

2019-2020

PCTA Staff and Faculty Handbook



Providence Career & Technical Academy
Providence Public Schools
2019-2020

Dear Providence Career and Technical Academy Faculty and Staff,

It is our honor to be the first to welcome you, as a valued educator and colleague, to the Providence Career and Technical Academy! (PCTA) You are now part of a school that is passionate first and foremost about the success of all students. You have become part of this faculty, because you no doubt share the same beliefs about Career and Technical Education that we do, but, also because you possess outstanding instructional skills anchored in current educational research. We know that we can make the Providence Career and Technical Academy an example of innovation and excellence in the City of Providence, the State of Rhode Island and the nation. Our accomplishments in the past include:

- We are a National Chapter of Excellence from Skills USA
- We are the winner of a \$75,000 grant to construct a green house
- We are number 2 in the district for STAR math and ELA scores
- We have 90% average daily attendance.
- We are the winner of a \$50,000 to upgrade our welding lab.
- We are in contact with the city to obtain a \$200,000 and a vacant lot to build a house each year.

Many challenges arise each year, this year is no different. As a district we continue to implement the Common Core State Standards as they "outline the most critical skills and knowledge every student needs to master to succeed in college and careers". We will need to integrate Career and Technical Standards with Academic Standards within the Common Core State Standards framework. (CCSS)

The Providence Career and Technical Academy administrators are here to support all of you! Our faculty and staff are the most valuable resource we have and we value your expertise, input and professional growth. As a school, our goal to become a high performing high school that guarantees academic and technical excellence for all students. We expect our entire community of educators to develop and sustain a high level of collaboration and scientific inquiry. We value your commitment to a process of continuous improvement.

Again, welcome to the PCTA family!

Sincerely,
Wobberson Torchon
Principal

Ramon D. Torres,
Director of CTE Programs

Anthony Bailey
Director of PTECH

Judy Fried,
Assistant Principal

Judy Valentine,
Assistant Principal

MISSION

"Providence Career and Technical Academy is a leading Career and Technical Education school with the vision of creating lifelong self-directed learners and critical thinkers. We deliver our instruction through a personalized learning environment that will provide each and every student with the technical, academic, social and emotional skills to be college and career ready."

CORE PRINCIPLES

- We will promote robust student learning by using research based practices, sound instructional strategies, and rigorous common assessments.
- We will create data guided classrooms that are students-centered and vibrant places of inquiry to engage students in rigorous thinking.
- We will work collaboratively with colleagues, students, parents, and community members to maximize our students' academic, technical, social and civic potentials
- We will create meaningful support systems to ensure that all students have multiple opportunities to learn and demonstrate proficiency while maintaining access to exciting after-school academic, social, and recreational activities.
- We will create a culturally responsive, safe, professional, nurturing and welcoming school community.
- We will set high expectations for learning and teaching that we expect all students, faculty and staff to reach.

PCTA SMART GOALS:

2019-2020

SMART Goal #1: For the 2019-2020 school year, PCTA will increase the percentage of **juniors** scoring proficient on the English sections of the SAT by **16%** and the percentage of **sophomores** by **11%**. We will ensure that students have an average growth of at least **70 points** in comparison to the previous year score. (STAR will be used as a predictor to monitor our student’s progress toward the PSAT/SAT goals since there is a strong correlation between the students in the light green performance band and the students scoring proficient on the PSAT).

2016-2018 PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both
2018-2019	Juniors	April	97.4%	19%	2%	2%
2017- 2018	Juniors	April	95.9%	17.2%	2.5%	1.8%
2016-2017	Juniors	April	91.6%	17.6%	2.6%	2.0%
2018-2019	Sophomores	April	98.8%	43%	9%	9%
2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%
2016-2017	Sophomores	April	90.5%	22.1%	7.6%	5.8%
2018-2019	Freshmen	October	100%	23%	11%	7%
2017-2018	Freshmen	October	97.8%	23.2%	8.5%	4.5%

- Students will analyze their PSAT/SAT, STAR, Common Departmental Assessments, and Summit data during SDL/PLT to understand their learning needs, design individualized action plans that includes the use of specific reading comprehension strategies, and use computerized programs to document their growth.
- Students will engage in short practice assessment opportunities that are aligned to standards and mirror the rigor of PSAT/SAT to address their needs and document their growth.
- Students will practice construction integration model of reading comprehension by learning developing text-based skills and developing mental pictures to improve their reading comprehension. They will also practice other specific reading comprehension strategies recommended by the ELA department and the district intervention specialists to access non-fiction text across contents. Students will practice with their Khan Academy accounts linked to College Board at least once or twice a week in their SDL period.

SMART Goal #2: For the 2019-2020 school year, PCTA will increase the percentage of juniors scoring proficient on the Math sections of SAT by 19% every year and the percentage of sophomores by 18% on the PSAT year to reach 97.5% in 5 years. We will ensure that students demonstrate an average growth of 70 points in comparison to the previous year’s score. (STAR will be used as a predictor to monitor our student’s progress toward the PSAT/SAT goals since there is a strong correlation between the students in the dark green performance level on STAR and the students who score proficient on the PSAT).

2016-2019 PSAT/SAT Data Sheet for PCTA

Year	Grade	Assessment Date	Participation	Benchmark - EBRW	Benchmark – Math	Benchmark - Both
2018-2019	Juniors	April	97.4%	19%	2%	2%
2017- 2018	Juniors	April	95.9%	17.2%	2.5%	1.8%
2016-2017	Juniors	April	91.6%	17.6%	2.6%	2.0%
2018-2019	Sophomores	April	98.8%	43%	9%	9%
2017- 2018	Sophomores	April	97.7%	31.8%	7.1%	6.5%
2016-2017	Sophomores	April	90.5%	22.1%	7.6%	5.8%
2018-2019	Freshmen	October	100%	23%	11%	7%
2017-2018	Freshmen	October	97.8%	23.2%	8.5%	4.5%

- 2.1 Students will analyze their PSAT/SAT, STAR, IXL, Common Departmental Assessments, and Summit data during their SDL/PLT to understanding their learning needs, design individualized action plans that includes the use of specific math problem solving strategies, and use various computerized programs to document their growth.
- 2.2 Students will engage in short practice assessment opportunities that are aligned to standards and mirror the rigor of PSAT/SAT to address their needs and document their growth.
- 2.3 Students will practice specific math problem solving strategies recommended by the math department and the district intervention specialist in all non-math classes to tackle rigorous math problems. Students will practice with their Khan Academy accounts linked to College Board at least once or twice a week in their SDL period.

SMART Goal #3: For the school year 2019-2020, our targets are to:

- ✓ Increase our graduation to 93%.
 - ✓ Increase attendance to 95% while decreasing student chronic absenteeism by 10%.
 - ✓ Decrease suspension by 10%.
 - ✓ Increase parental involvement by 100%
-
- 3.1 Each student will receive graduation support from a mentor. Ratio mentor to student will be at most 1 to 12. Students will use an Individual Learning Plan (ILP), a Personal Graduation Plan (PGP), and engage in a biannual credit audit.
 - 3.2 Students will become more aware of the impact of absenteeism on their school performance and will work on improving their attendance. Students will use the lessons learned from the book Shoot your shot to build stamina, grit, and self-advocacy skills.
 - 3.3 Students will practice restorative justice as a means to address and prevent misbehaviors. Students will participate in monthly grade level meetings to review school-wide expectations, and discuss alternative solutions to misbehavior.

- 3.4 Freshmen will experience a 9th grade research-based summer onboarding academy in August (19 – 23) that addresses the indicators of success in high school experience.

SMART Goal #4: For the school year 2019-2020, our target is to meet or exceed all RIDE CTE Outcome measures.

- 4.1 Students will participate in CTE programs that offer industry earned credentials and certificates.
- 4.2 Students will have access to career-based and work-site learning experiences which may include: vendor visits, presentations from industry personnel, and other construction workers and internships)
- 4.3 Students will receive instruction and training that mirror industry standards.
- 4.4 Students will experience facilities that are safe and equipment used for instructional or training purposes are current with business and industry standards.

DISTRICT TESTING CALENDAR**2019-2020**

STAR: 9-12 Screening Period 1	September 2-20, 2019
CB PSAT: 9, 10 & 11	October 16, 2019
SEL Screener	October 17 – November 1, 2019
STAR: 9-12 Screening Period 2	December 2-December 20, 2019
ACCESS: 9-12	January 6- February 14, 2020
SAT Practice on Khan Academy	January 21 – January 29, 2020
PCTA School level Instructional Rounds	February 7, 2019
Survey works Student & Staff	February 24 – March 6, 2020
Survey works Family	February 24 – March 31, 2020
Youth Experience Survey: (9, 10, 12)	March 16 – March 27, 2020
DLMAA: ELA, Math, Science Grade 11	April 6 – April 22, 2020
College board SAT School Day (grade 11)	March 25, 2020
College board PSAT grades 9 & 10	April 22, 2020
PSAT & SAT makeups	April 28, 2020
RI Science Assessment: 11	April 19 - 22, 2020
AP Testing	May 4 – May 22, 2020
Senior Exit Survey	May 11 – June 12, 2020

PCTA						
Demographic Information - SY17-18 Ever Enrolled Students (as of May 21)						
% Black:	12.9%	% Limited English Proficient (LEP)		11.2%		
% Hispanic:	73.8%	% Special Education:		16.2%		
% White:	3.6%	% Free/Reduced Meals:		82.4%		
% Other:	9.7%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 (as of May 1)
Student Attendance Rate:	89.3%	88.2%	86.9%	88.1%	88.5%	90.7%
% of Students Chronically Absent:	46.6%	46.6%	50.8%	46.1%	47.9%	36.5%
Number of In School Suspensions	2	2	4	1	0	0
Number of Out of School Suspensions	269	235	119	75	69	29
Total Suspensions:	271	237	123	76	69	29
Teacher Attendance Rate:				TBD	TBD	TBD

NOTE: For SY12-13 - SY14-15 Attendance Rates and Suspensions data are RIDE calculations from Info Works! All other data calculated by RPA office.

SY17-18 ACCESS Overall Composite PL	Composite PL 1		Composite PL 2		Composite PL 3		Composite PL 4		Composite PL 5		Composite PL 6		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
School														
Providence Career and Tech Acad (PCTA) HS	8	10.7%	11	14.7%	43	57.3%	8	10.7%	5	6.7%		0.0%	75	100%

2019-2020 Providence Public Schools

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

July	
4	Independence Day

August	
12	Victory Day
29	Teacher Orientation and Professional Development

September	
2	Labor Day
3	First Day for Students
30	Rosh Hashana

October	
1	Rosh Hashana
9	Yom Kippur
14	Columbus Day

November	
6	Professional Development Day - No Students
11	Veterans Day Observed
12	End of 1st Quarter
19	Report Cards Available
28	Thanksgiving
29	Thanksgiving Recess

December	
23	Winter Recess Begins
24	Christmas Eve
25	Christmas Day
31	New Year's Eve

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January	
1	New Year's Day
2	School Resumes
20	Martin Luther King Jr. Day
29	End of 2nd Quarter

February	
4	Report Cards Available
17	President's Day
18	President's Day

March	
11	Professional Development Day - No Students

April	
3	End of 3rd Quarter
9	Report Cards Available
10	Good Friday
13-17	Spring Recess

May	
25	Memorial Day

June	
17	Last Day/End of 4th Quarter & Report Cards Available
18-24	Weather Make-Up Days

= No School

= No School/Voluntary PD

MAJOR RELIGIOUS & CULTURAL HOLIDAYS

Aug. 11*.....Eid al-Adha	Jan. 6.....Three Kings Day
Sept. 30-Oct. 1.....Rosh Hashanah	Jan. 25.....Lunar New Year
Oct. 9.....Yom Kippur	Feb. 26.....Ash Wednesday
Oct. 27.....Diwali begins	April 9-16.....Passover
Nov. 28.....Thanksgiving	April 10.....Good Friday
Dec. 23 - 30.....Hanukkah	April 12.....Easter
Dec. 25.....Christmas	April 19.....Orthodox Easter
Dec. 26 - Jan. 1.....Kwanzaa	April 24*.....Ramadan begins
Jan. 1.....New Year's Day	May 24*.....Eid al-Fitr

Providence Career and Technical Academy 2019-2020

Breakfast at 7:20 AM – 7:55AM

DAILY Schedule T, W and TR & F 9-3, 9-4, 9-5 & 9-6 2019

Teacher starts	7:55
Mentoring	8:00 – 9:00
Announcements	9:00 - 9:05
PERIOD 1	9:10 – 9:56
PERIOD 2	10:01 - 10:47
PERIOD 3	10:52 - 11:38
PERIOD 4	11:43- 1:03
A Lunch	11:43 – 12:07
B Lunch	12:11 – 12:35
C Lunch	12:39 - 1:03
PERIOD 5	1:08- 1:54
SDL 6	1:59 – 2:45

