction with routine activities for school use only, such as bulletin boards, classroom scrapbooks, observation of classroom dynamics or internal training. Your signature below gives permission for this.

Yes, I give permission for my student \_\_\_\_\_'s photo, audio and/or video recording to be used for internal use only. Occasionally, situations arise where your student may be included in photographs or audio/videotaping for other purposes such as newsletters, news articles, brochures, TPA website, etc.

Check EACH circle below if you give your permission for a photo/video/audio of your student to be used for any of the purposes listed:

- ☐ Event sponsored by an outside group
- ☐ The Phillips Academy Newsletter
- ☐ The Phillips Academy Brochure/Promotional materials
- ☐ The Phillips Academy website Photos/Video Clips
- ☐ Newspaper articles about events sponsored by The Phillips Academy
- ☐ The Phillips Academy school performances to share with parents
- ☐ The Phillips Academy yearbook

\*How would you like your student identified? (Circle One)

Full Name                      First Name                      No Name

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Parent/Guardian Signature

Date

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**The purpose of this policy/procedure is to:** Provide a mechanism for The Phillips Academy to assess student progress and share information with parents/guardians and districts.

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The Phillips Academy seeks to assess the progress of all students and to share that information with parents, school districts, and other relevant individuals.

1. Written progress reports shall be prepared four times each year, on a schedule determined by the master contracts (October 30<sup>th</sup>, January 30<sup>th</sup>, April 30<sup>th</sup>, July 30<sup>th</sup>).
2. All reports must be submitted to the Principal at least three working days prior to the due date. It is the teacher's responsibility to input the data for the Progress Report.
3. The Principal will review and approve or revise the progress reports with the teachers as necessary.
4. Each progress report will be sent to the student's school district, with a copy to the parent/guardian by the Office Manager. Documentation will include a dated stamp of the retained progress report (Mailed to Parent/Guardian; Mailed to District) and a signed check sheet maintained by the School Secretary in the main office.
5. Measurement of Progress Toward IEP Goals for academic goals occurs through the use of graded classroom work, tests, and curriculum based assessments that occur throughout the progress report period. Additional probes, work samples, and assessments may occur prior to the progress reporting period to gain additional and current data. Social-emotional goals are assessed through the use of periodic data probes and behavioral tracking. At the end of the progress report period, a tally, average, or percent of the frequency of the student's behavior provides a measure of the student's progress toward achieving that goal. Some low frequency behaviors or behaviors that occur during less structured times are assessed by teacher observations conducted during the two weeks prior to the end of the progress report period. Data is recorded on the appropriate progress report forms.

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**The purpose of this policy/procedure is to:**

To establish guidelines for evaluating the effectiveness of The Phillips Academy's interventions when students' are not making sufficient progress or exhibit unsafe behaviors as well as the appropriateness of continued placement at The Phillips Academy.

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It is the policy of The Phillips Academy to explore all positive interventions that might increase the likelihood a student will succeed in achieving his or her IEP goals so long as the interventions are consonant with the philosophy of the school and are within the expertise of the staff. Should a student be identified as not making sufficient progress in attaining his or her goals or should his or her behavior be of a magnitude that the student's safety and the safety of other students and staff may be at risk the following procedures will be instituted.

Procedures:

Indicators of Need for Special Programmatic Attention:

1. Lack of progress in developing positive replacement behaviors
2. Incomplete academic work
3. Repeated occurrences of the same behavioral mistake
4. Inappropriate behaviors of increasing intensity
5. Excessive absences

For behaviors that fall in categories 1 -3 above, any or all of the following may occur:

1. A clinical meeting with all relevant clinical staff will be held
2. A new functional assessment will be conducted
3. An interview of student will be conducted
4. Parents will be consulted to brainstorm different interventions that might be more successful.
5. A new behavior plan will be generated
6. Parental/Guardian input will be solicited

For behaviors that fall in categories 3-5 above, any or all of the following will occur:

1. The administrative staff will be alerted that a student is in crisis.
2. Parents will be invited to a specially scheduled clinical meeting. Concern over the nature of the behavior and the level of intervention required will be expressed.

