

PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL

STUDENT SCHOLAR AND FAMILY HANDBOOK 2018-2019

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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PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL - 2018-2019 CALENDAR

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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.

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

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.

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

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.

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.

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.

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.

PFSJCS and HOLYOKE COMMUNITY COLLEGE

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 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.

SCHOOL CANCELATION

When the Holyoke Public Schools are cancelled due to a weather emergency, PFSJCS is also cancelled. However, PFSJ may choose to cancel school when Holyoke Public Schools have not. 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.

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.

CODE OF CONDUCT

Students, along with parents/guardians and staff 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.

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.

RIGHTS AND 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.

Be safe in the school environment.

Behave in a manner that will not jeopardize the safety of others.

Work to your best ability in all academic and extracurricular activities.

Take part in all school activities on an equal basis regardless of disability, race, religion or sexual orientation.

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

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.

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.

Restorative Justice strategies may be used at the discretion of the Vice Principal in lieu of, or in addition to, certain other interventions and responses. In determining the appropriate responses to infractions, the Vice Principal 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.

Infractions will always have a Restorative Justice Practice component but, are also 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. Presentations and research papers reflective of violations
7. Referrals to counseling and other student services
8. Back pack, locker, car and personal searches
9. Behavior Intervention Plans
10. Probationary agreements
11. Suspension
12. Expulsion

The following infractions will warrant direct involvement by the Vice Principal and may be subject to involvement by local law enforcement.

- Bullying
- Harassment
- Sexual Harassment
- 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 harassment
- Possessing, sharing or distributing pornographic material
- Using racial, ethnic, or homophobic slurs, profanity, or obscene language
- 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
- Threats or acts of terrorism
- Pulling an emergency alarm or using non-designated entrances/exits
- Leaving the school grounds without permission
- Violation of our school's internet/computer policy
- Gambling
- Theft
- Vandalism

ADMINISTRATIVE REFERRAL OFFENSES

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.

Suspension Policy

Except for emergency removal or an in-school suspension of less than 10 days, the Principal must provide the student and the parent oral and written notice, and provide the student an opportunity for a hearing and the parent an opportunity to participate in such hearing before imposing suspension as a consequence for misconduct. The Principal will provide both oral and written notice to the student and parent(s) in English and in the primary language of the home if other than English. The notice will include the rights enumerated in law and regulation. To conduct a hearing without a parent present, the Principal must be able to document reasonable efforts to include the

Parent.

Emergency Removal

The Principal/designee may remove a student from school temporarily when a student is charged with a disciplinary offense and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school and, in the Principal's/designee judgment, there is no alternative available to alleviate the danger or disruption.

The Principal/designee shall immediately notify the Executive Director in writing of the removal including a description of the danger presented by the student. The temporary removal shall not exceed two (2) school days following the day of the emergency removal, during which time the Principal shall: Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and the other matters required in the notice; Provide written notice to the student and parent as required above; Provide the student an opportunity for a hearing with the Principal that complies with applicable regulations, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the Principal, student, and parent; Render a decision orally on the same day as the hearing, and in writing no later than the following school day, which meets the requirements of applicable law and regulation. The Principal shall also ensure adequate provisions have been made for the student's safety and transportation prior to removal.

In School Suspension – Not More Than 10 Days Consecutively or Cumulatively

The Principal may use in-school suspension as an alternative to short-term suspension for disciplinary offenses. The Principal may impose an in-school suspension for a disciplinary offense under this provision, provided that the Principal follows the process set forth in regulation and the student has the opportunity to make academic progress as required by law and regulation.

Principal's Hearing – Short Term Suspension of up to 10 Days

The Principal will hear and consider information regarding the alleged incident for which the student may be suspended. At this hearing the Principal will provide the student an opportunity to dispute the charge, explain the circumstances surrounding the alleged incident, present information and include any mitigating facts. The Principal shall determine if the student committed the disciplinary offense, and if so, the consequences or other remedies may be appropriate for the infraction. At a minimum, the Principal shall discuss the disciplinary offense, the basis for the charge, and any other pertinent information.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal/designee shall notify the student and parent of the determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal, as required by law and regulation. The determination shall be in writing and may be in the form of an update to the original written notice.