Providence Career and Technical Academy 2019-2020

Breakfast at 7:20 AM – 7:55AM

<u>DAILY</u> Schedule <u>M, T, W and Thursday</u> 58minute classes		<u>FRIDAY</u> 51 minute classes	
Teacher starts	7:55	Teacher starts	7:55
PERIOD 1	8:00 - 8:58	PERIOD I	8:00 – 8:51
Announcements	8:58 – 9:01	Announcements	8:51 – 8:54
PERIOD 2	9:06 - 10:04	PERIOD 2	8:59 – 9:50
PERIOD 3	10:09 - 11:07	PERIOD 3	9:55 – 10: 46
PERIOD 4	11:12- 12:39	PERIOD 4	10:51 – 12:18
A Lunch	11:12 – 11:36	A Lunch	10:51 – 11:15
A class	11:41- 12:39	A Class	11:20 – 12:18
B Lunch	11:43-12:07	B Lunch	11:23- 11:47
B Class	11:12 – 11:38 12:12- 12:39	B Class	10:51 – 11:19 11:51- 12:18
C Lunch	12:15 - 12:39	C Lunch	11:55- 12:19
C Class	11:12 – 12:10	C Class	10: 51 -11:50
PERIOD 5	12:44- 1:42	PERIOD 5	12:23 – 1:14
SDL 6	1:47 – 2:45	SDL	1: 19 - 2:10
Restorative Practice - Students	2:55 - 3:35	Mentoring	2: 15 - 2:45

Providence Career and Technical Academy 2019-2020

1 Hour Delay Schedule: Breakfast at 8:20 AM – 8:55AM

DAILY Schedule M, T, W and Thursday 48 minute classes		FRIDAY 41 minute classes	
Teacher starts	8:55	Teacher starts	8:55
PERIOD 1 Announcements	9:00 - 9:48 9:48 – 9:51	PERIOD I Announcements	9:00 – 9:41 9:41 – 9:44
PERIOD 2	9:56 - 10:44	PERIOD 2	9:48 – 10:29
PERIOD 3	10:49 - 11:37	PERIOD 3	10:33 – 11: 14
PERIOD 4	11:42- 12:59	PERIOD 4	11:18 – 12:33
A Lunch	11:42 – 12:06	A Lunch	11:18 – 11:42
A class	12:11- 12:59	A Class	11:46 – 12:32
B Lunch	12:08-12:32	B Lunch	11:44- 12:08
B Class	11:42 – 12:04 12:36- 12:59	B Class	11:18 – 11:40 12:12- 12:34
C Lunch	12:35 - 12:59	C Lunch	12:09- 12:33
C Class	11:42 – 12:30	C Class	11:18 – 12:04
PERIOD 5	1:04- 1:52	PERIOD 5	12:37 – 1:17
SDL 6	1:57 – 2:45	SDL	1: 21 - 2:01
Restorative Practice - Students	2:55 - 3:35	Mentoring	2: 05 - 2:45

Periods Rotation: Monday 1,2, 3, 4,5,6 Tuesday: 2,3, 1, 4, 5, 6, Wednesday: 3,1,2,4,5,6 Thursday 1,2,3,4,5,6 Friday 2,3,1,4,5,6,7.

SDL are for the following:

3 days for Summit, 2 day for Khan linked to College Board

“EL Students”: 4 days of ELD, 1 day for SDL, 4 days for CORE English, 1 day for SDL

“AP students’ juniors & seniors”: 3 days of AP, 1 day for Khan linked to College Board, 1 day for SDL

Seniors: 3 days of SDL, 1 day for college and career, 1 day for senior project

Providence Career and Technical Academy 2019-2020

2 Hour Delay Breakfast at 9:20 AM - 9:55AM

DAILY Schedule M, T, W and Thursday 38 minute classes		<u>FRIDAY</u> 32 minute classes	
Teacher starts	9:55	Teacher starts	9:55
PERIOD 1 Announcements	10:00 - 10:38 10:38 - 10:41	PERIOD I Announcements	10:00 - 10:32 10:32 - 10:35
PERIOD 2	10:46 - 11:24	PERIOD 2	10:40 - 11:12
PERIOD 3	11:29 - 12:07	PERIOD 3	11:17 - 11:49
PERIOD 4	12:12 - 1:19	PERIOD 4	11:54 - 12:54
A Lunch	12:12 - 12:36	A Lunch	11:54 - 12:18
A class	12:41 - 1:19	A Class	12:22 - 12:54
B Lunch	12:55 - 1:19	B Lunch	12:30 - 12:54
B Class	12:12 - 12:50	B Class	11:54 - 12:26
PERIOD 5	1:24 - 2:02	PERIOD 5	12:59 - 1:31
SDL 6	2:07 - 2:45	SDL 6	1:36 - 2:08
Restorative Practice - Students	2:55 - 3:35	Mentoring 7	2:13 - 2:45

Periods Rotation: Monday 1,2, 3, 4,5,6 Tuesday: 2,3, 1, 4, 5, 6, Wednesday: 3,1,2,4,5,6 Thursday 1,2,3,4,5,6 Friday 2,3,1,4,5,6,7.

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“AP students’ juniors &seniors”: 3 days of AP, 1 day for Khan linked to College Board, 1 day for SDL

Seniors: 3 days of SDL, 1 day for college and career, 1 day for senior project Revised 7-18-19

PCTA PHONE LIST

Note: Since the phone numbers have changed, please contact Kim Yeaw for any issues. Thank you for your patience.

Department	Room Number	Teacher Name	Phone Number
MAIN OFFICE			
OFFICE	MAIN	Arline	61410
FRONT COUNTER IN OFFICE	MAIN		61199
MAIN OFFICE CONFERENCE ROOM	MAIN		61216
MAIL ROOM	MAIN		61314
NURSE	OFFICE	School Nurse	61202
TECH	Library	Phidias Mendez	61334
AEOSOP (call out ill)	@797	Susan Bettencourt	11201
HELPPDESK	@797	456-9142	OPTION #1
	104A		61141 61142
SCHOOL RESOURCE OFFICER	201 B		61415
ADMINISTRATION			
PRINCIPAL	MAIN	Wobberson Torchon	61416
ASSISTANT PRINCIPAL	H301	Judy Fried	61418
ASSISTANT PRINCIPAL	140	Judy Valentine	61420
PTECH DIRECTOR	204	Anthony Bailey	61204
CTE			
CTE DIRECTOR	H101	Ramon Torres	61422
CTE SECRETARY	H101	Abigail Deschamps	61417
CTEC	H102		61103
CTEC	H102	William Iannotti	61120
CTEC	H102		61423
GUIDANCE			
GUIDANCE SECRETARY	OFFICE	Linda DeFeo	61401
MS. VALENTINE'S SECRETARY	Office	Stasia	61410
GUIDANCE	203B	Donna McKenna	61404
SCHOOL PSYCHOLOGIST	203C	David Cherry	61408
GUIDANCE	203D	Kathy Morrow	61405
GUIDANCE	203G	Melissa Halpert	61406
SCHOOL SOCIAL WORKER	203F	Janene Santucci	61217
FAMILY SERVICES	203E		61407
GUIDANCE CONFERENCE ROOM	203		61219
COLLEGE CRUSADER	205	Ashley Davega/Bill Talbot	61205

FIRST FLOOR			
Department	Room Number	Teacher Name	Phone Number
SCHOOL TREASURER OFFICE SKILLS USA ADVISORY	101	Domenic DiDonato Stephanie Accetta	61001
COSMETOLOGY	102/ 102e	Rahsaan Gomes McCreary Diana Furtado Nicole Varatta	61102/ 61412
FACULTY ROOM	104		61003
DOWNCITY DESIGN	104A	EMILY SELLON	61141 61142
CULINARY KITCHEN/ RESTAURANT	105	Krista Taft Johandry Rodriguez Rebecca Bernier	61105/61106
BAKERY	107A	Robert Young Dara Patton	61131
PASTRY CLASSROOM	110	Michael Collette	61110
CARPENTRY	H105	Ron Carrerio Robert DiSalvo Sal Barone	61115
SODEXO KITCHEN	107		61107
AUTO CLASS/ OFFICE/ LAB	H107	Doug Nelson John Dufresne Tom McKenna	61109
	108A		61108
PHYSICAL ED OFFICE	112	Dan Gallant Michelle Rawcliffe Joao Santos	61112
WELDING/ OUTDOOR WORKSHOP	114-115	Kirt Rebello Nathan Hoffman Robbssy Torchon	61114
GEN CON/OFFICE	116/113	Rick Goyette Richard PfiEFF Cameron Hill	61116/ 61113
HVAC	117	Kevin Masse Robert Sherwood Michael Moran	61117
CUSTODIAL	118		61118
STOCK ROOM	119	Ricky Barber	61119
FITNESS ROOM	126		61126
WORLD LANGUAGE	127		61127
CULINARY CLASSROOM	129	Krista Taft Johandry Rodriguez Rebecca Bernier	61129

SECOND FLOOR			
Department	Room Number	Teacher Name	Phone Number
ELECTRICAL WOKSHOP/ CLASS/ OFFICE	H203	Bobby Gianfransco David Santos Don Etheridge	61203
COMPUTER LAB	H201	Bianca Bevilacqua	61201
TEACHER ROOM	H202		61202
GRAPHICS	H205/H206	Graham Walker Emily Jodka Ka Kue	61212/61206
CLASSROOM	H208	Piedade Lemos	61208
PRE-ENGINEERING	207	Annalisa Marchesseault	61220
PRE-ENGINEERING	208	Amy Laven	61221
ART	209	Carolyn Kellner	61209
PTECH/Computers	210	Thomas Hoffman	61210
PTECH/Computers	H209	Patricia Hill	61224
PARENT ENGAGEMENT ROOM	211	Glass Room	61211
FACILITIES	213	Anthony Marte	61213
COPY CENTER	H207	Graphics	61236
SPECIAL EDUCATION ROOM	206	Jamie Christina	61207
THIRD FLOOR			
Department	Room Number	Teacher Name	Phone Number
SPECIAL EDUCATION	303	Stephanie Accetta	61303
SOCIAL STUDIES	H302	Karl Poirier	61302
MATHEMATICS	H303	Mary Thake	61503
ELA	304	Shannon McLoud	61304
MATHEMATICS	H304	Michael Cerullo	61504
ELA/ PTECH	305	Lindsay Saez	61305
MATHEMATICS	H305	Victor Guzman	61505
ELA	306	Thea DeConti	61306
MATHEMATICS	H306	Bea Metts	61506
ELA	307	Angela Crossman	61307
MATHEMATICS	H307	Shaila Cruz	61507
SCIENCE	308	Emily Marzolph	61308
MATHEMATICS	H308	Spencer Foote	61508
PAR/TRAIN	309		61309
SOCIAL STUDIES	H309	Andrew Benn	61509
SCIENCE	310	John Deardorff	61310
SOCIAL STUDIES	H310	Lisa Pacitto	61510
SCIENCE PREP ROOM	311	Elizabeth Butrick	61311

THIRD FLOOR			
Department	Room Number	Teacher Name	Phone Number
FACULTY WORKROOM	H311		61511
SCIENCE	312	Chris Bull	61312
FACULTY ROOM	H312		61512
ELA	313	Nancy Holgate	61313
FACULTY ROOM	314		61314
ELA	315	Nicole LaChapelle	61315
ELA SPECIAL EDUCATION	H315	Olivia Marshall	61515
ELA	316	Steve Lighty	61316
MATHEMATICS SPECIAL EDUCATION	H316	Chris Lussier	61516
ELA	317		61317
LIBRARY MEDIA CENTER	H314	Kim Yeaw/Phidias Mendez	61334
Inclusion Support	301	Ms. Ballah/Ms. Curtis/ Ms. Donaldson	61301

Lunch Schedule 2019 - 2020

LUNCH	MONDAY – THURSDAY	FRIDAY
A	11:12 – 11:36	10:51 – 11:15
B	11:43 – 12:07	11:34 – 11:47
C	12:15 – 12:39	11:55 – 12:19
A-LUNCH:		
H302		POIRIER
H303		THAKE
H304		CERULLO
H305		GUZMAN
H306		METTS
H307		DIDONATO
H308		FOOTE
H309		BENN
H310		PACITTO
308		MARZOLPH
310		DEARDOFF
312		BULL
B-LUNCH:		
127		HILL
129		LEMONS
H201		BEVILACQUA
H203-ELECTRICAL		GIANFRANCESCO/SANTOS
H206		JODKA/WALKER
H208		BAYSAH
H209		CULL
208-ENGINEERING		LAVEN/MARCHESSEAU
208		SPANISH
209		KELLNER
210		HOFFMAN, T.
H105-CARPENTRY		CARREIRO/DISALVO
H106-AUTOMOTIVE		NELSON/DUFRESNE
110-PASTRY		COLLETTE/YOUNG
C-LUNCH:		
GYMNASIUM		GALLANT/ SANTOS
H208		BAYSAH
303		FINLAY
304		MCCLOUD/FINLAY
305		CHANTRE
306		DECONTI
307		CROSSMAN
313		HOLGATE
315		COLEMAN
316		LIGHTY
H315		MARSHALL
H316		LUSSIER
102-COSMETOLOGY		FURTADO/GOMES-MCCREARY
105-CULINARY		RODRIGRUEZ/TAFT
114-WELDING		HOFFMAN, N./REBELLO
116-GENERAL CONSTRUCTION		GOYETTE/PFEIFF
117-HVAC/PLUMBING		MASSE/SHERWOOD

Pledges to Professionalism

All PCTA students, teachers and families sign a *Pledge to Professionalism*.

Student Pledge

1. I will arrive on time, in dress code and prepared to work, every day.
2. I will be present every day. This means I will be mentally and physically engaged in my work.
3. I will stay every day until my day is complete.
4. I will complete my work in the best way I know how. This means I will always complete my homework, classwork and projects. I will ask teachers for help when I need it.
5. I will support others in the community who need my support.
6. I will respect my community and my facility. I will respect everyone's rights, interests and safety. I will work to keep PCTA in perfect condition.
7. I will always strive for honesty and integrity. I will make myself available to teachers and address any concerns they might have. If I make a mistake, I will tell the truth and take responsibility for my actions.
8. I want to be a professional.