3. Reactive Behavior Plan will be reviewed.
4. A new functional assessment will be conducted.
5. A new behavior plan will be established.
6. Student will be interviewed
7. Criteria for improvement will be determined. Other support options for the family will be explored.
8. If sufficient improvement is not seen and if the administrative team recommends it, the need for more and/or different services including a possible change of placement will be explored.

Procedures regarding in and out of school suspension and requirements for change of placement including emergency IEP's will be followed for behaviors that pose an immediate risk to the safety of students and staff.

## **POLICY/PROCEDURE TITLE: Staff/Student Contact Outside of School Hours**

Rev: 2025

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### **The purpose of this policy/procedure is to:**

To provide guidelines for determining the risks and benefits of staff contact with students outside of the school setting

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Contact between The Phillips Academy staff and students after school hours is an individual agreement between the staff member, the student and the parents and out of the purview of The Phillips Academy. The Phillips Academy administration neither supports nor discourages such contact. If it is not a school-sponsored activity, The Phillips Academy cannot assume any responsibility or liability. School-sponsored activities that occur outside of school hours (e.g. school field trips, camping trips, etc.) are part of our regular educational program and are approved by The Phillips Academy administration. As it is often difficult to determine appropriate boundaries with The Phillips Academy students, it is important to weigh the risks and benefits of staff/student contact outside of school hours.

One of the most important risks is that it is sometimes confusing to students to have one type of relationship with a staff member at school and another type of relationship with him or her outside of school. Students sometimes become angry if they do not receive the same amount or type of attention from the staff member at school where it is necessary for the staff member to share his/her attention with all students. Students sometimes develop unrealistic expectations regarding how much time the staff member should spend with them. They become hurt or disappointed when the staff member cannot fulfill those expectations or when there is a change in the staff member's life circumstances such that s/he/they have less time available than previously or cannot continue the contact at all. Students may also become too dependent or attached to the staff member and become jealous of the staff member's family relationships (with a partner, with their own children, etc.).

A benefit of contact between staff and students outside of school is the extra support it provides for the student. For students who are making a special effort to improve their work or behavior at school, time with a staff person can be very rewarding. Parents may also find the relationship helpful if the staff member can support the socio-emotional and behavioral skills the student is learning in school. These special relationships have also been helpful in getting students who are reluctant to attend school to attend more regularly.

It is The Phillips Academy's recommendation that you consult with the Executive Director, the Principal, the teacher and the student's on-site therapist when considering outside

contact to evaluate the likely impact of that contact on the student's well being and success in the program. Consultation, however, is not to be interpreted as TPA approval for such contact. Further, staff should be aware that they assume full responsibility/liability for anything that may occur or allegedly occur during their contact with the student. If the out of school relationship negatively affects the student's behavior in school or the student's emotional wellbeing, The Phillips Academy does have the right to intervene and to regulate the interactions between the staff and student at the school and to advise the parents accordingly.

The Phillips Academy also recommends that staff clearly establish the parameters of the relationship with the family. That is, one should specify what activities staff will engage in with the student, where these activities will take place (The Phillips Academy strongly discourages classroom staff from taking students to their homes), who may be present at these activities (other Phillips Academy students, non Phillips Academy students, staff's own child, other adults, etc.) to ensure that the experience will be a positive one for the student. Non-certificated staff is not qualified by The Phillips Academy to run clinical/social groups of any sort and employment by The Phillips Academy is not a recommendation for the competency of the staff person in an after school hours capacity.

**The purpose of this policy/procedure is to:** ensure the safety of students when they are being transported to and from school and school sponsored activities.

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Students' right to ride the bus or be transported depends on their safe behavior and observance of transportation rules. Students are required to behave on the bus/van in a manner consistent with the established standards of the classroom, and their behavior on the bus/van may be monitored with the use of bus notes, citations, and level system consequences. Students are to comply with the driver's directions.

