

PSR-Policy GOV-101

Statement of Agency's Mission, Vision, Values and Philosophy

The Phoenix School of Roseburg

The Phoenix Learning Center was founded in 1981 by a group of concerned educators to provide students with a safe and engaging environment in which they could learn and grow.

The Phoenix School takes its name from the Ancient Egyptian myth of a sacred bird that lived for five hundred years. At the end of its life, the phoenix built a nest of wood, set fire to it, and died in the flames only to rise up from the ashes to live again for five hundred years. The phoenix is a powerful symbol of renewal and rebirth.

Like the phoenix of Egyptian myth, we believe that people have the ability to overcome, like the phoenix, challenging circumstances to arise as a newer, better version of their past self. The Phoenix School exists to serve students who want to find a new path and a new journey, and rise up to achieve academic, career, and community success.

In 2021 to honor the 40th Anniversary of the school's founding, the community surrounding the school will transition the identity of the agency to the 'Phoenix Odyssey of Roseburg.' The school community has adopted this new language for referring to all individuals in our population (students, faculty, staff, parents, partners, etc.) as its Odyssey; the word which serves as the collective noun for a Phoenix. The school welcomes everyone in the Phoenix Odyssey with the theme of 'Journey to Rise Up.'

Phoenix School of Roseburg Mission

The mission of Phoenix School of Roseburg is to teach Douglas County students with barriers to academic and personal success the knowledge, skills, and understanding necessary to become caring, committed, and productive citizens.

Phoenix Charter School Mission

The Phoenix Charter School's mission is 'Students creating pathways to college and careers through high standards of academic achievement, career-technical education, and personal growth.'

Phoenix School Philosophy

As a school of choice, Phoenix School provides opportunities for youth development. To successfully address school failure, we believe that expectations to achieve must be high, opportunities to succeed must be plentiful, and the school climate must be supportive. Therefore, we maintain:

- ❖ High standards for school attendance, credit attainment, and behavior.
 - ❖ A high staff-to-student ratio; a student-centered orientation; elective enrichment education; and Learn, Serve, and Earn opportunities.
 - ❖ High quality student services, which include success management, therapeutic counseling, teen parent program, and school-to-work options.
 - ❖ A commitment to prepare students for the workforce.
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- ❖ An environment that promotes the safety, health, and inclusion of students and staff who have been marginalized by traditional educational and community-based services, and for those who have experienced the traumas of “A Pair of Aces.”

Phoenix School believes that all people can learn and that diverse learning options provide students with greater opportunities for success. We believe that there is no single perfect planned course of study that meets all students’ needs, and therefore at Phoenix School:

- ❖ Each student’s educational, social, and emotional needs, interests, and potentials are accommodated with a Personal Education Plan (PEP).
- ❖ Each student is actively involved in decision-making regarding their own PEP.
- ❖ Pedagogy must be flexible and provide options as to learning mode, method, and chronology.

Phoenix School believes that affective (social-emotional) and academic learning are of equal importance for youth to fully realize their potential as caring, committed, and productive citizens. Therefore:

- ❖ Educational *and* affective objectives are addressed in the school improvement process.
- ❖ Desired affective outcomes are infused into each program’s planned courses of study.
- ❖ The school climate stresses personal and social responsibility, personal development, and citizenship in a democratic society.

Phoenix School Core Beliefs

- We believe in the public school mission and, as a result, we are a community-based school.
 - We believe that diversity is desirable and encourage every individual’s interests, talents, and expression; that diversity requires welcoming, inclusive environments, and that equity is measured by successful student outcomes.
 - We believe in providing a safe environment for everybody who walks into Phoenix School and we (staff and students) are all required to intervene when anyone is at risk of harming themselves or others.
 - We believe that the Sanctuary Model® is an evidence-based approach for addressing trauma and increasing resiliency in our staff, students, and community, and we are guided by the 7 Sanctuary Commitments of Non-Violence, Emotional Intelligence, Social Learning, Open Communication, Democracy, Social Responsibility, and Growth & Change.
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PSR-Policy GOV-102
Equity and Empowerment Policy

Equity and Empowerment Policy

The Phoenix School of Roseburg's students, staff, and community stakeholders bring their personal backgrounds and intersecting identities to school every day – creating a rich and diverse organization in which to learn and grow. Our students deserve a barrier-free learning environment which is committed to equitable outcomes for all students, regardless of race, ethnicity, class, socioeconomics, gender identity, sexual orientation, religion, cognitive and physical ability, and diverse language fluency.