I will not fail to honor my pledge. If I ever do, I know it will result in the loss of PCTA privileges, and I know it is a step backward in my plan for my future and my path to success.

Signed _____

Family Pledge

1. I will do my best to make sure my student arrives at PCTA on time.
2. I will make arrangements so my student can remain at PCTA until they are through with the day's work.
3. If necessary, I will make arrangements for my student to come to PCTA on Saturdays for tutoring.
4. If necessary, I will ensure that my student attends PCTA Summer Academy.
5. I will always help my student in the best way I know how. I will do whatever it takes for him/ her to learn. This means I will keep up on my student's schoolwork, homework and grades through progress reports every other Friday. I will make sure my student has a suitable work space at home.
6. I will always make myself available to my student and the school, and address any concerns they might have. This also means that if my student is going to miss school, I will notify the school as soon as possible. I will notify the school of any changes in contact information. I will carefully read any and all papers that the school sends home to us.
7. I will allow my student to go on PCTA field trips.
8. I will make sure my student follows the PCTA dress code.
9. I understand that my student must follow the PCTA rules so as to protect the safety, interests, and rights of all individuals in the classroom. I am responsible for the behavior and actions of my student.

I can have tremendous influence on my child's success at PCTA. Failure to adhere to this pledge may result in the loss of PCTA privileges for my student.

Signed _____

Teacher Pledge

1. I will arrive at PCTA every day by 7:55 am.
2. I will remain at PCTA until 2:50 pm.
3. I will work extended days when required, and be available to take my turns on Saturday tutoring. I will make arrangements for my students' success in Summer Academy, or I will make myself available to teach my students there.
4. I will always teach in the best way I know how and I will do whatever it takes for my students to learn.
5. I will do my best to implement school policies consistently.
6. I will make myself available to students and parents, and address any concerns they might have.
7. I will make my classroom available for informal observations at any time, and formal observations when required by our school review team and/ or administrators.
8. I will always protect the safety, interests, and rights of all individuals in the classroom.

My adherence to the Pledge is a piece of my overall evaluation as a teacher at PCTA.

Signed _____

PCTA Teacher Responsibilities

Work Day: Teachers and teacher assistants are expected to sign in a minimum of five minutes before the beginning of their work day. Punch in when you arrive. There are three machines, two in the main office work room and one by H107 near the CTE office. It is imperative that all Providence School Employees punch in when they arrive for work. Payroll is directly connected to NOVATIME. We are a punctual family and we are confident all will be on time for the entire year. If you live far or you anticipate heavy traffic, leave your home with time to spare.

You are expected to remain at work until your scheduled work day ends, *even if you are unassigned last period*. If you leave during the school day, you must sign out in the office and sign back in upon your return.

Professionalism: Teachers should present a positive and professional image to their students and to the community by modeling proper behavior. No form of harassment will be tolerated. Please see the *District Harassment Policy* for more details.

Cell Phones: Do not make or take personal cell phone calls or text messages during the day in classrooms, hallways, and public areas.

Teacher Dress Code: Below is the dress code as it appears in the PTU bargaining agreement. Furthermore, as a CTE school we wish to reflect a positive and professional image to students, parents, and community members at all times.

8-24 Dress Code

The Board and Union recognize the desirability of enhancing the image of teachers in the Providence School Department. To this end, the Board and Union agree to the following:

- 1. During the course of the school day, teachers shall not wear shorts, warm-up suits, torn jeans, and/or tank tops, halter tops, beach or shower thongs, except when engaged in field trips, camping, nature study, physical education instruction and other similar activities when the attire may be that which is appropriate to the situation; and*
- 2. Excessively casual dress identified with recreational activity is unacceptable except as provided in Number 1 hereinabove; and*
- 3. Teachers shall continue to reflect a positive image to the students and community.*

Below is the dress code as it appears in the Employee Handbook (2019):

4.14.1 Dress Code

Supervisors may regulate dress policies specific to work assignments. Where work activities require informal attire due to the nature of the job duties, attire is to be appropriate to the situation. Supervisors may direct an employee to leave District premises until he/she is properly dressed. Supervisors must make reasonable accommodations for dress or grooming directly related to employees' religion, culture, or disabilities. Supervisors should also specify any additional or alternative requirements necessary for reasons of employee safety or public health. The following are examples of clothing that is considered unacceptable dress for the workplace. This list is illustrative and not exclusive, and supervisors are authorized to use their discretion in determining whether an employee is dressed appropriately for the workplace.

- Torn, patched or faded clothing*
- Clothing with printed messages or pictures*

- *Tennis and athletic shoes, beach shoes, slippers, or flip flops unless medically required as demonstrated by a doctor's statement*
- *Tank tops, muscle shirts, halter tops, and tube tops*
- *Leggings, spandex, sweat suits, warm-up suits, or other workout attire*
- *Shorts or mini-skirts*
- *Sheer clothing or clothing that is otherwise revealing or provocative*
- *Jeans, unless appropriate to the assignment*

Employees who work in athletic-related positions (e.g., coaches or physical education teachers) may wear athletic-type clothing such as jogging suits, sweat suits, warm-up suits, and sweat shirts, provided 15 such clothing is neat, clean, and not torn or otherwise cut. Employees who are required to wear uniforms are to wear the complete uniform. Uniforms are to be kept neat, clean, and in good condition. Employees who are required to use or wear safety equipment are to do so in accordance with the regulations of their division.

Teaching Time: The expectation is that your classes will be engaged in meaningful well-planned educational activities from bell-to-bell, on a daily basis. Your students will be given many opportunities to engage in student let-discussions where they can explain their thinking through established protocols.

Taking Attendance: Teachers are required to record attendance accurately for every class on their schedule. Classroom attendance is a legal document and therefore attendance must be taken by the teacher of record, and no one else. Students or teacher assistances are **not** to take attendance.

If covering a class or have a substitute, please adhere to the following attendance guidelines:

Academic classes: Attendance is to be taken during the first 5 minutes of every class and every period. The 2nd attendance rosters must be sent to guidance office every period immediately after taking attendance for that period. The 1st roster is to go to the teacher you are substituting for. If you have two or more rosters for the same PERIOD, for example: Algebra 1 and math lab or World Lit and Targeted... BOTH pages must go to guidance so the attendance officer knows to mark both classes.

CTE classes: First and foremost! No student is allowed on the lab portion of the tech area. They are to remain in the classroom with you NO MATTER WHAT THEY SAY. In the event the 2nd teacher invites you and your class into the lab area that is different. In the CTE classes you will have 2 rosters.

- For grades 11th and 12th take period 1 attendance send it to guidance. The second roster is to be left for the teacher of record. Record the attendance for each period on the second roster. 1-4
- For grades 9 and 10 you will only have them for 1 period. Take the attendance during the 1st 5 minutes and send 1 sheet to guidance. Take the attendance as well on the 2nd sheet and leave it for the teacher of record. Period 5 you will have the 11th or 12th graders for theory from the other teacher, attendance should be updated on the roster they give you and that will stay for the teacher of record as well.

If you have any questions please call Linda at 61405 or Melissa Halpert at 61406. Please do not call the main office for attendance issues.

Grading Policy & Syllabus: We strongly advise that you have a clear departmental grading policy that is articulated on your class syllabus and communicated to parents. Please submit a copy of the grading policy/syllabus prior to distribution to parents.

Grades: Every teacher must submit grades each quarter. Grades are due three school days after the interim and after the close of the quarter as articulated in the collective bargaining agreement. Please do not miss this deadline, as it delays the printing of report cards.

Grading System

<u>Mark</u>	<u>Avg</u>	<u>Mark</u>	<u>Avg</u>	<u>Mark</u>	<u>Avg</u>
A+	97-100	C+	77-79	F	59 -00
A	93-96	C	73-76	I	Incomplete
A-	90-92	C-	70-72	N	N/A
B+	87-89	D+	67-69		
B	83-86	D	63-66		
B-	80-82	D-	60-62		

Hallways: Teachers are encouraged to stand at their classroom doors during passing. The purpose is to make sure students get to their classes on time and to welcome students into your room.

Hallway Passes: Teachers are encouraged to keep students in their class during the first and last ten minutes while you are setting up and wrapping up the lesson. Students must be provided with a pass before leaving your room. You must also maintain a log of students who leave your room and submit the log to the Main Office at the end of the week. Please use the common sign-out log that will be provided to you at the beginning of the year. There should be only one student out of a class at a time. Please be considerate of your classmates and return to class quickly.

Administrative Period: Teachers are expected to report to their assigned administration period on time. Times, locations and responsibilities will be communicated.

Afterschool Supervision: Students are not allowed to be unsupervised afterschool. Students need to leave the building after school hours unless they are in an after school program or working directly with a teacher.

Accepting Students from other classes: Please do not accept students from other classes without a pass and without checking with their assigned teacher. This is also applicable when students have a substitute teacher.

Discipline Issues:

Removing Students: If you need a student to be removed from your classroom for disciplinary reasons you must call the appropriate administrator or their secretary. If there is no response, call the main office (61410) and report the matter. Since the infraction is serious enough to warrant a removal of a student, you must follow-up with a discipline referral on Skyward as soon as possible.

Skyward Discipline: Please select a discipline office when submitting referrals on Skyward. A discipline officer/administrator is based on the student's CTE assignment.

- Mr. Bailey – P-TECH
- Ms. Fried – Automotive, carpentry, electrical, graphics, pre-engineering
- Ms. Valentine – Cosmetology, culinary, general construction, maritime plumbing & pipefitting, pastry, residential HVAC & plumbing

Class Cutting: Please check for student cuts on the daily attendance bulletin or Skyward. If a student is absent from class without an excuse, notify the parent/guardian of the student first and then submit a disciplinary referral on Skyward to the appropriate administrator.

Students late to class: Please admit students who are late to class and then follow District Code of Conduct policy related to the issue.

Library: Before sending a student to the library, you should call 61334 to check that it is open and able to receive students. Give the student a library pass and send the student.

Hallway work: Students are not allowed to work in the hallway or common areas unsupervised. This includes putting students out to read “in quiet”. It just does not work. The students are distracted or become a distraction. In other words you must keep your students in your class. If a student needs an alternative space, they must be supervised. Students are never allowed to work in an unsupervised location.

Technology: The most important requirements in the use of technology are supervision and security. Students should never be allowed to use technology without adult supervision. Leaving equipment unattended for even a very short period of time can result in the loss of equipment. Always lock up the equipment. *Lock all classroom doors when the room is empty.* It is the teacher’s responsibility to report technology issues to the helpdesk electronically and copy to the Creative Technology Specialist.

Many students this year will be using technology for instruction in their classrooms. It is the teacher’s responsibility to follow all district and school protocols for distribution, collection and supervision of technology.

Book Distribution: In this time of limited funding it is important we take care of the resources we do have. The distribution and return of books needs to be done with great care. You must mark each book with a number and assign it to a particular student. Explain that the book they are assigned is the only one they can return. Books are very expensive and students must pay the replacement cost of any book that they lose or damage.

Keys: Keys are distributed and collected at the beginning and ending of the year. Lost keys might result a replacement cost (based on Aramark).

Coverage: Coverage for an absent teacher will be assigned by the office in compliance with the Providence Teacher’s Union Contract. Teachers cannot refuse coverage once it is assigned and must report to their assignment on time. The covering teacher or substitute must execute the lesson plan provided by the teacher or record. Contact the office immediately if there is no lesson plan. When you are assigned coverage you must remain in the assigned room. Do not take those students to another part of the building.

Movies and Videos: The use of movies and videos must have the signed approval from the principal as outlined in Providence district protocol. In all cases the video must be explicitly related to the lesson and standards being taught. Under no circumstances should movies be used as a “break” or “reward” for students.

Copiers: For your convenience, the graphics department has a customer service where teachers can drop off copies to be made with adequate advance notice (see Mr. Walker and Ms. Jodka). In addition, there are many copiers throughout the building. It is requested that teachers not use the copier in the Main Office. Please do not ask students to make copies for you.

Supplies: To get supplies fill out a stock request form and submit it to the “stockroom” mailbox in the main office.

Transportation of Students: According to Providence school department policy, teachers are not allowed to transport students.

Field trips: Field trips must be directly related to the curriculum and the standards being taught. **The teacher planning a field trip is responsible for making arrangements for transportation and supervision including permission slips.** The entire field trip request must be submitted even for walking field trips. A funding source must be identified for all field

trips. There will be no field trips in September or June. The trips must be approved by the principal and central office. Unfortunately, there is no money budgeted for field trips. You must provide a way to pay all expenses of the trip before you go. All students that are not going on the trip must be provided meaningful classroom experiences. There is no paid coverage for field trips. Inform the lunch room workers that you will be going even if you are not taking their lunch. There is no need for them to prepare food for students who are not here. They can prepare bag lunches for you, if you give them at least one week notice.

Field experience: CTE students engage in field experiences which is a difference category from field trips. These experiences must be arranged with the appropriate clusters, Administration, and CTECHs.

According to the Employee Manual (2019):

Field trip and Field Experience requests should be requested through the Frontline Central (AESOP) system. Such requests should be made as far in advance as possible for operational planning purposes but requests must be submitted at least two weeks prior to the field trip.

