



Student & Family Handbook 2020-2021

*Prospect Hill Academy Charter School will prepare each student for success in college,
inspire a lifelong love of learning, and foster responsible citizenship.*



Dear PHA Community,

Welcome to the 2020-2021 edition of the PHA Student & Family Handbook. As in previous years, this handbook contains the essential policies and procedures that govern daily life at each of our three campuses. The handbook is designed to be user-friendly and is organized into three primary sections: **General Information, Academics, and School Culture.** So that you may readily find the information that you need, you will also find a Table of Contents at the beginning and an Index at the end. If you are ever in doubt about the interpretation of a particular policy or procedure, please do not hesitate to inquire. Having accurate and timely information in advance will prevent an issue from escalating unnecessarily.

We would again like to kindly remind you that your child is expected to attend and be on time for school daily through the end of the school year. To that end, we ask that you schedule your summer vacation after the last scheduled day of school, June 21, 2021. Please also consider that, given the New England winters, we will likely have snow days that have the potential to extend the school year up to five additional days, through June 28, 2021. Also, it is important to know that we do not excuse absences due to family vacations. We appreciate your attentiveness to our expectations for your child(ren)'s attendance.

Here's to a joyful and rewarding 2020-2021 academic year of working, learning and growing together to ensure successful outcomes for our students.

Warm regards,



Angela F. Allen, Ph.D.
Head of School



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SECTION 1: GENERAL INFORMATION



Mission Statement

Prospect Hill Academy Charter School (PHA) will prepare each student for success in college, inspire a lifelong love of learning, and foster responsible citizenship.

Vision

PHA will be a nationally-recognized public school where students from diverse backgrounds are proud to achieve academic excellence, teachers are proud to practice, parents/guardians aspire to send their children, and selective colleges actively recruit.

Values

At PHA, the prevailing belief is that with hard work, effective effort, perseverance through adversity, committed teachers, and invested parents/guardians, all students are capable of academic, intellectual, social, and moral excellence. Fueling this conviction are eight core values that guide the daily life and culture of the school.

1. **High Expectations:** *Each student can do and be whatever they want.*

PHA exists to promote high standards of academic, personal, and social achievement for students of all racial, cultural, educational, and economic backgrounds. Our students have the capacity to be and to do great things, and adults in school and the home play an enormous role in influencing their success both in and out of school. We expect our students to put forth their best effort in all that they do, and adults must approach their work with the same conviction and purpose that they expect of their students.

2. **Equity:** *Access and opportunity drive achievement.*

At PHA, we believe that providing outstanding public education to all students is critical to a just society that affords every individual a full range of opportunities in life. We take pride in being a diverse community where individuals from a wide range of backgrounds contribute to a shared context for learning and where our differences, including linguistic and learning differences, are seen as strengths. In and out of the classroom, we are committed to promoting equity at the individual and institutional levels.

3. **Personalization:** *One size does not fit all.*

At PHA, we are unwavering in our desire to know each student well. Research has proven that students who feel connected to at least one adult in their school fare better academically and socially than their peers who do not, and we, therefore, invest significant resources in reaching out to families and networking with one another to support the whole child.

4. **Cultural Proficiency:** *We see, honor, and embrace differences.*

At PHA, we actively challenge the historical lack of cultural and linguistic minority representation in the curriculum, organizational decision-making, and hiring practices. We strive to be an inclusive community where all members explicitly commit to fighting racism and bias at the personal, interpersonal, institutional, and cultural levels.

5. **Collaboration:** *Many minds are better than one.*

At PHA, we recognize that collaboration—between and among students and adults—leads to deeper understandings, broader possibilities, and wider perspectives. It is both a professional

expectation and an institutional norm for educators to work closely with one another to improve their practice. Students are similarly taught and encouraged to work together from Kindergarten through twelfth grade.

6. **Balance:** *Both-and, not either-or.*

PHA students learn best from a variety of teaching approaches, and we adapt and modify our methods to meet students' needs. While standardized tests are essential to providing data on our students' performance compared to surrounding districts and the state, we also establish frequent opportunities for students to demonstrate their knowledge and understanding through public exhibitions, portfolios, interdisciplinary projects, and other authentic means. We value our students as complex beings with lives beyond academics, and we fully embrace their development in athletics, the arts, and other extracurricular interests.

7. **Inquiry:** *Decisions are strategic and informed by data.*

At PHA, our desire to collect, analyze, and learn from data contributes to a culture of ongoing improvement. We define data broadly and are committed to utilizing our school's data to inform programmatic, budgetary, personnel, and policy decisions.

8. **Accountability:** *If students fail, we all fail.*

At PHA, we operate with a relentless focus on student achievement propelled by the belief that everyone is accountable for the success of our students, including those from historically underserved backgrounds and those with different learning needs. Students first and foremost acknowledge the importance of effort and commit to their own educational success; teachers assume personal responsibility for the performance of their students; families provide conditions at home that support their children's development; administrators establish an optimal environment for effective teaching and high student achievement; and the Board of Trustees governs in a way that supports sustained school improvement.

Academic Integrity

Students at PHA are members of a community committed to excellence in teaching and learning. The School expects all students to approach their studies with integrity and honesty, put forth their best effort in all their assignments, and seek help as needed. Incidents of academic dishonesty are therefore strictly forbidden.

It is vitally important to each student's academic success that they know what constitutes academic dishonesty at PHA.

What is Academic Dishonesty?

The two most common kinds of academic dishonesty are:

- **Cheating** is the act of obtaining or attempting to obtain credit for academic work through use of dishonest, deceptive or fraudulent means.
- **Plagiarism** is representing the work of someone else as your own and submitting it for any purpose.

It is each student's responsibility to know what constitutes academic dishonesty. Interpretations of academic dishonesty may differ among individuals and groups. However, students at PHA are expected to refrain from the behaviors described in this code. Students who are unclear about a specific situation must speak to their advisor or teacher before they act. The following list identifies *some* of the activities defined as academic dishonesty:

Cheating

1. Copying, in part or in whole, from someone else's test or homework;
2. Submitting work presented previously in another course, unless given explicit permission from the teacher;
3. Altering or interfering with grading;
4. Using or consulting, during an examination, any sources, consulting with others, use of electronic equipment including cell phones and PDAs, or use of materials not authorized by the instructor; or
5. Giving information about what was in reading or on a test/quiz to another student.

Plagiarism

1. Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
2. Cutting, copying, and pasting all or part of a website or other text and representing it as your own;
3. Representing another's artistic works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;
4. Submitting a paper purchased from a research or term paper service, including the Internet; or
5. Undocumented Web source usage.

Other Specific Examples of Academic Dishonesty

1. Purposely allowing another student to copy from your paper during a test;
2. Giving your homework, term paper or other academic work to another student to plagiarize or to cheat;
3. Having another student submit any work in your name;
4. Knowingly assisting or allowing another student to cheat;
5. Altering a graded work after it has been returned, then submitting the work for re-grading;
6. Stealing tests; or
7. Forging signatures.

Consequences of Academic Dishonesty

As specified later in this handbook, developmentally-appropriate restorative consequences will be administered at each campus for students who fail to exhibit academic honesty in the completion of their work.



2020-2021 SCHOOL CALENDAR

Revised 8/11/2020 -
Adjusted for COVID-19
Allowances

July 2020

M	T	W	T	F
29	30	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

6/29-7/1 K-12 Retreat
7/3 Independence Day
(Observed)
7/6 - 7/31 PHA@Home Summer
Learning Program

0 faculty

August

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

8/24-28 New Faculty & Staff
Institute
8/31-9/4 Full Faculty & Staff
Orientation

1 faculty

September

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

8/31-9/4 Full Faculty & Staff
Orientation
9/7 Labor Day
9/14 Students Report
to School
9/16 1/2 Day
9/30 1/2 Day

13 student 21 faculty

October

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

10/12 Indigenous Peoples
Day
10/13 Prof Dev - No Students
10/21 1/2 Day

20 student 21 faculty

November

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

11/4 1/2 Day
11/11 Veterans Day
11/18 1/2 Day
11/25 1/2 Day - K-12
Early Release
11/26-27 for Thanksgiving
Recess

18 student 18 faculty

December

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

12/9 1/2 Day
12/23 1/2 Day - K-12
12/24- Winter Recess
1/1/2021

17 student 17 faculty

January 2021

M	T	W	T	F
				H
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1/1 New Year's Day
1/4 Prof Dev - No Students
1/5 Students Return
1/13 1/2 Day
1/18 MLK Day
1/19 Prof Dev - No Students
1/27 1/2 Day

17 student 19 faculty

February

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

2/10 1/2 Day
2/15 Presidents' Day
2/15-19 February Recess
2/24 1/2 Day

15 student 15 faculty

March

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3/5 2021-22 March Lottery
Application Deadline
3/10 1/2 Day
3/10 2021-22 March Admissions
Lottery
3/24 1/2 Day

23 student 23 faculty

April

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

4/2 1/2 Day - K-12
4/7 1/2 Day
4/19 Patriots Day
4/19-23 April Recess
4/28 1/2 Day

17 student 17 faculty

May

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5/12 1/2 Day
5/26 1/2 Day
5/31 Memorial Day

20 student 20 faculty

June

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

6/9 1/2 Day
6/18 173rd Day* (early release)
6/22 Last Scheduled Faculty
Day*
6/21-25 Potential Snow Days

14 student 16 faculty

Total student days: 174
Total faculty days: 188

H Holidays
K-8 Half Days
No School
Prof. Dev.

K-3 Half Day dismissal: 11:45AM; Or 4-8 Half Day dismissal: 12:00PM

High School/Colligate Institute ONLY: All Wednesdays - Early Release Days, 1:00PM Dismissal

* subject to change, dependent
upon weather/other emergency
related school closings.
School will be extended into
these Potential Snow Days
(June 21-25) as necessary.

MAJOR RELIGIOUS OBSERVANCES POLICY: 2020-2021

Prospect Hill Academy Charter School students who miss school due to a religious observance will be recorded in the attendance ledger with an excused absence. Teachers will refrain from scheduling tests or quizzes, beginning or culminating activities, major projects, or homework assignments during these days. Students who have been absent due to religious observance will be responsible for completing all assignments missed within two days per day absent (in other words, if a student is absent for two days, they will have four days to complete the missing work).

Each year, teachers will be notified prior to the beginning of the school year of the precise dates on which they are expected to adhere to the aforementioned expectations.

2020-2021 HOLIDAY	DATE(S)	DAY(S) OF WEEK	RELIGIOUS TRADITION
Rosh Hashanah	September 19 th - 20 th	Saturday-Sunday	Jewish
Yom Kippur	September 28 th	Monday	Jewish
Samhain	October 31 st	Saturday	Wicca
Diwali	November 14 th	Saturday-Sunday	Hindhu
Hanukkah	December 11 th - 18 th	Friday-Friday	Jewish
Christmas	December 25 th	Friday	Christian
Chinese New Year	February 12 th	Friday	Confucian/Daoist/ Buddhist
Magha Puja Day	March 28 th	Sunday	Buddhist
Passover (1st 2 days)	March 28 th - April 4 th	Sunday-Sunday	Jewish
Good Friday	April 2 nd	Friday	Christian
Ramadan begins	April 13 th	Tuesday	Islam
Baisakhi	April 14 th	Wednesday	Sikh
Eid al Fitr	May 13 th	Thursday	Islam
Buddha Day	May 26 th	Wednesday	Buddhist

Campus Locations

Early Childhood Campus (K-3)
15 Webster Avenue
Somerville, MA 02143
Telephone: 617.284.7820
Fax: 617.284.7840

Middle School (7-8)
50 Essex Street
Cambridge, MA 02139
Telephone: 617.284.7920
Fax: 617.284.7940

Upper Elementary Campus (4-6)
17 Franklin Street
East Somerville, MA 02145
Telephone: 617.684.8520
Fax: 617.684.8540

High School & Collegiate Institute (9-12)
54 Essex Street
Cambridge, MA 02139
Telephone: 617.284.7921
Fax: 617.284.7940

School Personnel

Head of School
Associate Head of School
Chief Financial Officer
Chief Advancement Officer
Director of Development & External Relations
Director of Student Services
Director of Instructional & Information Technology
Director of Human Capital & Talent Management
Director of ESL
Early Childhood Principal
Early Childhood Assistant Principal
Early Childhood School Counselor
Early Childhood Nurse
Upper Elementary Principal
Upper Elementary Interim Assistant Principal
Upper Elementary School Counselor
Upper Elementary Nurse
Middle/High School & Collegiate Institute Principal
7-12 STEM & World Language Assistant Principal
7-12 Humanities Assistant Principal
Middle/High School/Collegiate Institute Counselors
Middle/High School & Collegiate Institute Nurse

Dr. Angela F. Allen
Dr. Karen Shmukler
Mr. Michael O'Donnell
Mr. Evan Lewis
Ms. Anja Bresler
Mrs. Alison Hourigan
Mr. Jorge Vega
Ms. Sarah Ferguson
Ms. Jeanette Medugno-Verdone
Ms. Tawanna Watts
Ms. Tabitha Redding
Ms. Miriam Lebon
Ms. Maureen MacCarthy
Mr. David Brown
Ms. Sarah Wahl
Ms. Lindsay Murphy
Ms. Margaret Maurukas
Ms. Christine Douglas
Ms. Amy Dickson
Ms. Holly Fritz
Ms. Arysa Sutherland &
Ms. Nancy Young
Ms. Marie Bissereth

To reach any of the above, call the appropriate main office number (listed toward the top of this page). If you do not know who to contact, the school office staff will be happy to direct your call.

Visitor Policy

Visitors to all buildings must sign in at that campus's main office and receive a visitor's tag. At the completion of the visit, visitors must sign out and return their tags.

Two main groups work towards the success of the PHA community, and all hold regular meetings that are open to the public.

Board of Trustees

The Board of Trustees of PHA is charged with the overall governance of the school, ensuring that (a) the school is faithful to the terms of its charter; (b) the academic program is a success; (c) the organization is viable. Furthermore, the Board is responsible for establishing broad policy goals that align the operation of the school with its mission, providing fiduciary oversight of the school's operations, and supporting long-range strategic planning to ensure the school's future.

Regular Board and Committee meetings are open to the public and are held on Tuesday evenings throughout the school year. All meetings are posted on the PHA website. In particular, the Family Engagement Board Committee is tasked with cohering the needs and desires of PHA's families with the governing policies of the school.

2020-2021 Board Members

Ms. Kate Austin
Mr. Matthew Brewster, Treasurer
Ms. Karen Daniels
Ms. Krista Demas
Ms. Pam Dickinson
Ms. Jennifer Gala
Mr. Laurens Goff, Clerk
Ms. Susan Istock
Mr. Jeff Kushner, Chair
Mr. Giovany Morales-Ramos
Ms. Trecia Reavis, Vice Chair
Mr. Michael Rubenstein
Ms. Madelin Santana
Mr. Marc Saunders
Mr. Ian Scott

Family Advisory Board

The Family Advisory Board at each campus acts as a diverse and representative body of PHA parents/guardians who are invested in the mission of the school and committed to ongoing improvement. The Family Advisory Boards serve as the institutional backbone for the PHA Family Engagement Pledge and meet regularly to discuss matters of import to the broader PHA parent/guardian community. The Family Advisory Boards are a primary vehicle for parent/guardian voice at PHA by bringing parent/guardian concerns/interests and proposing workable solutions to the school administration.