The following rules apply for safe travel behavior:

1. Students must sit and stay in their assigned seats.
2. Students must not in any way bother, tease, or annoy other riders.
3. Students must keep all body parts to themselves.
4. Students may exit the bus at their stop only (unless an emergency situation exists).
5. Students may not engage in profanity.
6. Students must be courteous to other drivers on the road.
7. Students must keep all possessions to themselves and not discard any trash or objects on the bus/van or through the windows.
8. Students must respect the possessions of others.
9. Students must keep their hands and heads inside the bus/van.
10. Students may not eat or drink on the bus/van.
11. Students may not distract the driver.
12. Students must respect property.

Students must sign their acknowledgement of the above transportation rules.



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**The purpose of this policy/procedure is to:**

Limit school suspensions to only the most serious student violations and to maintain students on-site rather than barring them from campus.

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**REASONS FOR SUSPENSIONS**

A student may be suspended for any of the reasons indicated in Title 5 which apply to handicapped students, specifically if the student violated subdivisions (a), (b), (c), (d), or (e) of Section 48900.

**In-school Suspensions:**

1. A student can be suspended by the Principal, the Executive Director or a designee of the Executive Director or Principal.
2. A classroom suspension should not exceed one day, although a student may remain out of the classroom longer than that if s/he continues to behave in an unsafe manner.
3. The Principal or the Executive Director or his/her designee will confer with the student prior to the implementation of the suspension. The student will be informed of the reason for the suspension and the disciplinary actions.
4. The Executive Director or the Principal or his/her designee will notify the parent/guardian.
5. If the student or parent/guardian disagree with the disciplinary action, a clinical meeting will be held to resolve differences and determine an appropriate plan.

**In-home Suspensions:**

1. In-home suspensions will be imposed only if other means of conduct correction have been unsuccessful, including in-school suspension.
2. If a student receives an in-home suspension more than once during the school year, an IEP may be requested to explore the appropriateness of the student's placement at The Phillips Academy.
3. If the student receives an in-home suspension, The Phillips Academy will follow the regulations stipulated in Section 48911, subdivisions (a), (b), (c), (d), (e), or (f) of Title 5. The school district must be notified and an IEP scheduled.

**Change of Placement:**

In the event of an extreme behavior or a series of unsafe behaviors, an IEP will be called to discuss the appropriateness of the student's placement at The Phillips Academy. A student may not be permitted to return to school until the IEP meeting is held and only if and when staff feels that the student's behavior can be safely managed. This would constitute a suspension until considerations for placement can be addressed. The Phillips Academy may also determine that a 20 day written notice regarding the termination of placement is warranted. This notice is issued to the district and to the family.

**POLICY/PROCEDURE TITLE:** Transition Planning for High School Students

Rev: 2025

**The purpose of this policy/procedure is to:**

To establish procedures for transition planning for all students ages 14 and above

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The IEP team determines whether a student will receive a certificate of completion, alternate pathways to a diploma, or a high school diploma. Transition plans are generated for students who are or will be 14 before their next IEP meeting. Transition plan goals are noted on the appropriate section of the IEP and are implemented and reported on at the annual IEP meeting. Transition goals are developed in the three key areas of Education and Training, Job Training and Employment, and Independent Living and are linked with their IEP goals.

**Transition Plans**

Students who are receiving a high school diploma participate in the following activities to facilitate a smooth transition to adult living upon graduation from high school.