Fundraising: Fundraising requests including charity fundraising must be approved by administration. All class fundraiser should be supervised by the class advisors.

Classroom Walkthroughs: Classroom walkthroughs and visits will be conducted regularly to allow for continuous improvement in our school and feedback will be given to the teacher in a 15 minute session.

Social Media: Please follow @PCTAPROVIDENCE on twitter and @PCTAHS on Facebook. Send the Creative Technology Specialists updates or information which you would like sent out.

PCTA Problem of Practice:

Our students lack opportunities to develop and sharpen their analytical thinking skills; when they hypothesize, argue about, justify points of view, and challenge assumptions during instruction they are able to develop and deepen analytical skills.

Context: There is statistically significant growth in our students' academic progress, every year, as indicated by school, district, and state assessments. However, the data from our classroom walkthroughs, informal and formal observations, and Instructional Rounds visits revealed that in at least 60% of our classes our students are exposed to Depth of Knowledge (DOK) 1 work.

Theory of Action: By engaging our students, daily, in rigorous learning experiences that facilitate intellectual engagement through purposeful assignments and a range of higher order questions, they will develop and sharpen their critical thinking skills which will result in a dramatic increase of their achievement.

Wednesday CPT Training Plan

Six Wednesday's CPT will be devoted to PSAT/SAT, NGSA, and ACCESS Training. The teachers are divided into two groups, and each group will have their training on Wednesdays.

September 18, 25 (PSAT/SAT)

February 26 and March 4th (PSAT/SAT)

April 22, and 29 (NGSA)

All the other Wednesdays will be for "EL" training for all faculty and staff.

June 3, 10, and 17 will be reserved for reflection, end of year data analysis, and next year planning, and Summit Summer Support list.

Tuesdays and Thursdays CPT Training Plan

One group of teachers will receive their training during CPT on Tuesdays while the other groups will get their training on Thursdays.

September- PLT and mentoring (1st week) 3 pillars/pedagogy/philosophy and community building in the classroom Data Points- Implementation percentages, mentoring percentages, goal-setting, walkthrough tools/look for

October - Mastery Criteria- connections to cognitive skills and concepts/ content standards/providing feedback Classroom Management and Structures for SDL periods (norms and goal setting) & classroom walkthroughs and feedback, SDL content assessment, mentor check-in section, SDL groupings.

November - Grouping and interventions in SDL (Workshops, after school supports, study guides, mentoring, goal-setting)

December- Mentoring language and tracking (SDL Cycle) & Classroom walkthroughs and feedback, goal setting

Expanding what students may engage in during SDL (playlists)

January- Revisiting Norms and Routines, revisiting classroom structures & setup, interventions for student incompletes in projects

The training will follow the following format:

First week of September: Extensive training on SDL/PLT and Mentoring

1st Tuesday and Thursday: Training

2nd Tuesday and Thursday: getting deeper in the concept

3rd Tuesday and Thursday: Implementation conversations/challenges/ Successes

4th Tuesdays and Thursdays: Data analysis/ replicating best practice.

Mondays and Fridays CPT Plan

1st Mondays and Fridays CPT: Departmental goals and lesson planning with the RIT

2nd Mondays and Fridays CPT: Departmental Goals and Lesson Planning with the RIT

3rd Mondays and Fridays CPT: Interdisciplinary conversations and planning with the RIT

4th Mondays and Fridays CPT: Reading Circles: "Understanding by Design Meets Neuroscience"

5th Mondays and Fridays CPT: Team Problem Solving.

June 11, and 12 will be devoted to SUMMIT Summer Support List

June 15, 16, and 17 will be devoted to Freshmen Orientation

Planning Principal Teacher Leader Meetings

Mondays:

September: Connection between Neuro Science and Achievement. Reading circle "understanding by design Meets Neuro Science meets)

October: Making our classes demonstration classrooms, Implementation of the Research Implementation Tool, Data Wall, Effective Strategies, environment that supports high learning)

November: Data driven conversation with colleagues to guide their practice. Coaching for Success

December: Become a reflective practitioner in a data guided classroom.

Thursdays: Leadership Series Using NISL materials.

Khan Academy Plan for PCTA

Fridays SDL will be reserved for Khan Academy linked to the College Board Account.

The dates are:

September 13, 20, and 27

October 4, 11, 18, and 25

November 1, 8, 15, and 22

December 6, 13, and 20

January 3, 19, 17, 24, and 31

February 7, 14, 21, and 28

March 6, 13, 20, and 27

April 3rd

27 sessions times 51 minutes = 1,377 minutes/60 = 22 hours and 57 minutes

Parent Opportunities to Speak Face to Face with Teachers.

October 29th and 31st, January 27th and 30th, April 27th, and 30th teachers will not go to CPT but will go home at 1:50.

In exchange, they will meet with parents on September 11th from 4:00 – 5:30 and February 25th from 5:00 to 6:30 to strengthen parent/family communication.

Parent Teacher Conferences

First: December 3rd and teachers will forego CPT for December 4th and 5th based on their assigned CPT. (4:00 – 5:30

Second: February 4rdth and teachers will forgo their CPT on February 5th and 6th based on their assigned CPT (4:30 – 6:00)

JORGE O. ELORZA

Mayor

CHRISTOPHER N. MAHER

Superintendent



Providence Career & Technical Academy
41 Fricker Street
Providence, RI 02903
tel. 401.456-9136
fax 401. 456-9172
www.providenceschools.org

EARLY WARNING SYSTEM

The Providence Career and Technical Academy wants to become the kind of national model school that responds effectively to the needs of his students. We recognize that certain students may come to the school with a set of indicators that can prevent them from excelling or graduating on time if they are not addressed properly. These indicators are:

1. Poor attendance.
2. Frequent suspensions.
3. Previous grade failure.
4. Poor math and English performance.
5. Poor results on standardized assessments.

Analysis of student data is at the basis of our EWS approach. Our system screens students with these indicators (could be one or a combination) and identify them as "At Risks". Once identified, the students are referred to an Attendance or Performance Coordinator (APC) who matches them with the right support and intervention. We follow the Analyze, Strategize and Act cycle of inquiry approach to make sure that the level of services provided to the students is congruent with their level of needs.

Process:

- Classroom teachers identify at risk students, conference with them and refer them to an Early Warning Coordinator through a EWS form ([google doc link](#)).
- EWS Coordinator places students in after-school support and proper monitoring.
- EWS Coordinator conferences with referred students and communicates program goals to students and parents while documenting attendance and participation to program.
- Guidance counselors receive a copy of the referral and monitoring documents.

After each cycle or quarter, after-school instructor evaluates students' progress and makes recommendation to sending teachers. Upon reaching proficiency, student can be exited out of the program by the sending teacher.

Research Implementation Tool (RIT)

Grade Level Standards addressed:

What is the learning objective for the lesson you plan to teach?	What is the level of rigor according to the HESS Matrix? DOK Level _____								
What SAT/ AP/ACCESS/CTE certification question will students be able to answer as a result of this lesson?(Write N/A if not applicable)									
How do you plan for your students to share their pre-conception or misconception (prior knowledge)?									
Identify ways students will acquire, comprehend, and communicate knowledge of the content (circle all that apply)									
READING WRITING SPEAKING LISTENING NONE									
How do you plan to connect this lesson (unit) to past & future lesson (units)?									
Select the Instructional Practices: Circle all that apply in this lesson									
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">DEMONSTRATION</td> <td style="width: 35%;">PROVIDING DIRECTIONS OR INSTRUCTIONS</td> <td style="width: 25%;">PRESENTATION</td> <td style="width: 15%;">DISCUSSION</td> </tr> <tr> <td>COACHING</td> <td>TEACHER DIRECTED Q & A</td> <td>MODELING</td> <td>NONE</td> </tr> </table>		DEMONSTRATION	PROVIDING DIRECTIONS OR INSTRUCTIONS	PRESENTATION	DISCUSSION	COACHING	TEACHER DIRECTED Q & A	MODELING	NONE
DEMONSTRATION	PROVIDING DIRECTIONS OR INSTRUCTIONS	PRESENTATION	DISCUSSION						
COACHING	TEACHER DIRECTED Q & A	MODELING	NONE						
OTHER:									
What are the activities the students will be engaged in to reach the expectations of the objective?									
ACTIVITIES	According to the HESS Matrix what is the Rigor Level for each activity:								

	DOK _____
What questions do your students need to ask themselves, peers, or you and be able to answer to reach the depth of the objective?	According to the HESS Matrix what is the Rigor Level for the questions: DOK _____
What questions will you ask as you circulate to small groups to push student thinking when they appear stuck, engaged, or when they have already mastered the targeted objectives?	According to the HESS Matrix what is the Rigor Level for the questions: DOK _____
What metacognitive strategies will you have your students practice to organize their thinking and learning?	According to the HESS Matrix what is the Rigor Level of metacognitive strategies: DOK _____

- PERFORMANCE
- ATTENDANCE

Student Name:	Student ID:	Student Grade:	DOB:
---------------	-------------	----------------	------

Teacher Section:

Course:	Teacher Name:
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You are accepting work for: Current Quarter _____ Past Quarter(s) _____

Reason for Intervention:

- Student falls behind** in a major assignment, content assessment, project, task, or is exhibiting difficulty in keeping up with the content after 10 days of contact with teacher.
- Performance is 65% or less** _____
- Attendance is below 93%** _____

List what the student needs to do. (This section is only for performance issues)

Action Steps: (Complete below for Performance ONLY)

Check and date each step once completed:

<input type="checkbox"/> Met with student & explained reason for intervention	Date:
<input type="checkbox"/> Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person _____	Date:
<input type="checkbox"/> Sent copy of EWS to ce	Date:

Guidance Section: Complete with student and parent:

What will the student do to improve?

What will the family do to support the student?

How often will you check the student's progress?

Monitoring

Is the student progressing toward the goal? _____

What is being done to assist the student?

Teacher Final Section:

Has the student made substantial progress to be removed from the EWS process after the 4 week cycle?

- Yes : Make the grade adjustment for the student and send document to guidance to exit the student from the process)
- No: (do not exit the student from the process) **Date:** _____

Attendance Level Coordinator Section:

Student Name:	Student ID:	Student Grade:	DOB:
----------------------	--------------------	-----------------------	-------------

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

Communicated with Family by : Phone ____ E-mail ____ Mail ____ Text ____ In Person ____
Date: _____ Time of Contact: _____ Who was contacted: _____

Summary:

JORGE O. ELORZA

Mayor

CHRISTOPHER N. MAHER
Superintendent



Providence Career & Technical Academy
41 Fricker Street
Providence, RI 02903
tel. 401.456-9136
fax 401. 456-9172
www.providenceschools.org

Providence Career and Technical Academy (PCTA) Attendance Contract (2019-2020)

Date: _____

I, _____, acknowledge that my attendance at PCTA has fallen below the expected 93% threshold established by the school. Currently I have been absent _____ days out of _____ days of school which amounts to _____%. I also recognize that since absenteeism is a great contributor to high school failure at PCTA, if I do not change my attendance pattern I may put in jeopardy my commitment to graduate high school in four years.

To help me improve my attendance, I am required to check in with my attendance coordinator or my program administrator every day at lunch or after-school. I must come to school for _____ consecutive days until I reach 93%. Once my attendance reaches 93% or more, my attendance coordinator or program supervisor may elect to sign me out of the attendance contract.

I, _____, agree to the terms of this contract.

Student signature

Parent signature

Administrator signature

JORGE O. ELORZA

Mayor

CHRISTOPHER N. MAHER

Superintendent



Providence Career & Technical Academy
41 Fricker Street
Providence, RI 02903
tel. 401.456-9136
fax 401.456-9172
www.providenceschools.org

Providence Career and Technical Academy (PCTA) Performance Contract (2019-2020)

Date: _____

I, _____, acknowledge that my performance in the following courses
_____, is below what is expected of me at
PCTA. I also understand that if I continue with such poor performance, I may put in jeopardy my commitment to
graduate high school in four years.

To help me regain good academic standing, I am required to participate in the after-school – intervention programs that
PCTA is implementing this year in the form of Odyssey ware for module and course recovery and IXL for additional
support in mathematics. Such intervention will allow me to practice the skills that I need to show significant
improvement in my courses.

My day(s) and hours for after-school intervention in: _____ is _____ at _____ and _____ at
_____.

I, _____, agree to the terms of this contract.

Student signature

Parent signature

Administrator signature

Crisis Protocol and Prevention Policy

1. In the event of a school crisis, all PCTA school community members can come and/or call the main office (456-9136). The secretaries will immediately alert administration who will convene the Crisis Team. In the event of a student crisis, PCTA community members should contact the student's guidance counselor.
2. The Crisis Team: Your immediate on-site response team in a crisis are administration, guidance counselor, school nurse, and community police.
3. Some Immediate School Crisis are:
 - a. Possession of a weapon in or near the building
 - b. Threat of harm made against school, students, or staff
 - c. Major traumatic events i.e. terrorist attack, violence near the school.
 - d. Threat of violence including gang activity
4. Student Immediate Crisis are:
 - a. Suicidal Ideation and Suicidal Plan: When a student expresses, verbal or written, that they are having thoughts about committing suicide and/or has thought out a way to commit suicide and may have taken preparatory steps.
 - b. Actual attempted suicide
 - c. Excessive absence following a known traumatic incident (assault, rape, or death of a loved one)
 - d. Acute psychotic episode(s), frequent moods swings and irrational behavior or loss of contact with reality/hallucinations
 - e. Any suspicious use with drugs and/or alcohol (i.e. odor of substance on clothing or breath) Evidence of substance overdose
 - f. Observable signs of self-inflicted wounds in critical areas (wrists, neck, etc.)
 - g. Observable deep depression over a week
 - h. Physical danger i.e. abuse, family, housing issues
 - i. Threat of violence including gang activity
 - j. Complete loss of control(emotional or physical)
 - k. Medical Danger
 - l. All other items that become apparent that are not listed please refer to the guidance counselor as well

All other serviceable student needs should be referred to the guidance counselor.