The campus-based leaders, in collaboration with the family and community engagement coordinators, facilitate partnerships between the school and home and among parents/guardians within the PHA community. The goal is to maximize the resources within the broader community so that all adults can together support all PHA students to thrive academically, personally, socially, and emotionally.

Family Engagement Pledge

At PHA, we believe that both home and school contribute to students' academic, intellectual, and social success. The school is committed to a partnership between home and school, based on mutual trust and respect.

PHA's Family Engagement Pledge is aligned with the school's Core Values. The Pledge enables and encourages families to connect with the school in ways that are meaningful, support student learning, embrace diversity, and contribute to the fulfillment of the school's mission.

The PHA Family Engagement Pledge commits the school to:

1. Welcome, encourage, and foster an open dialogue between home and school.
2. Empower parents/guardians to understand their rights and responsibilities.
3. Provide timely information about the student's progress and/or challenges, to both the student and parent/guardian verbally and in writing.
4. Ensure that parents/guardians have, and understand, information on the school and on their children's progress so that they are able to advocate for their children.
5. Provide opportunities for parents/guardians to learn how best to support the learning and the social and emotional well-being of their child so that they can advocate effectively for their child.
6. Recognize the variety of ways in which the strengths and abilities of parents/guardians support the academic growth of their children.
7. Develop and maintain a variety of opportunities for parents/guardians to engage in meaningful and purposeful activities, including classroom volunteers, with the school.
8. Invite parents/guardians to participate in the academic lives of all students through activities such as public exhibitions, portfolio presentations, and interdisciplinary projects.
9. Gather information from parents/guardians on effective and useful ways to meet their needs. Use that information when making programmatic, budgetary, staffing, and policy decisions.
10. Promote communication, collaboration, and connections among parents/guardians.
11. Strengthen the capacity of PHA to translate materials and presentations and provide full access to information to parents/guardians in the key languages spoken by the school's families.
12. Act according to the principles of the PHA anti-bias policy in all interactions with parents/guardians.
13. Inform parents/guardians about the meetings and content of the Board of Trustees and provide opportunities for family members to express their views to the Board.

Family Engagement Principles

- Family engagement cannot be random or an "add-on." PHA families must be engaged through collaborative decision-making and should have the opportunity to be a part of all PHA programs and activities.
- Family engagement must be a shared responsibility (families, the school, and community partners). PHA school leaders, staff and faculty will share accountability with families and the community for creating structures and opportunities that sustain family engagement in meaningful ways.
- Family engagement should be continuous from birth to young adulthood. PHA will focus family education on opportunities to help families develop skills and resources to support their students after graduation.
- Family engagement must occur across multiple settings (school, home, and community). PHA school leaders, faculty and staff will collaborate with families and a diversity of community partners, including universities, community organizations, government agencies, etc. to support the achievement of students.

Home-School Communication

Every parent/guardian will be afforded timely, consistent, relevant and accessible communication with the school that enables them to:

- Understand and utilize the school's policies, technology, systems, and infrastructure in order to access information and resources that support their student's achievement
- Develop relevant agreements with the school and its personnel that support healthy home-school partnerships.
- Engage teachers and school personnel in decisions about her/his student's experience at school, social and emotional development and academic progress.
- Engage the school and its personnel in relevant dialogue about institutional decisions that impact student achievement and success.
- Collaborate appropriate decision-making processes, involving a representative body of families, that impact the school community.

Formal Complaint Policy

The Board of Trustees and staff of the PHA are committed to implementing policies, practices, and decisions that are both reasonable and consistent with the legal obligations of the school. The Board of Trustees encourages individuals who are concerned about a particular policy, practice, or decision to discuss the rationale therefore with the staff member immediately responsible.

Filing of Complaint

Any parent, guardian, individual, or group ("Complainant") who wishes to register a complaint regarding the school is asked to follow the complaint procedure described below.

1. Provide a written account of the complaint to the Campus Principal or other administrative staff members immediately responsible for the matter.
2. If not satisfied with the response of the administrator above, provide a written account of the complaint and reasons for the dissatisfaction with the response to the Head of School.

In order to allow for prompt and effective review, Complainants are asked to submit their written account within ten days of the event of concern, or as soon as practicable thereafter. Administrators at each level will respond as soon as practicable, generally within ten working days.

Review by the Board of Trustees

If the Complainant is not satisfied with the response of the Head of School and believes that the matter at issue violates the provisions of M.G.L. c. 71 §89 or 603 CMR 1.00 (Charter School Statute/Regulations), he/she may provide a written complaint to the Chairperson of the Board of Trustees, 50 Essex Street, Cambridge, MA 02139. The written complaint should include the basis of the Complainant's belief that the Charter School Statute and Regulations have been violated. In response to the complaint or on its own initiative, the Chairperson of the Board of Trustees will convene a review to ensure compliance with the Charter School Statute and Regulations. The School and the specific individuals involved are fully expected to cooperate with such review. The Chairperson of the Board of Trustees, or her/his designee, will respond in writing to the written complaint no later than 30 calendar days from its receipt by the Chairperson.

Review by the Massachusetts Department of Education

A Complainant who believes the matter of their complaint has not been adequately addressed by the Board of Trustees may submit the complaint in writing to the Commissioner of the MA Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906.

Students with Disabilities

It is understood that in accordance with the applicable laws and regulations, parents, guardians or other individuals or groups who believe that a charter school has violated or is violating any state or federal law or regulation regarding educational programming for students with disabilities may file a complaint directly with the Massachusetts Bureau of Special Education Appeals (BSEA).

Parents/guardians may also utilize complaint processes offered by the Department of Elementary and Secondary Education Program Quality Assurance (PQA) department or the U.S. Department of Education Office for Civil Rights (OCR).

Head of School

Notwithstanding the provisions above, any Complainant alleging misconduct by the Head of School is expected to report the matter in writing within ten days of the event of concern, or as soon as practicable thereafter, to the Chairperson of the Board of Trustees, 50 Essex Street, Cambridge, MA 02139. The Chairperson will take steps to address the matter, which may include appointing one or more individuals to investigate the complaint if the Chairperson deems appropriate.

Daily Schedule

The official hours of operation of the three campuses are deliberately staggered to accommodate the schedules of families with children at different sites.

EARLY CHILDHOOD CAMPUS:

Breakfast: 7:00 AM-7:30 AM
Pick-Up/Homeroom: 7:40 AM-7:45 AM
School Day: 7:50 AM – 3:00 PM
Dismissal: 3:00 PM
Half-Day Dismissal: 11:45 AM

MIDDLE SCHOOL (Gr 7-8):

Breakfast: 7:00 AM-7:55 AM
School Day: 8:00 AM-3:30 PM
Morning Homeroom: 8:00 AM- 8:10 AM
Dismissal: 3:18 PM
Half-Day Dismissal: 11:45 AM

UPPER ELEMENTARY CAMPUS:

Breakfast/Morning Study: 7:00 AM-7:30 AM
Morning Homeroom: 7:45 AM-8:10 AM
School Day: 7:45 AM-3:15 PM
Dismissal: 3:15 PM
Half-Day Dismissal: 12:00 PM

HIGH SCHOOL/COLLEGIATE INSTITUTE (Gr 9-12):

Breakfast: 7:00 AM-7:55 AM
School Day: 8:00 AM-3:18 PM
(1st period begins promptly at 8:00 AM)
Dismissal: 3:18 PM
Half-Day Dismissal: 11:38 AM

Arrival

EARLY CHILDHOOD CAMPUS:

It is important for children to develop good habits at an early age and learn that school is important. We need all parents to set a good example by having their children arrive to school on time, not

taking their children out early and not allowing their children to miss school unless they are ill or there is a family emergency. **Parents/Guardians should not use Kingman Road or the church parking lot during arrival** and instead should use Washington Street, Webster Avenue, Union Square or Somerville Avenue during arrival.

Breakfast is served in the cafeteria beginning at 7:00 AM for all students who need it. Children who do not come for breakfast may begin to gather on the playground beginning at 7:30 AM. Students are not permitted on the playground during arrival times. All students are picked up by their teachers at 7:40 AM and students are marked tardy after 7:50 AM.

UPPER ELEMENTARY CAMPUS:

Students who arrive after 7:00 AM may congregate quietly in the school cafeteria for breakfast. Students will return to the school lot to line up with their homeroom class and will be picked up by their homeroom teacher at 7:38 AM.

Parents/guardians who drive their students to school are encouraged to drop their students off near the crossing guard on Broadway or on Franklin Street. To respect the safety of students, parents/guardians should park on Franklin Street, Cutter Street, or Broadway and **must avoid entering the parking lot behind the Upper Elementary Campus during drop-off times**. The school lot is used for Faculty Parking and student line-up only.

MIDDLE/HIGH SCHOOL/COLLEGIATE INSTITUTE CAMPUS:

Homeroom begins at 8:00 AM, but students who eat breakfast and/or would like to study are welcome inside the building after 7:00 AM. Early students will be required to stay in the cafeteria until 7:55 AM.

Parents/Guardians should not enter the Essex Street parking lot during arrival and instead should drop students off on Essex Street, Harvard Street, or Norfolk Street.

Dismissal

EARLY CHILDHOOD CAMPUS:

Students are dismissed from the school yard in good weather and during poor weather conditions. Under both circumstances, employees are on duty to help dismiss students. Teachers will take their classes to their designated location in the playground and then release children to parents/guardians.

Dismissal is a very busy time at the Early Childhood Campus; it is therefore critical for parents/guardians to adhere to the following rules:

- Students must be picked up promptly at 3:00 PM. Teachers and staff members have responsibilities after the students are dismissed, and it is important for parents/guardians to plan to pick their children up on time.
- Do not use Kingman Road, behind the Early Childhood campus, to drop off or pick up students; it is a private way and is not to be used at any time. Kingman Road residents may give your license plate number to Somerville Police and you may be ticketed.
- Students will only be released to friends, siblings, or other relatives with a note on file in the school office. Parents/guardians should provide a note of all authorized individuals who are permitted to pick up their children.
- Students are not permitted on the Playground during dismissal time.

- Parents/guardians must resist the desire to conference with teachers during dismissal. Parents/guardians should call or email their child's teacher to make an appointment to discuss their child's performance.

UPPER ELEMENTARY CAMPUS:

Dismissal is at 3:15 PM. Students are dismissed in stages, after the students have organized, cleaned their classrooms, and are seated quietly. Students leaving the building are dismissed prior to those remaining after school.

Students in grades four and five exit the building on the Cutter Street side, and students in grade six exit through the Franklin Street entrance. Students may not return after leaving campus. Students should be respectful of neighbors and local businesses when traveling to and from school. Students should also adhere to the Upper Elementary Campus' Commuter Safety Norms when traveling on public transportation. To respect the safety of students, parents/guardians should park on Franklin Street, Cutter Street, or Broadway and **must avoid entering the parking lot behind the Upper Elementary Campus during pick-up times.**

MIDDLE SCHOOL:

Dismissal is at 3:18 PM. Students are to leave the building at this time unless they are (a) required to attend an afternoon meeting with a faculty member; (b) participating in an authorized after-school/OST activity; (c) attending study sessions with teachers; or (d) are under the direct supervision of a teacher. **Parents/Guardians must not enter the parking lot during dismissal** and instead should pick up on Essex Street, Harvard Street, or Norfolk Street.

HIGH SCHOOL/COLLEGIATE INSTITUTE:

Dismissal is at 3:18 PM. Students are to leave the building at this time unless they are (a) required to attend an afternoon meeting with a faculty member; (b) participating in an authorized after-school activity; (c) attending study sessions with teachers; or (d) are under the direct supervision of a teacher. **Parents/Guardians must not enter the Essex Street parking lot during dismissal** and instead should pick up on Essex Street, Harvard Street, or Norfolk Street.

Half Day Dismissal

Dismissal for half days at the Early Childhood Campus is at 11:45 AM.

Dismissal for half days at the Upper Elementary Campus is 12:00 PM.

Dismissal for half days at the Middle School and High School/Collegiate Institute is 11:38 AM.

General Expectations

Students are expected to be present at PHA on all days that school is in session.

Massachusetts General Laws Chapter 76, Section 1 requires that “every child between maximum and minimum ages...attend school during the number of days required by the Board of Education. The [Campus Principal] may excuse cases of necessary absences.” Section 2 of the same chapter stipulates that “every person in control of a child...shall cause him to attend as ...required.” Being at school regularly is crucial for all students’ academic success.

Informing the school of absence or tardiness

If you need to keep your child home from school because of illness, call the

Absent & Tardy Line

Early Childhood: 617-284-7890

Upper Elementary: 617-684-8590

Middle School: 617-284-7990

High School/CI: 617-284-7990

Please do not call the school office to report an absent or tardy student. It is extremely important that you call in or your child may be marked truant.

Excused and Unexcused Absences

There are two general categories of absences: excused and unexcused. Examples of excused absences are illness, family emergencies, religious observances, and some college visits or interviews (for Juniors and Seniors, with parent/guardian permission and documentation from the college, not to exceed three days per semester). All other absences will be considered unexcused, **including family vacations**. A determination as to whether an absence is excused or unexcused rests with the school administration. If there is a pattern of absences, there will be a required meeting with a school administrator. Students in the Early Childhood Campus have a total of ten excused and unexcused absences per school year.

Absence Due to Illness

In the event that a student is absent due to illness, an authorized parent/guardian must call the appropriate Absent & Tardy line to report the absence. Students who are absent due to illness for three or more consecutive days, or for eight or more days (or their equivalent) in an academic year, must bring in a *doctor’s note* to the Main Office for the absences to be excused. It is the student/parent/guardian’s responsibility to provide this documentation; school staff will not contact doctors’ offices directly.

Missed Assignments

See “Homework: Deadlines & Extensions Due to Absence,” page 39.

Partial Absence

Partial day absences due to tardiness or early dismissal are absences only in those particular classes that are missed. Planned early dismissals are sometimes unavoidable, but nonetheless they must be documented with a note sent from a parent/guardian in the morning. Students in the Early Childhood and Upper Elementary Campuses should give the note to their homeroom teacher, who will make the early dismissal arrangements and send the note to the Main Office; students in the Middle/High School and Collegiate Institute should bring the note directly to the Main Office.

Tardiness

EARLY CHILDHOOD CAMPUS:

Students in grades K-3 not present by 7:50 AM are marked tardy. A maximum of 5 (un)excused times tardy is permitted in any given semester (10 per school year). A tardy will be excused if the school office receives a doctor's note or a written excusable explanation from the parent/guardian explaining the reason for the tardy, on the day the student is tardy. It is recommended that parents/guardians contact the office before the child arrives at school or walk their student to the main office to sign them in and to directly give their excuse for the tardiness. All other tardiness to school beyond the allowable ten per year will be considered unexcused. If there is a pattern of tardiness, there will be a required family meeting with a school administrator to develop an attendance improvement plan.

UPPER ELEMENTARY CAMPUS:

Students in grades 4-6 who are not present by 7:45 AM are marked tardy. Homeroom teachers monitor morning tardiness. A maximum of three excused times tardy is permitted in any given quarter. If there is a pattern of tardiness, there will be a required family meeting with a school administrator.

MIDDLE SCHOOL:

Students in grades 7-8 who are not present by 8:00 AM are marked tardy. Homeroom teachers monitor morning tardiness. A maximum of 3 excused times tardy is permitted in any given quarter. If there is a pattern of tardiness, there will be a required family meeting with a school administrator.