- Students complete a vocational interest inventory and study different career paths
- Students participate in the development of transition related IEP goals
- Students visit various community college campuses, review course catalogs, and receive information regarding support services at the community college
- Students develop a career portfolio which include career searches, resume development, applications, etc
- Students participate in a transition class biweekly
- Students have the opportunity to obtain employment through the Department of Rehabilitation and/or under the supervision of the job coach.
- Students engage in community service
- Students become familiar with public transportation
- Students receive assistance in obtaining work permits and identification cards from the DMV
- Students may receive assistance in obtaining a driver's license
- Students work on budgeting and personal finance
- Students learn self-management and self-advocacy skills

## **Students receiving a certificate of completion or an alternate pathways to a diploma**

Students in the alternate pathways to a diploma high school classroom participate in a modified curriculum in the 4 core subjects of English, math, science, and social studies and are exposed to a range of life skills to facilitate independent living. Transition plans focus on the students' particular needs and include goals related to reading skills for the world of work, for pleasure and for functional purposes (signs, recipes); working with money and budgeting, navigation and transportation skills, social skills and recreational skills.

- Students complete a vocational interest inventory
- Students participate in a transition class bi-weekly
- Students develop a career portfolio which include career searches, resume development, applications, etc
- Students participate in various on-campus vocational activities (run the school store )
- Students may transition to 18-22 year old programs provided by their school district of residence and participate in transition activities to familiarize them with these adult programs and to help them choose the most appropriate ones.
- Students have the opportunity to obtain employment through the Department of Rehabilitation and/or under the supervision of the job coach.
- Students engage in community service
- Students become familiar with public transportation
- Students receive assistance in obtaining work permits and identification cards from the DMV

## POLICY/PROCEDURE TITLE: Suicide Risk Assessment and Follow-Up

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**The purpose of this policy is:** To provide guidance for staff and therapists regarding how to respond to suicidal ideation and statements/acts of self-harm.

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If a student expresses the desire to self-harm or has self-harmed, please notify Admin and the student's therapist immediately. Let the student know that you are reaching out for support to make sure that they will be safe.

Admin with the student's therapist should evaluate the nature of the self-harm, the intent, the severity, the frequency, and who should be informed. If the self-harm occurred at school, a BER is required. If it did not, the therapist should determine the next steps in consultation with the Executive Director. Self-harm behavior may have any one or more of several functions. For example:

Seeking help or seeking connection

Self-punishment

Release of tension

Self-Soothing

Distraction from other painful emotions

Attempting to feel *something* if feeling numb

Attempting suicide

If there is suicidal ideation or the self-harm that is accompanied by suicidal ideation, a risk assessment using the form linked here [Suicide Risk Assessment](#), should be completed by the student's therapist. The form should be shared and reviewed with the Executive Director and the level of risk and the need to notify the district and parents should be determined collaboratively with consideration of the age of the student and the limits of confidentiality in each situation.

The risk assessment should also determine whether a safety plan needs to be developed and with whom the safety plan should be shared. Therapists should follow the guidelines on the Suicide Risk Assessment Form as well use their clinical judgment to determine whether a safety plan is needed. Please see link to the safety plan. [Safety Plan](#)

The therapist should check in with student the next day, a week later, and two weeks later to follow-up and evaluate the student's current level of risk for self-harm or suicide and

document the follow-up either using the [Suicide Risk Monitoring Form](#) or with a progress note.

Staff should be alerted if any student needs additional supervision over the course of the following few weeks.

For students who have a pattern of expressing their distress by using suicidal language such as “kill me” or “I want to die” but do not have a past history of suicide attempts or self-harm, please document the language in the behavior log and alert the therapist and admin through slack. Admin or therapist may choose to complete the [Suicide Risk Screening Form](#). Admin and therapist should determine the need for communication with parent and other parties. Any deviation from the students’ typical language for expressing their distress should be noted and evaluated more immediately.

## **POLICY/PROCEDURE TITLE: Responsible and Safe Use of Google Workspace for Education**

**Rev: 2025**

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### Google Workspace for Education: Our Digital Learning Environment

At The Phillips Academy, we use Google Workspace for Education to provide a safe and effective digital learning environment for our students. This suite of tools includes Google Classroom, Docs, Slides, Sheets, Drive, and Gmail, which are used to support collaboration, communication, and learning.