EMERGENCY DRILL CODE

1. Every fire, lockdown and evacuation drill is to be regarded as real.
2. The only person to have any advance notice of fire drill is the one who sounds the alarm. For lockdown and evacuation drills the local authorities should have advance notice.
3. Drills shall take place at any time, whether the students are in classes, in assemblies, in passing corridors or in cafeterias (see attached protocols).
4. The signaling device must be heard in all parts of the building and shall be used only for emergencies.
5. All occupants must be evacuated from the building in a fire and evacuation drill.
6. A teacher or some other responsible adult shall be assigned to assist the handicapped who require assistance in evacuation.
7. During a fire or evacuation drill only, a teacher or some other responsible adult must check restrooms, cloakrooms, and all other rooms and areas where children congregate, to make sure all of the students have vacated the building.
 - a. During a lockdown drill checking these areas is not advised.
8. Students must not be permitted to go to lockers for personal items during a fire or evacuation drill.
 - a. In the case of an evacuation for bomb threat, students should take any type of tote bag they have with them in classroom at the time of the drill.
9. With the exception of a lockdown drill, teachers must leave the building with their classes.
10. For all drills the teacher should have with him/her, upon fire or evacuation drill, the class register or a roster of students and the absentee list to ensure accurate accounting of student whereabouts.
11. In the case of a fire or evacuation drill, it shall be the responsibility of the teacher to make sure that all of the children have left their room and that the door of the room is closed.
 - a. During a lockdown drill, teachers must make sure that the classroom door is closed and locked and the children are moved to a safe area within the classroom.
12. There shall be no talking during any drill.
13. Students must not run during a drill but must move quickly and orderly.
14. Members of the custodial staff must report to pre-designated locations and assist in drill procedures.
15. In the case of a fire or evacuation drill, students must be led to a predetermined and safe area far enough away from the building and out of the path of emergency vehicles and equipment.
16. There shall be a written evacuation plan for each school. The plan shall include specific provisions for evacuating the handicapped. The plan shall be reviewed and approved annually by the local fire marshal as part of the annual fire inspection of the school.
17. There shall be a written procedure for a lockdown for each school. The plan shall include specific provision for protecting all students including the handicapped. The plan shall be reviewed and approved annually by local authorities.
18. Each occupied area shall have a predetermined evacuation route. This route should lead to the nearest available exit. At least one alternative route shall be established for each occupied area. These routes and other related instructions shall be clearly posted near the exit door of each room so that an occupant of the room may know the correct plan of evacuation.
19. All staff and students shall be informed of the school's evacuation plan and lockdown procedures.

Fire Drill – Evacuation Plan

Teachers you must take your roster with you; line up and stay with your class; close all doors; and exit the building together. Instruct your class as to where they can find you should they be separated from you during the “Fire Drill”. Teacher must take attendance when outside and hold card up so administration can see if all students/staff are accounted for. (See explanation below) **Colored paper: Green = all students accounted for Yellow: you have an extra student Red: you are missing a student**

Main Entrance: 41 Fricker St. Stairway 4

- Main Office Suite (201), Nurse (202), Guidance Suite (203), Truancy court (204), & (205), (206)
- Second floor- (207) & (208)
- Third floor- (313), (315), (316), (317), (303), (304), (305), (306), (307)
- Culinary (105), Plumbing (114)
- P.E. in lockers
- Cafeteria

Hanley 91 Fricker St. Stairway B

- First floor- Automotive- (H107)
- Second floor- (H209), (H208) (H207), (H206, H205), Computer Lab (H201)
- Third floor- (H316), (H315), (Media Center/Library), (310), (308) & (312)

Hanley Stairway A

- First floor- Carpentry (H105)
- Second floor- Electrical (H202, H203)
- Third floor- (H301), (H302)

Stairway C

- (H303), (H305), (H306), (H307), (H308), (H309) & (H310)

Stairway 8

- HVAC & General Construction
- PCTA Athletic Directors office (Mr. Driver, Director of CTE)

Stairway 5

- First floor - Cosmetology- (107), Music (127)

Stairway 1 Only use if other stairways are blocked.

Field house back doors to parking lot Physical education Classes if in Field house

Protocols for Six Universal Emergency Procedures

<p>1. <u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p><i>When announcement is made or alarm sounded:</i></p> <ul style="list-style-type: none"> ▪ Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) ▪ Take class rosters for student accounting ▪ Assist those needing special assistance ▪ Do not stop for student/staff belongings ▪ Go to designated Assembly Area ▪ Check for injuries ▪ Take attendance; report according to Student Accounting and Release procedures ▪ Wait for further instructions 	<p>2. <u>Reverse Evacuation</u> (For use when conditions inside are safer than outside)</p> <p><i>When the announcement is made:</i></p> <ul style="list-style-type: none"> ▪ Move students and staff inside as quickly as possible ▪ Assist those needing special assistance ▪ Report to classroom ▪ Check for injuries ▪ Take attendance; report according to Student Accounting and Release procedures ▪ Wait for further instructions
<p>3. <u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p><i>When announcement is made or alarm sounded:</i></p> <ul style="list-style-type: none"> ▪ Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) ▪ Occupants of portable classrooms shall move to the main building to designated safe areas ▪ Take class rosters for student accounting ▪ Take attendance; report according to Student Accounting and Release procedures ▪ Assist those needing special assistance ▪ Do not stop for student/staff belongings ▪ Close all doors ▪ Remain in safe area until the “all clear” is given ▪ Wait for further instructions 	<p>4. <u>Shelter in Place</u> (For use when evacuation is not possible)</p> <p><i>When the announcement is made:</i></p> <ul style="list-style-type: none"> ▪ Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location ▪ Assist those needing special assistance ▪ Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) ▪ Take attendance; report according to Student Accounting and Release procedures ▪ Do not allow anyone to leave the classroom ▪ Stay away from all doors and windows ▪ Wait for further instructions
<p>5. <u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p><i>When the announcement is made:</i></p> <ul style="list-style-type: none"> ▪ Students are to be cleared from the halls immediately and to report to nearest available classroom ▪ Assist those needing special assistance ▪ Close and lock all windows and doors and do not leave for any reason ▪ Cover all room and door windows ▪ Then stay away from all doors and windows and move students to interior walls and drop ▪ Shut off lights ▪ BE QUIET! ▪ Remain in the classroom until a face-to-face all-clear notification is made by a member of the crisis. ▪ Wait for further instructions 	<p>6. <u>Drop, Cover and Hold</u> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p><i>When the command “Drop” is made:</i></p> <ul style="list-style-type: none"> ▪ DROP – to the floor, take cover under a nearby desk or table and face away from the windows ▪ COVER - your eyes by leaning your face against your arms ▪ HOLD - on to the table or desk legs, and maintain present location/position ▪ Assist those needing special assistance ▪ Wait for further instructions

Emergency Procedure: BOMB THREAT

Level Two Emergency

- I. **PURPOSE:** To delineate required procedures and precautions for Providence School Department employees in the event of a bomb threat to any School Department facility. These include required advance preparations for such contingencies as well as steps and guidance for reporting, search, evacuation, and re-entry procedures.
- II. **REQUIRED ACTIONS**
 1. **Written Bomb Threat.** Person receiving the written threat should not handle the document or its container any more than is necessary. The Providence Police Department Bureau of Criminal Identification (BCI) will preserve the document or other container.
 - Immediately notify your Supervisor who in turn should immediately notify the Providence Police Department by calling 9-1-1.
 - Copy the message by hand, not by copy machine and protect the original.
 2. **Telephone Bomb Threat Directly to School:** Person receiving call should remain calm and attempt to keep the caller on the telephone as long as possible. Once the call ended, the person who handled the call should hang up and immediately dial *-8-9 to activate the call trace feature. Alert a Supervisor by prearranged signal so they can get on an extension and notify the Providence Police Department at 9-1-1.
 - Upon receipt of a bomb threat, notify the Providence Police Department immediately by calling 9-1-1—tell operator, “This is (name of caller) from PCTA. We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call.”. Give any additional information needed by the operator.
 - Once the call has ended, the person who answered the phone should hang up and immediately dial *-8-9 to activate the call trace feature. The trace request must be initiated immediately after receiving the unwanted call and before receiving any other call or call waiting tone. Call Trace is able to trace calls made from outside the region and the phone is already equipped for Call Trace.
 - Complete a “BOMB THREAT REPORT (Forms, pp. 86-87) posted next to your telephone. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.
 - The person receiving the phone call must remain available to the responding bomb squad.

PCTA RTII
CONFIDENTIAL REFERRAL

Anything you write on this form will be kept confidential. Upon completion, please put in the designated administrator's mailbox (folded in 1/2 and stapled) in the main office or hand it to them directly. Thank you!

Date: _____ Team: _____ Student's Name: _____

Person Making Referral: _____ Relationship to Student: _____

I would like to refer the above student. I am concerned about this student's behavior and how it is affecting his/her learning experience and/or the learning experience of others. Please check the appropriate category of concern:

EMOTIONAL

- ANGRY EXPRESSIONS
- CONSISTENTLY SAD
- ERRATIC MOOD SWINGS
- LOW ENERGY

ACADEMIC

- POOR ATTENDANCE
- LACK OF MOTIVATION
- LIMITED FOCUS
- LITTLE OR NO PREPARATION

SOCIAL

- PEER RELATIONS
- RELATIONS WITH ADULTS
- ISOLATION/WITHDRAWAL
- FAMILY RELATIONS

OTHER

- SUBSTANCE USE
- PHYSICAL HEALTH
- _____
- _____

Please comment on **observed** behavior:

Please note any efforts made to address this behavior:

Please rate the urgency of this request:

Not Urgent			Moderately Urgent				Very Urgent		
1	2	3	4	5	6	7	8	9	10

- I informed this student I was referring him/her to the guidance counselor.
- I did not inform this student that I made a referral.

Basic PCTA Rules for Students

The PCTA Code of Honor expects that students and staff will:

- **Demonstrate personal integrity at all times**
 - **Choose peace over conflict**
 - **Respect ourselves and others**
-
- ✓ Students will act with respect toward all staff and students.
 - ✓ Students are expected to be in their first class before 8:00 AM. If a student arrives between 8:00 and 8:05, the teacher should admit them to the classroom, marked them tardy on Skyward and assign teacher detention. After 8:05, students must get a late pass from the kiosk as they enter the building and are assigned school detention. Breakfast opens at 7:20 and will stop serving at 7:50 AM.
 - ✓ Students are expected to be on time and prepared for their classes. They should not stand and loiter between classes. Student should go directly to their next class at passing.
 - ✓ Students may not sit in the hallways during class time.
 - ✓ Students should not be doing class work in the halls. Students who need to work in an alternate need to be supervised.
 - ✓ Students are not to use the emergency stairwells, elevator, and the back hallway in the basement.
 - ✓ Students will not park cars in the school lots. They may park cars on the street.
 - ✓ Students who need to leave school for any reason must report to the main office before leaving.
 - ✓ Students must have permission from a parent or guardian and must sign out. This includes students are 18 years of age or older.
 - ✓ Students staying after school must sign into a program and must take part in the program activities. Students may not just “hang out” in school after the regular school day is over.
 - ✓ Student must follow all district rules regarding internet and computer use.
 - ✓ Students are expected to follow the Providence District Wide Code of Conduct Grades PK-12.

All areas beyond school grounds are off limits. Students may not go “out to lunch, breakfast, etc.” or bring food into the building. Dunkin Donuts, Burger King, McDonald’s, Subway and all other restaurants are not to be used during school hours.

Procedures for Filing Harassment/Discrimination Complaints

EEO Office
Providence School Department
456-9222

All members of the Providence School Department Community – faculty, staff and students – are expected to treat each other with dignity and respect, and are entitled to freedom from any kind of personal harassment. No form of harassment will be tolerated whether related to race, gender, sexual orientation, ethnicity, nationality, language, religion, physical appearance, physical or mental capacity.

Anyone who feels he/she is a victim of harassment or discrimination should bring the matter to the immediate attention of an appropriate school official (your school principal or supervisor) or Joyce O'Connor, EEO/Affirmative Action Officer for the district.

All allegations and/or complaints shall be received and investigated by the EEO/Affirmative Action Officer. All complaints must be in writing on the official complaint form (see attached). It must describe the action which has caused the employee or student to believe that there has been discrimination or harassment.