HIGH SCHOOL/COLLEGIATE INSTITUTE:

Students in grades 9-12 who are not present by 8:00 AM are marked tardy. First period teachers monitor morning tardiness. A maximum of 3 excused times tardy are permitted in any given quarter. If there is a pattern of tardiness, there will be a required family meeting with a school administrator.

Failure Due to Absence

High School and Collegiate Institute students who accumulate more than 5 unexcused absences in any one class during any given marking period will receive a failing grade for that marking period in that subject. Three times tardy of less than 15 minutes to a class equate to one unexcused absence in that particular class, and if a student misses 15 minutes or more of a class, unexcused, it is the equivalent of an unexcused absence from the class. Under such circumstances, a student's final grade will be calculated as 0.64 times the student's actual grade for that particular marking period.

Parents/Guardians should be notified by the subject teacher or advisor (Middle/High School Campus) when a student is in danger of failing a subject due to unexcused absences. This communication should occur immediately after the student has a third unexcused absence. However, the responsibility for monitoring unexcused absences rests with the parent/guardian and the student.

Chronic unexcused tardiness or absence (15 or more times tardy in a given year) may obligate the school to notify other public agencies, including the Department of Children and Family Services and/or the Middlesex County Juvenile Court system. Chronic tardiness or absence is an issue of neglect and may be reported as such.

Religious Observance Policy

PHA students who miss school due to a religious observance will be recorded in the attendance ledger with an excused absence. Teachers will refrain from scheduling tests or quizzes, beginning or culminating activities, major projects, or homework assignments during these days. Students who have been absent due to religious observance will be responsible for completing all assignments missed within two days per day absent (in other words, if a student is absent for two days, they will have four days to complete the missing work).

Each year, teachers will be notified prior to the beginning of the school year of the precise dates on which they are expected to adhere to the aforementioned expectations. The religious observance calendar is also posted on the PHA website.

EARLY CHILDHOOD CAMPUS:

Meals Overview: We kindly, respectfully and firmly ask: please do not provide our students with sugary or carbonated drinks, potato chips, cookies, cake, candy or other energy-depleting snacks. At the Early Childhood Campus, we believe in educating the whole child and that begins with students getting what they need to be ready to learn. Students learn best when they are well-rested and have an opportunity to eat nutritionally balanced food that supports their engagement in learning. When students are provided with nutritionally well-balanced diets during school hours, they can stay focused, remain calm and are able to start and end their day with the appropriate energy level needed for learning. If a student comes to school with a food item that does not support this philosophy, students will be asked to get a piece of fruit from the Nurse or Cafeteria and will be asked to place the item back in the backpack to be consumed outside of school. The school will reach out to families that continue to supply their students with energy-depleting meals during school hours to engage in a solution-oriented conference that will support the student getting meals that support learning.

Breakfast: Early Childhood Campus students may arrive at 7:00 AM and receive breakfast in the cafeteria. Students may eat in designated eating areas only.

Snack: All Early Childhood classrooms have a scheduled snack time each morning. Parents/guardians are expected to provide a healthy snack for their child/ren each day. Healthy snack ideas may include fruit, vegetables, cheese, low-fat yogurt, dried fruit, whole-grain pretzels, and crackers.

Lunch: Students have a scheduled lunch period every day. Students may bring lunch from home or they may purchase a school lunch. Free/reduced lunch applications will be completed by parents/guardians no later than the end of the first day of school.

UPPER ELEMENTARY CAMPUS:

Breakfast: Students who arrive between 7:00 AM and 7:30 AM may congregate quietly in the school cafeteria for breakfast. Students will return to the parking lot to line up with their homeroom class and will be picked up by their homeroom teacher.

Lunch: Students have a scheduled lunch period every day. There will be three lunch shifts:

4 th Grade Lunch: 11:30-11:55	Recess: 11:55-12:20
5 th Grade Lunch: 12:20-12:45	Recess: 12:45-1:10
6 th Grade Lunch: 11:55-12:20	Recess: 11:30-11:55

Students may bring lunch from home or they may purchase a school lunch. Free/reduced lunch applications will be distributed at Registration and completed by all parents/guardians by no later than the end of the first day of school. Students will be supervised by their teachers and will be assigned seating in the cafeteria with their homeroom. During recess, students should respect the PHA Way by playing safely and kindly with other students.

HIGH SCHOOL CAMPUS AND COLLEGIATE INSTITUTE:

Breakfast: High School/Collegiate Institute students may arrive at 7:00 AM and receive breakfast in the cafeteria through 7:55 AM.


Lunch: High School/CI students have a scheduled lunch period every day. Students may bring lunch from home or they may purchase a school lunch. Free/reduced lunch applications will be distributed at Registration and completed by all parents/guardians by no later than the end of the first day of school. *Students may not order food to be delivered during the lunch period without teacher permission.*

Off-Campus Lunch Program: Students in grades 10, 11 and 12 have the option of leaving campus during the lunch period each day. Participation in the Off-Campus Lunch Program, however, is a privilege that may be revoked by the Collegiate Institute Administration at any time, if it is deemed appropriate. In order to participate in the Off-Campus Lunch Program, each student must meet the following expectations:

- The student must have signed, written permission from a parent/guardian or guardian on file in the Main Office of the Middle/High School Campus.
- The student must return to the school building before the beginning of the next scheduled block.
- The student may not invite or entice students in grades 7-10 to accompany him/her off-campus, nor may the student bring food back for such students.
- The student must eat any food brought back to campus in the cafeteria.
- The student may not eat food acquired off-campus during afternoon classes.
- The student may not go off-campus at any time other than lunch.

While participating in the Off-Campus Lunch Program, students are expected to conduct themselves in an appropriate and safe manner, including using crosswalks. Entering a motorized vehicle during the off-campus lunch period is strictly prohibited.


Students who violate any of the other expectations will be excluded from the program for a period of time to be determined by the High School/CI Administration.



In the event of school closings, delayed openings, or unanticipated early dismissals, PHA will utilize its Auto-Call technology to inform families about the status of school on that particular day. In addition, local radio and television stations will announce school closings or delayed openings due to snow, a power outage or other problems.

Please look for a closing or delay notice that specifically references the school name, Prospect Hill Academy. **PHA is its own school district. If Somerville or Cambridge Public Schools are closed, this does not necessarily mean that PHA is closed.**

Only under extreme circumstances does school close once students have arrived. If an early closing should occur, parents/guardians are expected to pick up their children as soon as possible. Like all other closings, these emergency dismissals are announced on local radio and television stations.



PHA has planned extensively to ensure that all members of the community are safe and secure, even in the face of an emergency. Emergency Procedure plans are in place for a variety of potential accidents and threats at each of the three campus sites.

Emergency Contact Info

Parents/Guardians of all students are required to fill out an Emergency Reference Sheet, copies of which will be given to the main office, the student's teacher/homeroom teacher, and the nurse's office. In emergency situations, the school calls the numbers listed on the card. **It is essential that parents/guardians update the form in the event of a change of address, phone number, or emergency contact person. Any changes in contact information must be communicated with the main office of the student's campus immediately.**

Emergency Evacuation

In an evacuation, parents/guardians are called to pick up their children. If it is not possible for parents/guardians to retrieve their children or if students need to be relocated from the property for safety reasons, Early Childhood Campus students will be moved to St. Joseph's Church, Upper Elementary Campus students will be moved to St. Benedict's Church, and Middle/High School Campus students will be moved to St. Mary's Church. Should these plans not be feasible, the Campus Principal will ask the local fire station to assist the school in sheltering the students and in reaching parents/guardians.

Fire Drills

Fire drills are conducted three to four times per year according to a schedule set by the Fire Prevention Office of the Somerville and Cambridge Fire Departments. Fire exit directions and procedures are posted in all rooms and teachers review fire exit procedures with students on a regular basis. In the event of a fire, everyone is evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school follows emergency evacuation procedures.

Major Accidents

If a student is involved in a serious accident, the following procedures are followed:

- The school nurse or a staff member carries out immediate first aid.
- The school nurse, Administrative Assistant, or Principal contacts the parents/guardians to pick up the student for medical care.
- In cases where the parents/guardians or the designated emergency persons cannot be reached, or where immediate medical attention is needed, the school calls a local emergency unit for treatment and/or transportation to a hospital.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that PHA, with certain exceptions, obtain written consent from parents/guardians prior to the disclosure of personally identifiable information from a child's educational records. However, PHA may disclose appropriately designated "directory information" without written consent, unless a parent/guardian has advised the school to the contrary in accordance with school procedures. The primary purpose of directory information is to allow PHA to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations, including local sending districts and/or other charter schools, without a parent/guardian's prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents/guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a parent/guardian does not want PHA to disclose directory information from their child's education records without prior written consent, they must notify the school in writing by September 30 of any given school year. PHA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Grade level

Under FERPA and our corresponding state laws and regulations, parents/guardians and eligible students have the following rights:

1. To have access to and receive a copy of the student record;
2. To request an amendment to the student record; and
3. To challenge the contents of the student record.

Special rules apply to non-custodial parents who want access to their child's records. Those special rules are described below.

For more information regarding parent and student rights regarding student record information, Parents/guardians may consult the Code of Massachusetts Regulations, 603 CMR 23.00 et seq. or these regulations will be provided to the parents/guardians or eligible students upon request.

Non-Custodial Parent(s)

Under federal and state law, a divorced or separated parent has full access to his/her/their child's student records unless there is a court order, state statute, or legally binding document relating to matters such as divorce, separation or custody that specifically revokes this right. The Massachusetts legislature passed a statute (Mass. Gen. L. ch. 71, §34H) that is designed to standardize the process by which public schools provide copies of student records to parents who do not have physical custody of their children ("non-custodial parents"). Non-custodial parents who want copies of their children's student records must submit a written request to the school Principal as described below.

- A. A non-custodial parent is eligible to obtain access to the student record unless:
 - i. the parent has been denied legal custody or has been ordered to supervised visitation, based on a threat to the safety of the student and the threat is specifically noted in the order pertaining to
 - ii. custody or supervised visitation, or
 - iii. the parent has been denied visitation, or
 - iv. the parent's access to the student has been restricted by a temporary or permanent protective order unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record, or
 - v. there is an order of a probate and family court judge which prohibits the distribution of student records to the parent.
- B. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 603 CMR 23.07(5)(a).
- C. In order to obtain access, the non-custodial parent must submit a written request for the student record to the school Principal.
- D. Upon receipt of the request the school must immediately notify the custodial parent by certified and first-class mail, in English and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the Principal with documentation that the noncustodial parent is not eligible to obtain access as set forth in 603CMR 23.07 (5)(a).
- E. The school must delete all electronic and postal address and telephone number information relating to either work or home locations of the custodial parent from student records

provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

- F. Upon receipt of a court order that prohibits the distribution of information pursuant to G.L. c. 71, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the
- G. student record to the non-custodial parent. Regulatory Authority: 603 CMR 23.00: M.G.L. c. 71, 34D, 34ES

Use of Lockers

Upper Elementary and Middle/High School students are given the privilege of the use of a school locker. Lockers, however, remain the property of the school and are subject to search by school officials at any time. Also, the school attempts to create an environment which prevents theft, but students should be aware that the school is not responsible for lost or stolen property, and as a result, students must provide their own combination locks or key locks and must provide a copy of the combination or a spare key to their homeroom teachers. **Students are responsible for the contents of all items within their lockers** and should not give their combination to anyone other than their homeroom teacher or other school officials. Of course, the best protection against theft is not bringing valuable items to school in the first place.

Locker Access

UPPER ELEMENTARY:

Upper Elementary Campus students will only be permitted to visit their lockers at three specified times during the day: 1) morning homeroom, 2) lunch/organizational time, & 3) afternoon homeroom.

MIDDLE SCHOOL CAMPUS:

Students in grades 7-10 should follow all stated rules and procedures in accessing their lockers before, during, and after the school day.

HIGH SCHOOL/COLLEGIATE INSTITUTE:

Students are required to provide their own locks for lockers. Students will not be permitted to go to their lockers during class time and should plan accordingly in order to be prepared for each class.

Textbook Care

Books that belong to the school are assigned to each student during the course of the school year. These include hardcover and softcover books as well as workbooks. Students must treat all books with respect and keep them in good condition for return at the end of the year. Students should not write in books unless explicitly instructed to do so by a teacher (e.g., in workbooks).

Damaged or Lost Textbooks

School textbooks are expensive. It is expected that they will remain usable for approximately 7 years. Even minor damage caused to textbooks accumulates and significantly shortens their lifetime. It is a student's sole responsibility to the care of all textbooks. Upon receiving a school textbook, students must write their names inside the front cover and put a protective covering on the book by the following school day. Since a textbook is the recipient's responsibility, the school advises students not to loan out books to others, since the original recipient of the book, not the person who borrows the book, will ultimately be held accountable for the book's condition.

Chromebooks

At the start of the school year, upon the submission of a signed PHA Chromebook Student Agreement Form by both student and parent(s)/guardian(s), each student in grades 8-12 is provided with an assigned Chromebook. Students are expected to assume responsibility for the general care of their Chromebooks, and bring them to school fully charged on a daily basis. Additionally, students are expected to bring their Chromebooks to all classes unless specifically advised not to do so by their teacher. Students are encouraged to use their Chromebooks outside of school for assignments. At the end of the school year, or upon transferring from PHA, students are required to return their Chromebooks.

Supplies

Students are expected to bring basic supplies to school (certain supplies can be provided for them on an emergency basis). Different supplies are needed for each grade level. Required supplies will be provided for each campus.

Financial Assistance

Some financial assistance is available for field trips, dress code clothing, and supplies. Further information on this is available through the school counselors.

Required Student Health Records

PHA is required, by law, to keep complete immunization records on file. Before any new student may begin attending classes, a parent/guardian must meet with the school nurse. A physician's record of all required immunizations must be present (see the boxed list on this page) and a report of a physical exam performed within the 12 months directly prior to enrollment at PHA. Students entering grades K, 4, 7, and 10 are also required to provide the school health office with a written report documenting a complete physical exam performed within the 12 months prior to their entering those grades. This report should include the findings of the physical exam, required immunization documentation appropriate for the student's age (see box to the right), and written confirmation of a complete vision screening performed within that calendar year.

Maintenance of Student Health Records

Parents/guardians are advised to retain the original copy of their child's physical exam report and immunization record and only give photocopies of these records to school officials. There will be many occasions when health information is a requirement for participation in activities both in school and out of school, including PHA athletic programs, and it is the parent/guardian's responsibility to provide this documentation every time it is requested. School Nurses cannot provide copies.

The confidentiality of student health information is maintained according to FERPA guidelines. Records are kept in locked files and shared only in the interest of maximizing student learning and maintaining student safety. Information is never shared outside of school without the express written consent of a parent/guardian.

Students who are transferring to another school will need to notify PHA prior to doing so, as the law dictates that school health records must be sent directly from school to school. Parents/Guardians

Immunizations and Exams Required by Law

Before entry to kindergarten (and for any student new to PHA, regardless of age), every student must have the following:

- a complete physical exam performed within the 12 months prior to entering PHA
- 5 doses of a DTaP/DTP vaccine
- 4 doses of polio vaccine
- 3 doses of Hepatitis B Vaccine
- 2 doses of MMR Vaccine
- 2 doses of Varicella vaccine or a physician-certified history of having had chicken pox
- 1 lead test with date and result
- 1 PPD or designation as low risk by a physician
- Report of dental exam
- Report of a complete eye exam

Before entry to grade 4, every student must have the following:

- a report of a complete physical exam performed within the 12 months prior to beginning grade 4
- a report of a complete eye exam

Before entry to grade 7, every student must have the following:

- a Tetanus (Td) Booster Shot within the 12

months prior to entering grade 7

- a report of a complete physical exam performed within the 12 months prior to entering grade 7
- a report of a complete eye exam

Before entry to grade 10, every student must have the following:

- a report of a complete physical exam within the 12 months prior to entering grade 10
- a report of a complete eye exam
- 1 Dose of Meningococcal

will need to have copies of their child's health information to register their child at another school. They will need to use copies of this information from their files at home or call their pediatrician for additional copies. The school health office is not responsible for making copies of student health records to expedite a transfer.

