



**PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL
STUDENT AND FAMILY HANDBOOK
2016- 2017**

The Paulo Freire Social Justice Charter School (PFSJCS) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong intellectual and ethical foundations necessary for future leaders of a global society.

161 Lower Westfield Road, Holyoke, MA 01040

Telephone: (413) 536 - 3201

Fax: (413) 536 - 3206

www.paulofreirecharterschool.org

Main Office Hours of Operation:

Monday – Friday

7:30am – 4:30pm

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WELCOME TO PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL!

Hello and welcome to the Paulo Freire Social Justice Charter School Community! We are very glad you are here.

By choosing to join PFSJCS, you will become a very important member of a unique educational community that values respect for all members as we focus on achieving academic excellence. PFSJCS provides for all students the opportunity to prepare for a successful college career and inspires them to be active and effective citizens.

This handbook and the information it contains details PFSJCS policies and procedures. Inside are the school calendar, deadline reminders, forms and more! You will also find contact information that will identify who does what and how to get a hold of them. We ask that all students and their parents/guardians read the entire handbook. We encourage you to contact us with any questions or concerns.

Whether you are a parent or student, we would like you to get involved in our school. This handbook contains information about school activities, committees and decision-making opportunities for both parents and students. Your voice is important in our school.

Throughout the year we will also post current information on our website:

www.paulofreirecharterschool.org

Please know we are all here to help and to make this a positive and productive educational experience.

We look forward to our journey together. Have a great school year!

Joseph Wise,
Acting Executive Director

Melissa Mirhej,
Interim Principal

PFSJCS: VISION and COMMUNITY

VISION STATEMENT

At Paulo Freire Social Justice Charter School we believe in:

Equal Opportunity: There is no greater need in public education than to give every student the opportunity and resources to succeed. This was the vision of Paulo Freire, our namesake. He identified quality education for all individuals as the primary way to create a more socially just society.

Achievement: Paulo Freire espoused the importance of literacy and academic achievement. We join in the belief that personal literacy becomes a path to realizing full human potential. PFSJCS graduates will be: literate, active, self-aware, prepared to succeed in higher education, able to determine and attain their personal goals, and capable in serving as inspirational leaders and positive role models.

Diversity: By enrolling students from communities that represent different racial, cultural, and economic backgrounds, as well as encompassing urban and rural settings, we will be able to provide an enriched educational environment for sharing a wide range of personal experiences and perspectives while modeling social justice. PFSJCS will honor and celebrate the diversity of our students, teachers, parents, and surrounding communities, and equally value their contributions to the educational process.

Social Justice: At PFSJCS we model social justice values and norms, and provide information, encouragement and educational programs to build a collective awareness that fosters excellence, equity, and respect for all individuals. At PFSJCS “social justice “means that all students, regardless of race, culture, income, abilities, or sexual preference have equal access to a quality education, necessary resources, and the opportunity to live productive and successful lives.

Full Service: The Paulo Freire Social Justice Charter School founders understand that education does not just occur Monday to Friday, 8 hours a day, for 180 days a year. Learning is a continuous program of growth and development for students, family members, and the entire school community. PFSJCS’ full-service programming will include: a preparatory summer academy; programs throughout the school year; an extended day; evening and Saturday classes for skill building and enrichment opportunities; virtual learning programs; evening adult literacy classes; and community building activities on evenings and weekends.

COMMUNITY

It takes a community to create an excellent learning environment. The lessons learned through our curriculum are enhanced by ample opportunities for community activities and engagement. As a result, the Paulo Freire Social Justice Charter School is committed to working with the surrounding community in order to create a full educational experience for our students.

The partnership between the school and the surrounding community will remain a two-way relationship. Not only will students have the ability to affect change, but also the members of the community will have the ability to be involved with our school.

All students will take part in planned community service projects as a requirement for graduation.

Parents & Educators: Partners in Community Success

The Board of Trustees, Administration and Staff of Paulo Freire Social Justice Charter School are committed to the students and families of our community. We pledge to provide our students with our best efforts to support their educational goals and to provide guidance and support of this critical portion of their life journey. This is our commitment to you and yours.

These goals are not easy and will not be achieved overnight. No matter our passion without YOU (the parent/guardian) we cannot and will not succeed. We ask that you consider the following as a member of our community:

- PFSJCS is a school that respects diversity of all types (social, economic, cultural, race, religion, creed, orientation, etc.) Please be aware of this when interacting with members of our community at all times and give them the respect that you yourself would expect and deserve.
- PFSJCS is a professional business and requires that all community members when visiting remember this and adhere to our rules and regulations in a respectful manner. All visitors MUST sign-in at the Main Office and receive a visitor's badge.
- Communication is a two-way street. Please let us know if there are changes to your contact information (change of address, phone numbers, emails, etc.) as soon as possible. If there is anything you think we should be made aware of (family situations, concerns about your student, etc.) please share them with us so we can best support your student.
- PFSJCS encourages you to be an active member of our community:
 - Attend our social events both on/off our campus
 - Cheer for our various sports teams
 - Volunteer (there are many opportunities)
 - Join our Board of Trustees and their respective committees

Please know that we are aware of there are times when issues can arise that are difficult and pressure filled that can cause a great deal of stress and worry. Everyone wants to be heard and supported. We are committed to resolving these issues to the best of our ability in a timely and fair manner. Your cooperation will go far in meeting these goals.

Communication

Open and effective communication is essential for progress for all of community. PFSJCS will use the following methods to communicate with students and families:

- One-Call System (Robo-calls, emails and text message system)
- Phone Calls from PFSJCS administration and staff
- U. S. Mail
- Electronic Mail (Email)
- Website: www.paulofreirecharterschool.org
- Newsletter

All communications with families will always be available in English and in Spanish.

Whenever possible, community members will receive **Sunday Newsletter**, via email. This newsletter will be the official update on events and activities at the school. If you would like to get the Sunday Newsletter, but do not have email, copies will always be available in the main office.

If you are in need of any type of documentation from the school, please contact **the front office at** 413-536-3201. Also please let them know if there is a deadline/timeframe you need the documentation.

Always feel free to call the school with any concerns. We are invested in supporting each student completely in his/her academic and social goals, and can provide better support if we are aware of a concern and/or problem.

In case of emergency, we will contact you as soon as we are able to. Please check local radio stations and television for all weather related information and school cancellation.

Please make sure that the school always has the most up to date and accurate contact information for your household. It is extremely important that the school is able to contact you in case of emergency.

SIBLING ADMISSIONS STATUS

Students who are siblings of current enrolled PFSJCS students are given preference in the state-mandated lottery admissions process by being put at the top of our waiting list. If there are more sibling applicants than openings, a separate lottery is done among sibling applicants. "Siblings" share a common parent, either biologically or legally through adoption. Sibling applicants must meet all application deadlines and requirements

ORIENTATION & COMMUNITY DAYS

Orientation is a vital part of the PFSJCS educational experience. We do things a little differently at this school, and orientation enables all community members to get on the same page. Orientation is provided for all incoming students. Student orientation will occur at the beginning of each school year and will consist of various classes, workshops, and team building exercises.

- **Back to School Celebration - Monday, August 29st 5-8pm**
- New Student Orientation is on **Tuesday, August 30 & Wednesday August 31** .
- New Parent Orientation is **Wednesday August 31, 5:30 – 8:00**
- "Community Day" All school orientation is on **Thursday, September 1st** .
- Students will begin following their academic class schedules on **Thursday, September 2nd**.
- Essentials classes will not meet during the first full week of school. The day will end at 2:30 **Tuesday, September 6th – Friday, September 9th**.
- Essentials classes will begin on **Monday, September 12th**. School hours are **8:30 – 4:00**.

Orientation and Community Day are **very important** for all members of the PFSJCS because:

- New students will be welcomed in the PFSJ family, know and understand our academic and social expectations, and gain some skills and knowledge that will put them on the path to meeting and exceeding those expectations.
- Returning students will learn about some changes that have occurred at school over the summer, and will be reminded of our academic and social expectations.

Finally, orientation will build a sense of community among new and returning members of our school community, help students make new connections, and enable all students to start their academic classes feeling comfortable, safe and known in our school.

INFORMATION FOR PARENTS and COMMUNITY MEMBERS

Throughout the year we will hold various events for parents/guardians and family members because we feel that you are a vital member of our community and your presence is very important. These events include but are not limited to:

- Annual Open House
- College Information Nights
- Monthly Parent Meetings

Parent –Teacher conferences are made anytime during the school year.

If you have any questions, comments or concerns, please do not hesitate to contact the school at **413-536-3201**.