Google Workspace for Education is a secure suite of cloud-based tools designed specifically for schools. It allows our students to access their schoolwork, communicate with teachers, and collaborate with classmates from any device with an internet connection.

### **Privacy and Data Security**

The privacy and security of our students' information is our top priority. The Google Workspace for Education core services are governed by a robust privacy policy that is designed to comply with education-specific laws, such as the Children's Online Privacy Protection Act (COPPA) and FERPA.

**No Ads: There are no ads in Google Workspace for Education core services.**

**No Selling of Data: Student data is not sold to third parties.**

**Data Control:** The school maintains control over all student data and can manage user accounts, permissions, and settings.

### Parental Consent

For students under the age of 18, we are required to obtain parental consent to create and manage their Google Workspace for Education account. This is a legal requirement that ensures you are informed about how we use these tools and what services your child will have access to.

By signing and acknowledging this Family Handbook, you provide your consent for your child to use the following Google services:

**Core Services:** These include Google Classroom, Docs, Sheets, Slides, Drive, Calendar, and Gmail (where applicable). These services are directly related to the educational mission of our school.

**Additional Services:** These are other Google services that we may enable to enhance learning, such as Google Maps, Google Earth, and YouTube. Access to these services is carefully managed by the school.

### Your Role as a Parent/Guardian

We encourage you to be an active partner in your child's digital learning. Please take the time to:

**Monitor your child's digital activity:** Talk to your child about being a responsible digital citizen and discuss the importance of online safety, privacy, and appropriate communication.



## **POLICY/PROCEDURE TITLE: Responsible and Safe Use of AI Policy**

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**July, 2025**

### **Purpose:**

The purpose of this policy is to establish guidelines for the ethical, secure, and responsible use of Artificial Intelligence (AI) technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that students' privacy, security, and ethical considerations are taken into account. The following stakeholders are affected by the implementations of this policy: all TPA staff, students, and parents/guardians.

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### **School's Commitment to the Ethical Use of AI:**

TPA is committed to using AI technologies in an ethical, transparent and responsible manner. We understand that AI technologies have the potential to significantly enhance student learning and engagement, but we also recognize the importance of protecting student privacy and ensuring that the use of these technologies is consistent with ethical considerations and does not violate our existing policies regarding the integrity of student work or compromise student learning in any way.

### **Importance of AI technologies to TPA's Mission**

The use of AI technologies aligns with our mission to provide high-quality personalized education that prepares students for the 21st century. If used properly and with oversight, AI technologies have the potential to support individualized learning plans, help teachers identify areas where students need extra support, and more effectively differentiate instruction. They can also support student research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem solving and digital literacy.

### **Responsibilities**

The following individuals and groups are responsible for the implementation and maintenance of this policy:

- School leadership: responsible for providing resources, guidance, and support for the implementation of the policy and the training of staff

- **Teachers:** responsible for implementing the policy in their classrooms, including providing instruction on the ethical and responsible use of AI technologies and supervising all student use of AI.
- **Administrative staff:** responsible for ensuring that AI technologies are used in compliance with the policy, including data privacy and security policies and that parental consent is obtained when appropriate.
- **Students:** responsible for using AI technologies in an ethical and responsible manner as outlined in this policy and only using AI in the school setting under the supervision of instructional staff.
- **Parents/guardians:** responsible for supporting their student's appropriate and ethical use of AI technologies in compliance with this policy.

## **Responsible Use of AI Technologies**

All outputs from AI tools will be reviewed and critically assessed by the user before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.

## **Student Learning**

- **Aiding Creativity:** Students can use generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can serve as a supplemental partner for students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

## **Teacher Support**

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.

- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating resources, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

### **School Management and Operations**

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

### **Accuracy and Credibility**

- Students need to check AI outputs by reviewing it for misinformation, disinformation, and malinformation. (Misinformation is false, but not created or shared with the intention of causing harm. **Disinformation** is deliberately created to mislead, harm, or manipulate a person, social group, organization, or country. **Malinformation** is based on fact, but used out of context to mislead, harm, or manipulate. **Deepfakes** are when false information is used to harm)
- Students will review AI outputs so as to recognize, resist, and report deepfakes, not only to protect themselves but also to understand the ethical implications of their use.
- Students will use academic sources to validate AI-assisted content.