Students who have graduated from PHA will have their health records given to them upon graduation or mailed to their home at the close of the academic year.

Administration of Medication

Written permission from a parent/guardian and a written doctor's order is required for administration of any medication. All permission forms must be renewed annually at the beginning of the academic year. This includes permission for over-the-counter medications such as *Tylenol* and *Advil*.

Medications such as antibiotics, which are short-term and time-limited, are not given in school.

Parents/Guardians must arrange with their child's doctor to prescribe an antibiotic that can be given at home when parents/guardians are available to administer it. In rare exceptions, short term antibiotics may be administered only with pre-approval from the school nurse.

Students are not allowed to self-medicate in school for safety reasons. This includes all over-the-counter medications. Any deviation from this rule without the written consent of the parent/guardian, physician, and school nurse will be considered a disciplinary issue. The only exceptions to this rule are the use of rescue inhalers for students with respiratory conditions such as asthma, glucose monitoring/ insulin delivery for diabetics and medications for other applicable conditions. In such cases, the parent/guardian, school nurse, physician, and the student must adhere to the school's self-medication guidelines (available on request).

ARRANGING MEDICATION ADMINISTRATION:

To arrange for the administration of medication within the school, please follow these steps

- A parent/guardian must deliver the medication to the school and meet with the school nurse prior to any administration of that medication in school. (Please call at least one day prior to the first desired administration to make an appointment.) Two forms—a "Permission to Administer Medication" form and a "Medication Order to be completed by a Licensed Prescriber"—will need to be completed.
- Medications must be in the original pharmacy labeled container, stating the student's name, medication name, dose (ONLY the dose listed on the label can be given; any change requires a new labeled container) times to be given, duration of this order, physician's name and any specific directions for use. School Nurses are allowed by law a one-hour window before/after the exact scheduled administration time to administer any medication.
- Only deliver a maximum of a 30-day supply of medication to school.
- It is the parent/guardian's responsibility to track when medication refills are needed and provide them in a timely manner to maintain consistency of use.
- Parents/guardians are required to provide a new rescue inhaler &/or Epi-pen along with new doctor orders and parent/guardian signature on the first day of each school year. These medications must remain valid (unexpired) for the full duration of the school year.

- Unused medication must be picked up in the school health office by the parent/guardian at the end of the school year (last day of summer school for those attending). Any unclaimed medications will be destroyed.
- Medications that have been discontinued by the physician or by parent/guardian request (this must be done in writing or via email) must be picked up at school by the parent/guardian within 5 days of the order change. Any medication remaining in the school health office will be disposed of or destroyed according to legal requirements after 5 school days.

Any medication sent to school with a student without following these steps will be turned in to the school nurse and retained by him/her until the parent/guardian comes to school to retrieve it.

Illness and Dismissal

Students may visit the school nurse (with a completed pass from their teacher) for concerns that interfere with their learning or pose a risk to the student or others. Most visits for simple complaints do not warrant a call or note to notify parents/guardians. If the school nurse feels that there is a reason for parents/guardians to follow up, or monitor their child's condition, a note or call will go home. The school nurse will see students based on urgency and may need to ask that more routine concerns be addressed at home. If the nurse feels that a student should be dismissed from school, parents/guardians will be called first, then emergency contacts next. Students who are determined to require dismissal should be picked up in a timely fashion (not more than 60-90 minutes from the first call to parent/guardian). In order to be sure that this is always possible, parents/guardians must have plans in place prior to needing them that will allow alternate pick up arrangements if parent/guardian cannot arrive within this time frame. There are no adequate facilities, staff or supplies to allow for longer-term care for ill or injured students to remain in school.

In order to be dismissed from school early due to illness, students are expected to have the authorization of the school nurse based on clinical evaluation of current symptoms. The school nurse will send students home if they have an illness that is clearly interfering with their ability to function effectively in school. However, it is not unreasonable to request that students with more vague symptoms (i.e., headache, stomachache, menstrual cramps, colds, etc.) stay for the rest of the day. If the school nurse feels that a student needs to be dismissed, or is not sure of the student's need, a parent/guardian will be called for consultation. Students cannot call parents/guardians directly for permission to be dismissed.

If your child has a recurring issue (i.e., severe menstrual cramps, migraines, etc.) please make an appointment with your regular physician for an evaluation and a written plan of action for treatment in school. Any medication that needs to be administered within the school must follow the school's policies for the administration of medication (see the previous section).

Communicable Diseases

Please notify the school nurse immediately if a student has contracted any communicable disease. PHA follows the Massachusetts Department of Public Health Guidelines for parental notification, exclusion, or precautions determination. If a child has a fever above 100°, diarrhea, repeated vomiting, a rash of unknown origin, chickenpox, strep throat, or any condition requiring antibiotic use, they must remain at home for 24 hours minimum or until a doctor allows them to return.

Students must remain home and be fever-free for a minimum of 12 hours without the use of Tylenol, Motrin, or other fever-reducing medications before returning to school. Please do not send sick children to school—PHA does not have facilities or staff to care for them appropriately, and this increases the likeliness that others will become ill.

Life-Threatening Food Allergies

Many students at PHA suffer from life-threatening food allergies requiring emergency plans and increased diligence in maintaining a safe classroom and school. As a result, **ALL** Early Childhood Campus classrooms must be designated as “Peanut-Free.” Students in Peanut-Free classrooms may not bring any peanut-based products to consume in class, food may not be shared among students, and parents/guardians are not allowed to send food to school for celebrations of birthdays, holidays or other occasions.

In the Early Childhood, Upper Elementary and Middle/High School Campus cafeterias, a Peanut-Free table can be provided, and any child who does not have peanut products is welcome to sit there. Students with allergies may invite one or many friends to join them, as long as all lunches are peanut-free. School-provided lunches are always peanut-free, as we work directly with our lunch provider to provide safe lunches for all.


Accommodations for students with other life-threatening allergies will be managed on a case-by-case basis by instituting Best Practice Guidelines in consultation with the school administration, school nurse and the parent/guardian and/or the student’s medical provider.

State-Mandated Health Screenings

Massachusetts law mandates that students in grades K-3 be screened annually for hearing, vision, height, and weight. Students in higher grades must be screened once every 3 years. In addition, students in grades 5-9 will also have a postural screening. Parents/guardians who do NOT wish for their child to participate in these screenings must notify the school nurse in writing. These screenings are not intended to take the place of annual care by a physician or an eye doctor, but to ensure that all students are receiving adequate and appropriate care and referral. Parents/Guardians will be notified in the event that screenings conducted in school have identified the need for further investigation or evaluation. It is expected that parents/guardians will follow through with requests for further evaluation within a reasonable time frame (within 3 months max.) and will notify the school nurse of those findings through a doctor’s written reports.

General Information

If your child is dealing with any medical or health-related issues, it is best to inform the school nurse. Even if they do not seem to affect the child’s school day, health concerns, both physical and emotional/mental, can indeed impact how well a child is able to function in school. If school personnel are aware of family stressors, medication issues, concerns related to health or overall wellbeing, the school will be better prepared to support the child and understand what may be impacting them in school. Communication is essential in helping each student to be the best learner they can be.



Special Education

PHA ensures that all eligible students with disabilities receive a free and appropriate public education as defined by the Individuals with Disabilities Education Act of 2004 and the Every Student Succeeds Act of 2015 (Public Law 114-95). Parents/Guardians have the right to request a Special Education evaluation if they believe that their child has a disability and requires specialized instruction and/or related special education services.

Requests for a special education evaluation should be directed to the Special Education Team Chair at your student's campus or to Alison Hourigan, Director of Student Services. Mrs. Hourigan can be reached at 617-284-7819 or via e-mail (abradley@phacs.org). Team Chairs can be reached via the contact information below:

Campus	Team Chair	Contact Information
Early Childhood	Kristina Junco	617-284-7820 kjunco@phacs.org
Upper Elementary	Victoria Carr	617-684-8520 vcangiano@phacs.org
Middle School	Callie Kniffin	617-284-7920 ckniffin@phacs.org
High School	Danielle Makarious	617-284-7921 dmakarious@phacs.org

Pregnant/Parenting Students

PHA shall not deny any married or unmarried student (who is otherwise eligible to attend) an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood; nor shall a pregnant student under the age of seventeen (17) be excused from the requirements of the Compulsory Attendance Statute solely for reasons of her pregnancy or maternity.

Homeless Students

In accordance with the McKinney Vento Homeless Assistance Act, PHA shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, shall be applied to all services, programs, and activities provided or made available by PHA.

A student may be considered eligible for services as a "Homeless Child or Youth" under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In a shelter, temporary shared housing, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- In temporary or transitional foster care placement

PHA families who are experiencing homelessness are encouraged to contact Alison Hourigan, McKinney Vento liaison, to determine if supports and services are available. Mrs. Hourigan can be reached at 617-284-7819 or via e-mail (abradley@phacs.org).

English Learners

PHA ensures that English Learners receive equal access to all educational programs and extra-curricular opportunities. Students identified as having limited English proficiency will be provided with specialized instruction and services from a qualified ESL teacher.

SECTION 2: ACADEMICS



Curriculum

PHA's curriculum builds on the Massachusetts and Common Core Standards by articulating the essential subject area and grade level learning objectives, course content, and major assessments. It is designed to promote high expectations for all students, provide all students with the opportunity to learn, and ultimately equip all students with the skills and knowledge required to succeed in the college environment. The curriculum is dynamic and responsive, constantly addressing the academic needs of our students, as informed by both internal and external assessment data. Additionally, PHA builds curricular coherence by ensuring that important skills and knowledge are reinforced as students transition between grade levels and campuses. The curriculum reflects deliberate planning, collaborative problem solving, and an unwavering commitment to engaging all students in meaningful, relevant, and developmentally-appropriate work.

Grading & Reporting – Early Childhood Campus

STANDARDS-BASED GRADING

Standards-based report cards are used to inform parents/guardians of the development of students in grades K-3 and are based on each student's progress toward mastering the Massachusetts Common Core Standards in English Language Arts and Mathematics. A four-point marking scale (Advanced, Proficient, Needs Improvement, and Warning) is used to describe student progress in relation to grade-level standards and developmental milestones. Report cards for grades K-3 also contain social skills and citizenship section using the same four-point scale.

REPORTING STUDENT PROGRESS

Parent/Guardian-Teacher Conferences: Mandatory parent/guardian-teacher-student conferences are held twice a year. The school will try its best to accommodate parents/guardians who are unable to attend conferences at the usual times. The school will also provide interpreters at a parent/guardian's request to facilitate communication at these conferences.

Listening Conferences: The Early Childhood Campus conducts Listening Conferences beginning in early September. At these conferences, parents/guardians are invited to inform their child's teacher about their child's strengths, areas of concern, and any academic, social, or behavior issues they would like to share. This is a time for teachers to listen, take notes, and ask clarifying questions, and to report on individual student progress or early concerns.

Report Cards: At the Early Childhood Campus, report cards are distributed twice per year. Report cards include standards-based grades in each subject (as described earlier in this section), attendance records, and a responsible citizenship grade. Comments regarding attitude, behavior and academic progress are also included in the narrative section of the report card.

Grading & Reporting – Upper Elementary Campus

GRADING SCALE

A+ 97-100 (4.33)	B+ 87-89 (3.33)	C+ 77-79 (2.33)	D 65-69 (1.0)
A 94-96 (4.0)	B 84-86 (3.0)	C 74-76 (2.0)	F 64-0 (0)
A- 90-93 (3.67)	B- 80-83 (2.67)	C- 70-73 (1.67)	

RESPONSIBLE CITIZENSHIP GRADING SCALE

In each class, students' citizenship is assessed. Citizenship includes participation, timeliness, and overall attitude and behavior. The scale runs from a 1 (Unacceptable) to 4 (Exemplary). To make honor roll or high honors, a student must earn a 3 or a 4 in all classes.

GRADE DISTRIBUTION FOR THE YEAR

1 st Quarter	25%
2 nd Quarter	25%
3 rd Quarter	25%
4 th Quarter	25%

GRADING CATEGORIES

There are two grading categories: "Process" (35%) and "Product" (65%). All assignments must be entered into one of these two categories.

- **Process Category** mostly includes assignments that would be considered formative assessments. It will usually include such things as homework, Do Nows, exit tickets, classwork, participation in class discussions, reading/text-marking assignments guides, and some quizzes. *(Please note that quizzes could be either process or product depending upon teacher discretion.)*
- **The Product Category** includes most summative assessments, such as projects, larger writing assignments (including ORQs), tests, and some quizzes. Since the product category constitutes 65% of a student's grade, *there should be a minimum of three product assignments per quarter*. If there are fewer than three, students should have multiple opportunities to revise major product assignments.
- **Citizenship** (sometimes known as "Behavior") is measured in a totally separate category that does not figure into the course grade. Citizenship grades are calculated on the Proficiency-Based Rubric 1-4 scale.
- **Rubrics:** All project and essay rubrics should use the language of proficiency-based grading: Advanced (4), Proficient (3), Developing (2), and Beginning (1).
- **Quarter Grades:** Each quarter grade will count for 25% of the overall final average for the grade. These grades should be shown as a percentage.

ACADEMIC HONORS

Students in grades 4-6 achieving outstanding success at PHA, both academically and behaviorally, will be recognized by selection to the following:

Honor Roll: Students on the Honor Roll must have:

- Grades of 80% or above in all classes.

High Honors: Students on the High Honor Roll must have:

- Grades of 90% or above in all classes.

Citizenship Honor Roll: Students on the Citizenship Honor Roll must have:

- Responsible citizenship grades of three (3) or four (4) in all subjects.

REPORTING STUDENT PROGRESS

Listening Conferences: The Upper Elementary Campus conducts Listening Conferences beginning in early September. At these conferences, parents/guardians are invited to inform their child's teacher about their expectations of the classroom, their child's strengths, areas of concern, and any academic, social, or behavior issues they would like to share. This is a time for teachers to listen, take notes, and ask clarifying questions, not to report on individual student progress.

Report Cards: At the Upper Elementary campus, report cards are sent home directly with students at the end of quarters 1, 2, and 3. Progress Reports are also sent home with students near the middle of each quarter. In both cases, parents/guardians are sent an auto-call on those days. Report cards for the fourth quarter are mailed home. Report cards include numerical grades in each subject, attendance records, and a responsible citizenship grade. Comments are also included in the narrative section of the report card.