Paulo Freire Social Justice Charter School – 2016-2017 CALENDAR

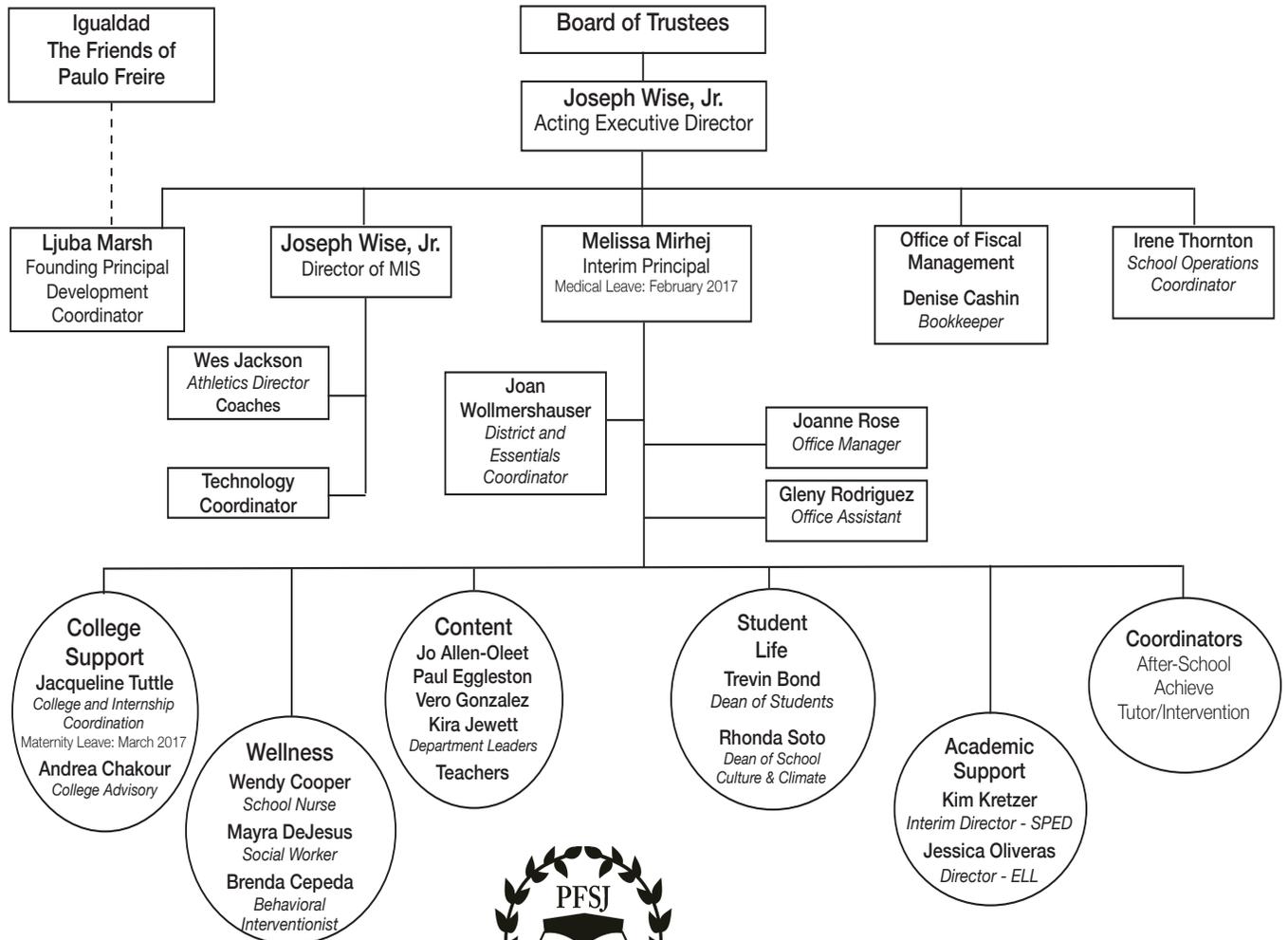
| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">AUGUST 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | <p>24 – 26 All Teachers Return</p> <p>29 All School Welcome Event – 5:00 pm</p> <p>30 1st Quarter Starts</p> <p>30 - 31 9th Grade Reports for Orientation</p> | | | | | | | |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">OCTOBER 2016</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | <p>7 SJ Block All School Assembly</p> <p>10 Indigenous People's Day No School</p> <p>28 Half-day-Dismissal 12:30 Pro Dev.</p> <p>31 2nd Quarter Begins</p> |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">JANUARY 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | <p>2 No School-New Years Day Celebrated</p> <p>3 Back to School</p> <p>6 3 Kings Day- No School</p> <p>13 All School Assembly Half-Day – Dismissal 12:30 Professional Development</p> <p>16 MLK Jr. Day- No School</p> <p>17-20 Paideia Dismissal 12:30 on the 20th</p> <p>23 2nd Semester Begins</p> | | | | | | | |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">FEBRUARY 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | <p>3 All School Assembly</p> <p>17 Half-Day - Dismissal 12:30 Pro Dev.</p> <p>20-24 Winter Break – No School</p> | | | | | | | |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">MARCH 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | <p>3 All School Assembly</p> <p>10 Half-Day-12:30 Dismissal Professional Development</p> <p>20 No School Professional Development</p> | | | | | | | |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">APRIL 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | <p>3 4th Quarter Begins</p> <p>7 All School Assembly Half-Day - 12:30 Dismissal & Professional Development</p> <p>14-21 Spring Break- No School</p> |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">MAY 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td>1</td><td>2</td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 1 | 2 | | <p>5 All School Assembly</p> <p>19 PROM- 12:30 Dismissal & Professional Development</p> <p>26 Senior Symposium</p> <p>29 Memorial Day- No School</p> <p>30-2 Senior Week</p> | | | | | | | |
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| <p style="text-align: center; background-color: #800080; color: white; padding: 2px;">JUNE 2017</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </tbody> </table> | S | M | T | W | Th | F | S | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | <p>2 All School Assembly</p> <p>3 Graduation 11:00 am</p> <p>16 Last Day (w/no snow days)</p> <p>23 Last Day (w/5 snow days)</p> | | | | | | | |
| S | M | T | W | Th | F | S | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Paulo Freire Social Justice Charter School

Phone: (413) 536-3201

Fax: (413) 536-3206

www.paulofreirecharterschool.org



Organizational Chart
2016 - 2017
Updated: April 2017

PFSJCS 2016 – 2017 Board of Trustees, Administration & Staff

| Name and Title | Phone | Email | Duties/Responsibilities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Board of Trustees: Ruben Sepulveda, President Thomas Gardner, Vice-President Keith Purcell, Treasurer Ljuba Marsh, Clerk Joseph Wise, Interim Executive Director Melissa Mirhej, Interim Principal Stacy Phillips, Parent Rep. Brenda Cepeda, Faculty Rep Chris Lievense, Faculty Rep Heyda Martinez, Community Member Jessica Prodis, Community Member Kevin J. Dumpson, Community Member Natalia Munoz, Community Member | 413-536-3201 | You can send mail to members of the Board of Trustees to the schools address: Paulo Freire Social Justice Charter School 161 Lower Westfield Road Holyoke, MA 01040 Attention: Board of Trustees | Focus: Oversight of the school, Supervision of the school's Executive Director |

| Name and Title | Phone | Email | Duties/Responsibilities |
|-----------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------|
| Joseph Wise, Jr. Acting Executive Director | 413-536-3201 ext. 215 | jwise@paulofreirecharterschool.org | Focus: School Operations |
| Melissa Mirhej Interim Principal | 413-536-3201 ext. 205 | mmirhej@paulofreirecharterschool.org | Focus: Education Program |
| <i>Medical Leave: February 2017</i> | | | |
| Ljuba Marsh Founding Principal | 413-536-3201 | lmash@paulofreirecharterschool.org | Focus: Development |
| Joseph Wise Director of MIS | 413-536-3201 ext. 215 | jwise@paulofreirecharterschool.org | Focus: MIS and Student Records |
| Kimberly Kretzer Interim Director of Special Education | 413-536-3201 ext. 209 | kkretzer@paulofreirecharterschool.org | Focus: Special Education |
| Jessica Oliveras Director of ELL | 413-536-3201 ext. | jorivera@paulofreirecharterschool.org | Focus: ELL |

| | | | |
|----------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Joanna Allen-Oleet Department Leader – History | 413-536-3201 ext. 304 | jaoleet@paulofreirecharterschool.org | Focus: History Department Operations and Instruction |
| Paul Eggleston Department Leader – Math | 413-536-3201 ext. 106 | peggleston@paulofreirecharterschool.org | Focus: Math Department Operations and Instruction |
| Veronica Gonzalez Department Leader – ELA | 413-536-3201 ext. 301 | vgonzalez@paulofreirecharterschool.org | Focus: ELA Department Operations and Instruction |
| Kira Jewett Department Leader – Science | 413-536-3201 ext. 112 | kjewett@paulofreirecharterschool.org | Focus: Science Department Operations and Instruction |
| Joan Wollmershauser Essentials Coordinator | 413-536-3201 ext. 227 | jwollmershauser@paulofreirecharterschool.org | Focus: Course Development and Monitoring of the essentials blocks “G” and “H”. |

| | | | |
|---------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Trevin Bond Dean of Students | 413-536-3201 ext. 222 | tbond@paulofreirecharterschool.org | Focus: Student Life |
| Rhonda Soto Dean of School Culture & Climate | 413-536-3201 ext. 219 | rsoto@paulofreirecharterschool.org | Focus: Student Life |
| Andrea Chakour College Counselor | 413-536-3201 ext. 210 | achakour@paulofreirecharterschool.org | Focus: College preparation, application and acceptance. |
| Jacqueline Tuttle College & Career Service Coordinator | 413-536-3201 | jtuttle@paulofreirecharterschool.org | Focus: HCC Liaison and Internships |
| <i>Maternity Leave: March 2017</i> | | | |
| Wendy Cooper School Nurse | 413-536-3201 | wcooper@paulofreirecharterschool.org | Focus: Student Health |
| Mayra DeJesus Social Worker | 413-536-3201 ext. 202 | mdejesus@paulofreirecharterschool.org | Focus: General counseling and support |
| Brenda Cepeda Behavioral Interventionist | 413-536-3201 | bcepeda@paulofreirecharterschool.org | Focus: Student & Family Support |

| | | | |
|---------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <p>Irene Thornton School Operations Coordinator</p> | <p>413-536-3201 ext. 208</p> | <p>ithornton@paulofreirecharterschool.org</p> | <p>Focus: General School Operations</p> |
| <p>Joannie Wollmershauser District Coordinator</p> | <p>413-536-3201 ext. 227</p> | <p>jwollmershauser@paulofreirecharterschool.org</p> | <p>Focus: Compliance</p> |
| <p>Joanne Rose Office Manager</p> | <p>413-536-3201 ext. 201</p> | <p>jrose@paulofreirecharterschool.org</p> | <p>Focus: Daily Office Operations</p> |
| <p>Gleny Rodriguez Administrative Assistant</p> | <p>413-536-3201 ext. 100</p> | <p>glrodriguez@paulofreirecharterschool.org</p> | <p>Focus: Main Office and Operations Support</p> |
| <p>Anna Rossi Admissions Administrator Director of Food Services</p> | <p>413-536-3201 ext. 111</p> | <p>arossi@paulofreirecharterschool.org</p> | <p>Focus: Admissions and Food Services</p> |
| <p>Denise Cashin Business Office</p> | <p>413-536-3201 ext. 211</p> | <p>dcashin@paulofreirecharterschool.org</p> | <p>Focus: Accounts Payable and Payroll</p> |
| <p>Julian Hartmann-Russell After-School Coordinator</p> | <p>413-536-3201</p> | <p>jhrussell@paulofreirecharterschool.org</p> | <p>Focus: Student Support</p> |

ACADEMIC INFORMATION

ACADEMIC PROGRAM

Educational Philosophy

At PFSJCS we believe that every student is capable of personal academic excellence if provided with the right educational environment, excellent teachers, and comprehensive support systems.

1-High Expectations- PFSJCS promotes a rigorous academic and social curriculum with high expectations for student performance and behavior. All students are expected to master a college preparatory curriculum so they can successfully complete college.