Principal's Hearing – Long Term Suspension of more than 10 days but less than 91

days (consecutive or cumulative) The Principal shall hear and consider information regarding the alleged incident for which the student may be suspended, provide the student an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident, determine if the student committed the disciplinary offense, and if so, the consequences for the infraction.

At a minimum, in addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following rights: In advance of the hearing, the

opportunity to review the student's record and the documents upon which the Principal may rely in making a determination to suspend the student or not; The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense; The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so; The right to cross-examine witnesses presented by the school district; The right to request that the hearing be recorded by the Principal, and to receive a copy of the audio recording upon request. If the student or parent requests an audio recording, the Principal shall inform all participants before the hearing that an audio record will be made and a copy will be provided to the student and parent upon request.

The Principal shall provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the Principal should consider in determining consequences for the student.

The Principal shall, based on the evidence, determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension as required by law and regulation, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The Principal shall send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the Principal and the parent.

If the Principal/designee decides to suspend the student, the written determination shall: Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing; Set out the key facts and conclusions reached by the Principal; Identify the length and effective date of the suspension, as well as a date of

return to school; Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school as required by law and regulation; Inform the student of the right to appeal the Principal's decision to the Executive Director or designee, but only if the Principal has imposed a long-term suspension. Notice of the right of appeal shall be in English and the primary language of the home if other than English, and shall include the following information: The process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the Principal's determination on appeal.

Executive Director's Hearing

A student who is placed on long-term suspension following a hearing with the Principal shall have the right to appeal the Principal's decision to the Executive Director.

The student or parent shall file a notice of appeal with the Executive Director within the time period noted above (see Principal's hearing – Suspension of more than 10 days). If the appeal is not timely filed, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the Executive Director shall grant the extension. The Executive Director shall make a good faith effort to include the parent in the hearing. The Executive Director shall be presumed to have made a good faith effort if efforts were made to find a mutually convenient day and time for the hearing. The

Executive Director shall send written notice to the parent of the date, time, and location of the hearing.

The Executive Director shall conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence shall be. The Executive Director shall arrange for an audio recording of the hearing, a copy of which shall be provided to the student or parent upon request. The Executive Director shall inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request. The student shall have all the rights afforded the student at the Principal's hearing for long-term suspension.

The Executive Director shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of law and regulation. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the Principal, but shall not impose a suspension greater than that imposed by the Principal's decision. The decision of the Executive Director shall be the final decision of the school district with regard to the suspension.

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.

Expulsion is defined as the removal of a student from school for more than ninety (90) school days, indefinitely, or permanently as allowed by law:

1. 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 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.

2. Any student who assaults any employee of the School District on school premises or at school-sponsored or school-related events, including athletic games may be subject to expulsion from school by the Principal.

3. Any student who is charged with a violation of either (1) or (2) above shall be notified in writing of their 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 the Principal may decide to suspend rather than expel a student.

4. Any student who has been expelled shall have the right to appeal to the Executive Director. 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.

5. When a student is expelled under the provisions listed above and applies for admission to another school for acceptance, the Executive Director/Superintendent of the sending school shall notify the Superintendent of the receiving school of the reasons for the pupil's expulsion. 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/Executive Director of the school district to which the application is made may request and shall receive from the superintendent/Executive Director of the school expelling said student a written statement of the reasons for said expulsion.

6. 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.

Academic Progress

Any student who is suspended or expelled shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of removal from the classroom or school. The Principal shall inform the student and parent of this opportunity in writing, in English and in the primary language of the home, when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

The Principal shall develop a school-wide education service plan describing the education services that the school district will make available to students who are expelled or suspended from school for more than ten (10) consecutive days. The plan shall include the process for notifying such students and their parents of the services and arranging such services. Education services shall be based on, and be provided in a manner consistent with, the academic standards and curriculum frameworks established for all students under the law.

The Principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home

if other than English, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

For each student expelled or suspended from school for more than ten (10) consecutive days, whether in-school or out-of-school, the school district shall document the student's enrollment in education services. For data reporting purposes, the school shall track and report attendance, academic progress, and such other data as directed by the Department of Elementary and Secondary Education.