Therefore, the Phoenix School of Roseburg is committed to embrace the unique diversity of our school and its members, while working to eliminate educational practices that lead to disparities in our student's accomplishments – so that all students have the opportunity to achieve success.

In order to ensure this future, the Phoenix School Administration, Faculty, Staff, and Board of Education members will focus on equity and empowerment now - with the following commitments to:

- Adopt and apply the Oregon Education Equity Stance:
 - *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*
 - Champion universal values as outlined in the Phoenix School of Roseburg's working definitions for Equity and Empowerment in Education so that these values are shared by a wide range of students, staff, and community stakeholders who are committed to act on these values without bias, prejudice, or discrimination.
 - Create a teaching and learning culture that includes high expectations of students and staff, varied teaching and learning styles, and systemic and individualized supports for students and staff.
 - Deliver high quality, culturally relevant and responsive curricula for all students; while also identifying and applying instructional practices that have demonstrably made a difference for students and groups of students in order to reduce persistent achievement gaps.
 - Engage and collaborate with our students, families, community members, and all other stakeholders to ensure their active involvement in our commitment to accomplish our goal to foster an inclusive, equitable, and empowering experience at Phoenix School of Roseburg.
 - Apply the principles of the Sanctuary Model and of Trauma-Informed Practice, recognizing that healing and learning happen in relationship.
 - Utilize the Oregon Education Equity Lens when creating and revising policy & procedure, designing, and implementing educational and co-curricular programs, hiring administrators and staff, and for any significant resource allocation.
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PSR-Policy GOV-104
Trauma-informed Standards

Trauma-informed Policy

A trauma informed approach to education is intended to improve attendance, graduation rates and reduce incidents of behaviors that can inhibit learning.

Phoenix School recognizes that the developmental impact of childhood and historical trauma increases student risk for, but not limited to, academic failure, severe attendance problems, severe school behavior concerns, and possible chronic health concerns, which negatively impacts student engagement and learning.

Phoenix School is committed to providing trauma informed schools and culturally responsive programs where all students feel included, welcomed, valued, and supported; and where addressing trauma's impact on learning school-wide is integral to the public charter school's educational mission.

Phoenix School will strive to create physically and emotionally safe, and culturally responsive environments for all staff, students and families through effective professional development in school procedures, school practices, and instruction in the following areas: 1) understanding the widespread impact of trauma and the role of schools in promoting resiliency; 2) recognizing the signs and symptoms of trauma in students, families and staff; and 3) integrating knowledge about trauma and social emotional learning in children.

Phoenix School's Principal, Executive Director, and Mental Health staff are directed to implement a trauma informed approach to education through the application of culturally responsive trauma informed practices in the public charter school and programs.

Trauma-Informed Phoenix

At Phoenix School, we recognize that the population which we serve has been disproportionately affected by psychological trauma - both intergenerationally and individually. We also recognize that the profound impact trauma has on our students creates a vicarious impact on our staff. Thus, in order for our students and staff to be successful, we are committed to building and maintaining a Trauma-Informed school culture with a focus on building resiliency and a commitment to applying an equity lens to decision-making, policy and program development, and classroom instructional techniques.

As of school year 2018-2019, Phoenix School is in the fourth year of a multi-year implementation of Trauma-Informed Care. Trauma-Informed implementation action measures include:

1. Provide trauma awareness education
 - A. ACEs Science and the prevalence of trauma.
 - B. Neurobiology and physiology of trauma.
 - C. Behavioral and interpersonal impacts of trauma.
 2. Adoption of approaches to prevent and address vicarious trauma for staff.
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3. Adoption of the Sanctuary Model to create a Trauma-Informed culture at the organizational level.
 - A. A three-year certification process beginning year 2018-2019.
 4. Adoption of the Six Trauma-Informed Principles (outlined by SAMHSA) in our daily practice.
 - A. Safety, Trustworthiness, Choice, Collaboration, Empowerment and Language Access and Cultural Competence.
 5. Building our capacity for effective trauma recognition, response and resisting re-traumatization.
 6. Commitment to applying Restorative Justice principles in matters involving student misconduct.
 7. Fostering Resilience through:
 - A. Strengthening interpersonal relationships.
 - B. Creating connections beyond the school.
 - C. Building competencies and nurturing personal interests.
 - D. Connecting to community supports and resources.
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PSR-Policy GOV-105
Phoenix Policy Development Standards

Phoenix School Policy Development

Phoenix School staff procedures shall be developed to implement school policy. Staff are expected to participate in this process in an open and participatory manner within a collegial advisory decision-making format consistent with the Phoenix philosophy of Sanctuary. The exception to open and shared democracy will be those matters which require compliance with Federal, State, local laws or ordinances; practices which must be consistent with expected professional standards; issues that require compliance with grant or contract mandates; and other operational matters requiring the direct responsibility of the Executive Director.