2-Active Community Membership- PFSJCS intentionally brings students, families, teachers, administrators, and board members together as a supportive community for communication, and collaboration, to uphold the mission, and share a common vision of achievement.

3-Excellent Teaching- PFSJCS recognizes the importance of hiring and supporting highly qualified teachers, who are: passionate about their subject, skilled at establishing a positive and productive classroom environment, committed to differentiating instruction to meet individual needs, able to provide meaningful feedback, willing to communicate regularly with parents, and committed to student success.

4-Clear Goals and Expectations- PFSJCS provides clear standards and rubrics for academic and social performance, so that all community members know expectations and have a clear and consistent understanding of what constitutes mastery and success.

5-Individualized Support- PFSJCS will address the individual needs of each student through: identification of strengths, abilities, and areas of concern; creating and monitoring student success plans; utilizing differentiated instruction; providing classroom and afterschool support systems; and assuring college preparation and support.

The focus of our educational program, incorporating all the above values, will be centered on the three principles of: **Personal Excellence, Supportive Communities, and Social Responsibility.**

PFSJCS recognizes that there is no one-curriculum system that meets the requirements of all subjects and/or all students. It is important to have a variety of excellent resources to meet the needs of specific subjects and individual students. We believe that whenever possible, teachers and students should help to develop their own materials and lesson plans, so that they are personally and meaningfully connected to classroom learning.

ACADEMIC EXPECTATIONS

- At the start of each semester, all teachers will distribute course descriptions, materials, reading lists, timelines, as well as standards and benchmarks for each class.
- Each day in class, teachers will post and verbally review the standards and benchmarks that the class is currently working on, the class agendas, and assignments.
- Teachers will also distribute in advance well-defined rubrics and study guides for all graded assignments to assure that all students know what specifically is expected for minimum completion and higher levels of work.
- Students and parents have access to the Parent Portal and can review completed work and work in progress.

CLASSROOM ATTENDANCE POLICY

PFSJCS is a college preparatory high school where the majority of our students during their senior year attend Holyoke Community College (HCC). Class attendance is mandatory and students can only miss three (3) classes before they lose credit for the class. In addition, if they are late to class three (3) times, it equals an absence. It is a very tightly structured system.

To ensure our students are getting the best daily education, and to prepare them for college, our school attendance policy is:

- Students must be in class by the bell. If they are not in attendance by that time, it will count as lateness.
- If a student is in school and does not come to class, it will count as an unexcused absence.
- If a student comes to class, gets a pass and stays out of the classroom longer than 5 minutes (unless approved by the Nurse or a Counselor), it will count as an unexcused absence.
- If a student is late to class three times it will count as an unexcused absence.

We will implement the following **consequences** in accordance with our Attendance Policy:

- After the 1st unexcused absence, the student will receive a verbal warning from the teacher.
- After the 2nd unexcused absence, the student's parent or guardian will be called and notified.
- After the 3rd unexcused absence, the parent and student will need to meet with an administrator, who will issue a written warning.
- If a student has 5 unexcused absences from a class, the maximum grade he or she can receive for that course is a 70%.
- If a student has 10 unexcused absences from a class, the student will not receive credit for the class. Students will not be eligible to attend summer school for the class.

ADVISORY PERIOD AND STUDY HALL ATTENDANCE

Our goal is for all students to have the skills they need to graduate and be successful in their future educational goals. We believe that Advisory Period and Study Halls are important periods in the day, providing vital information to students and supporting their academic work. Students will receive a PASS or FAIL grade on their transcript for both Advisory and Study Hall. These grades will be based on attendance and participation.

GRADES

Paulo Freire Social Justice Charter School identifies course achievement grades on the A, B, C and F scale. Students must earn a grade of “C” (70%) or better to receive credit for the class. A student’s grade is based upon: 1) Completion of assignments, 2) Test results and 3) Class participation.

Electives (Essentials) are grades are based upon five (5) areas of accomplishment: 1) Timeliness, 2) Attitude, 3) Respect, 4) Participation and 5) Completion (up to 20 points per area with a total possible grade of 100). Grades lower than 70% (“C”) will not receive credit for the course.

There are **two** (2) grading (marking) periods during the school year at PFSJCS.

Grades are mailed to the student’s homes within two (2) weeks of the end of the marking period. If you did not receive your student’s grades, please contact the school.

AFTERSCHOOL SUPPORT PROGRAM

PFSJCS has an afterschool program which focuses on:

- 1) Providing academic support for students who are behind in schoolwork (regardless of reason).
- 2) Providing remedial instruction for students who are missing basic skills (regardless of reason) needed to succeed in academics.

Expectations of Students Participating in Afterschool:

- 1) Sign-in to the afterschool program
- 2) Bring all outstanding work to the program.
- 3) Get right to work!

(Review the Class Expectations section of this handbook for further information)

Students that do not follow the rules will not be permitted to participate in the program.

INVITE DAYS

There are days identified as “Invite Days” built into the school year calendar that support students in making-up or completing work that is overdue and block the student from passing a class. Students will be invited to attend these days to make-up the coursework but only if they are invited. Students will be sent home if they come to school on days they are not scheduled to attend.

SUMMER ACADEMY

PFSJCS will hold a summer academy for invited students only. Students will apply for the academy and will be informed of their eligibility and will be asked to confirm whether or not they plan on coming. Students who are eligible are those who:

- Received an incomplete in a course and are able to complete the outstanding work within the academy period.
- Want to get ahead of their schoolwork for the upcoming school year.
- Want to take an additional class for credit.

GRADE PROMOTION

- Students are promoted to the next grade when they have completed **all** the required standards for their current grade. Standards will be presented to students on a regular basis as will their progress on obtaining those standards.
- There is no social promotion at PFSJCS, only skills-based completion of work.
- At PFSJCS, students are constantly in process of completing work, and will receive course credit when all class standards and benchmarks are mastered at a minimum 70% level (“C”).
- Students will receive continuous encouragement and support, not only to meet, but also to exceed the minimum 70% passing grade (“C”) through additional studies, skill building, and assessments.

CURRICULUM OVERVIEW

9th Grade

ELA I
MATHEMATICS I
BIOLOGY
AMERICAN HISTORY I
*WORLD LANGUAGE I (*optional*)
ELECTIVES (Essentials)

10th Grade

ELA II
MATHEMATICS II
PHYSICS
AMERICAN HISTORY II
*WORLD LANGUAGE I or II
ELECTIVES (Essentials)

11th Grade

HUMANITIES- Integration ELA/S.S.
MATHEMATICS III
ENVIRONMENTAL SCIENCE
WORLD LANGUAGE II or III
+INTERNSHIP
#PUBLIC SPEAKING
ELECTIVES (Essentials)

12th Grade

HUMANITIES- Integration ELA/S.S.
MATHEMATICS IV
CHEMISTRY (*Optional*)
WORLD LANGUAGE III or IV (*4th year is optional*)
+INTERNSHIP
#PUBLIC SPEAKING
ELECTIVES (Essentials)

**Students are required to complete three (3) years of study of a World Language. They can begin their study in either their Freshman or Sophomore year.*

+Students are required to complete one (1) internship in either their Junior or Senior year.

#Students are required to complete one (1) semester of Public Speaking in either their Junior or Senior year.

SOCIAL JUSTICE IN OUR CURRICULUM

Students will be encouraged in all classes to think critically about the larger ways that knowledge can be used to benefit society and humanity.

GRADUATION REQUIREMENTS

Students receiving a diploma from PFSJCS will be fully prepared to enroll in college, and will have successfully completed the following courses at a minimum grade of 70%.

English Language Arts— 4-year requirement

- 2 years of language arts courses: 9th grade ELA and 10th grade ELA- focusing on reading comprehension and writing proficiency
- 4 semesters of language arts humanities: focusing on theme driven courses, many with social justice subject matter
- 1 semester of public speaking

Mathematics— 4-year requirement

- 3 years of courses, with a minimum completion of Algebra I, Geometry, and Algebra II (Students will be working at their highest level of competency and may exceed baseline courses)
- 1 year of math electives ranging from Business Math to AP Calculus, based on pre-requisite ability and interest.

Science— 3-year requirement with a 4th year option

- 1 year of Biology,
- 1 year of Physics,
- 1 year of Environmental Science,
- 1 year of Chemistry (*Optional*)
- Students will be encouraged to take an elective lab science program, based on pre-requisite ability and interest.

Social Studies—3-year requirement with a 4th year option

- 2 years of American Studies,
- 2 semesters of integrated ELA/social studies based humanities electives.
- Students will be encouraged to take other social studies based humanities electives based on pre-requisite ability and interest.

World Language- 3-year requirement with a 4th year option

- 3 years of one world language
- Students will be encouraged to take a 4th year of world language based on pre-requisite ability and interest.

Electives (identified as “Essentials”) — at least 8 semester classes of elective programs

- At least 1 semester of physical education electives each year.
- At least 2 semesters of technology
- At least 1 semester of arts education electives
- At least 1 semester of a social responsibility elective.
- Students will be encouraged to take other electives based on interest.

Internship

- 1-year requirement of at least 50 hours
- Internships are scheduled for either the junior and senior years, and may happen during the weekends, evenings, or summers.
- Internships need to be approved in advance.

Public Speaking

- 1-semester requirement
- Public Speaking is scheduled for either the junior or senior year.

PREPARATION FOR COLLEGE

PFSJCS' focus is on preparing every student for both college acceptance and college graduation.

Our approach is the following:

Curriculum: Our curriculum is designed to assure that our graduates have the skills necessary for college success. We provide individual attention to assure that each student has the challenge they need to perform at their highest level of learning, and the supports necessary to achieve their goals.

Course Requirements: Top colleges require that students be well rounded in their education and have transcripts that reflect a range of activities. Our course requirements reflect what top colleges are looking for. All students will take: college preparation academic classes; technology classes; arts focused classes; community service programs; and physical education programs.

Test Preparation: Students are given PSAT and SAT preparation so that they can have every advantage of reaching their highest score.

Dual Enrollment: When appropriate, students will have the opportunity to attend college classes while they are in high school and receive both high school and college credit for those programs. The dual enrollment program is free to all approved students.

Internships: All students in their Junior and/or Senior year will have an opportunity to take part in an internship program focusing on the student's desired career path. Internships can provide realistic experiences of careers and help student determine their college major.