Reporting

The school district shall collect and annually report data to the DESE regarding in-school suspensions, short- and long-term suspensions, expulsions, emergency removals, access to education services, and such other information as may be required by the DESE.

The Principal shall periodically review discipline data by selected student populations, including but not limited to race and ethnicity, gender, socioeconomic status, English language learner status, and student with a disability status in accordance with law and regulation.

NOTE: The DESE regulations on student discipline and this policy, is consistent with law, is set for the minimum procedural requirements applicable to the suspension of a student for a disciplinary offense other than: possession of a dangerous weapon; possession of a controlled substance; assault on a member of the educational staff; or a felony charge or felony delinquency complaint or conviction, or adjudication or admission of guilt with respect to such felony, if a Principal determines that the student's continued presence in the school would have a substantial detrimental effect on the general welfare of the school, as provided in M.G.L. c. 71, §37H or 37H1/2. The Principal, pursuant to the previously referenced

statute may remove a student who has committed any of the disciplinary offenses above referenced from school for more than ninety (90) days in a school year. Except that the removal from school for such offenses is subject to the provision of continuing educational services needed to make academic progress and, the requirement that all school districts regardless of the type of offense shall report school discipline data and analysis to DESE. Also, the prohibited actions above referenced are subject to the provision that allows the Commissioner to investigate each school that has a significant number of students suspended and expelled for more than ten (10) cumulative days in a school year and to make recommendations thereon.

SOURCE: LEGAL REF: M.G.L. 71:37H; 71:37H 1/2; 71:37H3/4; 76:17; 603 CMR 53.00

DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

When Suspension(s) of a Special Needs Student Exceeds 10 Days per School Year:

In general, if a student has violated the school's disciplinary code, the school may suspend or remove the student from his or her current educational placement for a period not to exceed ten (10) consecutive school days in any school year. If the student possesses, uses, sells or solicits drugs on school grounds or at a school-sponsored event, carries a weapon to school or a school function, or inflicts serious bodily injury at school or at a school-sponsored event, the district may place the student in an interim alternative educational setting (IAES) for up to 45 calendar days. If the student has been placed in an IAES as a result of a disciplinary action, the student may remain in the interim setting for a period not to exceed 45 days. Thereafter, the student will return to the previously agreed-upon educational placement, unless either a hearing officer orders another placement, or the parent/guardian and the school agree to another placement.

Any time the school wishes to remove a student from his or her current placement for more than ten (10) consecutive days in any school year, or for more than ten (10) cumulative days when a pattern of removal is occurring, this constitutes a "change of placement." A change of placement invokes certain procedural protections under the Individuals with Disabilities Education Act (IDEA), the federal special education law. These include the following:

- Prior to any removal that constitutes a change in placement, the school district must convene a Team meeting to develop a plan for conducting a Functional Behavioral Assessment (FBA) that will be used as the basis for developing specific strategies to address the problematic behavior. If a behavioral intervention plan has been previously developed, the Team shall review its implementation and modify it if necessary.

- Prior to any removal that constitutes a change in placement, the school district must inform the parent/guardian that the Team will consider whether or not the

behavior that forms the basis for the removal was caused by or had a direct and substantial relationship to the disability or was the direct result of the school's failure to implement the IEP. This consideration is called a "manifestation determination." Parent/guardians have the right to participate as members of the Team.

Consideration of whether the behavior is a manifestation of the student's disability:

The law provides that the Team must consider evaluation information, observational information, the student's IEP and placement, and must determine whether the behavior prompting the disciplinary removal was a manifestation of the student's disability. The Team considers if the student understood the impact and consequences of the behavior, and further considers if the student's disability impaired the student's ability to control his or her behavior.