Grading & Reporting – Middle School/High School/Collegiate Institute:

GRADING SCALE

A+ 97-100 (4.33)	B+ 87-89 (3.33)	C+ 77-79 (2.33)	D 65-69 (1.0)
A 94-96 (4.0)	B 84-86 (3.0)	C 74-76 (2.0)	F 64-0 (0)
A- 90-93 (3.67)	B- 80-83 (2.67)	C- 70-73 (1.67)	

RESPONSIBLE CITIZENSHIP GRADING SCALE (MIDDLE SCHOOL)

In each class, students' citizenship is assessed. Citizenship includes participation, timeliness, and overall attitude and behavior. Citizenship expectations for all grade 7-12 students are as follows:

- Be safe
- Be Respectful and Kind
- Be a Professional Scholar
- Be a Positive Leader

Responsible citizenship grading is intended to communicate a very basic sense of the extent to which a student meets those expectations in the classroom through the use of the following scale:

- 4 = the student ALWAYS meets or exceeds those expectations

- 3 = the student USUALLY meets those expectations
- 2 = the student SOMETIMES meets those expectations, but frequently does not
- 1 = the student RARELY meets those expectations

In participate on PHA athletic teams or to make honor roll, a student must earn a responsible citizenship grade of 3 or higher in all classes.

GRADE DISTRIBUTION FOR YEAR-LONG COURSES IN THE HIGH SCHOOL AND COLLEGIATE INSTITUTE

1 st Quarter	20%
2 nd Quarter	20%
Mid-Term Exam/Assessment	10%
3 rd Quarter	20%
4 th Quarter	20%
Final Exam	10%

GRADE DISTRIBUTION FOR SEMESTER LONG COURSES IN THE COLLEGIATE INSTITUTE

1 st Quarter	40%
2 nd Quarter	40%
Final Exam/Assessment (when applicable)	20%

GRADING CATEGORIES

There are currently two grading categories: “Process” (35%) and “Product” (65%). All assignments must be entered into one of these two categories.

- **The Process Category** includes most formative assessments. It will usually include such things as homework, Do Nows, exit tickets, class notes, participation in class discussions, reading guides, drafts of essays and major projects, Problems of the Week, and some quizzes (quizzes could be either process or product).
- **The Product Category** includes most summative assessments, such as projects, essays, tests, Problems of the Unit, analytical paragraphs, lab reports, critical reading passages, and some quizzes. Since the product category constitutes 65% of a student’s grade, *there should be a minimum of three product assignments per quarter*. If there are fewer than three, students should have multiple opportunities to revise major product assignments.
- **Citizenship** (Middle School only, sometimes known as “Behavior”) is measured in totally separate category that does not figure into the course grade. Citizenship grades are calculated on the Proficiency Based Rubric 1-4 scale. Students who are not “proficient” in citizenship (less than 3) are not eligible for honor roll or participation in team sports.

ACADEMIC HONORS

Students in grades 7-12 achieving outstanding success at PHA, both academically and behaviorally, will be recognized by selection to the following:

Honor Roll: Students on the Honor Roll must have:

- an academic average 80 or above.
- no grade below 75.
- responsible citizenship grades of three (3) or four (4) in all subjects.

High Honors: Students on the High Honor Roll must have:

- an academic average of 90 or above.
- no grade below 85.
- responsible citizenship grades of three (3) or four (4) in all subjects.

REPORTING STUDENT PROGRESS

Parent/Guardian-Teacher Conferences: Mandatory parent/guardian-teacher-student conferences are held each year. The school will try its best to accommodate parents/guardians who are unable to attend conferences at the usual times. The school will also provide interpreters at a parent/guardian's request to facilitate communication at these conferences.

Report Cards: At the Middle School/High School Campus, report cards are mailed out four times a year, shortly after the end of each quarter. Report cards include numerical grades in each subject, attendance records, and a responsible citizenship grade. Comments regarding attitude, behavior and academic progress are also included in the narrative section of the report card.

TRANSCRIPTS

In the fall, seniors are given written instructions for sending transcripts to colleges. Students should meet with the Registrar to review their transcript prior to sending it out. Transcript requests should be made two weeks in advance of any deadline to ensure that the requests will be completed and sent on time. In addition to a transcript request, students should fill out an authorization form to allow the release of their student records. Students requesting transcripts must provide an addressed envelope and two first class postage stamps for each transcript being sent out.

Certain information, such as standardized test results, student discipline, class rank, etc. will be destroyed seven (7) years after the student has left the school. Only the transcripts of courses and grades is kept on file for sixty (60) years. Any personal notes of teachers and guidance counselors are not shared or kept on file and are not part of a student's permanent record.

Homework

PHA believes that homework is an essential part of a student's education and preparation for college. It reinforces daily lessons and provides practical application of knowledge. Depending on the nature of the assignment, homework may simply be checked for completion or it may be graded for content, level of completion, and comprehension.

At the Middle/High School Campus, if the internet is required for a given homework assignment, a teacher will note this on the weekly assignment sheet so that parents/guardians know when to allow students access to the internet for school use.

Time Guidelines

EARLY CHILDHOOD CAMPUS:

Homework is assigned on Monday through Thursday. The time allotted to homework should increase gradually from grade to grade. Below are suggested time frames for homework:

Kindergarten	- 10 minutes twice per week
Grade 1	- 10 minutes four times per week
Grade 2	- 20 minutes four times per week
Grade 3	- 30 minutes four times per week

The above Guidelines do not include basic math facts practice or the 15-20 minutes per night that each child in all grade levels is expected to commit to reading, either independent or from read-alouds.

All times listed are approximate. Individual students' pace may need to be taken into consideration. We request that problems/concerns be communicated directly to the classroom teacher. When enough time has been allowed in school for class work, and that work has not been completed, it may be assigned as homework, thereby exceeding the recommended daily time allotted to homework.

UPPER ELEMENTARY CAMPUS:

Upper Elementary Campus students should expect approximately one hour of homework in grade 4 and 75 minutes of homework in grades 5 and 6 per night from all classes combined. This is not including basic math facts practice or the 20-30 minutes per night that each child in all grade levels is expected to commit to reading. Grade level teachers will establish a Homework Schedule, which will be distributed to students during the first week of school.

MIDDLE and HIGH SCHOOL CAMPUSES:

7th and 8th grade students should expect approximately two hours of homework per night from all classes combined. Students in grades 9-12 should expect approximately 30-45 minutes of nightly homework for each subject and one hour of nightly homework for each AP course. Over school vacations, students may be assigned up to one hour of homework per day in each class. Assignments may be given periodically in subjects such as Art, Music, Physical Education, or for Advisory as needed.

Deadlines & Extensions due to Absence

All assignments should be completed by the appropriate deadlines. If students have been absent due to illness, they are responsible for completing all assignments missed within two days per day absent (in other words, if a student is absent for two days, they will have four days to complete the missing work). It is the sole responsibility of the student, not the teacher, to seek out missed work in the case of all excused and unexcused absences. In the case of unexcused absences, it may not be possible to make up all missed assignments.

Late Work

Completing assignments on time is a crucial component of academic success, and all students are expected to hand in their work on the date it is due. Late work policies are specific to each campus and are tailored to be developmentally appropriate. Each campus will post and update Late Work Policies documents on the PHA web site. In general, students will be given the opportunity to

complete assignments not handed in on time, but they will receive a deduction of points appropriate to the delay. Late work is not eligible for credit after the close of the semester in which it was originally assigned, and the failure to complete assignments will affect a student's quarter and/or final grades. Exceptional circumstances will be considered on a case by case basis.

Note: Work handed in late after an excused absence is not subject to the above penalties. For guidelines, see the previous section, "Deadlines & Extensions due to Absence."

Primary Student Selection Criteria

Any student interested in enrolling in an Advanced Placement (AP) course at PHA will be considered eligible by meeting each of the following criteria:

1. The student must receive a minimum of an 85% cumulative average in that particular subject for each high school year prior to enrolling in an AP course.
2. The student must attend an AP information session/orientation meeting to learn about expectations for matriculation in that particular AP course.
3. The student must take and pass an eligibility examination/assessment in the spring prior to enrolling in any particular AP course.
4. The student must complete all required summer reading/assignments according to the schedule set by the teacher of each particular AP course.

Failure to meet any of the aforementioned criteria will negate a student's eligibility for Advanced Placement enrollment.

Alternate Student Selection Criteria

"The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses."

—Advanced Placement Equity Policy Statement, 2005, The College Board

In concert with the College Board's commitment to equity in AP enrollment, PHA students who do not qualify for AP courses on the basis of their grades may apply for admission by meeting both of the following criteria:

1. Recommendation from the student's current teacher in the desired AP subject and approval by the Academic Leadership Team.
2. Adherence to items two, three, and four from the primary student selection criteria.

Parent/Guardian Permission

Students determined eligible for enrollment in an AP course are required to secure, in writing, enrollment permission after parents/guardians are informed of the requirements of the course, course content, course activities and expectations for student performance. In addition, students and their parents/guardians will sign an Advanced Placement Contract delineating requirements and expectations for AP study and criteria for remaining in an AP course. On average, students should expect to complete one hour of homework per night for each AP course.

Grade Requirement for Advanced Placement Courses

Students are expected to maintain a minimum grade average of 75% in AP courses. Should the grade average in the course drop below this level and a student receive a grade less than 75% in an AP course, the student will be given until the next progress report or report card to bring the average up to 75%. If the student is unable to bring the average to this level, s/he may be transferred from the AP class to another course in the same department. Dependent on teacher permission and course availability, the student may be allowed to continue study in the AP course.

Guiding Principles

At PHA, educators work to ensure that standards and criteria for student success are clear and transparent for students and families. As students develop throughout the year, educators use multiple data points to review student progress and to identify student needs. Educators should work throughout the year to ensure that students have rich and relentless support when they struggle to meet the standards and criteria for success described below. Educators also work to ensure that students have access to multiple pathways to meeting the standards and criteria for success at each grade level with the goal of avoiding retention where possible and helping the student to meet the standards and develop the tools to succeed in his/her/their current grade and beyond.

Promotion and Retention

EARLY CHILDHOOD CAMPUS:

Decisions regarding promotion and retention of Early Childhood students will be made by school administration in consultation with the Student Support Team, classroom teacher and the parent/guardian based on the following considerations:

- The student's overall academic performance
- The student's performance relative to specific grade-level standards
- The student's progress toward meeting specific grade-level standards
- The student's social and emotional development
- Consultation with the classroom teacher, the parent/guardian, and the school administration

Multiple Data Points Considered when Reviewing Student Progress throughout the Year:

- Chronological age and information about the previous retention
- Progress toward academic standards as reported on standards-based report cards
- Progress reports on social and emotional development from educators and families
- Literacy data including DIBELS and Fountas and Pinnell Benchmark Assessment Data
- Math benchmark assessments
- Input from families provided at Listening Conferences, Family Conferences, and meetings with educators
- Input from teachers at Student Support Team meetings and bi-annual Student Review Meetings
- Student Attendance Record

UPPER ELEMENTARY CAMPUS:

Academic administrators will review student progress on a variety of data points and may require that students who demonstrate a clear and consistent pattern of struggle with critical skills and/or who are below grade level will need to successfully attend and meet the summer school requirements in order to be promoted to the next grade level.

Multiple Data Points Considered when Reviewing Student Progress throughout the Year:

- Proficiency and progress toward standards as determined by completed assignments, including homework, tests, quizzes, class assignments, projects, and performance assessment tasks
- Observations and reports on social, emotional, and non-cognitive development from educators and families
- MCAS performance data and interim assessments
- Performance across all content areas
- Input from families provided at Family Conferences and meetings with educators
- Input from teachers and Student Support Team members
- Age of student
- History of the previous retention and/pattern of academic performance over time

If there is a concern in multiple data points listed above, particularly in the areas of Literacy and Math proficiency, a student review process may be initiated by the school or parent/guardian. The review process will lead to a study of student progress and ultimately, a decision by the Principal regarding retention and/or summer school participation.

MIDDLE SCHOOL:

Promotion and retention guidelines for grades 7 and 8 are under revision and will be published in a revised version of this document when complete. Until that time, please contact the Middle School Principal and/or Assistant Principal with any questions regarding promotion and retention.

HIGH SCHOOL:

Promotion to the next grade is dependent upon the number of credits a student has earned and the ability to earn 23 credits in subsequent years leading up to 12th grade. Please see below for more details about credit recovery via summer school and the graduation requirements.

Summer School

EARLY CHILDHOOD CAMPUS:

Students who do not demonstrate proficiency in Literacy (English Language Arts, Social Studies, and Reader's Workshop) and/or Mathematics may be required to attend summer school.

UPPER ELEMENTARY CAMPUS:

Students who do not demonstrate proficiency in Humanities (English Language Arts and Social Studies) and/or STEM (Math and Science) may be required to attend summer school.

MIDDLE/HIGH SCHOOL CAMPUS:

Students who fail English AND/OR Mathematics, are required to attend summer school in their failed subject(s). PHA will be responsible for offering summer classes in these core disciplines for middle schoolers. High School students will attend summer school when credit recovery is required at the Cambridge-Harvard Summer Academy, held at the Cambridge Rindge and Latin School. In addition to grade requirements, academic administrators will review student achievement in Literacy (reading/writing) and Mathematics and may require that students who demonstrate a clear and consistent pattern of struggle with critical skills and/or who are below grade level will need to

successfully attend and meet the summer school requirements in order to be promoted to the next grade level.

Grades 7-12

- Students who demonstrate foundational understanding (passing) in all subjects will be promoted to the next grade without condition.
- Students who do not demonstrate foundational understanding (passing) in any core academic subject (English, Math, Science, Social Studies, or Spanish) will be required to demonstrate foundational understanding through summer school or an alternative academic pathway.
- Students who do not demonstrate foundational understanding (passing) in more than two core academic subjects (English, Math, Science, Social Studies, or Spanish) may be retained in their current grade for the following school year.
- A student who demonstrates foundational understanding (passing) by retaking the relevant final exam (or an equivalent assessment) in summer school and meets summer school attendance requirements will be promoted to the next grade with the minimum passing grade for that course.

Graduation Requirements

In accordance with guidelines set forth by the Commonwealth of Massachusetts and PHA, all students must complete the following requirements in order to obtain a high school diploma:

1. Students must take and pass four years (or the equivalent, with the approval of the High School and Collegiate Institute Principal) of English and Math. Students must also take and pass three years of World Language, Science and Social Studies (including taking one year of American History).
2. Students must earn the equivalent of 23 credits by the end of their senior year.
3. Students must take and pass the high school Mathematics, English Language Arts and Science MCAS examinations.
4. Students must complete and submit an application to at least one four-year college or university.
5. Students must complete 60 hours of community service.
6. Students must submit a Graduate Portfolio and meet proficiency on a Graduate Portfolio Defense

The PHA Community Service Program is designed to promote active and responsible citizenship in a democratic society. Teachers and administrators work to ensure that all students in Kindergarten through twelfth grade participate in meaningful community service projects each year; all 9-12 graders must work to fulfill a service requirement as part of their progress toward graduation.

Required Hours

All students in grades 9-12 must complete 60 hours of community service to be eligible for graduation. Each student is required to complete 15 hours of community service each year (Freshman, Sophomore, Junior, and Senior years). Students who opt to graduate a year prior to their

expected graduation date will be excused from completing their final 15 hours of community service.

Service hours completed at school will only be given for service completed before or after normal school hours or for work completed during periods of time when students are not required to be in class; service hours must come from students' time and not from a scheduled class or advisory activity. Community service hours may be completed during the summer, with appropriate approval and documentation.

Projects

All community service hours must be completed in a nonprofit environment, and students cannot be compensated for their service time. Students may *not* apply hours accumulated during school-wide community service days toward their graduation requirements. The school will provide a list of authorized community agencies and service sites, yet students may petition the College Counselor for approval of alternate projects. Community service hours will *not* be granted for services performed for a parent/guardian or other relative.