College Selection: Students will have individual attention from the Guidance Department to determine the best colleges for application, based on criteria that include: educational focus, location, size, full scope of classes, sports teams and activities.

Application Process: Students will have support with visits to college campuses, completing applications and necessary forms, and applying for scholarships and other student supports as led by the Director of the Guidance Department.

First Year of College Support: Students will have support from PFSJCS staff during their first year of college, to help with issues of transition, set up college support systems, and to answer any questions or concerns. This is to insure that students are not only accepted into college, but have the necessary supports to complete their college education.

PFSJCS and HCC

The senior program offers students the opportunity to showcase three years of college preparatory education and social justice values. Students are allowed to apply for the Early Admissions program at Holyoke Community College. If they pass the college's placement exam, they are able to take classes at HCC among college students and receive dual enrollment credit, meaning students achieve high school credit and college credit simultaneously at no cost to their families. The impact of this program not only prepares students for the rigor of college

courses, but also decreases the financial burden of college for our students' families. Many students are able to transfer credits they acquired during their senior year to the 4-year college they plan to attend.

The senior program also offers students the opportunity to gain career experience through the internship program. As per our charter, all seniors are required to complete 50 hours at an internship in a career field of their choice. Our College and Internship Coordinator, Jaq Tuttle, networks with businesses and organizations in Western Massachusetts to ensure our students have meaningful and engaging internships. We provide transportation to and from internships via a van service. This year, seniors are currently interning at a political leader's office, a software development firm, non-profits that share our passion for social justice, graphic design firms, and the medical field to name a few. Students graduate from Paulo Freire with the professional skills necessary to be successful in the working world and a clearer vision of their career goals.

ACADEMIC RESPONSIBILITY AND INTEGRITY

Students are expected to produce academic work to the best of their abilities. It is essential that students produce and complete their own work. Cheating (Plagiarism) will not be tolerated. The submission of work that is not one's own or the failure to properly cite the work of others will result in disciplinary action. Students should consult their teachers if they have any questions regarding these expectations or if they are unclear on proper citation of sources.

ENROLLING IN CLASSES

Course Planning Meetings

New students will meet with a member of the educational staff, either the Principal or designee, to fill out a class preference form in the spring or summer before they begin at PFSJCS. Families will be contacted by phone or email to set up these appointments.

In February students will complete a survey to gauge their interests in courses for the following year. They are also encouraged to suggest electives ("essentials") that they would like to be able to take.

Later in the spring each student will meet with their advisor to schedule their classes for the following year. Schedules will be confirmed by the beginning of each semester, although they may change during the add/drop period in order to better suit students' needs.

All class spots are filled at random, and we will do our best to ensure that each student gets their first or second choice in all electives (essentials). Priority will be given for these classes based upon graduation requirement needs. (1st – Seniors, 2nd – Juniors, 3rd – Sophomores and 4th – Freshmen)

Add / Drop

At the beginning of each semester there will be a **one-week add/drop period** during which students may change their class schedule if they are unsatisfied with the electives that they chose in their course planning meetings. Students' advisors will need to sign off on any changes made during the add/drop period. Students will only be able to add a classes if there are extra spaces for them. During the add/drop period, spaces in a given class will be filled on a first-come, first-served basis. Priority will be given for these classes based upon graduation requirement needs. (1st – Seniors, 2nd – Juniors, 3rd – Sophomores and 4th – Freshmen) Once the add/drop period is over, students are required to attend the classes they are enrolled in, no exceptions. *(Please refer to the attendance policy for further details.)*

SPECIAL EDUCATION NEEDS

ACADEMIC SUPPORT: IEP AND 504 PLANS

The school follows an inclusion model for special education, meaning that students who have special education needs will not be separated into a special needs class. They will receive the extra help they need to enable them to learn together with all their peers. Academic support teachers coordinate implementation of special education plans (I.E.P.) and 504 plans, and provide services outlined in those plans. Most services occur within the academic classroom with their peers.

REQUIRED DOCUMENTATION FOR RECEIVING SERVICES

We ask that you provide us with any educational plan your son or daughter might have. There are two types of plan that students might have: "Individual Education Plan" (also known as an "IEP") and "504 plans".

We recommend that you ask your child's school to provide you with a copy of his or her educational plans along with any testing or assessment results that were used to develop the plan. Bring a copy of that record to Paulo Freire Social Justice Charter School. This way you will know we have received the record, and you can also make a copy of your child's plans and assessments for your records.

You can get a request form from the main office of the school. We strongly suggest that you make a copy of this request and provide the copy to PFSJCS. The original goes back to your son or daughter's previous school.

MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM (MCAS) TESTING

PFSJCS is a public school and is required to follow all state regulations and procedures regarding standardized testing. MCAS test dates are published each year on the school's website.

In compliance with the Massachusetts Department of Elementary and Secondary Education (DESE), in order to graduate students must:

- Meet or exceed a scaled score of 240 on both the grade 10 English language arts and mathematics MCAS exams (or meet or exceed a scaled score of 220 on both the grade 10 English language arts and mathematics MCAS exams *and* fulfill the requirements of an Educational Proficiency Plan (EPP) in the subject matter area(s) in which students did not meet or exceed a scaled score of 240.)
- Earn a scaled score of at least 220 on one of the MCAS tests in biology, chemistry, introductory physics, or technology/engineering.

RELEASE OF STUDENT RECORDS

A parent or any student who is at least 14 years old has the right to inspect all portions of the student's record upon request. The record must be made available to parents or students no later than two days after the request, unless the student or parent consents to a delay.

The student records consist of the transcript and temporary record. The transcript contains that student's name, address, and birth date; the name, address and telephone number of the student's parents or guardian; course titles; grades (or grade equivalent) and grade level.

The temporary record consists of all information in the student record, which is not contained in the transcript. This information may include standardized test scores, extracurricular activities in which the student took part, evaluation of the student by teachers, counselors, or other school staff. A school health record, which gives a general assessment of the student's health, is also included. The temporary record shall not contain any anonymous information and will be destroyed after graduation.

The regulations pertaining to student records were developed by the Massachusetts State Board of Education to ensure parents, students and former students of their rights to confidentiality, inspection, amendment and destruction of student records. The regulations have the force of law.

In order to comply with the mail house provision of the charter school statute, M.G.L. c. 71, Section 89(g), all schools must include notice in their student handbook, or an information letter the school publishes under the Massachusetts Student Records Regulation, 603 CMR 23.07(4), that the school will release the names and addresses of students to a third party mail house, upon request, unless the parent or eligible student requests that the school withhold that student's information.

Non-Custodial Parent Access To School Records

Per the Family Educational Rights and Privacy Act, non-custodial parents retain full rights to access of their children's student records unless the school has been provided with evidence that these rights have been specifically revoked.

Verification and Certification Paperwork

Students and families will need paperwork completed for various reasons (work papers, court filings, social services, etc.) throughout a student's career at PFSJCS. Please complete the request form and allow 24 hours for the completion of the paperwork.

COMMUNITY EXPECTATIONS

CODE OF CONDUCT

Students, along with teachers, will be active members in formulating, adopting, and monitoring a code of conduct for the school. The code will be reexamined and ratified every year to include new perspectives, and to affirm what is important to our school community. All students, teachers, staff, and parents will receive a copy of the current code of conduct. All students are required to review and sign the Code of Conduct.

PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL CODE OF CONDUCT: 2016-2017

YOUR RIGHTS & RESPONSIBILITIES:

| Rights | Responsibilities |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Attend school and be granted the opportunity to receive a quality education | Attend school regularly and on time, complete assignments, and strive to do the best work possible. |
| Be made aware of school rules and policies, and always be treated in a matter consistent with these policies. | Be familiar with the code and act in a manner consistent with the School's behavioral expectations. |
| Have the opportunity to present your version of the facts in all matters concerning discipline. | Be truthful and respectful when giving your account of situations. |
| Take part in all school activities on an equal basis regardless of disability, race, religion or sexual orientation. | Work to your best ability in all academic and extracurricular activities. |
| Be safe in the school environment. | Behave in a manner that will not jeopardize the safety of others. |
| Dress according to the school's dress code. | Dress in a manner not distracting to others and in accordance with the dress code policy. |
| Be allowed the opportunity for the free expression of ideas not including slanderous, vulgar or obscene words or images or speech that substantially disrupts the school. | Use language that is appropriate and respectful when expressing ideas and opinions. |
| Submit written grievances or complaints about school-related matters or school personnel. | Abide by school expectations and accept responsibility for your own actions in regards to acknowledgement of inappropriate behavior. |

In order to ensure that all students at Paulo Freire Social Justice Charter School receive the quality education that they deserve, it is vital that all students understand the expectations the community has regarding individual behavior and personal responsibility. The policies outlined in this manual are for the good of the community and must be adhered to by all community members.

INFRACTIONS AND HOW THEY ARE ADDRESSED

As a general rule, consequences for inappropriate behaviors will be progressive. This means that a student's first violation may merit a lighter consequence and become more weighted when dealing with subsequent violations. PFSJCS recognizes the philosophy of Restorative Justice. Restorative justice principals involve:

- a) Those who have a stake in a specific offense in collectively identifying and addressing the harm done.
- b) The needs and obligations of all involved in order to heal and correct the situation as fully as possible.

Responses to infractions are most effective when dealt with directly at the time and place the incident occurs, and in a way that students view as fair and impartial. We will always place emphasis on the students' ability to grow in self-awareness and self-discipline. In determining the appropriate responses to infractions, the Deans of Students will consider the following:

1. Student's age
2. Nature of the offense and the circumstances that led to the offense
3. Student's prior disciplinary record, if any
4. Effectiveness of other forms of intervention
5. Information from parents, teachers and/or others, as appropriate
6. Extenuating circumstances.