- If the Team determines that the behavior was a manifestation of your child's disability, then your child may not be removed from the current educational placement (except in the case of weapon or drug possession or use or serious bodily injury) until the Team develops a new IEP and decides upon a new placement and receives parental/guardian consent to the new IEP and placement.
- If the Team determines that the behavior was not a manifestation of the student's disability, the school may suspend or otherwise discipline the student according to the Student Code of Conduct, except that for any period of removal exceeding ten (10) days, the school district must provide the student with a Free Appropriate Public Education (FAPE). The school district must determine the educational services necessary for FAPE and the manner and location for providing those services.
- If the parent/guardian disagrees with the Team's decision on the manifestation determination, with the decision relating to placement of the student in an IAES, or with any other disciplinary action, they have the right to request an expedited due process hearing from the Bureau of Special Education Appeals (BSEA). A school district may not suspend or in any way exclude a special needs student

during the period of a BSEA hearing or judicial proceeding brought to challenge a suspension, proposed suspension or any determination under this policy unless the school district obtains a court order based on a showing that the student's continued presence in school presents a substantial likelihood of injury to the student or to others.

Regular Education Students covered by the Special Education Discipline Restrictions:

The law applies to regular education students if the school system had knowledge prior to the misconduct that the student was disabled. Under the new law, a school district is presumed to have “had knowledge” that a regular education student was disabled, if the Student’s:

- Parent(s)/guardian(s) has “expressed concern in writing” to the school district that the student is in need of special education and related services;
- Behavior or performance demonstrates a need for special education or related Services;
- Parent(s)/guardian(s) have requested a special education evaluation of the child,
Or
- Teachers or other school personnel have “expressed concern” about the student's behavior or performance.

If there was no knowledge, the parent(s)/guardian(s) may request an expedited evaluation. During this period, the student may be suspended or expelled. Students determined to have a disability must receive appropriate educational services.

SCHOOL DISCIPLINE AND SECTION 504

These procedures apply to students identified as disabled only under Section 504 of the Rehabilitation Act of 1973.

In addition to the requirements set forth in these procedures, the regular disciplinary procedures must also be followed.

Short-Term Suspensions (ten days or less)

Section 504 students may receive suspensions of ten days or less under the same disciplinary procedures applicable to all students.

LONG-TERM SUSPENSIONS (GREATER THAN TEN DAYS) OR EXPULSION

Prior to imposing a long-term suspension (greater than ten days) or expulsion of a student with a Section 504 plan, a 504 team must convene to determine if the misconduct giving rise to the disciplinary action was a manifestation of the student's disability. The parent or adult student must be invited to participate in the manifestation determination meeting. If the team determines that no manifestation exists, the student may be disciplined utilizing the regular disciplinary procedures. If the committee determines that the misconduct is a manifestation of the student's disability, the student may not receive a long-term suspension or expulsion.

EXCEPTION TO SECTION 504 DISCIPLINE PROCEDURES

Students who have been identified as disabled under Section 504 and are recommended for discipline arising from the current use or possession of alcohol or illegal drugs may be disciplined by using the procedures applicable to regular education students. These cases do not require the use of the additional procedures outlined above. The disciplinary action taken must be consistent with the disciplinary action applied to regular education students for these same offenses. Students to whom these situations apply may not utilize the Section 504 hearing procedures.

SECTION 504 AND ADA POLICY

No qualified disabled student shall be discriminated against because of a disability. In addition, parents/guardians who have a qualifying disability may request the District to provide appropriate accommodations necessary for them to participate in events which allow them to participate in the essential activities of their children. When requesting such accommodations, the parents/guardians must submit evidence sufficient to the

administrator to determine the existence of the disability; an interactive process may occur to determine the appropriate accommodation(s).

Students who are at least eighteen (18) years of age may submit their own requests. It is the policy of PJSJCS to provide a free appropriate public education to each qualified student with a disability within its jurisdiction. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act.

Under Section 504 and the Americans with Disabilities Act, due process rights of qualified students with disabilities and their parents are guaranteed in PFSJCS. Any student, parent/guardian of a minor student or employee of PFSJCS who believes that he/she has been discriminated against or excluded from participation in or denied the benefits of any program, activity or service of the PFSJCS because he/she is an otherwise qualified disabled individual may file a written grievance giving the factual basis of the grievance, and the requested remedy, with the school principal/designee when such grievance arises from an alleged discriminatory practice occurring in a school or related to a school program or policy. The principal or the principal's designee will investigate the grievance and respond, in writing, within seven (7) school working days. The investigation will include an interview of the grievance. If the grievance alleges discrimination which is based upon a policy or district-wide procedure or event, then the grievant should file the grievance with the Section 504/ADA coordinator for the system. See the second paragraph below. If the complaint is not satisfactorily resolved at the principal's level, the written complaint may be forwarded to the The Director of Academic and Special Education Services who is the District Coordinator for Section 504, who may be contacted at (413)536-3201, between the hours of 8:00 and 4:00; Monday through Friday. The Principal is the school 504 Coordinators, and may be contacted through the main office of PFSJCS.