Logs

All students will be required to log their community service hours on the appropriate log. Advisors will be responsible for monitoring the progress of each of their students, and Senior advisors will ensure that graduating Seniors have fulfilled their requirements. Students who fail to complete their required service hours will not be permitted to graduate from PHA.

Functions

The Advisory Program at the Upper Elementary and Middle/High School Campuses is designed to achieve the following five functions:

1. **Academic Advising:** The advisory is a place to monitor student progress in general and toward specific goals, to discuss teachers' assessments with students and parents/guardians, and to build upon habits of effective learning.
2. **Advocacy:** The advisory is a place to coordinate home-school communication, to facilitate student-teacher dialogue, and to monitor the overall student experience in the school.
3. **Community Service:** The advisory is a place to practice being an active member of the broader community by designing and implementing community service projects.
4. **Community Conversations:** The advisory is a vehicle for school-wide conversations about community issues and about being a responsible citizen.
5. **Recreation:** The advisory is a place to enhance social relationships with peers and adults.

Roles & Responsibilities

The roles and responsibilities of the Advisor are as follows:

1. To serve as a liaison to parents/guardians about student progress.

2. To work with students and parent/guardians to develop and monitor personal goals (short and long-term) and academic progress.
3. To facilitate communication among students, teachers, and other appropriate resource persons as needed.
4. To serve as an advocate for each student in the advisory.
5. To guide students in planning, implementing, and reflecting upon at least two community service projects per year.
6. To know each student well.

The roles and responsibilities of the Advisee are as follows:

1. To participate in developing and carrying out individual and group goals, plans, and activities.
2. To communicate with advisor, peers, and parent/guardians about progress and concerns.
3. To support others in advisory.
4. To reflect, connect, and problem solve.
5. To actively participate in planning, implementing, and reflecting upon at least two community service projects per year.
6. To practice and develop leadership skills.

Athletics

After-school sports are offered during the academic year, including Soccer, Volleyball, Cross Country, Basketball, Cheerleading, Baseball, Softball, and Track. Please note that academic responsibilities are students' first priority and take precedence over any athletic event.

Homework: Homework assignments should be up-to-date. No participation in practices or games will be allowed until all assignments are completed.

Attendance at Practice: Failure to attend practice will result in ineligibility for that week's game, unless the absence is an officially excused absence.

Absences: Students who are absent from school for half or more of any school day will not be eligible to participate in games or practices on that same day, unless the absence is an officially excused absence.

For additional athletic policies and procedures, please refer to the Athletics Handbook. All student-athletes must remember that they are representing PHA at all times. Conduct on and off the fields/courts and in the community should reflect the high standards set forth by the Athletic Department of PHA.

Eligibility for Participation in Interscholastic Athletics and Other Middle/High School Extra-Curricular Activities

Academic Average: Students must maintain a minimum 70% average in all subjects. The mid-season progress report and end of quarter grades will be used to determine academic eligibility during each season. If the student's average drops below 70% in any subject, they will be placed on Academic Probation for 3 weeks. Participation in practices will be allowed but the student will not be eligible to play in any games until their grade is back to 70%. After the initial probationary period, student progress will be monitored regularly to determine eligibility.

Probation: Probation is based on quarter grades of the current academic year and/or the mid-season progress check. If students bring their average to 70% or above, eligibility will be reinstated. If a 70% is not maintained, all participation in extra-curricular activities will be prohibited.

Failing Subjects: If a student fails two or more subjects, they will not be allowed to participate in any extra-curricular activities for the remainder of that term. After-school tutoring will be strongly recommended.

Y@PHA Out-of-School Program

PHA has partnered with the Somerville YMCA to create the Y@PHA afterschool program for grades K-6. If a student is suspended from the regular school day for a determined amount of time, the student is also suspended from the Y@PHA program for that determined time. If a student is suspended from the Y@PHA program for a determined amount of time, they are not suspended from the regular school day program. All enrollment is done by the Somerville YMCA and the program takes place at both PHA's Early Childhood Campus (15 Webster Ave, Somerville) and Upper Elementary Campus at (17 Franklin St, Somerville). Please contact the Somerville YMCA directly for information: <http://www.somervilleymca.org/preschool-programs/ypha/>
Contact Info: Somerville YMCA at 617-625-5050 / e-mail to the theYatPHA@somervilleymca.org

SECTION 3: SCHOOL CULTURE



Vision for School Culture

PHA will employ restorative approaches for building positive school culture by facilitating the development of positive and meaningful relationships among students and adults in its school community, by creating safe spaces in the school environment for the exploration of identity and culture, and by employing culturally responsive, student-centered learning and teaching practices that frame school discipline and academic failure as opportunities for deep academic and social-emotional learning for students.

Codes of Conduct

EARLY CHILDHOOD CAMPUS:

All students are expected to live up to the values of **Be Safe, Be Kind, and Be Your Best** in their daily actions and interactions. We believe that each student has the right to learn in a safe and friendly place, be treated with respect, and receive the help and support of caring adults.

UPPER ELEMENTARY CAMPUS:

Students are expected to strive to live up to the PHA Way which states that *“All members of the PHA community show leadership by being respectful, doing their best, and taking care of others.”* Our rules and policies are in place to help students develop themselves as responsible citizens, one of the core tenets of our mission.

MIDDLE AND HIGH SCHOOL CAMPUS:

School Culture at the Middle and High School campuses is formulated around the following three characteristics:

- **Engaged:** Students and teachers take pride in their work, and see their work in school as connected to the real world outside.
- **Respectful and Safe:** Because the environment is safe and consistent, students and teachers interact with one another respectfully and support one another in taking risks within the academic setting.
- **Celebratory:** Students and teachers celebrate not only victories and great achievements, but also the progress and outstanding effort of each individual and the community as a whole.

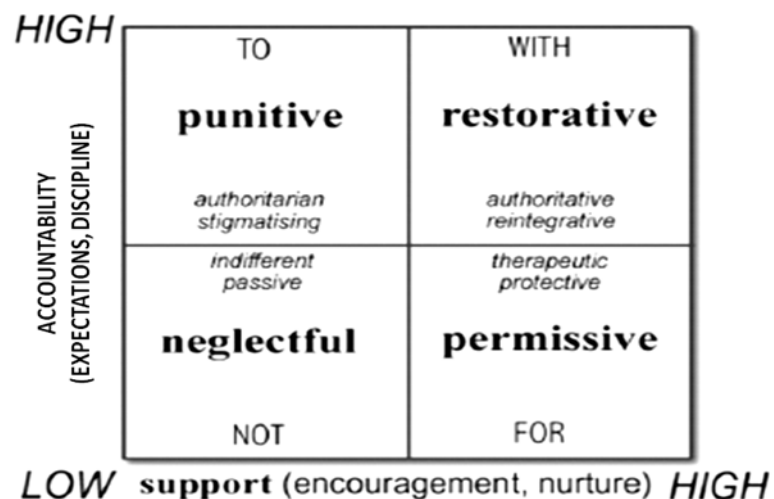
Each campus will publish and update a document each year for reference by students, faculty/staff and administrators that explains the approach, behavioral expectations, protocols/procedures, as well as faculty/staff practices for discipline.

For campus-specific information regarding discipline policy & guidance please refer to the document provided by the appropriate campus.

Campus-specific documents will be posted on the PHA web site under Reports & Policies.
[home page -> About Us -> Reports and Policies]

Restorative Approach and School Discipline

A restorative approach to student discipline combines the need to hold student accountable for their conduct with the support of the adults to nurture and encourage students to learn from their mistakes and continue to grow. In this context, school discipline uses behavioral learning interventions that allow students to reflect upon their interactions with others and themselves and to develop critical social, emotional and non-cognitive skills that help them to navigate their peer groups, their interactions with adults and the community outside of the school. The graphic below indicates that being a restorative school (that focuses on firm, authoritative and re-integrative practices) means that we seek to balance high expectations for student accountability with providing the necessary learning supports and accommodations for students. Through establishing a restorative school culture, we are best able to help students meet high academic and social-emotional learning expectations.



Guiding Principles for Restorative Approach

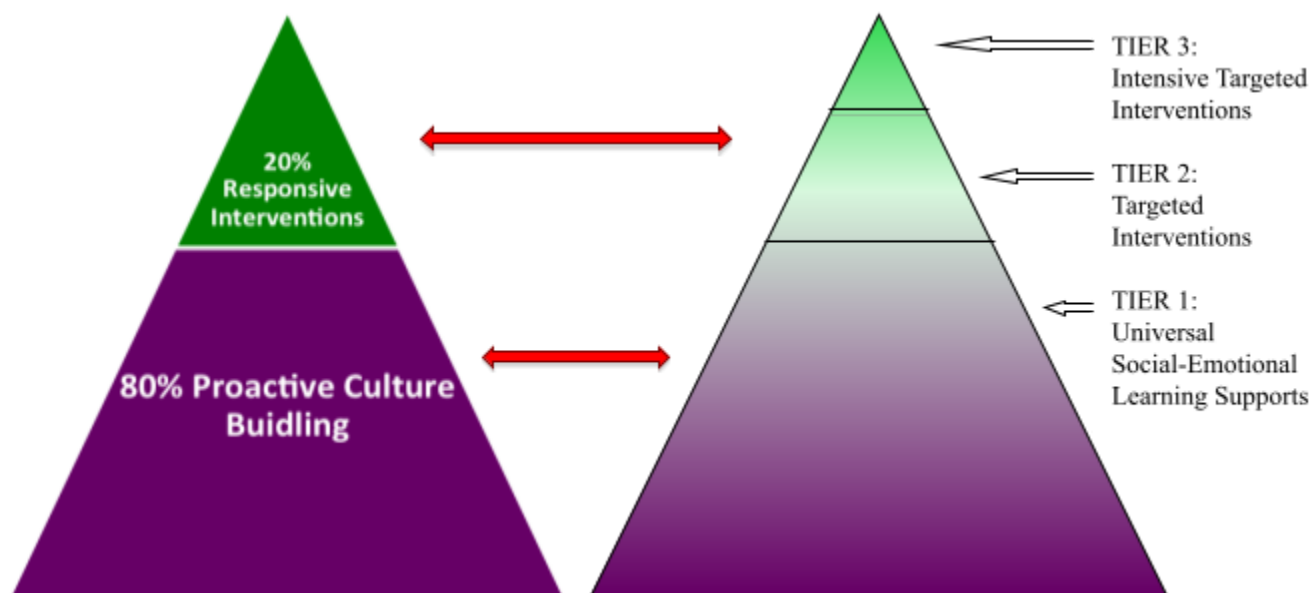
The following guidelines shape the school's approach to school culture and student discipline:

- Acknowledging and planning for diverse cultural perspectives and experiences within the academic and social-emotional curriculum.
- Balancing support with accountability for students and adults through high and positive expectations.
- Building community and relationships among students and adults.
- Developing healthy student social, behavioral, and emotional competencies that allow them to navigate the school and societal contexts.
- Developing opportunities for shared leadership among students and adults.
- Developing safe, consistent, and encouraging communities of support for students and adults.
- Engendering student self-motivation for achievement through effective effort and ownership of the learning process.
- Facilitating opportunities for students to impact the world around them.
- Finding ways to transform conflict, harm, and failure into learning and growing experiences.
- Helping students make amends through developing natural/logical consequences for discipline issues in collaboration with students, families, teachers/staff and administrators.

PHA School Wide Restorative Discipline System

Balancing Proactive Culture-Building & Responsive Interventions

All campus-based discipline systems will be based on a three-tier restorative approach to creating positive school culture: universal proactive culture building and responsive interventions (including targeted interventions, and intensive interventions). The three-tier model is below.



TIER 1: SOCIAL-EMOTIONAL LEARNING STRATEGIES & SUPPORTS (PROACTIVE CULTURE BUILDING)

Tier 1 strategies and supports reinforce clear expectations for appropriate campus decorum and provide universal social-emotional learning opportunities for students and adults.

Tier 1 learning strategies and supports apply to all in the school community and are used to set expectations for and generally reinforce a safe and motivating environment for learning. Social-emotional learning strategies and supports include classroom level or school environment community-building strategies as well as corrective or re-directive responses for minor or non-repetitive disruptions to the academic and social environment of the school. Examples of Tier 1 learning strategies and supports include community-building circles, informal restorative inquiry and conferencing, as well as building-wide social and emotional skills curricula, anti-bullying initiatives, and conflict mediation.

In the event that a student does not respond to Tier 1 strategies and supports the Principal or Assistant Principal may employ Tier 2 targeted interventions or Tier 3 intensive targeted interventions.

TIER 2: TARGETED INTERVENTIONS

Tier 2 targeted interventions address behaviors that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Generally, Tier 2 interventions include school-based administrative responses and require targeted interventions.

Tier 2 targeted interventions apply to students whose behavior presents barriers to learning and are driven by the needs of the student. Examples of targeted strategies include mentoring, specialized classroom interventions, small-group behavior plans, and issue-specific counseling groups. Some cases may result in a short-term exclusion from the classroom or school activities. A teacher or staff person may refer a student to the office (or other specified locale) for an administrative referral (or “office referral”) if that teacher or staff person is unable to maintain a safe environment in the classroom or for other school activity.

To the extent possible, student exclusions, such as office referrals, suspensions (in-school and out-of-school suspensions) will be avoided as long as the health and safety of students and adults in the community can be maintained. However, the Principal or Assistant Principal will determine whether a temporary office consultation or short-term exclusion (such as an in-school suspension)

will be an appropriate component of an intervention response. In the case of an in-school suspension, the exclusion can be a part of the intervention plan that includes complementary targeted learning interventions and may address the underlying causes for suspension. All due process requirements will be followed in the event of a suspension.

TIER 3: INTENSIVE-TARGETED INTERVENTIONS

Tier 3 intensive-targeted interventions address behaviors that are disruptive to the classroom or school environment to the degree that they compromise the health and safety of students, school personnel and/or other adults in the building.

Tier 3 interventions generally include out-of-school suspensions, and in certain cases may result in expulsion. An administrator may determine that exclusions such as in-school and out-of-school suspensions are appropriate Tier 3 intensive-targeted interventions based on their discretion as long as such exclusions support the school administration's ability to maintain a safe school environment and support the student's opportunity for social-emotional learning.

Intensive-targeted interventions are individualized plans to help students learn how to function successfully within the school environment and beyond. Examples include the use of the collaborative problem-solving model, individual social-emotional learning plans, and wrap-around case management. When a student is suspended as part of a Tier 3 response, the Principal will hold a re-integrative post-conference or meeting with the suspended student and her/his parent/guardian to discuss a re-integration plan for the student to discuss the plan for re-integration into the classroom/school environment.

A school administrator (including campus-based Principals and Assistant Principals, as well as appropriate district level administrators including, but not limited to the Head of School and the Director of Student Services) may conduct an investigation, including student and staff interviews, of a school-related disciplinary incident to determine if a suspension is a reasonable consequence or intervention for a student's behavior that harms her/himself or other students, and or creates a significant safety concern for other students or school personnel.

In every case of student misconduct for which a suspension is determined to be an appropriate consequence, the campus Principal will exercise discretion to determine the appropriate number of days the student should be suspended, and will determine whether or not the student requires an individualized intervention plan that addresses his/her/their behavioral and social-emotional learning needs, as well as engage appropriate school personnel in developing a plan to re-engage the student in learning.

If a student is in grades K through 3, the Principal shall send a copy of the written determination to the Head of School and explain the reasons for imposing an out-of-school suspension, whether short-term or long-term, before the suspension takes effect.