Restorative Justice strategies may be used at the discretion of the Deans of Students in lieu of, or in addition to, certain other interventions and responses. The following infractions warrant direct involvement by the Deans of Students:

- Bullying
- Possessing, selling, or distributing illegal substances
- Being under the influence of illegal drugs or alcoholic beverages
- Harming or attempting to harm another person with a weapon or dangerous object
- Hurting another person (or threatening to hurt another person or group)
- Bringing to school a weapon or dangerous object, including a knife
- Using a mock gun or other mock weapon in a threatening manner
- Damaging or stealing school or private property (or threatening to do so)
- Sexually harassing another person
- Possessing, sharing or distributing pornographic material
- Using racial, ethnic, or homophobic slurs, profanity, or obscene language
- Willfully disrupting school or classroom activity
- Hazing or violence, or the threat of hazing or violence toward another student or school personal

- Using or possessing over-the-counter medication inappropriately
- Using, possessing or distributing alcohol
- Smoking on school grounds or at school-sponsored activities
- Tampering with school records
- Pulling an emergency alarm or using non-designated entrances/exits
- Leaving the school without permission or cutting classes
- Violation of our school’s internet/computer policy
- Gambling
- Theft
- Vandalism
- Excessive use of profanity
- Refusal to abide by uniform requirements
- Repeated use of unapproved electronic devices
- Repeatedly committing infractions
- Any other misconduct of a similar nature or severity

These above infractions may be handled with Restorative Justice Practices but are subject to the use of other methods and practices due to severity, including but not limited to:

1. Parent/Guardian notifications and conferencing
2. After school, Restorative Reflection programming
3. Create a poster/flyer about the subject of the offense
4. Prepare a public speech or performance relating to the subject
5. Public apologies
6. Use publicly available statistics to determine how many people in our school are likely impacted by such offenses and how many are likely suffering from negative effects (depression, self-harm, anxiety, etc.)
7. Presentations and research papers reflective of violations
8. Referrals to counseling and other student services
9. Compile and publish a list of resources available for people impacted by such offenses
10. Searches
11. Behavior Intervention Plans
12. Probationary agreements
13. Suspension
14. Expulsion

PURPLE PANTHER POINTS

Students who perform in positive ways and enhance the quality of life to the community are awarded “Purple Panther Points”. These points can accumulate into rewards that include but are not limited to: special recognition at school assembly, take-out lunches, gift certificates, field trips and more.

CELLPHONE USAGE

Cell phones can be used only before school starts and after school ends. Once school begins they need to remain completely powered off and stored in personal lockers. Phones however, will be permitted with faculty instruction and during lunch periods. Parents/guardians who need to contact their students can call the school at **413-536-3201** for assistance.

Violations of this policy will be treated as follows:

Offense 1 – the phone will be confiscated and held in the office until the end of the school day when it will be returned to the student.

Offense 2 – the phone will be confiscated and held in the office until the student's parent/guardian can come in to pick it up.

Offense 3 – the phone will be confiscated and held in the office until the student's parent/guardian can come in to pick it up. The student will be issued a restorative justice project to be completed in a timely manner will be required.

VALUABLES

Students are advised not to bring valuable items to school such as MP3 players, iPods, gaming units cameras (digital or video), passes or tickets to area venues and/or shows, expensive clothing or jewelry, etc. (Please note: this also includes money) If the student must bring these items to school they should be aware that **PFSJCS is not responsible for the theft or loss of said item**. Students should keep all personal belongings with them or in their lockers at all times.

COMPUTER AND INTERNET POLICY

Internet and computer access at PFSJCS is to be considered a privilege offered to enhance your learning. It is not a right. Therefore, student access may be limited or revoked by school officials if this privilege is abused or violates acceptable use. Students engaged in unacceptable use of the Internet and computers will also be subject to disciplinary action in conformity with the PFSJCS Code of Conduct and Discipline Policy.

All student use of computers and the Internet is to be conducted under faculty supervision. Nevertheless, students are responsible for acceptable use of a computer network. The computer network is provided for students to conduct educational research and support educational endeavors.

The PFSJCS administration, faculty, and staff believe that the benefits to students from access to information resources and opportunities for collaboration exceed any potential for abuse. PFSJCS maintains tools that block access to inappropriate sites. Ultimately, however, parent(s)/legal guardian(s) of minors are responsible for setting and conveying the standards that their children should follow when using computers and the Internet.

STUDENT ACCESS

All PFSJCS students will take part in an annual grade-level appropriate discussion of our school's Acceptable Computer and Internet Use Policy with their teachers before being authorized to use the computer and the Internet.

ACCESS TO STUDENT FILES

Students should have no expectation of privacy in the use of computers and the Internet. Pursuant to local, state, and federal laws, administrators and staff may provide access to student files and records to law enforcement authorities. All files will be subject to our Code of Conduct and Discipline Policy and local, state, and federal laws and regulations.

PERSONAL SAFETY

PFSJCS in its commitment to promote a safe and secure learning environment, has high-end filtering software to filter inappropriate sites. However, the filtering software cannot ensure that all inappropriate sites are blocked. Students are expected to adhere to the PFSJCS Code of Conduct and Discipline Policy. Any deliberate destruction, modification, and tampering of technology equipment will be subject to disciplinary action and/or referral to law enforcement authorities. Any activity that inhibits or interferes with the normal operation of the hardware and software that comprise the PFSJCS computer network is also subject to disciplinary action.

ACCEPTABLE USES OF COMPUTERS AND INTERNET

1. Using email for educational purposes is allowed.
2. Abiding by generally accepted rules of network etiquette including but not limited to: being polite, using appropriate language, respecting the privacy of other's work, and demonstrating courtesy toward others.
3. Documenting and obeying the copyright laws.
4. Reporting misuse of technology to appropriate school authorities
5. Using technology resources to ensure fair access to all students
6. Using computing and communications facilities in a manner consistent with local, state, and federal laws and policies.
7. Notifying our teacher immediately if there is a problem with our computer.

UNACCEPTABLE USES

1. Providing private or personal information about yourself and others.
2. Viewing or sending obscene or patently offensive material.
3. Accessing another person's file or account.
4. Giving out our your password to other students.

SAFETY AND WELLNESS

(See the full Safe School Community Development Plan online at <http://paulofreirecharterschool.org> or ask to see receive a full copy from the main office.)

Every individual has the right to be in a safe school and community environment.

Paulo Freire Social Justice Charter School (PFSJCS) is a safe, secure, and positive community for all members. We show respect for every individual and support a healthy school atmosphere. We value diversity and appreciate different cultures and beliefs. We believe in equality and the need to treat all people with respect, in words and in actions. Every member of our school community has the responsibility to uphold our Code of Conduct and to assure that every individual is treated fairly. We will work together to create an educational environment in which everyone feels valued and respected.

Paulo Freire Social Justice Charter School **will not tolerate** any form of bullying, cyber-bullying, and/or retaliation by any school member in our school building and grounds, on our buses, and/or in our community. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and/or retaliation, and take prompt action to end that behavior and restore safety and respect to our school.

We will support our commitment to a safe and respectful environment through all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. We understand that a safe community depends on *every member* modeling respectful communication and action.

A. Definitions of Bullying and Retaliation

Bullying is a single and/or multiple act of aggression using one or more of the following:

1. Physical intimidation and/or bodily harm including, but not limited to: shoving, pushing, hitting, kicking, spitting, and/or negative facial/physical gestures;
2. Threats and/or damage to an individual's property and possessions;
3. Verbal and/or written threats/embarrassment including: gossiping, teasing, name calling, and/or insulting someone concerning: personal information, physical features, race, sexuality, religion, or other personal traits;
4. Group targeting and/or exclusion;
5. Cyber-bullying through technological and/or electronic devices including, but not limited to: computers, internet, cell phones, telephones, text messages, social networks, email, instant messages, postings, and blogs; and
6. Retaliation in any form of intimidation, reprisal and/or harassment directed against a student who reports bullying, and/or provides information during an investigation of bullying.

B. Leadership

All levels of PFSJCS leadership including: The Board of Trustees, Executive Director, Principal, Dean of Students, administrative leaders, educational leaders, student leaders, and parent leaders will have the responsibility to promote school safety and the understanding of and respect for each individual.

C. Reporting Bullying, Cyber-bullying, and /or Retaliation

PFSJ expects staff, faculty, students, parents, guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the Executive Director, Principal, Counselor, or Nurse.

1. **Staff and Faculty Responsibilities:** Staff and faculty members are required to report immediately to the Executive Director or Principal any instance of bullying, cyber-bullying and/or retaliation the staff member becomes aware of or witnesses. If a staff or faculty member witnesses an act of bullying, cyber-bullying and/or retaliation in progress, the staff or faculty member is expected to take reasonable steps to stop the act by communicating directly with the individual(s), or requesting help from the Executive Director, Principal, Counselor, or Nurse. Staff or faculty must follow up any incident by completing an Incident Report Form.
2. **Student Reporting:** Student reports may be made to any member of our staff and faculty. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with a staff or faculty member. Reports of bullying, cyber-bullying, and/or retaliation may be oral or written. Oral reports made by or to a staff or faculty member shall be recorded in writing on the Incident Report Form. Staff/faculty receiving the student report must put it in writing by completing the Incident Report Form in a timely manner and turning it in to the Executive Director or Principal.
3. **Parents, Guardians, and Others:** Reports made by parents, guardians, or other individuals who are not school staff or faculty members may be made in person, on the phone, or by computer. Parents, guardians, and others may request assistance from a staff member to complete a written report. Oral reports made by or to a staff member shall be recorded in writing on the Incident Report Form. Parents, guardians, and others may complete the Incident Report Form themselves, or send an email. Reports may be made to the Executive Director or Principal. Anonymous reports may be made at any time and will be investigated. Reports made by students, parents or guardians, or other individuals who are not school or district staff members may also be made anonymously.

D. Responding to a Report of Bullying, Cyber-bullying or Retaliation - Preliminary Steps

PFSJ is committed to ensuring a safe and respectful school environment and protecting the physical and emotional wellbeing of all of its community members. PFSJ will take appropriate steps to secure the safety and wellbeing of all school members.

E. Conclusion

PFSJ will take whatever action is necessary to provide a safe and respectful environment for all school community members. We will do an annual review of our Safe School Community Development Plan to assure that it meets the needs of our community members, and will add to and/or revise any part of the plan that does not provide the highest level of safety and

support. The revised plan will be amended in all Student and Staff Handbooks, posted in the school and on our school website, and in all appropriate written reports and shared information.

Please remember, our first concern will always be the safety and security of our community members. Should an incident occur that calls for intervention by local authorities to ensure this safety and security, they will be contacted. In extreme cases and when appropriate, we will seek legal recourse and prosecute to the fullest extent of the law.