PHYSICAL RESTRAINT POLICY

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. 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.

Extended Restraint is defined as: A physical restraint the duration of which is longer than twenty (20) minutes.

Physical escort is defined as: Touching or holding a student without the use of force for the purpose of directing the student.

Physical restraint is defined as: The use of bodily force to limit a student's freedom of movement.

Mechanical Restraint is defined as: The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his or her body. A protective or stabilizing device ordered by a physician shall not be considered a mechanical restraint.

Seclusion Restraint is defined as: Physically confining a student alone in a room or limited space without access to school staff.

Chemical Restraint: The administration of medication for the purpose of restraint. The definitions of forms of restraint shall be as defined in 603 C.M.R. 46.02.

The Executive Director or designee will ensure the development of procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the

school's method of physical restraint for use in emergency situations;

- Descriptions of the school's training requirements, follow-up procedures, and procedures to comply with reporting requirements including, but not limited to making reasonable efforts to orally notify a parent of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints regarding restraint practices;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- Procedures for conducting periodic review of data and documentation on the use of restraint as required by the regulations; and
- A process for obtaining Principal approval for a time out exceeding 30 minutes.

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students.

Nothing in this policy shall be construed to preclude any teacher, employee, or agent of the Paulo Freire Social Justice Charter Public School from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm.

BULLYING

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.

BULLYING is: the repeated use by one or more or by any member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor of an extracurricular activity or paraprofessional of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim's property; (ii) places the victim in reasonable fear of harm to their self or of damage to their property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying.

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.

Leadership

All levels of PFSJCS leadership including: The Board of Trustees, Executive Director, Principal, Vice Principal, 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.

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 Vice Principal, Principal and or the Executive Director. All claims of bullying will be thoroughly investigated.

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 into 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 Vice Principal, Principal and or the Executive Director. 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.

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.

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.

NON-DISCRIMINATION NOTICE

POLICY STATEMENT

Any instance of discrimination, civil rights violation, or safety concerns should be reported immediately to the Vice Principal, 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, gender identity, sex 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.

Discrimination/Harassment /Sexual Harassment

Discrimination/Harassment/Sexual Harassment Policy: PFSJCS is committed to maintaining an environment free of harassment based on gender, gender identity, race, color, national origin, religion, disability, age, sex, sexual orientation, or veteran status. We expect all members to conduct themselves in a professional manner and to show concern for fellow members and visitors.

1 Discrimination/Harassment

The harassment of individuals by school members on the basis of gender, gender identity, race, color, national origin, religion, disability, age, sex, sexual orientation, or veteran status of any form will not be tolerated by the School.

Harassment is behavior that is not welcome by an individual and is considered by the individual (and would be by any reasonable individual) to be humiliating, demeaning or offensive. Behavior is considered harassment when such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment. Harassment can be physical or verbal behavior and can include stereotypical statements, derogatory statements, abusive language, and discriminatory remarks that are offensive or objectionable to the recipient, cause the recipient humiliation, or interfere with the recipient's performance.

All members should take special note that retaliation against an individual who has complained about harassment, and retaliation against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated by the School.

2 Sexual Harassment

Because the School takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a school that is free of sexual harassment, the policy is not designed or intended to limit our authority to discipline or take remedial action for school conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment.

Definition of Sexual Harassment

In Massachusetts, the legal definition for sexual harassment is this - "Sexual Harassment" means sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when: submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly as a term or condition for reward or; such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating

an intimidating, hostile, humiliating or sexually offensive environment.

Under these definitions, direct or implied requests by an individual for sexual favors in exchange for actual or promised benefits constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a school environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending on the totality of the circumstances including the severity of the conduct and its pervasiveness:

Unwelcome sexual advances -- whether they involve physical touching or not; Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex

life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess; Displaying sexually suggestive objects, pictures, cartoons; Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or

insulting comments; Inquiries into one's sexual experiences; and Discussion of one's sexual activities.