In-School Suspension for Less Than 10 Cumulative Days During a

School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent/guardian orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent/guardian to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent/guardian after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent/guardian of the in-school suspension.
3. The administrator will send written notice to the student and parent/guardian about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent/guardian to a meeting with the Principal for the purpose set forth above, if such a meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or by other method of delivery agreed to by the administrator and the parent/guardian.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

Procedures for Short-Term, Out-of-School Suspensions (10 Cumulative Days or Less in a School Year)

Except in the case of an Emergency Removal (see pp. 55-56), prior to imposing a short-term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H AND 37H ½¹, an administrator will provide the student and their parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

¹ This conduct includes possession of a dangerous weapon, possession of a controlled substance, assault on educational personnel, and felony charges/ felony convictions. M.G.L. c. 71, sec. 37H and 37H1/2 are reprinted in Appendix A

1. **Notice:** The written notice to the student and the parent/guardian will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:
 - a) the disciplinary offense;
 - b) the basis for the charge;
 - c) the potential consequences, including the potential length of the student's suspension;
 - d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent/guardian to attend the hearing;
 - e) the date, time, and location of the hearing;
 - f) the right of the student and the student's parent/guardian to interpreter services at the hearing if needed to participate;

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and parent/guardian.

Written notice to the parent/guardian may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and parent/guardian.

2. **Efforts to Involve Parent/Guardian:** The administrator will make reasonable efforts to notify the parent/guardian of the opportunity to attend the hearing. To conduct a hearing without the parent/guardian present, the administrator must be able to document reasonable efforts to include the parent/guardian. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent/guardian in the manner specified by the parent/guardian for emergency notification.
3. **Format of Hearing:** The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
4. **Decision:** The administrator will provide written notice to the student and parent/guardian of his/her/their 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. The notice of determination may be in the form of an update to the original written notice of hearing.

The parent/guardian shall be requested to attend a readmission conference with the Principal or designee upon the student's return to school. At the Principal's discretion, the conference may be held by telephone. Expectations for the student's reentry to school shall be outlined at this conference.

Procedures for Long-Term Suspension

Except in the case of an Emergency Removal [provided on pages 55-56], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow

the procedures for short-term suspension plus additional procedures as follows:

- 1. Notice:** The notice will include all of the components for a short-term suspension in Section C above, plus the following:
 - a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
 - b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent/guardian's expense;
 - c) 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;
 - d) the right to cross-examine witnesses presented by the school;
 - e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent/guardian upon request; and
 - f) the right to appeal administrator's decision to impose long-term suspension to the Head of School.
- 2. Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent/guardian, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.
- 3. Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent/guardian by hand-delivery, certified mail, first-class mail, email to an address provided by the parent/guardian for school communications, or any other method of delivery agreed to by the school and the parent/guardian. If the administrator decides to suspend the student on a long-term basis, the written determination will:
 - a. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
 - b. Set out the key facts and conclusions reached;
 - c. Identify the length and effective date of the suspension, as well as a date of return to school;

- d. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- e. Inform the student and parent/guardian of the right to appeal the administrator's decision to the Head of School or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - I. the process for appealing the decision, including that the student or parent/guardian must file a written notice of appeal with the Head of School 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/guardian may request and receive from the Head of School an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - II. the long-term suspension will remain in effect unless and until the Head of School decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if 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 administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the Head of School in writing of the removal and the reason for it, and describe the danger or disruption by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent/guardian of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent/guardian as provided in Section C or D above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent/guardian 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 administrator, student, and parent/guardian.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Appeal to the Head of School

If a decision by an administrator, following the parent/guardian meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Head of School. In order to do so the student or parent/guardian must file a notice of appeal with the Head of School within five (5) calendar days with a seven (7) day postponement option. The Head of School must hold the hearing within three (3) school days of the student's request, unless the student or parent/guardian requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Head of School may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The Head of School will make a good faith effort to include the parent/guardian in the hearing. The Head of School will be presumed to have made a good faith effort to find a day and time for the hearing that would allow the parent/guardian and Head of School to participate. The Head of School will send written notice to the parent/guardian of the date, time, and location of the hearing.
- The Head of School will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Head of School will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent/guardian upon request. The Head of School will 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/guardian upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section D above.
- The Head of School will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section D above. If the Head of School determines that the student committed the disciplinary offense, the Head of School may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the Head of School constitutes the final decision.

Educational Opportunity

Students serving a suspension shall be given the opportunity to make up any missed work and earn credit for missed work (tests and quizzes) while on suspension.

Additionally, 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.

Police Involvement

Because all members of the school community are subject to both the laws of the Commonwealth and city ordinances, the school will report acts that may violate the law to the police as appropriate. These acts include, but are not limited to, possession and use of controlled substances and weapons; illegal

use of alcohol; behavior of students which endangers their own safety or the safety of others; theft; improper use of motor vehicles; vandalism; illegal parking, etc.

Bullying, Cyber-bullying, and Retaliation Are Prohibited

PHA is committed to maintaining a school environment where students are free from bullying, including cyber-bullying, the effects of such conduct, and retaliation.

Definitions

Bullying is conduct that is repeated by one or more students or member of the school staff and targets another student, causing one or more of the following:

- physical or emotional harm to the targeted student or damage to his/her/their property;
- placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her/their property;
- a hostile environment at school for the targeted student;
- infringement on the rights of the targeted student at school; or
- material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves “picking on” a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

In evaluating allegations of bullying three criteria that school administrators use are (1) the act is repetitive; (2) the act is intentional and targeted; and (3) the act involves a power imbalance between the aggressor and the target.

Cyber-bullying is bullying through use of cell phones, computers or other technology and may include conduct such as sending mean or threatening email messages, instant messages, or text messages; creating websites that make fun of, embarrass, or intimidate others; and posting or sending embarrassing pictures of others.

Hostile Environment is when the targeted student becomes so concerned about bullying that he/she is unable to participate in, and concentrate on, his schoolwork and other school activities.

Retaliation involves one person “getting back at” another student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

Acts of Bullying (Including Cyber-bullying) And Retaliation Are Prohibited

PHA prohibits bullying (including cyber-bullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any space next to school grounds;

- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use of any school computers, internet connection or other school-based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

How to Report Bullying

Students who believe they are targets of bullying, cyber-bullying or retaliation, or who know about bullying or cyber-bullying conduct, should report the conduct to their campus Principal or Assistant Principal. Students also may report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal.

Additionally, all members of our community—students, teachers, parents/guardians, and administrators alike—are responsible for bringing potential incidents of bullying to the attention of the administration. To this end, copies of the “PHA Bullying Incident Reporting Form” can be found at each campus’ Main Office and on the school’s website.

Addressing Concerns Regarding Bullying

The Principal or his/her/their designee will be responsible for taking steps to investigate and otherwise address reports of bullying, cyber-bullying and retaliation. Students who engage in bullying, cyber-bullying, or retaliation will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- missing recess;
- detention; or
- short-term or long-term suspension.

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying, cyber-bullying or retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook provision is intended to prevent school staff and/or school committee (if applicable) from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyber-bullying or retaliation, as defined above, but that is nevertheless inappropriate for the school environment.

Closing a Complaint Regarding Bullying

In the event school staff determines that bullying, cyber-bullying or retaliation (as defined in this handbook provision) has taken place, the Principal/Designee will, in addition to taking disciplinary action:

- Notify the parent/guardian of the aggressor.
- Inform parents/guardians of the targeted student of the steps that have been taken to prevent further acts of bullying, cyber-bullying or retaliation to the extent consistent with applicable legal restrictions.
- Notify local law enforcement, if they believe that criminal charges against the aggressor may be pursued.

The above language is intended to be consistent with PHA's Policy for Addressing Bullying, which can be found on the PHA website's Report & Policies page at <http://www.phacs.org>.

Dress Code Policy

- Dress code clothing must be worn *upon entering* the school premises, without exceptions.
- Arriving at school out of dress code carries the following consequences:
 - Early Childhood Campus: Parent/guardian will be contacted to immediately bring in the proper clothing.
 - Upper Elementary Campus: Students will be escorted to the nurse's office to receive temporary clothing for the day, if available. If not, a parent/guardian will be contacted to immediately bring in the proper clothing.
 - Middle/High School Campus: Students will either be asked to change into school-appropriate clothing or be required to go home to change (with parent communication).
- All clothing must be well-fitted, professional, and appropriate. Undergarments may never be visible and clothing may not be overly tight-fitting or overly loose-fitting.
- Students are not permitted to wear visible non-dress code clothing underneath their school attire (such as jeans underneath skirts or designed shirts underneath logo polo shirts).
- All polo shirts and T-shirts *must* be purchased through Collegiate House, Incorporated 970 Fellsway, Medford, MA 02155. Ph: 781-219-4952. Internet: www.collegiatehouse.com. All other clothing can be purchased at retailers of choice.
- If parents/guardians and students are unclear on whether a certain garment is dress code appropriate, they are advised to bring it to school and have an administrator approve it (before removing the tags).

Shirts

- Non-gym days: Navy blue short or long sleeve polo shirts with PHA logo.
- In the Collegiate Institute the Gray polo with PHA logo must be worn. Gym days: Navy blue T-shirt with PHA logo.
- Solid white or navy short or long sleeve T-shirts may be worn underneath logo polo shirts and logo T-shirts.

✓ All PHA logo polo shirts and T-shirts *must* be purchased through Collegiate House School Uniform Company.

Sweaters/Sweatshirts

- Solid navy blue, crew neck, v-neck or zip-up sweater, sweatshirt, cardigan, vest or PHA logo sweatshirt or fleece pullover or hooded sweatshirt can be worn over the navy blue polo shirt. No other colors, prints or logos allowed.
- In the Collegiate Institute, gray or navy blue crew neck, v-neck or zip-up sweater, sweatshirt, cardigan or vest or PHA logo sweatshirt, fleece pullover or hooded sweatshirt can be worn over the gray polo. No other colors, prints or logos allowed.

✓ PHA logo sweatshirts and fleece sweaters may be purchased through Collegiate House School Uniform Company. It is *not* required to wear a PHA logo sweatshirt or fleece pullover.

✓ Non-logo dress code sweaters/sweatshirts may be purchased at other stores.

Pants/Skirts

- Non-gym days:
 - Straight leg, ankle length tan khaki pants. Weather permitting, tan khaki shorts or capris.
 - For girls, straight or pleated, tan khaki skirts are also allowed.
 - NO denim, corduroy, cargo, baggy, stripes, drawstrings, logos, prints or designs of any kind are allowed.
 - Shirts must be tucked in at all times.
 - Pants and skirts must be worn at the waistline. NO overly loose-fitting pants/skirts or pants/skirt hanging below the waistline are allowed. Shorts and skirts must be of reasonable length and can be no shorter than 2 inches above the knee.

✓ Dress code khaki pants, shorts and skirts are for sale through Collegiate House School Uniform Company or may be purchased at other stores.

- Gym days:
 - Solid navy blue or gray sweat pants, wind pants, athletic shorts, or PHA logo sweatpants. No other colors, logos, prints or designs are allowed. No cargo sweat pants are allowed.
 - High School and Collegiate Institute students change into and out of the gym clothes before and after class. They must be wearing regular dress code to attend all other classes.

- ✓ Logo sweatpants may be purchased through Collegiate House School Uniform Company. It is *not* required to wear PHA logo sweatpants.
- ✓ Non-logo dress code sweat pants, wind pants, or athletic shorts may be purchased at other stores.

Shoes

- Non-gym days:
 - Closed-toe, closed-heel shoes. Sneakers are allowed. No sandals are permitted.
 - No heels higher than one inch are allowed. All colors are allowed.
- Gym days:
 - Sneakers.

Headgear

- Every day:
 - No hats, caps, nets, bandanas or head coverings of any kind are allowed.
 - For girls, hair bands no wider than two inches are allowed. Students who wear head coverings for religious reasons may apply for, and must receive, special dispensation from their school director.

“Non-Dress-Code Day” Attire

For those eligible to participate, Non-Dress-Code Days occur on the last Friday of each month. Even though the dress code does not apply on these days, please be aware that there are limitations to dress options. Dress is to be appropriate for the classroom. The following items are never allowed, even on Non-Dress-Code Days:

- clothing which is too revealing, including but not limited to some tank tops, cropped shirts, low-riding pants, short shorts, and skirts more than two inches above the knee
- offensive, violent, or aggressive wording, symbols, or statements on clothing
- bandanas or anything suggestive of gang style clothing or colors
- flip-flops, open toe or heel shoes, or shoes with heels over one inch high
- hats, caps, bandanas, or head coverings

If a student arrives to school in inappropriate dress, s/he will either be asked to change into school-appropriate clothing or be required to stay in the office and assigned a detention.

Use of School Technology

PHA provides students and families with technology resources, including but not limited to:

- The internet, intranet, e-mail, portal;
- PHA computing devices such as personal electronic devices, laptops, desktops and portable storage (students only); and
- PHA's network and supporting systems and data transmitted by and stored on these systems.

The use of these resources is a privilege and not a right, and inappropriate use will result in temporary or permanent suspension of these privileges. While these systems have the power to deliver a vast number of resources to classrooms and families, their effectiveness depends on the responsible and ethical use by every individual.

PHA requires that each student and family user of the PHA technology resources be familiar with and follow the guidelines of PHA's Acceptable User Policy (AUP).

An Acceptable Use Policy (AUP) is a written agreement that outlines the terms and conditions for using PHA owned technology as well as any personal technology (BYOD) that is on school property. The purpose of PHA's AUP is to ensure that individuals are aware of their responsibilities regarding the Internet and related technology and equipment.

Users of PHA's network are required to adhere to state and federal law as well as PHA AUP guidelines. Any attempt to break those laws or policies through the use of PHA networks may result in discipline or litigation against the offender(s) by the proper authority. PHA will provide any information necessary in order to fully cooperate with the appropriate authorities in the civil and/or criminal process.

PHA is committed to complying with applicable information security requirements and relevant information security standards and protocols. These requirements include, but are not limited to the following:

- The Family Educational Rights and Privacy Act (FERPA)
- Children's Internet Protection Act (CIPA)
- Individuals with Disabilities Education Act (IDEA)
- Children's Online Privacy Protection Act (COPPA)
- Health Insurance Portability and Accountability Act (HIPPA)

The following uses of PHA computer resources by students are prohibited:

- The use of school computers for commercial purposes.
- The use of obscene, bullying, profane, lewd, threatening, disrespectful, or gang related language or symbols.
- The bypass or attempt to bypass any of PHA's security or content filtering safeguards.

- Allowing another person to use the computer under your PHA login.
- Adding, modifying, repairing, reconfiguring or otherwise tampering with any device on the network infrastructure including, but not limited to: wireless network devices, computers, printers, servers, cabling, switches/hubs, routers, etc.
- Unauthorized access, overloading, more commonly known as Distributed Denial of Service or Denial of Service, or use, or attempted unauthorized access or use of PHA information systems.
- Destroying or tampering with any computer equipment or software
- The use of school computers for illegal activities including but not limited to planting viruses, hacking, or attempted unauthorized access to any system.
- Violating any state or federal law or regulation, board policy or administrative rule.

Internet Access

PHA takes reasonable precautions by using filtering software to keep inappropriate Internet sites and e-mail out of the classroom. PHA does not supervise individual e-mail accounts.

PHA reserves the right to review any e-mail sent or received using PHA equipment and e-mail accounts.