- The EEO Officer, upon determination that there is a reasonable cause to believe that discrimination/harassment has occurred, will attempt to resolve the complaint internally. All witnesses to the alleged charges will be interviewed by the EEO Officer. The parties involved will be contacted **no later than seven (7) working days**.
- The department administrator/supervisor concerned will be notified of the alleged discrimination or harassment charges and, **within ten (10) days of receipt**, shall respond to the allegations. Unless the administrator/supervisor is alleged to have committed a prohibited act, whereby the Human Resource Administrator shall consider appropriate action.
- All complaints filed under this section shall remain confidential except to the extent necessary to conduct a review of the findings.
- The EEO Officer and the Human Resources Administrator (in the case of employees) or the Student Relations Affairs Administrator (in the case of students) upon completion of the investigation, shall make a determination of the findings and make recommendations for corrective action to the appropriate parties **within a 30 day period**. Letters will be sent to all parties involved when a decision is made.
- The EEO Officer along with the Employee Relations Administrator or the Student Affairs Director shall recommend discipline where appropriate under this section in accordance with the Human Resources policies and procedures or the Code of Behavior of the Providence School Department.
- Should the complaint not be resolved by the EEO Officer and either the Employee Relations Administrator or the Student Affairs Director, you may file a formal complaint with your school Superintendent and the School Board. Your School Board must respond to you **in writing within 60 days of your filing a complaint**.
- You may also request an investigation of your complaint by contacting other enforcement agencies (ie., Providence Human Relations Commission (PHRC), Rhode Island Commission for Human Rights (RICH), Equal Employment Opportunities Commission/Boston (EEOC).

JORGE O. ELORZA

Mayor

CHRISTOPHER N. MAHER

Interim Superintendent



Providence Public School District
Office of Human Resources
797 Westminster Street
Providence, RI 02903-4045
tel. 401-456-9100
fax 401-456-9284
www.providenceschools.org

COMPLAINT FORM

Date Received: _____

Filed with: Providence School Department
EEO/Affirmative Action Office
797 Westminster Street
Providence, Rhode Island 02903
(401) 456-9222/9289

Complainants Name: _____

Address: _____ School: _____

Home Telephone #: _____ Work Telephone #: _____

Name and Position of person (s) against whom the charge is made:

Statement of alleged facts:

Witnesses to the alleged facts: _____

Have you filed a complaint with any other office or agency? () YES () NO

If so, please list name: _____

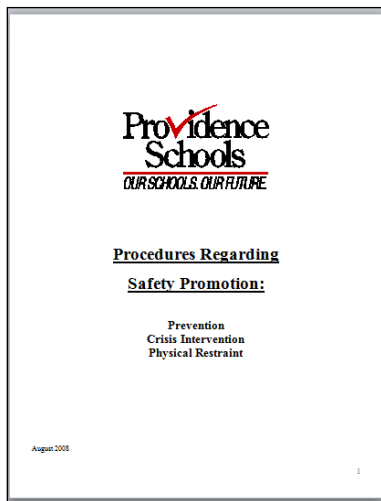
The above statement is true to the best of my knowledge and belief.

Signature of Complainant Date

Person receiving complaint Date

CHECK LIST FOR FOLLOW-UP TO PHYSICAL RESTRAINTS

- If any injuries occurred as a result of the physical intervention, the nurse must attend to and document those immediately.
- Before the child leaves school on that day, the nurse must document any injuries Of lack thereof.
- With the guidance of a staff or faculty member, the student completes a “think sheet” or some reflection form relating to the behavior that preceded the hold.
- The Crisis Intervention/Physical Restraint Report MUST be completely filled out, preferably on the same day as the incident, but no later than the close of school the following day.
- Involved staff should review the incident with the principal
- Parental notification MUST occur, preferably on the same day as the incident, but no later than 2 days following the occurrence of the restraint.
- The Principal keeps a copy of The Crisis Intervention/Physical Restraint Report at the school.
- The Principal forwards a copy of The Crisis Intervention/Physical Restraint Report to Susan Hartson, Special Education Supervisor, in the administration building.
- Additional information regarding procedures regarding safety promotion and Crisis Intervention/Physical Restrain form available at [Providence Schools website => Emergency Procedures.](#)



PROVIDENCE PUBLIC SCHOOLS CRISIS INTERVENTION/PHYSICAL RESTRAINT REPORT	
Date of accident: _____	Date of report: _____
STUDENT NAME _____	School _____
Person completing report: _____	Name _____ Title/position _____
Person(s) who administered restraint: _____	Name _____ Title/position _____
Duration of physical restraint: Began _____ Ended _____	Total time _____
Administrator witnessed _____	Name _____ Title/position _____
Observer(s) Witness(es) _____	Name _____ Title/position _____
Location of restraint: _____	
Acctivity as which student was involved prior to restraint: _____	
Location of other students during the restraint: _____	
Location of other staff during the restraint: _____	
CHECK TRIGGERS BEHAVIOR PROMPTING RESTRAINT:	
TRIGGER	DESCRIPTION
<input type="checkbox"/> Accidents/Challenges	_____
<input type="checkbox"/> Arguing with adults	_____
<input type="checkbox"/> Arguing with peers	_____
<input type="checkbox"/> Before school accident	_____
<input type="checkbox"/> Run accident	_____
<input type="checkbox"/> Challenges of course	_____
<input type="checkbox"/> Incompetence	_____
<input type="checkbox"/> Commission of previous act	_____
<input type="checkbox"/> Denial	_____
<input type="checkbox"/> Denied request	_____
<input type="checkbox"/> Incomprehension	_____
<input type="checkbox"/> Environmental stimulus	_____
<input type="checkbox"/> Extreme reaction	_____
<input type="checkbox"/> Frustration	_____
<input type="checkbox"/> Ignorance	_____
<input type="checkbox"/> Inertia	_____
<input type="checkbox"/> Intrinsic consequence	_____
<input type="checkbox"/> Negative social interaction	_____
<input type="checkbox"/> Pain	_____
<input type="checkbox"/> Peer in crisis	_____
<input type="checkbox"/> Positive social interaction	_____
<input type="checkbox"/> Report of bodily injury	_____
<input type="checkbox"/> Tether	_____

PPSD Internet Acceptable Use Policy (REV. 8-20-13)

POLICY AND PURPOSE

☐ The Providence School Department provides access to our computer network to students and staff so as to promote and enhance the learning of our students through communication, innovation and sharing of resources.

☐ The Providence School Board supports access by staff and students to rich educational resources available on the Internet. The use of the internet must be for educational and research activities and be consistent with the educational objectives of the Providence School Department.

☐ Staff and students will be instructed on the appropriate use of the internet. Parents will be required to sign a permissions form to allow their students to access the internet. Staff and students will sign a form acknowledging they have read and understand the Internet Acceptable Use Policy which includes submittal of PPSD online forms (IAUP), that they will comply with the policy and understand the consequences for violating the policy.

☐ All staff and students of the Providence School Department take full responsibility for their own actions in regards to the use of handling of the technology and the use of the internet, network and email

☐ The Providence School Department makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Providence School Department will not be responsible for any damages the user suffers, including but not limited to the loss of data, delays, non-deliveries, or service interruptions caused by its negligence or the users' errors or omissions.

☐ Individual users are solely responsible for all charges and fees that they may incur in using the network, including outside telephone, printing, and merchandise purchases made through the network. The Providence School Department is not a part to such transactions and shall not for any costs or damages, whether direct or indirect, arising out of the network transactions by the user.

☐ The Providence school Department's computer network belongs solely to the Providence school Department, and any files, records, electronic mail or other communication may be examined, edited, or deleted by the Providence School Department at any time, in accordance with the Providence School Department's policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

ACCEPTABLE USE OF THE INTERNET

☐ Acceptable use of computers and related devices, networks, and internet access is any use, which is consistent with the educational objectives of the Providence School Department. The internet offers a wealth of information, the opportunity for the exchange of ideas and information, and the possibility of collaborative work.

☐ All communications should be polite with appropriate language use. Use of computers, networks, network equipment and internet access is a privilege for staff and students and not a right. We expect staff and students to use these tools in a responsible manner for educational purposes and to be considerate of all other users.

☐ Student personal information (including, but not limited to; names, phone numbers, addresses, etc.) will not be entered, transmitted, or posted over the internet for public use without prior written authorization by school administration.

☐ Students will never agree to meet someone they have met on-line without parental written approval. Parents who agree to such a meeting are responsible for arranging appropriate supervision. Staff and students will not use the network or the internet in such a way as to disrupt access by others (such as downloading huge files, sending mass email messages, or annoying/harassing other users). Respect the privacy of other users – all communications and information is the property of the Providence School Department.

UNACCEPTABLE USE OF THE INTERNET

☒ The following regulations for unacceptable use of computing devices using voice, video, and data networks, including the internet, will apply to all PPSD administrators, faculty, staff, and students.

☒ It is unacceptable to use the network and the internet in any way to promote or engage in any activities which are deemed criminal under federal, state, or local laws, including but not limited to copyright, credit card and electronic forgery laws or anything that is not within the scope of education use.

☒ It is unacceptable use to maliciously attempt to hard or destroy the hardware or data of another user, whether in school or any site connected to the internet. This includes, but is not limited to, the creation and spreading of computer viruses. It is also unacceptable use to attempt to use or discover another's password or account.

☒ It is unacceptable for users to let other persons (other than authorized staff members) use their name, logon password, or files for any reason. User passwords do not guarantee confidentiality.

☒ It is unacceptable for users to impersonate another user or attempt unauthorized entry into a network.

☒ Users will not knowingly spread viruses and/or attempt to destroy shared files, or files not belonging to them.

☒ It is unacceptable for users to delete, erase, rename, or make unusable another person's computer files, programs, or storage media, including department shared documents. Personal use of the computers for non-work related activities such as game playing is not acceptable during the work day.

☒ It is unacceptable and prohibited for users to disclose, use and disseminate personal information of another person, or any information (i.e., social security numbers, pictures, full name, home address, or home phone number) regarding students, administrators, staff, and employees of the district without permission of the individual /parent/guardian or when required by law.

☒ It is unacceptable for users to install wireless access points and/or wireless routers without the authorization from the Technology office. Technology configures, secures, and manages devices on the network.

☒ Prior to the use of personal computers/laptops/tablets/or any other electronic devices on the district's network, users due to security and network safety reasons, must get approval from the technology department /and have one's personal equipment processed and checked before logging on to the PPSD network (i.e. Do not attempt to connect personal computers to the network by wired cable or wireless access).

☒ It is unacceptable use to send or receive any data which is profane or obscene that advocates illegal acts, that advocate violence or discrimination toward people or organizations, or that is not within the scope of educational use. It is unacceptable use to engage in activity for private or financial gain.

FILTERING

☒ The Providence School Department complies with CIPA, the Children Information Protection Act.

CIPA requires that schools and libraries receive specific federal funds must certify to the funding agency that they have in place an Internet Safety Policy. This policy requires blocking access to obscenity, child pornography, or, as to students, material harmful to minors. *In accordance with all elements and regulations of CIPA. This policy also prohibits hacking, disclosure of personal information concerning children, and unlawful activities involving children online. It also provides for the safety and security of minors while using electronic mail and other forms of electronic communication. It also mandates that schools must educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and also include cyber bullying awareness and response.

☒ The internet will be filtered, in accordance with CIPA to limit users to educationally appropriate sites, as determined by the Providence School Board. At the same time, the Providence School Department is aware that material on the internet is uncensored and we can make no guarantee that information found on the internet will be reliable or inoffensive. The filtering system may be disabled by a teacher for students and by the administration for bona fide research or other lawful purposes (NEPN/NSBA: IJNDB – Page 2 of 5, Providence Public Schools, Providence, RI)

☐ In addition to the filter, Staff members will exercise sound judgment and responsibility when giving students assignments using the Internet as a resource. Students should have specific information objectives and search strategies formulated before they access the internet. The staff member initiating the assignment must diligently supervise students using the internet to prevent unacceptable or inappropriate use of this resource. This supervision should be understood to mean continuous monitoring of students in computer labs, classrooms or media centers. Staff should guide students in the selection and evaluation of education materials. Assist students to develop safe practices while learning in an online world, particularly when the educational experience involves email, and other forms of direct electronic communications.

☐ Responsibilities of School Staff While Working With Students:

- Staff members assigning or permitting Internet use to meet an information need will review and evaluate on-line resources to assure they are appropriate and applicable to the curricular needs of the assignment and the developmental level of the student(s).
- Staff member in charge of the activity must monitor student computer use.
- Staff members will provide instruction to students (appropriate to the student's ability/developmental level) on the following topics: Guiding students in the efficient use of appropriate on-line resources. Notifying students that the use of computers, the PPSD network, and the internet is a privilege and not a right. Providing information to raise student awareness of cyber safety issues. Providing information related to plagiarism and the use of on-line sources and/or information. Following established PPSD Internet Acceptable Use Policy. Ensure that all use of technology is instructionally appropriate and supports PPSD outcomes.

E-MAIL

☐ E-mail is a communication tool and should not be used as a file store.

☐ E-mail communications sent or received on PPSD school system computers may be subject to public disclosure and may be subject to use in legal proceedings.

☐ Users agree not to allow others to use their PPSD account.

☐ Users are required to maintain individual mailboxes and are expected to purge messages no longer needed on a regular basis this includes PPSD Spam Filter.

☐ E-mail users are prohibited from initiating or propagating electronic chain letters.

☐ Inappropriate mass-mailings are prohibited. This includes multiple mailings to distribution groups or individuals within PPSD e-mail address book. This also includes mass-solicitation for personal activities or personal gain.

☐ E-mail Archive is maintained to meet Federal Guidelines on all incoming and outgoing e-mail on each user's account.

* E-rate schools, minors 47 USC § 254(h)(5)(B)(i), E-rate schools, adults 47

USC § 254(h)(5)(C)(i); libraries, minors 47 USC § 254(h)(6)(B)(i); libraries, adults 47 USC § 254(h)(6)(C)(i); Schools under Education Act Sec.