All members should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by this organization.

Complaints of Harassment/Discrimination/Sexual Harassment

If any of our members believes that he or she has been subjected to sexual harassment, the employee has the right to file a complaint with our organization. This may be done in writing or orally.

If you would like to file a complaint, you may do so by contacting Bob Brick or Ljuba Marsh and they are also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process.

Harassment/Discrimination/Sexual Harassment Investigation

When we receive a complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will include a private interview with the person filing the complaint and with witnesses. We will also interview the person alleged to have committed sexual harassment. When we have completed our

investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action.

Disciplinary Action

If it is determined that inappropriate conduct has been committed by one of our members, we will take such action as is appropriate under the circumstances. Such action may range from counseling to termination, and may include such other forms of disciplinary action, as we deem appropriate under the circumstances.

State and Federal Remedies

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim.

1. The United States Equal Employment Opportunity: FOR EMPLOYEES

Commission (“EEOC”)

One Congress Street, 10th Floor

Boston, MA 02114

(617) 565-3200

2. The Massachusetts Commission Against Discrimination (“MCAD”)

Boston Office: Springfield Office:

One Ashburton Place, Room 601 436 Dwight Street, Suite 220

Boston, MA 02108 Springfield, MA 01103

(617) 727-3990 (413) 739-2145

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.”

STUDENT DRESS CODE

ACCEPTABLE WEAR

Tops:

- Any colored or patterned, **BUTTONED** and **COLLARED** shirts (past uniform shirts are ok)
- All shirts must have a collar and buttons
- Logos are allowed as long as they do not exceed the size of a quarter
- Patterns (solid, plaid, stripes....)
- Buttoned and collared shirt that cover shoulders, chest, back and stomach
- Neck Ties and scarfs

Bottoms:

- Any colored or patterned pants
- Skirts and shorts that are mid thigh length or longer
- Dresses with collars and buttons are permitted as long as they are mid thigh length

Footwear:

- Sneakers, dress shoes and boots

UNACCEPTABLE WEAR

Tops:

- Any shirts that are not **BUTTONED** and **COLLARED**
- Any shirts that do not cover the shoulders, chest, back and stomach (Tanks, half shirts..)
- Logos that exceed the size of a quarter
- Shirts that have **WORDING** or **SIGNAGE**, or depict the use of alcohol or drugs, violence, sex, hate speech. Shirts should not have any graphics or images displayed.
- Shirts that are ripped

Bottoms:

- Joggers
- Blue Jeans
- Leggings, jeggings or stockings worn as a substitute for pants
- Ripped bottoms
- Shorts or skirts that are not mid thigh length

- Pajama bottoms
- Sweat Pants
- Sagging pants (belts should be worn)

Footwear:

- Flip flops/sandals
- House Slippers
- High heels that exceed 3 inches
- Any shoes that do not have a closed toe and closed heel

Outerwear:

The following outerwear is approved to be worn throughout the entire school day including while in the classroom.

- Cardigans
- Sweaters
- Scarfs
- Blazers
- Fleece Jackets
- Hoodies(during the cold months)

Athletic Attire

- School athletic attire may only be put on on a half an hour before departure to sporting events.
- Basketball shorts, t shirts and other athletic wear may be worn during lunch and or a physical essential only.

Miscellaneous Attire

- Du rags and head scarfs (unless for religious or cultural purposes) are not permitted to be worn on school campus.

***This Dress Code applies to ALL students including dual enrollment students and seniors.**

All students are expected to adhere to the school's dress code at all times. All students will be greeted every day upon arrival to school by administrators. If a student is out of dress code they will be retained outside with an administrator.

Students who are kept outside for dress code violations will have their parent/guardian called and assigned one lunch detention for the week. We will offer the student a clean “loaner shirt or pant.” If the student chooses to use the loaner for the first infraction they will not have to serve a detention for that first infraction. If a student skips an administrative lunch detention they will automatically be required to stay after school for a Restorative Reflection. If a student violates the dress code a third time in the month, they will be required to stay for an after school Restorative Reflection. If violations of the dress code persist, the student’s parent/guardian will be required to meet with either the Vice Principal or Principal. A parent/guardian can bring a change of uniform.