### **Bias/Discrimination/ Accessibility**

- Use AI tools that have been vetted and approved by the IT support team for potential biases related to race, gender, or other factors.

- Conduct periodic reviews and seek feedback from students and staff to identify any issues of bias.
- If concerns arise, consult with the School Leadership for further evaluation.
- Review all AI outputs for potential bias
- Do not use AI detection tools because of their potential for bias
- AI tools must be accessible to students with disabilities, supporting screen readers, text-to-speech, and visual aids.
- AI may be used as a supplement to instruction, not a replacement.
- Usage will follow all accommodations and modifications in a student's IEP.

### **Data Privacy and Security**

- TPA will implement reasonable security measures to secure AI technologies against unauthorized access and misuse.
- All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. Only school-approved AI tools that are FERPA- and COPPA-compliant may be used.
- Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to. -

### **Transparency**

- All AI assisted or generated output must be cited
- Parents/guardians will be informed of AI tools and how they are being used to assist learning.

### **Prohibited Use of AI Tools**

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

### **Student Learning**

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Over-reliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms,

and teachers and students are expected to review outputs generated by AI before use.

- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

### **Advancing Academic Integrity**

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and potentially minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

### **Additional Recommendations for Advancing Academic Integrity and Transparency**

- Teachers might allow the use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
  - [MLA Style - Generative AI](#)
  - [APA Style - ChatGPT](#)
  - [Chicago Style - Generative AI](#)

(This statement should be included in all academic integrity policy statements: **AI tools may be used for brainstorming or preliminary research, but using AI to generate answers**

**or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.)**

**Annual Review:**

This policy will be reviewed annually by administrative staff, school leadership, and teaching staff to account for AI advances, policy and law changes, and stakeholder feedback.

## Appendix A- Subject Specific Guidelines- AI Assisted July 2025

### English Language Arts

✓ Allowed: Brainstorming, grammar support, vocabulary explanations, writing outlines.

✗ Not Allowed: Submitting AI-generated essays or skipping required reading.

🔍 Teacher Role: Model critical evaluation of AI writing suggestions and ensure alignment with writing goals.

### Mathematics

✓ Allowed: Explaining math steps, checking calculations, visual learning tools.

✗ Not Allowed: Copying answers without understanding or justification.

🔍 Teacher Role: Encourage step-by-step reasoning and self-verification of AI solutions.

### Science

✓ Allowed: Vocabulary support, hypothesis generation, simulation explanations.

✗ Not Allowed: Using AI to fabricate data or cite unverified claims.

🔍 Teacher Role: Reinforce inquiry, evidence-based conclusions, and peer-reviewed verification.

### Social Studies

✓ Allowed: Timeline creation, comparing perspectives, summarizing events.


✗ Not Allowed: Accepting AI-generated content as fact without corroboration.

🔍 Teacher Role: Promote critical thinking and validation using primary and secondary sources.



## Subject-Specific Best Practices

### English Language Arts (ELA)


- ✓ Use AI to:
  - Brainstorm ideas for writing.

- Practice grammar and sentence structure.
  - Get feedback or suggestions for revising your work.
  -  **Do not:**
    - Copy full AI-written essays.
    - Use AI to write answers for comprehension questions.
- 


## Mathematics

-  Use AI to:
    - Get step-by-step help solving math problems.
    - Practice math facts or vocabulary.
    - Explain how to solve similar problems with examples.
  -  **Do not:**
    - Type in the problem just to copy the answer.
    - Use AI to avoid showing your own work or thinking.
- 



## Science

-  Use AI to:
  - Learn definitions and scientific terms.
  - Explain science concepts in simpler language.