By contractual agreement, Phoenix School is subject to the policies of Roseburg School District as they apply to our school situation.

Exceptions to the Staff Development policy will be discussed, when appropriate, with staff, but the final decision shall be made by Phoenix School Administration.

If not specially stated otherwise in the policy, all staff policies and procedures shall be reviewed annually by a committee coordinated by the Board of Directors, in the first quarter of the school year, and will be subject to revocation, revision, or reaffirmation. However, any policy may be discussed at any time if clarification, modification, or elimination is required.

PSR-Policy GOV-106
Adherence to Roseburg Public Schools Policy

By contractual agreement, Phoenix School is subject to the policies of Roseburg School District as they apply to our school situation.

Further legal definitions and requirements will be developed in this policy to determine and communicate which elements of the nonprofit agency must comply and which elements are exclusively reserved to the discretion of the Administration.

PSR-Policy GOV-107

General Definitions for Phoenix Policy, Practices, and Standards

General Definitions for Phoenix Policy, Practices, and Standards

AGENCY This term in this document refers to both the Phoenix Charter School and Phoenix School of Roseburg. The parent corporation and the subsidiary comprise the 'agency.'

ACTION REVIEW COMMITTEE (ARC) This term in this document refers to the faculty and JSS committee who meet ad hoc to review incidents of violence, discrimination, etc. among the student population. Their outcome is a document providing a recommendation to the Principal for action to restore the situation among the student population. This committee structure is a long-time practice of the school. Its previous name was the 'Violence Committee.'

ADMINISTRATION This term in this document refers to the collective of employees who comprise the administration. These employees are the Business Manager, the Executive Director, the Principal, and the Executive Assistant.

DIRECT SUPERVISOR This term in this document refers to the employee assigned to directly supervise an employee.

HUMAN RESOURCES COMMITTEE This term in this document refers to the ad hoc committee that may be directed to convene by the Board President or Executive Director. It is primarily comprised of members of the Board of Directors.

JOURNEY SUPPORT SQUAD (JSS) This term in this document refers to the employees who help coordinate, deliver, and facilitate direct supports to students to assist with their economic, social, and/or medical complexities. The Principal is the primary coordinator for the actions of this team. Community members may be also included in this 'squad.' The previous term for this function of the agency was the 'Student Services Team' or (SST). That prior term is now confined to Special Education type services in the agency.

PARAPROFESSIONAL This term implies any staff member which generally assist teachers in the classroom, supervise students outside of the classroom, or provide administrative support for teaching or direct supports to students' well-being.

PERFORMANCE IMPROVEMENT PLAN (PIP) This term is defined in policy PNL 613.

SCHOOL IMPROVEMENT PLAN (SIP) This term is generally used in this document to refer to leadership's capacity to continuously improve the quality of instruction and support for students.

SANCTUARY MODEL This refers to a theory-based, trauma-informed, trauma-responsive, evidence-supported, whole culture approach that has a clear and structured methodology for creating or changing an organizational culture. It is formally guided by the Andrus Children's Center of Yonkers, New York and Dr. Sandra L. Bloom who partnered to create The Sanctuary Institute.

PSR-Policy GOV-108
Every Student Belongs

Every Student Belongs

Phoenix School of Roseburg formally stands with Oregon Department of Education's stance which education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

"Symbol of hate" means nooses¹, symbols of neo-Nazi ideology or the battle flag of the Confederacy. These symbols have been formally recognized as material and substantial interference with school work or discipline or collide with the rights of other students to be secure and be let alone.

Phoenix School of Roseburg prohibits the use or display of any symbols of hate on school property, or in an education program, except where used in teaching curriculum that is aligned with state standards of education for public schools. Phoenix School of Roseburg holds

Phoenix School of Roseburg prohibits retaliation against an individual because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of school facilities pursuant to a lease or license.

This Phoenix School of Roseburg Policy will rely on PSR Policy ADN-301 - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

¹ [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

Legal Reference(s):

ORS 659.850
ORS 659.852
OAR 581-002-0005
OAR 581-022-2312
OAR 581-022-2370

HB 2697(2021)
HB 3041 (2021)