First Violation

- Retained outside before school starts with an administrator
- Call home
- Given the option of wearing a loaner shirt
- If the loaner shirt is accepted, the first lunch detention will be waived, if not lunch detention will be assigned

Second Violation

- Retained outside before school starts with an administrator
- Call home
- Given the option of wearing a loaner shirt
- Lunch Detention

Third Violation

- Retained outside before school starts with an administrator
- Call home
- Given the option of wearing a loaner shirt
- After School Restorative Reflection

Ongoing • Each time, the student will be retained outside before school starts with an administrator who will call home

- The student will be given a loaner shirt
- A parent or guardian will be required to come in and meet with administration

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.

CELL PHONE 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 to relay messages.

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.

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 your password to other students.

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.

SUBSTANCE USE EDUCATION AND PREVENTION

PFSJCS will implement a substance abuse prevention program appropriate for high school students that demonstrates cultural competency.

Training and Professional development will be provided to all staff on implementing programs and effective strategies for preventing substance use. Staff will also learn ways to recognize the signs when students are under the influence of alcohol and/or drugs.

Substance Use and Abuse Screening As recommended by the Department of Elementary and Secondary Education (DESE),

beginning in the 2017-2018 school year, and subject to Department of Elementary and Secondary School appropriation, PFSJ will screen students in all grades annually using a

DESE approved assessment tool. Parents and guardians will be notified at the beginning of the year of the school's plan to screen and will be provided with an opportunity to opt out of the screening. The option will require written notification to the school by the student's parents or guardian. Information collected during the screening shall be considered confidential and shall not be disclosed without the written consent of the student, or parent or guardian, except in cases of immediate medical emergency or when disclosure is otherwise required by state law.

The Substance Abuse Policy shall be reviewed and revised on a yearly basis.

Resources and Services:

Discipline Policy and Protocol Regarding Drugs and Alcohol PFSJ Charter School has a zero tolerance policy regarding drug and alcohol possession and consumption. It is our aim to keep a safe community that is drug and alcohol-free. Students who are found to be in possession of drugs, alcohol or illegal substances on school property (campus, field trips, busses, etc.) will be investigated and disciplined accordingly. Depending on the severity of the offense, consequences may range from suspension to expulsion. PFSJ will be in accordance with the rights granted to students and parents under G.L. c. 71 §37H, §37H1/2 §37H3/4.

In accordance with M.G.L. c. 71, section 96, this policy shall be posted on the PFSJ website and notice shall be provided to DESE and all students and parents.

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 Vice Principal to determine what support Prevention and treatment education to parents/guardians.(At least twice a year)

In school substance abuse counseling (individual and group)

School wide initiatives to promote a drug and alcohol free community.

Peer counseling

Partnerships with community agencies that provide substance abuse services, (Gandara Center, BHN, Phoenix, etc.).

can be offered to help correct the problem.

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 the teacher and 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. 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.

**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.

Parents Right-To-Know Opt-Out Provisions for Directory Information

Dear Parents or Guardians,

Paulo Freire Social Justice Charter School releases the following Directory Information without the consent of parents or students over the age of 18: student's name, date and place of birth, address, phone number, electronic mail address, grade level (e.g. undergraduate or graduate, full-time or part-time), dates of attendance, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and major field of study. Directory Information is defined by the Family Educational Rights and Privacy Act (FERPA) as information that would not generally be considered harmful or an invasion of privacy if disclosed.

If you do not want this information released, please check below, sign, date and return this form to Paulo Freire Social Justice Charter school.

*****This notice must be filed each school year*****

DO NOT release the information listed above without my prior consent.

Please print:

Student's Full Name:

School: Current Grade:

Student's Signature (age 18 or older) Date

Parent/Guardian Name:

Parent/Guardian Signature: Date :

Acknowledgement of Receipt of 2018- 2019 Scholar and Family Handbook

Please complete this form as an acknowledgement that you have had an opportunity to review the Scholar and Family Handbook.

Student's Full Name: (Please Print _____)

School: Current Grade: _____

Student's Signature (age 18 or older): _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date : _____