- Explore possible hypotheses or lab ideas.
  -  **Do not:**
    - Use AI to answer lab questions without doing the experiment.
    - Accept AI explanations without checking them with class materials.
- 

## Social Studies

-  Use AI to:
  - Research historical events and timelines.
  - Compare perspectives from different cultures or viewpoints.
  - Summarize key ideas from primary sources.
-  **Do not:**
  - Use AI to write full essays or reports.
  - Rely on AI to form opinions without reading or discussion.

From Common Sense Media

## Appendix B: Definitions of Key AI Terms

Understanding core AI terms helps school districts make informed decisions about planning, policy, and implementation. This glossary provides working definitions of essential concepts used throughout the AI Toolkit.

These definitions should be shared with school board members, instructional leaders, IT teams, and community members to build a shared understanding of AI concepts and terminology. Consider embedding these terms in professional learning sessions.

**Adaptive Learning Systems:** AI-powered educational tools that adjust the difficulty, pace, or learning pathway based on a student's individual performance and needs.

**Algorithm:** A set of instructions or rules that a computer follows to perform a task. In AI, algorithms process data to recognize patterns, make predictions, or generate outputs.

**AI or Artificial Intelligence:** Technology that enables machines to perform tasks that typically require human intelligence, such as problem-solving, learning, language processing, and decision-making.

**AI System:** A machine-based system that, for explicit or implicit objectives, infers from input data how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. ([OECD definition](#))

**Automation:** Using technology to perform routine tasks with minimal human intervention, such as attendance, or report generation.

**Bias in AI:** When AI systems produce unfair or discriminatory outcomes due to biased data, flawed design, or systemic inequities in training data sets.

**Chatbot:** An AI-powered tool that simulates conversation with users, often used for customer service, FAQs, or student support in educational platforms.

**Data Privacy:** The protection of personal information collected, stored, and used by AI tools. In K–12 settings, this includes compliance with laws like FERPA and COPPA.

**Ethical AI:** The practice of designing and using AI in ways that are fair, accountable, transparent, and respectful of privacy and human rights.

**Explainability:** The degree to which the outputs of an AI system can be understood and interpreted by humans.

**Generative AI:** A type of AI that creates new content—such as text, images, audio, or code—based on patterns learned from training data. Examples include ChatGPT and image generation tools.

**Hallucination (in AI):** When an AI system generates outputs that are factually incorrect or fabricated. This is particularly important for districts when evaluating the reliability of AI-generated content.

**Human-in-the-Loop:** An approach to AI implementation where human oversight is intentionally built into the process, ensuring that AI outputs are reviewed and refined by educators before final use.

**Machine Learning (ML):** A subset of AI where algorithms learn from data to make predictions or decisions without being explicitly programmed for each task.

**Model:** A trained AI system that can make predictions or generate outputs based on new data. For example, a model might be trained to predict bus maintenance needs based on mileage and service records.

**Natural Language Processing (NLP):** The ability of AI systems to understand, interpret, and generate human language. Used in chatbots, translation tools, and content summarizers.

**Predictive Analytics:** The use of historical and real-time data by AI to forecast future outcomes—such as predicting which students might need additional academic support.

**Prompt:** A user's input or question given to an AI system, particularly generative AI, to generate a response. How a prompt is phrased can significantly impact the quality of AI-generated results.

**Recommendation System:** An AI feature that suggests resources, activities, or next steps based on user behavior and preferences.

**Training Data:** The large set of information used to teach an AI model how to perform specific tasks, such as recognizing images or predicting trends. The quality and diversity of training data directly affect AI performance.

## Appendix C- Quick Summary of Policy

### Guiding Principles

- **Safety First:** Protect your personal information when using AI tools. Never share your full name, address, phone number, or passwords.
- **Think Critically:** AI can make mistakes or show bias. Always double-check the information.
- **Be Respectful:** Do not use AI to bully, cheat, or create harmful content.
- **Stay Honest:** Use AI to support your learning—not do the work for you.
- **Seek Help:** If you're unsure how to use AI safely or correctly, ask your teacher or support staff.