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

- In general, the discipline of a student who has been identified as having special needs pursuant to the state’s Special Education Regulation (603 CMR 28.00) and the Individuals with Disabilities Education Act (IDEA) is subject to the requirements of the student's Individualized Education Plan (IEP). The IEP for every special needs student should indicate whether the student can meet the requirements of the regular discipline code, or if a modification is necessary.
- If a modification of the code of conduct is necessary, it must be described in the student IEP.
- A record must be maintained of all suspensions imposed on students enrolled in special education including the nature of the infraction and the duration of the exclusion.
- A suspension of longer than 10 consecutive days or a series of suspensions that are shorter than 10 consecutive days but constitute a pattern are considered to represent a change in placement. When a suspension constitutes a change in placement of a student with disabilities, district personnel, the parent, and other relevant members of the Team, convene within 10 days of the decision to suspend to determine whether the behavior was caused by or had a direct and substantial relationship to the disability or was the direct result of the district’s failure to implement the IEP – “a manifestation determination.”

NON-DISCRIMINATION NOTICE

POLICY STATEMENT

Any instance of discrimination, civil rights violation, or safety concerns should be reported immediately to the Executive Director or the Principal. It is the policy of Paulo Freire Social Justice Charter School to provide a safe and secure learning environment for all of its students, without distinction based on race, color, religion, ethnicity, national origin, class, disability, gender or sexual orientation. Discrimination, sexual and bias motivated harassment, and violations of civil rights disrupt the educational process and are in opposition to our mission and will not be tolerated. It shall be a violation for any student, teacher, administrator or other member of our school community to engage in bias-related harassment or violate the civil rights of any other member of our school community. Conduct amounting to a hate crime is a particularly serious infraction that will result in referral to law enforcement agencies.

COMMITMENT TO PREVENTION

Our school is committed to prevention, remediation and accurate reporting of bias incidents and civil rights violations so that all students can enjoy a safe and tolerant learning environment where individual differences are respected. The school undertakes to engage in activities and programming such as training of all school personnel, intended to foster respect for all community members.

EXPULSION POLICY

The Paulo Freire Social Justice Charter School policy regarding expulsion rests on a foundation that Expulsion of a student should only occur in rare instances and not before every attempt has been employed to maintain the student in our school in accordance with the steps described in our Discipline Policy: Restorative Justice.

This foundation notwithstanding, the following is required by Massachusetts General Laws, Chapter 71, Section 37H and 37H1/2 and is incorporated as a part of our policy:

Section 37H. The superintendent of every school district shall publish the district's policies pertaining to the conduct of teachers and students. Said policies shall prohibit the use of any tobacco products within the school buildings, the school facilities or on the school grounds or on school buses by any individual, including school personnel. Said policies shall further restrict operators of school buses and personal motor vehicles, including students, faculty, staff and visitors, from idling such vehicles on school grounds, consistent with section 16B of chapter 90 and regulations adopted pursuant thereto and by the department. The policies shall also prohibit bullying as defined in section 37O and shall include the student-related sections of the bullying prevention and intervention plan required by said section 37O. Copies of these policies shall be provided to any person upon request and without cost by the principal of every school within the district.

Each school district's policies pertaining to the conduct of students shall include the following: disciplinary proceedings, including procedures assuring due process; standards and procedures for suspension and expulsion of students; procedures pertaining to discipline of students with special needs; standards and procedures to assure school building security and safety of students and school personnel; and the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of a student's civil rights. Codes of discipline, as well as procedures used to develop such codes shall be filed with the department of education for informational purposes only.

In each school building containing the grades nine to twelve, inclusive, the principal, in consultation with the school council, shall prepare and distribute to each student a student handbook setting forth the rules pertaining to the conduct of students. The student handbook shall include an age-appropriate summary of the student-related sections of the bullying prevention and intervention plan required by section 37O. The school council shall review the student handbook each spring to consider changes in disciplinary policy to take effect in September of the following school year, but may consider policy changes at any time. The

annual review shall cover all areas of student conduct, including but not limited to those outlined in this section.

Notwithstanding any general or special law to the contrary, all student handbooks shall contain the following provisions:

(a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal.

After said hearing, a principal may, in his discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent of his appeal. The student has the right to counsel at a hearing before the superintendent. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

[Paragraph (e) of the fourth paragraph effective until July 1, 2014. For text effective July 1, 2014, see below.]

(e) When a student is expelled under the provisions of this section, no school or school district within the commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the superintendent of the school expelling said student a written statement of the reasons for said expulsion.

[Paragraph (e) of the fourth paragraph as amended by 2012, 222, Sec. 1 effective July 1, 2014. See 2012, 222, Sec. 12. For text effective until July 1, 2014, see above.]

(e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student in an education service plan, under section 21 of chapter 76.

[Paragraphs (f) and (g) of the fourth paragraph added by 2012, 222, Sec. 1 effective July 1, 2014. See 2012, 222, Sec. 12.]

(f) Districts shall report to the department of elementary and secondary education the specific reasons for all suspensions and expulsions, regardless of duration or type, in a manner and form established by the commissioner. The department of elementary and secondary education shall use its existing data collection tools to obtain this information from districts and shall modify those tools, as necessary, to obtain the information. On an annual basis, the department of elementary and secondary education shall make district level de-identified data and analysis, including the total number of days each student is excluded during the school year, available to the public online in a machine-readable format. This report shall include district level data disaggregated by student status and categories established by the commissioner.

(g) Under the regulations promulgated by the department, for each school that suspends or expels a significant number of students for more than 10 cumulative days in a school year, the commissioner shall investigate and, as appropriate, shall recommend models that incorporate intermediary steps prior to the use of suspension or expulsion. The results of the analysis shall be publicly reported at the school district level.

Section 37H ½. Notwithstanding the provisions of section eighty-four and sections sixteen and seventeen of chapter seventy-six:

(1) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the suspension to the superintendent. The student shall notify the superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

(2) Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such

expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

The student shall have the right to appeal the expulsion to the superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent or guardian within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

[Second paragraph effective until July 1, 2014. For text effective July 1, 2014, see below.]

Upon expulsion of such student, no school or school district shall be required to provide educational services to such student.

[Second paragraph as amended by 2012, 222, Sec. 2 effective July 1, 2014. See 2012, 222, Sec. 12. For text effective until July 1, 2014, see above.]

Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion, under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to its schools or provide educational services to the student under an education service plan, under section 21 of chapter 76.

PFSJCS defines serious infractions/behavior as Administrative Referral Offenses (AROs) that are serious in nature and require immediate intervention by the school administration. These offenses are:

- Conviction of a felony or an admission of guilt in court with respect to a felony.
- Bullying
- Possessing, selling, or distributing illegal substances
- Being under the influence of illegal drugs or alcoholic beverages
- Harming or attempting to harm another person with a weapon or dangerous object
- Hurting another person (or threatening to hurt another person or group)
- Bringing to school a weapon or dangerous object, including a knife
- Using a mock gun or other mock weapon in a threatening manner
- Damaging or stealing school or private property (or threatening to do so)
- Sexually harassing another person
- Possessing, sharing or distributing pornographic material
- Using racial, ethnic, or homophobic slurs, profanity, or obscene language
- Willfully disrupting school or classroom activity
- Hazing or violence, or the threat of hazing or violence toward another student or school personal
- Using or possessing over-the-counter medication inappropriately
- Smoking on school grounds, at school-sponsored activities and school vehicles.

- Tampering with school records
- Leaving the school without permission or cutting classes
- Any other misconduct of a similar nature or severity

The outcome of ARO investigation will determine whether or not the student will be allowed to remain a part of the PFSJCS community. In the rare circumstance it is determined that a student is to be expelled, the following steps are to be taken: ***(Please Note: All written correspondence will be provided in both English and in the primary language of the student and their parent/guardian)***

1) Students and their parent(s)/guardian(s) will be sent a written notice of:

- a) The charges they face, the reasons and evidence for the expulsion before it takes effect.
- b) The student's right to a hearing with the Executive Director before the expulsion takes effect, which includes date, time and location. The student's parent(s)/guardian(s) will be present at the hearing.
- c) If the Executive Director decides to expel the student after the hearing, the Executive Director will give written notification at the hearing to both the student and the parent(s)/guardian(s) of the right to appeal, the process for appealing the expulsion and the opportunity to receive educational services.

2) Any student who has been expelled from PFSJCS has the right to appeal to the Board of Trustees:

- a) The student and/or parent(s)/guardian(s) are to notify the Board of Trustees in writing their request for an appeal. ***[For 37H offenses: (10) ten days from date of expulsion. For 37H ½ offenses: (5) five days from the date of the expulsion.]***
- b) The Executive Director will determine whether or not a student is allowed to attend school during the appeal process if they deem that the student's continued presence will be a detriment to the PFSJCS community.
- c) If the student moves to another district during the period of expulsion, in accordance with State regulations, the new district/school shall either admit the student to its school or provide the student educational services in an educational plan.
- d) A sub-committee of the Board of Trustees (appointed by the Board President) will hold a hearing with the student and the student's parent(s) or guardian(s).
- e) At the hearing, the student will have the right to:
 - i. Present oral and written testimony.
 - ii. The right to counsel (at the student's expense)
 - iii. The right to confront and cross-examine witnesses presented by the school.
- f) The Board of Trustees has the authority to overturn or alter the decision of the Executive Director including recommending an alternate educational program for the student. The Board of Trustees will make their decision on the appeal within five (5) calendar days of the hearing. This decision will be the final decision of PFSJCS with regards to the expulsion.

3) As outlined in both 37H and 37H ½, educational services will be made available for students to support academic progress during the period of expulsion once it is imposed.

The executive director will inform both the student and their parent(s) or guardian(s) of this opportunity in writing (or other means of communication where appropriate) to receive educational services at the time they are expelled. The PFSJCS contact person who will arrange these services will be identified.

4) In serious cases, which are defined as: conviction of a felony or an admission of guilt in court with respect to a felony, possession or use of illegal substances or weapons, assault, vandalism or violation of a student's civil rights; the Executive Director may choose to suspend rather than expel the student depending upon whether or not the student's continued presence in the school would have a detrimental effect on the general welfare of the school community.

HAZING POLICY

- ☐ "Whoever is a principal organizer or participant in the crime of hazing as defined herein shall be punished by a fine of not more than one thousand dollars or by imprisonment in a house of correction for not more than one hundred days, or by both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation."

Section 18 of Chapter 269 states,

- ☐ "Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than five hundred dollars.