3601(a)(1)(A)(i), Libraries under Museum and Libraries Act 20 U.S.C.

9134(f)(1)(A)(i)

VIOLATION OF POLICY

General school rules and policies apply to all school computer use, internet activity and communication. If a user is found to be in violation of any of the statement detailed in the above mentioned policy, all network and internet rights and privileges will be suspended until an investigation is conducted.

Upon completion of the investigation a decision will be given by the Building Administrator(s) to revoke or reinstate the computer user's privileges. Such violations may also result in further disciplinary measures or legal actions.

Legal reference E-rate schools, minors 47 USC § 254(h)(5)(B)(i) E-rate schools, adults 47 USC § 254(h)(5)(C)(i)

Libraries, minors 47 USC § 254(h)(6)(B)(i) Libraries, adults 47 USC § 254(h)(6)(C)(i)

Schools under Education Act Sec. 3601(a)(1)(A)(i)

Libraries under Museum and Libraries Act 20 U.S.C. 9134(f)(1)(A)(i)

History Policy Adopted: August 26, 2002, Resolution 8-31-02

Full text of the Children's Internet Protection Act is located at http://www.fcc.gov/ccb/universal_service/chipact.doc

FCC regulations implementing CIPA; FCC 01-120

http://www.fcc.gov/Bureaus/Common_Carrier/Orders/2001/fcc01120.doc

SLD's FAQ on E-rate certification procedures and timing

<http://www.sl.universalservice.org/reference/CIPAffaq.asp>

THE EMPLOYEE

I have read the Providence School Department's "Internet Acceptable User Policy" and I understand and agree to abide by the terms of this request for network access, and the Providence School Department's rules for acceptable use of network resources.

I understand that I am solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The Providence School Department is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.

In addition, I acknowledge that the Providence School Department's computer network belongs solely to the Providence School Department and that any files, records, electronic mail or other communication may be examined, edited, or deleted by the Providence School Department at any time, in accordance with the Providence School Department's policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary and/or appropriate legal action may be taken. In consideration for using the Providence School Department's network connection and having access to public networks, I hereby release the Providence School District and its School Board members, employees, and agents from any claims and damages arising from my use, or inability to use, the network.

I understand that the use of the internet is a privilege, not a right. I further understand that any violations of the above guidelines will result in immediate suspension of my internet privileges, and that as a result of such violations further disciplinary measures may be taken.

Print PPSD Employee's Name

PPSD Employee's Signature Date Signed

THE STUDENT

I have read the Providence School Department's "Internet Acceptable User Policy" and I understand and agree to abide by the terms of this request for network access, and the Providence School Department's rules for acceptable use of network resources.

I understand that I am solely responsible for all charges and fees, including outside telephone, printing, and merchandise purchases made through the network. The Providence School Department is not a party to such transactions and shall not be liable for any costs or damages, whether direct or indirect, arising out of network transactions by the user.

In addition, I acknowledge that the Providence School Department's computer network belongs solely to the Providence School Department and that any files, records, electronic mail or other communication may be examined, edited, or deleted by the Providence School Department at any time, in accordance with the Providence School Department's policy or regulations. In general, electronic mail in personal accounts will not be inspected without the consent of the sender or a recipient, except as necessary to investigate a complaint.

I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary and/or appropriate legal action may be taken. In consideration for using the Providence School Department's network connection and having access to public networks, I hereby release the Providence School District and its School Board members, employees, and agents from any claims and damages arising from my use, or inability to use, the network.

I understand that the use of the internet is a privilege, not a right. I further understand that any violations of the above guidelines will result in immediate suspension of my internet privileges, and that as a result of such violations further disciplinary measures may be taken.

Print Student's Name Student's

Signature Date Signed

THE PARENT/GUARDIAN

I am the parent/guardian of the above named student. I have read the Providence School Department's "Internet Acceptable Use Policy" and I understand and agree to all of the provisions, rules, and regulations delineated within. I hereby give permission for my child to use the internet service provided by the Providence School Department. I do understand that my child is required to follow this policy. I further understand that there is a potential for my son/daughter to access information on the internet that is inappropriate for students and that every reasonable effort will be made on the part of the faculty and staff of the Providence School Department to restrict access to such information, but that my son/daughter is ultimately responsible for restricting himself/herself from inappropriate information.

Print Parent's Name

Parent's Signature Date Signed

504 Plan Referral for Assistance

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of disability in any program or activity receiving federal financial assistance. Students eligible for 504 assistance are those who:

1. Have a physical or mental impairment which substantially limits one or more life activities.
2. Have a record of such impairment.

If you feel the student you identified may qualify for civil rights protection under section 504, please see the guidance counselor who can supply you with the necessary forms. In order for a 504 plan to be administered, a referral form and appropriate documentation must be completed. Documentation must include teacher reports, most recent report card, attendance record and health record. Additionally, one or more of the following must also be included: physician's report, psychiatric report, neuropsychological report, or other pertinent data.

JORGE O. ELORZA

Mayor

CHRISTOPHER N. MAHER

Interim Superintendent



Providence Public School District
Office of Human Resources
797 Westminster Street
Providence, RI 02903-4045
tel. 401-456-9100
fax 401-456-9284
www.providenceschools.org

Memorandum

To: All Principals

Central Office Supervisors/Managers

From: Jennifer S. Lepre

Senior Executive Director of Human Resources

Cc: Christopher N. Maher, Robin Schutt, Michael D'Antuono, Dorothy Smith, Marc Catone, Lori McEwen

Date: 8/5/2015

Re: Children in the Workplace

At no time should a staff member bring a child to the workplace without the principal's or manager's prior knowledge and consent. While the Providence School Department understands the importance of remaining sensitive to the needs of its working parents when a family emergency arises, as an employer the Providence School Department cannot routinely allow staff to provide childcare at the worksite.

Please make certain to inform all faculty and staff of this procedure regarding children in the workplace during your yearly staff orientation day. In the event a staff member brings his/her child to the worksite without your prior knowledge, as a building principal and/or manager it is your responsibility to discuss and resolve the matter with the staff member in question at the earliest opportunity. If it is your determination that the staff member needs to remove the child from the workplace, he or she must do so as soon as practicable. If the staff member refuses to comply, it is then your responsibility to contact the appropriate Level Director, or your higher level Director or Chief for further action. If the problem persists and the staff member continues to ignore the request to remove the child from the workplace, he or she will be subject to disciplinary action.

Please do not hesitate to call me or e-mail me if you have any questions and/or concerns.



REPORTING KNOWN OR SUSPECTED CHILD ABUSE AND/OR NEGLECT

Before the start of the 2017-18 School Year, you must be familiar with the [RI General Law 40-11 et. seq.](#) and the protocols below for reporting known or suspected Child Abuse and/or Neglect. If you witness or become aware of sexual assault, inappropriate touching, physical abuse or neglect of a child, you are a mandatory reporter and must take the following actions:

Step One: Immediately contact the Department of Children, Youth and Families (DCYF) at 1(800) RI-CHILD, 1(800) 742-4453; please note this is a 24-hour number. DCYF must be notified within 24 hours. Please be sure to document your conversation with the DCYF representative on the witness statement form. As a PPSD employee, you must provide your name and contact information – no anonymous calls are permitted.

Step Two: Immediately after DCYF has been contacted – you must call the Providence Police Department at (401) 272-3121. Please be sure to document your conversation with the police on the witness statement form.

Step Three: As soon as DCYF and the Police Department have been notified, immediately notify the principal at your building or, if you are not stationed at a school, notify your supervisor. Please provide as much detailed information to the principal or Supervisor so that he/she can notify the District Office and draft a Critical Incident Report (CIR). A CIR must be drafted for ALL instances of alleged abuse or assault and will include a checklist of the required notifications to DCYF and the police.

Step Four: If, for any reason, your principal or supervisor is unavailable, please notify the next person in the chain of command. You must have a conversation with a live person. An email or voicemail alone will not suffice.

PLEASE NOTE: If the allegations involve a staff person, immediately notify your principal or supervisor; then, begin the Department of Children, Youth and Families (DCYF) and Police notification process described above. The principal or supervisor should then contact Human Resources. Our emergency protocols require immediate removal from the building of a staff person who is alleged to have abused a child.

PLEASE BE SURE TO KEEP ACCURATE INFORMATION REGARDING:

- WHO YOU SPOKE TO AT EACH OF THE AFOREMENTIONED AGENCIES AND OR OFFICES.
- THE DATE AND TIME YOU SPOKE TO EACH PERSON.
- A DESCRIPTION OF WHAT WAS SAID.
- ANY GUIDANCE PROVIDED BY EACH OF THE RESPECTIVE INDIVIDUALS YOU CONTACTED.

I certify that I have received and understand mandatory reporting protocols. I agree to comply with the mandatory reporting protocols and related policies and procedures applicable to my job and understand that compliance is expected as part of my continued employment with the Providence Public School District. This acknowledgement is not an assurance of continued employment or association.

Printed Name of Employee: _____

Signature: _____ Date _____

THE LAW ON CHILD ABUSE

Rhode Island was one of the first states to recognize the problem of abused children and to enact legislation to combat Child abuse and neglect. The present Rhode Island statute requires prompt reporting of any suspicion of child abuse or neglect. This law provides certain protections to anyone making a good faith report; however, it also attaches criminal liability to anyone who fails to report promptly a suspected case.

Rhode Island general Laws, Section 40-11-3 (1956) as amended.

Rhode Island General Laws, Section 40-11-4 and 40-11-6.1 (1956) as amended

Providence Schools

Student Code of Conduct Policy

Grades PK -12

Providence Public School District's Student Code of Conduct is understood to be a dynamic document that will undergo annual review by the superintendent or designee to measure and evaluate qualitative and quantitative data revealing its impact.

Introduction

Mission

The Providence Public School District will prepare all students to succeed in the nation's colleges and universities and in their chosen professions.

Vision

The Providence Public School District will be a national leader in educating urban youth.

General Belief

The Providence Public School District's mission is best supported by a positive school climate and learning environments that foster rigorous education, positive social-emotional development, and individual student success. The PPSD Student Code of Conduct provides the structure for this transformative climate development utilizing restorative practice as a key intervention. Every child needs to be supported as a unique individual. Moreover, every child can benefit from strong and positive adult mentorship and relationships, and a universal approach to development as a student and a citizen of the world. The district's goal is to nurture, support, teach, lead, and guide students so that they are able to succeed in career and life.

Guiding Principles

The Providence Public School District has a set of core beliefs adopted by the school board (see Foundations and Basic Commitments Policy in the resources section for more information). These core beliefs are the principles that govern the implementation of the PPSD Student Code of Conduct, and are intended to ensure that the approaches outlined herein are implemented in a fair, equitable, and positive manner for all members of the PPSD community.

The following guiding principles are excerpted from the PPSD Foundations and Basic Commitments Policy:

- 1 Providence students can and must learn at high levels, reach their full potential, and succeed in school and in life. PPSD commits to creating the conditions for all students to learn at high levels, and to their full potential, and to closing the achievement gap.
- 2 Providence teachers and Providence schools can and must have a positive influence and a profound effect on our students' lives. PPSD commits to organizing our schools and all our resources to support the student-teacher relationship as the primary factor in student success.
- 3 Providence schools can and must be good places to teach and good places to learn. PPSD commits to creating schools that have positive cultures, housed in high-quality facilities.
- 4 PPSD can and must be a high-performing organization. We commit to organizing the Providence Public School District around its core work: teaching and learning.
- 5 Providence families and the entire Providence community can and must support our students' success. PPSD commits to partnering with families and community in shaping and supporting the education of our students.

Purpose

The PPSD Student Code of Conduct was constructed with the purpose of communicating clearly the behavioral expectations for PPSD students in pre-kindergarten through grade 12.

Specifically, this Code of Conduct:

- 1) Establishes clear expectations for appropriate and desired behavior aligned with the CASEL standards and competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. (CASEL standards are best practices related to social and emotional learning.)
- 2) Supports restorative justice so students have a chance to repair harm caused by inappropriate behaviors.
- 3) Encourages the use of intervention as the first step in dealing with inappropriate behaviors.
- 4) Outlines the rights and responsibilities of the district's constituency groups.
- 5) Defines infractions in terms of levels.
- 6) Outlines the procedures and authority of school personnel to address disciplinary infractions.
- 7) Promotes **safety, respect, equity and responsibility** for all students and staff.

Scope

The Student Code of Conduct applies to all students enrolled in the Providence Public School District.

All students will be treated fairly and equitably with regard to all laws, rules, regulations and policies of the State of Rhode Island and the Providence School board any time that:

- 1) A student is on school district property.
- 2) A student is attending school.
- 3) A student is being transported to or from school or a school-sponsored event.
- 4) A student is in attendance at, or participating in, a school-sponsored event or activity.

Distribution

The PPSD Student Code of Conduct will be posted on the district's website and will be updated annually with such additional sections of explanation, expansion or clarification as the superintendent or school board may deem appropriate. Every student will receive annual notification of the Student Code of Conduct, along with an acknowledgement form, which must be signed by the parent/guardian and returned to the student's school.

Printed copies of the Code of Conduct will be available at every school for students and parents/guardians upon request.

The Code of Conduct will be provided in various languages reflective of the district's population.