### General Guidelines

- **Supervised Use:** AI tools may only be used under teacher supervision or with explicit teacher approval.
- **Accessibility:** AI resources must be appropriate and accessible for students' individual needs, supporting their IEP goals<sup>[1]</sup>.
- **Data Privacy:** Students must never enter personal or sensitive information into AI tools. All AI use must comply with privacy laws and school policies<sup>[1][4][5]</sup>.
- **Transparency:** Students and staff must clearly disclose when AI is used in assignments or classroom activities, including proper citation of AI-generated content<sup>[2][6][7]</sup>.
- **Ethical Use:** AI should be used to enhance, not replace, student learning. Students must not use AI to plagiarize, fabricate, or misrepresent work<sup>[1][2]</sup>.
- **Bias Awareness:** Students and teachers should be aware of potential biases in AI outputs and discuss these openly<sup>[1][2][3]</sup>.
- **Critical Evaluation:** Students must be taught to question, verify, and cross-check AI-generated information using credible sources<sup>[1][8][7]</sup>.

## Safety, Equity, and Ethical Measures

- **Digital Citizenship:** Students will receive instruction on ethical AI use, digital safety, and recognizing misinformation<sup>[1][2][4]</sup>.
- **Reporting Issues:** Any inappropriate, biased, or unsafe AI interactions must be reported to a teacher immediately.
- **Accommodations:** AI tools must support students' individualized education program (IEP) goals and be accessible to all learners<sup>[1]</sup>.
- **Equity:** The school will ensure equitable access to AI resources for all students, regardless of background or ability<sup>[1][4]</sup>.

## Enforcement

- **Teacher Oversight:** Teachers are responsible for monitoring AI use and providing clear guidance on acceptable practices
- **Consequences:** Misuse of AI tools (e.g., for cheating, plagiarism, or unsafe behavior) may result in restricted access and disciplinary action consistent with school policy.
- **Continuous Improvement:** This policy will be reviewed annually, with feedback from students, families, and educators to ensure it remains effective, ethical, and inclusive<sup>[1][4]</sup>.

## Policy Review and Updates

The policy will be updated annually in response to technological advances, legal requirements, and community feedback to ensure ongoing relevance and effectiveness<sup>[1][4]</sup>.

**This policy aims to foster a safe, supportive, and forward-thinking learning environment where AI is used responsibly**

### **Parent/Guardian Handbook Acknowledgment**

**I, the undersigned, acknowledge receipt of the 2025-2026 Student and Parent/Guardian Handbook for The Phillips Academy.**

**I have been given the opportunity to review the handbook and understand the policies and procedures contained within it, including but not limited to:**

- Admission Policy- Middle/High School Program
- Bullying Prevention and Intervention Policy
- Change of Placement Considerations
- Child Abuse Policy
- Confidentiality Policy
- Credits, Graduation Requirements, and Transcripts
- Discrimination, Harassment, and Grievance Policy
- Earthquake Procedures
- Exit Criteria- Middle/High School Program
- Fire, Flood, and Natural Disaster
- Grades and Report Cards
- Grievance Procedure
- IEP Policy
- Illness Policy
- Parental Consent for Doctor-Prescribed Medication
- Parental Right to Access Records
- Permission for Field Trips
- Photo and Video Permission
- Progress Reports
- Review of Student Progress
- Staff and Student/Family Contact Outside of School Hours
- Student Transportation Policy
- Suspension Policy
- Transition Planning for High School Students
- Suicide Risk Assessment and Follow-Up Policy
- Responsible and Safe Use of Google Workspace for Education
- Responsible and Safe Use of AI Policy

**By signing below, I confirm that I have read and understand the contents of the handbook and agree to abide by the rules and expectations set forth by the school.**

**Student Name:** \_\_\_\_\_

**Parent/Guardian Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **OR sign here:** <https://form.jotform.com/252116138868058>