PHYSICAL RESTRAINT POLICY

Physical Restraint Guidelines (As of January 1, 2016)

PFSJCS, in accordance with Department of Elementary and Secondary Education (DESE) regulation 603 CMR 46.00 has determined that school staff will adhere to the following guidelines:

The purpose of 603 CMR 46.00 is to ensure that every student participating in a Massachusetts public education program is free from the use of physical restraint that is inconsistent with 603 CMR 46.00. Physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. School personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and

(b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

46.02: Definitions

As used in 603 CMR 46.00, the following terms shall have the following meanings:

Commissioner shall mean the commissioner of the Department of Elementary and Secondary Education appointed in accordance with G.L. c.15, §1F, or his or her designee.

Consent shall mean agreement by a parent who has been fully informed of all information relevant to the activity for which agreement is sought, in his or her native language or other mode of communication, that the parent understands and agrees in writing to carrying out of the activity, and understands that the agreement is voluntary and may be revoked at any time. The agreement describes the activity and lists the records (if any) which will be released and to whom. In seeking parental consent, a public education program shall not condition admission or continued enrollment upon agreement to the proposed use of any restraint.

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related service professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Parent shall mean a student's father, mother, or legal guardian or person or agency legally authorized to act on behalf of the student in place of or in conjunction with the father, mother, or legal guardian.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal shall mean the instructional leader or headmaster of a public education school program or his or her designee. The board of directors of a charter school or virtual school, or special education school or program approved under 603 CMR 28.09, shall designate in the restraint prevention and behavior support policy who will serve as principal for purposes of 603 CMR 46.00.

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the facedown position.

Public education programs shall mean public schools, including charter schools, virtual schools, collaborative education programs, and the school day of special education schools approved under 603 CMR 28.09, as provided in 603 CMR 18.05(5)(h), and school events and activities sponsored by such programs. The term "programs" may be used in 603 CMR 46.00 to refer to "public education programs." For purposes of 603 CMR 46.00, public education programs shall not include the educational services provided within Department of Youth Services, Department of Mental Health, Department of Public Health, and County Houses of Correction operated or contracted facilities.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

46.03: Use of Restraint

(1) Prohibition.

(a) Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs.

(b) Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,

6. The program has documented 603 CMR 46.03(1)(b) 1 – 5 in advance of the use of prone restraint and maintains the documentation.

(c) Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

(d) All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

(2) Physical restraint shall not be used:

(a) As a means of discipline or punishment;

(b) When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

(c) As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

(d) As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

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

(4) Referral to law enforcement or other state agencies. Nothing in these regulations prohibits:

(a) The right of any individual to report to appropriate authorities a crime committed by a student or other individual;

(b) Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or

(c) The exercise of an individual's responsibilities as a mandated reporter pursuant to G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

46.04: Policy and Procedures; Training

(1) Procedures. Public education programs shall develop and implement written restraint prevention and behavior support policy and procedures consistent with 603 CMR 46.00 regarding appropriate

responses to student behavior that may require immediate intervention. Such policy and procedures shall be annually reviewed and provided to program staff and made available to parents of enrolled students. Such policy and procedures shall include, but not be limited to:

- (a) Methods for preventing student violence, self-injurious behavior, and suicide, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student;
- (b) Methods for engaging parents in discussions about restraint prevention and the use of restraint solely as an emergency procedure;
- (c) A description and explanation of the program's alternatives to physical restraint and method of physical restraint in emergency situations;
- (d) A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted pursuant to 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- (e) A description of the program's training requirements, reporting requirements, and follow-up procedures;
- (f) A procedure for receiving and investigating complaints regarding restraint practices;
- (g) A procedure for conducting periodic review of data and documentation on the use of physical restraints as described in 603 CMR 46.06(5) and (6);
- (h) A procedure for implementing the reporting requirements as described in 603 CMR 46.06;
- (i) A procedure for making reasonable efforts to orally notify a parent of the use of restraint on a student within 24 hours of the restraint, and for sending written notification to the parent within three school working days following the use of restraint to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent postmarked within three school working days of the restraint; and,
- (j) If the program uses time-out as a behavioral support strategy, a procedure for the use of time-out that includes a process for obtaining principal approval of time-out for more than 30 minutes based on the individual student's continuing agitation.

(2) Required training for all staff. Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment. Training shall include information on the following:

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The program's restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;

(c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;

(d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;

(e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and

(f) Identification of program staff who have received in-depth training pursuant to 603 CMR 46.03(3) in the use of physical restraint.

(3) In-depth staff training in the use of physical restraint. At the beginning of each school year, the principal of each public education program or his or her designee shall identify program staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. The Department recommends that such training be competency-based and be at least sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

(4) Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

(a) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;

(b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

(c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

(d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

(e) Demonstration by participants of proficiency in administering physical restraint; and,

(f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

46.05: Proper Administration of Physical Restraint

(1) Trained personnel. Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

(2) Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.

(3) Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.043(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

(4) Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

(5) Safety requirements. Additional requirements for the use of physical restraint:

(a) No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.

(b) Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

(c) If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.

(d) Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

(e) After the release of a student from a restraint, the public education program shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed,

and consideration of whether any follow-up is appropriate for students who witnessed the incident.

46.06: Reporting Requirements

(1) Circumstances under which a physical restraint must be reported. Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

(2) Informing the principal. The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal or director or his/her designee shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

(3) Informing parents. The principal or director of the program or his/her designee shall make reasonable efforts to verbally inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the school or program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

(4) Contents of report. The written report required by 603 CMR 46.06(2) and (3) shall include:

(a) The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).

(b) A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

(c) A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.

(d) Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.

(e) Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

(5) Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports submitted in accordance with 603 CMR 46.06 and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions as appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

(6) Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

(7) Report all restraint-related injuries to the Department. When a physical restraint has resulted in an injury to a student or program staff member, the program shall send a copy of the written report required by 603 CMR 46.06(4) to the Department postmarked no later than three school working days of the administration of the restraint. The program shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to 603 CMR 46.06(2) for the 30-day period prior to the date of the reported restraint. The Department shall determine if additional action by the program is warranted and, if so, shall notify the program of any required actions within 30 calendar days of receipt of the required written report(s).

(8) Report all physical restraints to the Department. Every program shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

STUDENT ATTENDANCE POLICY

For a student to be academically successful they need to be in school regularly and they are responsible for getting to school. PFSJCS does provide transportation to/from school for students in Holyoke, Chicopee and Springfield. Additional arrangements can be made as needed. Students who fall below an 80% attendance rate will have a meeting scheduled with the school social worker to attempt to work together to find a solution to the attendance issue. Excused absences will not lower a student's attendance rate.

TARDINESS

Students need to arrive a school on time in order to be successful members of the community and to receive the full benefit of our academic program. Students who arrive after 8:30AM must report to the office and will be marked as late. When a student has been marked late 5 times with in a one month period, they will have a meeting with the Social Worker and/or the Assistant Dean of Students to determine what support can be offered to help correct the problem. Students who continue to arrive at school late may be referred for disciplinary consequences.

EXCUSED ABSENCES

Students may receive excused absences for contagious or debilitating illness, doctors' appointments, family emergencies, or extenuating circumstances. Parents or legal guardians should call in to the main office of the school before 9am to alert the school of an excused absence. Excused absences will not be counted against students, however a student requiring more than a week's worth of excused absences will likely be asked to meet with the school Social Worker and teachers to create a plan to support students in fulfilling academic benchmarks.

CLASSROOM ATTENDANCE

PFSJCS is a college preparatory high school where the majority of our students during their Senior year attend Holyoke Community College (HCC). Class attendance is mandatory and students can only miss three (3) classes before they lose credit for the class. In addition, if they are late to class three (3) times, it equals an absence. It is a very tightly structured system.

To ensure our students are getting the best daily education, and to prepare them for college, our school attendance policy is:

- Students must be in class by the bell. If they are not in attendance by that time, it will count as a lateness.
- If a student is in school and does not come to class, it will count as an unexcused absence.
- If a student comes to class, gets a pass and stays out of the classroom longer than 5 minutes (unless approved by the Nurse or a Counselor), it will count as an unexcused absence.

- If a student is late to class three times it will count as an unexcused absence.

We will implement the following **consequences** in accordance with our Attendance Policy:

- After the 1st unexcused absence, the student will receive a verbal warning from the teacher.
- After the 2nd unexcused absence, the student's parent or guardian will be called and notified.
- After the 3rd unexcused absence, the parent and student will need to meet with an administrator, who will issue a written warning.
- If a student has 5 unexcused absences from a class, the maximum grade he or she can receive for that course is a 70%.
- If a student has 10 unexcused absences from a class, the student will not receive credit for the class. Students will not be eligible to attend summer school for the class.

ADVISORY PERIOD AND STUDY HALL ATTENDANCE

Our goal is for all students to have the skills they need to graduate and be successful in their future educational goals. We believe that Advisory Period and Study Halls are important periods in the day, providing vital information to students and supporting their academic work. Students will receive a PASS or FAIL grade on their transcript for both Advisory and Study Hall. These grades will be based on attendance and participation.

CLASSROOM EXPECTATIONS

Each teacher/instructor follows the guidelines established by the PFSJCS administration and by the Code of Conduct. (See page 24 for details). In addition, each instructor will review with students the rules for their specific classrooms, their expectations and their plans for making each student successful. Students will receive a syllabus (course outline) that gives details on:

- 1) Overview of what the course is about.
- 2) Materials are going to be used/required.
- 3) Papers, projects, and/or presentations that will be expected during the semester/year.
- 4) Goals for the class and the student.
- 5) Contact information.

Students are expected to review the syllabus and if they have any questions or concerns they are encouraged to speak with their teacher/instructor.

DRESS CODE

What we wear to work is a reflection of the pride we have in our School, in what we do, and in ourselves. We ask that your appearance at all time show discretion, good taste, and appropriateness for the safe performance of your job. PFSJCS has a uniform look that includes:

- Students, staff and faculty will be required to wear school uniforms that consist of our shirts with logos (grey, black and purple) and grey/black/khaki pants; skirts (knee-length); or shorts (knee-length). We also have logos that can be sewn on blazers.
- Pants Restrictions: NO: blue jeans, sweatpants, pajama pants, jeggings, leggings, short shorts, baggy pants, and/or low-rider pants (pants below or on the butt) are allowed.
- Our clothing company provides fleece vests, hoodies, and sweaters with our logo for purchase. However, any black or grey (without logos) sweaters, sweatshirts or fleece may be worn and may be purchased anywhere.
- Shoes: Foot covering must be worn. Students must wear closed toe and closed heel shoes that stay on feet when walking. Sneakers and boots are acceptable. Restrictions: NO sandals, flip-flops, slides or high heels are allowed.