Technology is constantly changing and evolving. Due to the nature of the Internet, online communications, and evolving technology, PHA cannot ensure or guarantee the absolute safety of students during the use of technology, including email and the Internet. Parents/guardians and students should contact the school immediately with any concerns related to the use of technology.

UPPER ELEMENTARY CAMPUS:

Parents/guardians are encouraged to monitor their students' Internet use at home. Students are at times required to use the Internet for homework and will have supervised Internet access available in Homework Lab. The list of homework assignments is posted nightly on ClassDojo.com and students and families are encouraged to use this as a resource in learning.

MIDDLE/HIGH SCHOOL/COLLEGIATE INSTITUTE CAMPUS:

Parents/guardians are encouraged to monitor their students' Internet use at home. Students are sometimes required to use the Internet for long-term projects and specific homework assignments. Class blogs post assignments and required resources if you have questions about whether a specific assignment requires internet use.

Bring in Your Own Device (BYOD)

PHA supports BYOD at the High School and Collegiate Institute grade levels for in-classroom use only. For all other campuses, all items such as radios, tape players, CD players, MP3 players, beepers, gaming systems (PSPs, etc.) and cell phones are not to be used in the school building during the regular school day (see below for specific cell phone policy). On rare occasions, however, teachers may grant students permission to use personal electronic devices for a particular purpose during class.

EARLY CHILDHOOD CAMPUS:

Electronic games are not permitted in the Early Childhood Campus building. If a student is found in possession of an electronic game, the game will be confiscated and delivered to the Early Childhood

Campus Principal's office. The teacher will notify the parent/guardian that the game has been confiscated, and the parent/guardian will then make arrangements with the Early Childhood Campus Principal or Assistant Principal to retrieve the electronic game.

UPPER ELEMENTARY CAMPUS:

All electronics are to be kept locked in student lockers for the duration of the school day. If a student is in possession of electronics, the item will be confiscated and brought to the Main Office. The teacher will notify the parent/guardian so that they can collect the item in the office. The student may also serve a loss of privilege after school and receive an incident report.

MIDDLE/HIGH SCHOOL & COLLEGIATE INSTITUTE CAMPUS:

Expectations regarding the use of personal electronic devices are communicated during the first week of school each year to Middle/High School and Collegiate Institute students. As a rule, students are not allowed to use electronics during academic portions of the school day, except with express permission by a teacher. During their study blocks, however, Collegiate Institute students are permitted to listen to music quietly without disrupting their peers or the overall culture of the Learning Commons. In addition, whereas all Middle/High School students may use electronic devices before and after-school, only high school students (Gr. 9-12) are permitted to use devices during their lunch break.

Personal electronics that are used inappropriately are subject to confiscation, and students will face escalating consequences, adherent to the three-tiered approach to restorative discipline, for repeat violations.

Cell Phones

EARLY CHILDHOOD CAMPUS:

Students may not use cell phones in the school building at any time. Cell phones should remain off and out of sight in the school building and throughout the school day. Students may use the phone in the Main Office to contact parents/guardians during homeroom, lunch, and at dismissal with teacher or administrator permission. At the Early Childhood Campus, under exceptional circumstances, parents/guardians may appeal for their child to be in possession of a cell phone by writing a letter to Early Childhood Campus Principal stating the reasons for the request. The Early Childhood Campus Principal will review the request and notify the parent/guardian of her/his decision within two (2) days.

UPPER ELEMENTARY CAMPUS:

Cell phones must be turned fully off and remain locked in the student's locker from the moment students arrive on school property (including morning recess) until dismissal. Students may use the phone in the Main Office to contact parents/guardians during homeroom, lunch, and at dismissal with teacher or administrator permission.

MIDDLE SCHOOL CAMPUS:

Cell phones must be turned fully off and remain out of sight in the school building and throughout the school day. Students may use the phone in the Main Office to contact parents/guardians during

homeroom, lunch, and at dismissal with teacher or administrator permission. In the event of an emergency, a student may ask permission to report to the school office. The office staff will place a call on behalf of the student or allow the student to make a call.

HIGH SCHOOL/COLLEGIATE INSTITUTE CAMPUS:

Cell phone ringers must be turned off and they must remain out of sight during class time. Students may use the phone during passing time only, and, in the event of an emergency, a student may ask permission to report to the school office. The office staff will place a call on behalf of the student or allow the student to make a call.

Harassment

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

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to, reprimand, suspension, termination/expulsion or other sanctions as determined by the Head of School, subject to applicable procedural requirements. In addition, retaliation against any individual who has filed a complaint of harassment or who cooperates in an investigation of possible harassment is unlawful and is prohibited.

Hazing

PHA is committed to maintaining a school environment free of hazing. Hazing includes 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 includes 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.

Discrimination

In accordance with both state and federal laws, PHA does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities on the basis of race, color or national origin, sex, sexual orientation, gender identification, disability, or age.

To file a complaint alleging discrimination or harassment by PHA on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry, please contact the Director of Student Services.

Disciplining Students with Special Needs

The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below. For additional information, please contact Alison Hourigan, Director of Student Services, at 617-284-7819 or abradley@phacs.org.

Short-term suspensions: School personnel may refer a student to an alternative placement or suspension for up to 10 total school days without services. Regarding students with IEP's, for subsequent exclusions of 10 school days or less during the school year which do not constitute a change in placement:

1. The school must provide services to the extent necessary for progress in the general curriculum and IEP goals as determined by school personnel in consultation with at least one teacher.
2. If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

Change of placement: A change of placement is defined as removal for more than ten consecutive school days or for a series of shorter removals that constitute a "pattern." A "pattern" of conduct will take into consideration of the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, parents/guardians must be notified of the decision and the procedural safeguards.

Within ten school days of a decision resulting in a change of placement, the team must conduct a manifestation determination. The meeting must include representatives of the district, parents/guardians and any other relevant members. The team must consider all relevant information in the student's file, teacher observations, and relevant information from the parents/guardians. The team must determine whether the conduct was: (1) caused by the disability; or (2) had a direct and substantial relationship to the disability; or (3) was a direct result of the district's failure to implement the IEP (or 504 Plan). If any of these criteria are met, then the conduct is a manifestation of the student's disability.

If the team determines that the conduct was a manifestation of the disability, the student must be returned to his/her/their/their placement. The parties, however, may change the IEP and placement through the team process. Also, the team must conduct a functional behavioral assessment and implement a behavior intervention plan or, if a behavioral plan already exists, review the plan and make any necessary modifications.

A 504 Plan may be changed as well to address the behaviors at hand. If the team determines that the conduct was not a manifestation of the disability, the school discipline can be put into effect. The student on an IEP is entitled, however, to receive educational services to enable progression in the general curriculum and IEP goals for the duration of the change in placement. The team must determine which services are necessary and the setting where they will be provided. A student with

a 504 Plan, however, is entitled to educational services only to the extent that non-disabled peers would be provided the same educational opportunity.

Appeal Rights: When a parent/guardian disagrees with the Team's decision on "manifestation determination," or an alternative placement, the parents/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

Exceptions for Specified Conduct: Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function.

Otherwise, if the student's continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

Discipline for Children Who May Be Disabled But Do Not Have IEPs

The IDEA protections summarized above also apply to students who have not yet been found to be eligible for IEPs if the district "had knowledge" the child was a child with a disability within the meaning of the IDEA before the precipitating event. The IDEA provides that the district is "deemed to have knowledge" if: (1) the parent/guardian had expressed concern in writing to the administrator or the child's teacher that the child needed special education and related services; (2) the parent/guardian had requested an evaluation; or (3) the teacher of the child or other personnel had expressed specific concern about a pattern of behavior to the Director of Special Education or other supervisory personnel in the district. However, a school district is not "deemed to have knowledge" if the district evaluated the student and determined that the child was not eligible for special education services needs or the parent/guardian refused an evaluation or services.

If the school is not "deemed to have knowledge" regarding the existence of a disability prior to the precipitating event, the student may be disciplined in accordance with the district policies. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the evaluation must be done in an expedited manner. Pending the results of the evaluation, the student must remain in the placement determined by the school officials, which may include suspension or expulsion without services. If the student is determined eligible for an IEP as a result of the evaluation, the district must provide the student with special education and related services in accordance with the IDEA.

Students with Disabilities under Section 504

Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504. Additional information regarding the procedural protections for students with disabilities under Section 504 can be obtained from Alison Hourigan, Director of Student Services, at 617-284-7819.

Use of Physical Restraint

In accordance with state law, PHA has determined that the physical restraint of a child will occur only if the behavior of a child poses a threat of imminent, serious, physical harm to him/herself, and/or others; and if non-physical interventions would not be effective. The use of physical restraint shall not be used as a means of punishment, or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Only those staff members trained in Crisis Response and Intervention should restrain students.

As a matter of policy, PHA will notify the appropriate public safety officials in a case of physical restraint, in addition to the reporting and documentation requirements of 603 CMR 46.00.

APPENDIX: LEGAL DEFINITIONS

Harassment

Definition of Harassment: In general, harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct which offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his/her/their duties.

By law, the particular communication or conduct is viewed from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how others might reasonably view their words and actions.

Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

- acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
- the individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
- such conduct interferes with an individual's job duties, education or participation in extra-curricular activities. The conduct creates an intimidating, hostile or offensive work or school environment.

Reporting Harassment: A student who believes that s/he is the victim of harassment should report the matter to a teacher, counselor or administrator, who in turn will notify the Head of School.

Investigations and Closure of a Complaint: PHA will promptly investigate every complaint of harassment. If it determines that harassment has occurred, it will take appropriate action to end the harassment and to ensure that it is not repeated. In certain cases, the harassment of a student may constitute child abuse under Massachusetts law. PHA will comply with all legal requirements governing the reporting of suspected cases of child abuse.

When an investigation has been completed, school personnel will inform the complainant of the results and file a report with the Director of Student Services or a designee who coordinates the execution of 504 plans, and services associated with Title VI, VII and IX.

State and Federal Agencies: PHA urges all individuals in the school community to bring any concerns or complaints of harassment to the attention of school personnel so that the issue can be promptly resolved.

State agencies that enforce laws prohibiting harassment or receive complaints thereunder

include the Massachusetts Commission Against Discrimination (MCAD), which is located at One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108, (617) 994-6000, TTY users 1-617-994-6196 and the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, (781) 338-3000, TTY users 1-800-139-2370.

Federal agencies responsible for enforcing federal laws prohibiting harassment include the Equal Employment Opportunity Commission, 475 Government Center, Boston, MA 02203, 1-800-669-4000, TTY Users 1-800-669-6820, and the U.S. Department of Education, Office for Civil Rights (OCR), 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111, TDD Users (877) 521-2172.

Hazing

Penalties: According to St. 1985, c536 (amended by St. 1987, c665, CH. 269, s.18), 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 three thousand dollars (\$3,000) or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. Notwithstanding any other provision of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Duty to Report Hazing: According to St. 1985, c536 (amended by St. 1985, c665, CH. 269, s.19), 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 one thousand dollars (\$1,000.00).

Hazing Statutes to be Provided: According to St. 1985, c 536 (amended by St. 1987, c 665), each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and section seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen. Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Statement of Compliance and Discipline Policy Required: each institution of secondary education

and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary schools, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institutions policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Non-Discrimination

PHA does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, national origin or gender identity in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, sexual orientation, gender identity or religion, in accordance with Chapter 622 of the Acts of 1971 (M.G.L. c.76, §5) and Chapter 151B of the General Laws.

To file a complaint alleging discrimination or harassment by PHA on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact Alison Hourigan, Director of Student Services at PHA at 617-284-7819 or abradley@phacs.org.

Inquiries concerning the applicability of the aforementioned federal laws and regulations to PHA also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, (617) 289-0111, TDD Users (877) 521-2172.

A grievant may file a complaint with OCR, generally,

- within 180 calendar days of alleged discrimination or harassment, or
- within 60 calendar days of receiving notice of PHA's final disposition on a complaint filed through the school, or
- within 60 calendar days of receiving a final decision by the Massachusetts Department of Elementary and Secondary Education, Bureau of Special Education Appeals, or
- instead of filing a complaint with PHA.

Inquiries relative to state law may be referred to the Massachusetts Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148-4906, (781) 338-3000 TTY users 1-800-139-2370 or the Massachusetts Commission Against

Discrimination (MCAD), One Ashburton Place, Sixth Floor, Room 601, Boston, MA 02108, (617) 994-6000, TTY users 1-617-994-6196.

Causes of Expulsion

Possession of a Dangerous Weapon or a Controlled Substance or Assault of Educational

Personnel: Massachusetts General Laws C.71, §37H states that any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to a gun or a knife; or a controlled substance as defined in Chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the Principal.

Massachusetts General Laws, c. 71, §37L includes the following: Any school department personnel shall report in writing to their immediate supervisor an incident involving a student's possession or use of a dangerous weapon on school premises at any time. Supervisors who receive such a weapon report shall file it with the superintendent of said school, who shall file copies of said weapon report with the local chief of police, the Department of Children and Family Services, the office of student services or its equivalent in any school district, and the local school committee. Said superintendent, police chief, and representative from the Department of Children and Family Services, together with a representative from the office of student services or its equivalent, shall arrange as assessment of the student involved in said weapon report. Said student shall be referred to a counseling program; provided, however, that said counseling shall be in accordance with acceptable standards as set forth by the board of education. Upon completion of a counseling session, a follow-up assessment shall be made of said student by those involved in the initial assessment.

Any student who assaults the Head of School, Principal, Assistant Principal a teacher, teacher aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the Principal, and/or criminal prosecution.

Any student who is charged with one of these violations shall be notified in writing of an opportunity for a hearing, provided 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, in his/her/their discretion, decide to suspend rather than expel a student who has been determined to have committed a violation.

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.

Felony Charge or Conviction: Massachusetts General Laws c. 71, §37H1/2 provides that upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Principal of the school in which the student is enrolled may suspend such student for a period of time determined appropriate by the Principal if it is determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall

also receive written notification of his/her/their right to appeal and the process for appealing such suspension, provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Head of School.

The student shall have the right to appeal the suspension to the Head of School, who for all intents and purposes functions as the “superintendent” of PHA. The student shall notify the superintendent in writing of his/her/their request for an appeal no later than five calendar days following the effective date of the suspension. The superintendent shall hold a hearing with the student and the student’s parent/guardian within three calendar days of the student’s request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her/their behalf and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the Principal including recommending an alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the town (district) with regard to the suspension.

Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Principal of a school in which the student is enrolled may expel said student if such Principal determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his/her/their right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the superintendent.

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

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

The Department of Elementary and Secondary Education and the Department of Youth Services shall, pursuant to a study and recommendations conducted by the MassJobs Council, assure that an educational opportunity is provided for a student whose admission to a school or right to educational services is regulated by the provisions of this act. Said study shall contain a statistical analysis of the number of students who have been expelled and the services that are now provided, and recommendations for the provision of education to expelled students in the future. Said study shall

be completed within five months and shall be submitted to the house and senate clerk and the house and senate chairmen of the Joint Committee on Education, Arts and Humanities.

Bringing a Firearm to School: Any student who is determined to have brought a firearm or a facsimile thereof to school or to a school-related function shall be excluded from PHA for a period of not less than one year except as determined by the Head of School on a case-by-case basis.

The definition of a “firearm” includes, but is not limited to, guns (including a starter gun), bombs, grenades, rockets, missiles, mines, and similar devices. Any item that is similar to an actual firearm carries the same penalties as a real firearm.

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