For the 2016-2017 school year based on community feedback the following options have been added to the PFSJCS dress code and are considered acceptable alternatives.

- Students, staff and faculty may wear polo shirts in the school colors (grey, black and purple) without logos and they may be purchased anywhere.
- Students, staff and faculty may wear custom designed T-shirts (created at school) in school colors (grey, black and purple) with quotes from Paulo Freire or other PFSJCS related symbols adorning them.
- Students, staff and faculty may wear button down, collared, dress shirts, (grey, black and purple) with no more than the top two buttons open (which mirrors dress codes and expectations found in professional employment settings).
- Students, staff and faculty who attend Holyoke Community College during school hours may dress in business casual ONLY when their HCC ID is attached, with their PFSJCS ID, both displayed prominently on the lanyard around their neck.

Staff is required to begin wearing uniforms on the first day of student orientation.

For the two days of new student orientation, we are all required to wear a PFSJCS polo shirt (no dress shirts or T-shirts on these two days).

On the first day of all students returning - then you may follow the amended policy.

PLEASE NOTE: Dress shirts must be button down, all grey, black or purple and must have a collar.

Dresses must mirror the dress code - for example an all grey or all black dress with a collar and buttons is acceptable. NOT all purple or all tan. NOT without buttons. NOT without a collar.

** With the purchase of a school screening press, students may be required to bring shirts in to adhere logo.*

There will be days, events that the uniform is not required. Again we ask that your appearance shows respect for the school and it's community members.

SCHOOL CANCELATION

When the Holyoke Public Schools are cancelled due to a weather emergency, PFSJCS is also cancelled. In addition, notification will be posted on all three local network affiliates: Channel 3 WFSB, Channel 22 WWLP, Channel 40 WGGB as well as on our website: paulofreirecharterschool.org. The school will also utilize the One Call system and families will be notified via phone, email and text.

HEALTH AND WELLNESS

(See the full School Wellness Policy and Health Plan online at www.paulofreirecharterschool.org or ask to see receive a full copy from the main office.)

WELLNESS POLICY

Paulo Freire Social Justice Charter School (PFSJCS) strongly believes in creating a model policy for nutrition and physical activity that will create a permanent and lasting impact promoting health and wellness for each developing student. We believe community participation is essential in implementing a successful wellness policy. It is a goal to create an environment that promotes healthy food choices and opportunities for physical activity to both students and staff that will promote a thriving learning community. PFSJCS in compliance with federal law will help combat the growing concern for childhood obesity.

HEALTH PLAN

Paulo Freire Social Justice Charter School (PFSJCS) has full-time nursing coverage in its school building. Registered nurses provide school nursing services to all students. Services include first aid to sick or injured students, review and maintenance of school health records, communicable disease control, enforcement of immunization regulations, medication administration, and provision of state-mandated screenings. A team of social workers, guidance counselors, and therapists will be available at the school to support student health services.

PHYSICAL EXAMINATIONS

Documented proof of a completed, comprehensive physical examination is required of all high school students as new entrees and document proof of subsequent physical examinations every 3 to every 4 years.

IMMUNIZATIONS

Massachusetts law (chapter 76, sec. 15c) states that a child may not be admitted to school except upon presentation of a licensed health care provider's/clinic's certificate that the child has been successfully immunized against various diseases as deemed necessary by the department of public health. Medical exemptions are allowed if a physician submits documentation attesting that an immunization is medically contraindicated; and a religious exemption is allowed if a parent or guardian submits a written statement that immunizations conflict with their sincere religious beliefs.

BMI SCREENING

Assessments of the height and weight of students in grade 10 will be completed in order to calculate each student's body mass index (BMI). Parents/guardians may choose not to have the BMI screening completed by notifying the school nurse in writing.

POSTURAL SCREENING

Postural screening for scoliosis will be administered to students in grade 9. If the parent or guardian refuses to have a postural screening done by the school, the parent/guardian must submit written documentation of a postural screening from the child's primary care provider.

VISION/HEARING SCREENING

The school nurse will perform testing of sight and hearing in the school in grade 10. Hearing and vision screening can be also be done on an as needed basis if a parent or teacher has a concern.

MEDICATION IN SCHOOLS

Medications (prescription and over-the-counter) are given in school by the school nurse only when absolutely necessary and when accompanied by a written licensed prescriber's order and signed parental permission. Forms for these purposes are available at the school from the school nurse.

ILLNESS/INJURY AT SCHOOL

Students may visit the health room during the school day for assessment and treatment of illness and injuries. Any serious findings will be reported to the parent or guardian. The school nurse will contact the parent or guardian for permission if the student needs to be dismissed.

MANAGEMENT OF CHRONIC HEALTH CONDITIONS

Nurses will develop care plans specific to each student with a chronic health problem. Health status will be monitored as needed. Parents will be notified of any changes in health status occurring during school hours.

PHYSICAL EDUCATION EXCUSES

If a student is unable to participate in physical education classes, a note from a medical provider must be presented to the nurse's office. A new note for chronic health problems is required every school year.

SPORTS CLEARANCES

Students participating in competitive sports must have physical examinations yearly. Physical examination forms and sport forms are available from the school nurse. Students should carry emergency medication such as inhalers and Epi pens with them during sports. It is the responsibility of the parent to report any new injuries or serious illnesses to the coach, nurse, or

athletic trainer. Should an injury or serious illness occur during or between sports seasons, a doctor's note is required to return to sports participation. All medical notes must be submitted to the health office.

STUDENT HEALTH SERVICES AND REQUIREMENTS

Activities may include identification of student health needs, health screening tests (including vision and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health and wellness counseling and promotion, health and safety education, and the maintenance of a healthful school environment.

PFSJCS recognizes that parents have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety. PFSJCS shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

RESOURCES FOR FAMILIES

At PFSJCS we believe that in order to support a student the student's whole family also needs to be supported. We are committed as a school to provide several resources for families. Many resources are already established and you can see a list below, but we are also always eager to hear any suggestions you may have of other important resources that we may be able to provide the families of our students in order to strengthen our community. Any suggestions are welcome in the suggestion box in the school's main office.

CURRENT RESOURCES:

PARENT OFFICE

The parent office is located in the main entrance area. This room will be equipped with a computer, table, chairs, and whiteboard. We hope that this will be a space in the school that parents can call their own. Family members are welcome to take advantage of this room as a place to relax; meet other parents, do work, or check email during school hours.

FOOD BANK

PFSJCS is a member of the Western Massachusetts food-bank pantry for our school community, available Monday – Friday. Any family member can request supplemental food. Our office staff can provide support and information. For further assistance, please contact the Main Office.

OPEN MEETING HOURS

The Principal and Executive Director will post regularly scheduled open hours for any community member to sign up for meetings. We are interested in hearing any ideas, concerns, or suggestions that you might have.

SUPPORT ORGANIZATIONS/GROUPS

To meet the various needs and/or challenges that our community members face in their lives in/out of PFSJCS, we will provide a space for a variety of support groups that the community feels will improve life both in/out of PFSJCS. These groups include but are not limited to: Alcoholics Anonymous (AA), Al-Anon/Alateen, Narcotics Anonymous (NA) and Overeaters Anonymous (OA). If you are interested in starting such a group, please let the administration know.

TRANSPORTATION

BUSES

PFSJCS has several bus routes that will pick up any students who live in Holyoke, Chicopee and Springfield who require this service. This is a free service provided by the school. Schedules are available in the main office.

CARPOOLS

We encourage families coming from outside of Holyoke to organize carpools. At the main office we will be happy to help connect you with the families of other students who live in your area.

PARKING AND PICK UP/ DROP OFF

Students with a valid driver's license are allowed to park in the school parking lot providing they have a PFSJCS Parking Sticker, available in the office. Parking stickers may be revoked for any instances of unsafe driving while coming to or leaving the school. Students may NOT access their cars during the school day. Student's being driven to school should be dropped off or picked up in the marked pick up/drop off lane. Student's may be dropped off at 7:55AM and should be picked-up no later than 30 minutes after dismissal time. If the student is scheduled for after-school activities (such as tutoring) they should be picked up within ten minutes of the end of their scheduled appointment time. Please contact the Executive Director or Principal if there are concerns with the above times.

MEALS

At PFSJCS we know that hunger and lack of food security can be an overwhelming distraction to learning and obstacle to growth, especially through adolescence. We are absolutely committed to assuring that every student at PFSJCS will always have enough to eat. PFSJCS have partnered with Sodexo to provide free breakfast and lunch for all students. Free food is also available for students who attend the After-School program.

SNACKS

Students, when it is appropriate and respectfully handled, will be allowed to eat snacks during the school day. Teachers will determine whether or not eating is permitted in their individual classroom.

Students are welcome to bring their own lunches and snack food from home. Microwaves to heat food are located in the cafeteria. PFSJCS also has snacks from Sodexo that are served during Advisory and “G” and “H” blocks.

PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL COMPLAINT PROCEDURE-Adopted 5-24-12

This complaint procedure shall be included in our Student Handbook, and made available upon request to any member of the public.

1. A parent, guardian, or other individuals or groups who believe that the Paulo Freire Social Justice Charter School has violated or is violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00 may file a complaint with the charter school's board of trustees.
2. The board of trustees shall respond no later than 30 days from receipt of the complaint in writing to the complaining party.
3. The board of trustees shall, pursuant to a complaint received under 603 CMR 1.10, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89, and 603 CMR 1.00. The Paulo Freire Social Justice Charter School and the specific individuals involved shall cooperate to the fullest extent with such review.
4. A complaining party who believes the complaint has not been adequately addressed by the Paulo Freire Social Justice Charter School board of trustees may submit the complaint in writing to the Commissioner of Elementary and Secondary Education, who shall investigate such complaint and make a written response.
5. In the event the charter school is found in non-compliance with M.G.L. c. 71, § 89, or 603 CMR 1.00, as a result of a complaint or upon investigation, the Commissioner or the Board of Elementary and Secondary Education may take such action as it deems appropriate, including but not limited to suspension or revocation of the charter under 603 CMR 1.13, or referral of the matter to the District Attorney, the Office of the Attorney General, or any other agency for appropriate legal action.
6. A parent, guardian, or other individuals or groups who believe that the Paulo Freire Social Justice Charter School has violated or is violating any state or federal law or regulation regarding special education may file a complaint directly with the Department of Elementary and Secondary Education.