Definitions

Throughout this document, the terms "parent/s," "guardian/s," and "family/families" are used interchangeably and have the intended meaning to include any individuals who have legal custody of a minor student in the district. A glossary of terms is provided at the end of this document to help explain certain phrases and words.

Fostering a Positive School Climate

Multi-Tiered System of Supports

PPSD uses a Multi-Tiered System of Supports (MTSS) framework to promote a safe, supportive and positive school climate that helps students develop the skills they need to be successful in school, and as members of the community. In addition, a multi-tiered system of supports allows schools to effectively identify students' unique challenges and behavioral issues and to intervene and provide support as soon as possible. PPSD believes that implementation of an MTSS process is central to meeting students' individual academic, social-emotional and language development needs.

Additionally, the MTSS framework is aligned with the expectation that our school environments model and teach **safety, respect, equity and responsibility** for every member of the school community through the CASEL competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness as a part of everyday core instruction.

Please refer to the resources section for information on the PPSD policy related to MTSS.

Interventions

Interventions are specific strategies, programs, protocols and activities that allow students to reflect on their behavior, learn replacement behaviors, maneuver personal obstacles and resolve conflicts. Interventions are administered by a team of adults that includes the student's parent/guardian, and result in a written plan to support the student's growth and development. Restorative practices should be in place so students have an opportunity to repair the harm they have caused. PPSD wants students to be continually engaged in the school community to allow them to reflect upon and learn from their mistakes.

Restorative Justice

Restorative practices in Providence schools are part of the of the school-based decision-making process and provide a proactive approach for building a school community based on cooperation, empathy, mutual understanding, and respect. Restorative practices hold students accountable for their actions and behavior, while at the same time help create a supportive school environment.

Researchers have cited punitive disciplinary practices as a key element in a "school-to-prison" pipeline, especially for students of color and those with disabilities (other key elements include academic failure and dropout). Researchers have also found alternative disciplinary programs such as Positive Behavioral Interventions, school-wide conflict resolution, and cultural responsiveness training reduce the use of suspensions. *Please refer to the resources section for information on studies and research related to this topic.*

PPSD restorative justice practices address student misbehaviors with a focus on repairing harm rather than punishing offenders. The most critical functions of restorative practices are to restore and build relationships. Providence school students, faculty, support staff and administrators meet with offenders to explore what took place, and to ensure students make necessary amends.

PPSD's approach to restorative practices includes the following:

- Creating learning environments in each school that define expectations for safe, supportive and orderly school climates.
- Responding to incidents by repairing harm that has been done.
- Bringing people together when relationships are strained.
- Bringing the community together, including those who have been negatively impacted by the behavior, to address the offending behavior collectively.
- Facilitating a common understanding of what the expected behavior is to ensure a higher level of accountability moving forward.
- Ensuring that students have the opportunity to learn self-discipline, to understand the impact of harmful behavior on others, and to be accountable for their actions.

School Resource Officers

PPSD has a memorandum of understanding (MOU) with the Providence Police Department to continue the ongoing partnership among our middle and high schools and the school resource officers (SROs) who work within those assigned school communities. All Providence Police Department SROs have successfully completed the Providence Police Academy, and have received training regarding appropriate student interactions, mediations, and de-escalations.

The goal of the MOU is to foster a positive school climate by demonstrating respect for students' rights, and protecting the safety of the school environment.

The School Resource Officer (SRO) program has created lasting relationships among students, schools, parents, and Providence police. PPSD believes that SROs are effective when they are placed inside schools to facilitate issues that may arise, while also providing positive role models to students. The MOU frames the selection and training of SROs by outlining necessary skills and abilities, including cultural competency, nonviolence training, and conflict resolution. SROs should also have knowledge of the juvenile code, juvenile court procedures, school-based diversion programs, positive behavior programs, and appropriate community resources. SROs must also possess the ability and desire to collaborate with school staff in the support and execution of non-punitive dispute resolution.

School Community Rights and Responsibilities

As students' progress through school, PPSD expects that they will experience meaningful relationships with adults and with each other. Every member of the school community plays a vital role in helping our students to succeed and reach their full potential. Additionally, school and district staff, parents and guardians, and community partners act as role models to demonstrate and teach students appropriate behavioral skills, both within school and within the community.

Students

Students are at the center of Providence schools and play an important role in creating a culture and climate made up of **safety, respect, equity and responsibility** for the entire PPSD school community.

Students have rights and responsibilities when it comes to taking full advantage of the opportunities to obtain an education within the Providence Public School District.

Students have the **right** to:

- 1 Learn in a safe and inclusive learning environment, free from discrimination or harassment by peers, teachers, and others employed by or affiliated with the district, regardless of race, religion, national origin, gender, gender identity, gender expression, sexual orientation, disability, marital status, pregnancy, economic status, and any other protected classification.
- 2 Exercise freedom of speech, unless such expression imposes upon the rights of others.
- 3 Be free from unreasonable search and seizure (Note: Student lockers are the property of PPSD. Students are allowed to use the lockers for storage of books, jackets and personal materials. If there is reasonable suspicion that a student locker is being used for illicit activity, the administrator or his/her designee may conduct a search of the locker.)
- 4 Confidentiality of their school records, and the ability to examine their school records.
- 5 Be informed of, respond to, and appeal any disciplinary action taken with regard to their behavior.
- 6 Be treated fairly, courteously, and respectfully.

Students have the **responsibility** to:

- 1) Arrive at school on time, prepared and ready to learn.
- 2) Be courteous and respectful in all environments and situations related to the school day—on the bus, school grounds, and anywhere within the school building, as well as at before and after-school programs.
- 3) Solve problems in a peaceful way when they occur.
- 4) Respect themselves, others, and property.
- 5) Be accountable for their actions and decisions.
- 6) Follow school expectations and instructions given by teachers, principals, and other staff.
- 7) Tell school staff about bullying or any dangerous behavior that occurs.
- 8) Review the PPSD Student Code of Conduct and sign the acknowledgment of receipt.

Additional information regarding student's legal rights and responsibilities is detailed in the PPSD policy, Student Rights and Responsibilities.

Parents/Guardians/Families

Parents/guardians/families are vital to the success of our students. Parents/guardians have the right to be consulted when decisions are made that affect their child. Furthermore, parents/guardians must be immediately informed of serious disciplinary actions concerning their child, and have a right to appeal suspensions and exclusions through the appeals process. Additionally, parents/guardians have the right to receive clear and timely communication in their preferred language.

School Staff

Teachers and school staff members are responsible for creating and maintaining positive school culture and climate based on **safety, respect, equity and responsibility** for the entire school community, and for understanding the Code of Conduct and related policies and procedures, including restorative practice and MTSS.

School Administrators

School administrators are responsible for creating, maintaining and supporting school staff in fostering a positive school culture and climate based on **safety, respect, equity and responsibility** for the entire school community, and to be knowledgeable about the Code of Conduct and related policies and procedures, including restorative practice and MTSS.

Community and School Support Partners

The Providence School board and the PPSD administration expect all community members and partner organizations connected with our schools to support our students to achieve their full potential.

Community partners are expected to adhere to the protocols established by the district. Community partners complement the district's efforts to create and maintain a highly effective learning environment based on **safety, respect, equity and responsibility** for the entire school community.

Student Attendance

Regular school attendance is a critical factor in student academic and social success. Students who attend school regularly are more successful academically, socially, and emotionally; are less likely to drop out of school; and are more likely to continue their education beyond high school.

According to state law, (Rhode Island General Law § 16-19-1) students are required to regularly attend school until the age of 18. (A parent or legal guardian of a student 16 years of age or older has the right to sign appropriate documentation releasing their child from the legal obligation to attend school.)

PPSD seeks to provide immediate support and intervention for students who are exhibiting patterns of habitual/excessive absences or tardiness. Communication with families regarding any unexcused absence is the most important intervention by schools, but ensuring regular and timely attendance requires school and family collaboration. Families have a responsibility to

work with the student's school or ask for help from the school to develop a support plan to help ensure the student's attendance each school day.

Bully and Harassment

The entire school community—students, families, staff, and community partners—is responsible for helping to prevent bullying and harassment. A school environment free from bullying and harassment is critical for creating and maintaining a safe, secure and positive school climate and culture that supports academic achievement, increases school engagement and respects the rights of all individuals and groups. In accordance with state law (Rhode Island General Law § 16-21-33, "Safe schools act") and PPSD policy, bullying and harassment are prohibited and must be reported to the appropriate school administrator. Refer to PPSD policy, "Students and Staff Bullying and Harassment" for details on prohibited behavior and protections.

Bullying and/or harassment include, but are not limited to, acts that:

- 1) Belittle, harm and/or overpower another individual, cause physical or emotional harm, or place an individual in reasonable fear of harm.
- 2) Create an intimidating, threatening, hostile or abusive educational environment.
- 3) Infringe on the rights of a student to participate in school activities.
- 4) Materially and substantially disrupt the education process or the orderly operation of a school.
- 5) Are directed at an individual or group of individuals based on appearance, intellectual capacity, ability, opinion, race, religion, gender, country of origin, age, sexual orientation, gender identity, or disability.

Progressive Levels of Consequences and Restorative Responses

The district's approach to student discipline is guided by the Providence School Board policy on student discipline (refer to PPSD Student Discipline policy for further information). PPSD is committed to a system of expectations, supports, and consequences that protects the rights of individuals as well as the school community. To address misconduct, PPSD uses positive behavioral interventions, a multi-tiered system of supports, and effective, sustainable partnerships with students, families, and communities.

PPSD is committed to using interventions that address the causes of student misbehavior, resolve conflicts, meet student needs, keep students in school, minimize the use of law enforcement, and collaborate with parents to identify a solution. Disciplinary practices that result in losing instructional time, removing students from school, or referring students to the criminal justice system should be used only as a last resort.

Careful evaluation of each student's individual situation (academic, social and emotional) is essential, so that the school's response to the student is (1) appropriate; (2) supports the student's individual growth; (3) maintains the student's connection to school; and (4) ensures a safe and orderly learning environment for all students and staff.

Expected Behavior

Each school has its own unique culture and community of individuals. It is essential to the success of all students that the individuality of each school be nurtured and celebrated. At the same time, in order to support the successful engagement of families and community partners within the schools, and to promote **safety, respect, equity and responsibility** for the entire PPSD school community, district-wide expectations are necessary. Therefore, every school will follow the Student Code of Conduct and may add additional expectations that:

- 1) Are enforceable;
- 2) Aid teaching and learning;
- 3) Can be modeled by adults; and
- 4) Align to the CASEL standards and competencies of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

Level One Infractions – Interventions and Suspensions

Level One infractions include student behaviors that do not meet the basic expectations of respect and courtesy and that undermine a safe and orderly learning environment. Teachers are encouraged to address Level One behaviors directly, but may call upon an administrator to assist in the delivery of consequences or to model strategies for managing Level One issues in the classroom.

These infractions do not involve law enforcement, and are addressed by the principal and/or designee. ***Level One infractions must be handled at the school level and cannot be referred to the student affairs office.*** As a first response, the administrator will use tiered intervention(s) appropriate to the student's grade level to address student misconduct, and to avoid repetition of the infraction in the future.

Level One infractions are reviewed on a case-by-case basis to determine the appropriate consequences and intervention. Not all Level One offenses should result in a suspension, but should include an intervention or restorative practice as a means to model corrective behavior.

Depending on the severity of infraction, in some instances, a Level One infraction ***may*** result in suspension of up to five (5) school days. ***Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the PPSD student information system, known as Skyward, by the end of the school day.***

Level One Infractions

Definitions of the Level One infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks. The list below relates to infractions that are committed for the first time. Repeat offenses should be dealt with through communication with student, parent and administration.

Academic Integrity–Cheating, Plagiarism

Cheating includes any act of academic dishonesty or rule-breaking to gain academic advantage, including cheating on tests or other assignments, and appropriating another’s work as one’s own without the required citation or attribution. This includes copying or plagiarizing the work of others without required permission or acknowledgement. This infraction should include an intervention as an alternative to suspension.

Communication/ Electrical Devices

Students may not engage in unauthorized use or have on their person a phone or other electronic communication device that violates the Code of Conduct. Deliberate misuse of electronic devices before, during or after the school day to commit an act of violence, and misuse of social media to perpetuate the same act of violence, are prohibited.

Disorderly Conduct

Disorderly conduct is defined as any act that substantially disrupts the orderly conduct of a school function, or behavior that substantially disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students, staff or others. Disruption caused by talking, making noises, throwing objects or otherwise distracting another constitutes disorderly conduct. If a teacher is prevented from starting an activity or lesson or has to interrupt what he/she is doing in order to try to stop destructive behavior, such behavior is considered disorderly. More serious incidents may be reported at a different infraction level, as appropriate.

False Identification

A student will neither use another person’s identification, nor give false identification to any school official with intent to deceive school personnel, or falsely obtain money or property.

Fighting

No student is allowed to participate in a fight involving physical violence. Fighting includes participation in minor physical altercations and tussles but does not include verbal confrontations. Very serious incidents will be categorized as Assault/Battery. This infraction should include an intervention/restorative practice as an alternative to suspension.

Forgery

A student will not sign the name of another person for the purpose of defrauding school personnel or the Providence School board. This category includes forging or tampering with school-related documents.

Fraud

A student may neither deceive another nor cause another to be deceived by false or misleading information in order to obtain anything of value.

Gambling

A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions. The definition of gambling includes unlawfully betting or wagering money or something else of value; assisting, promoting or operating a game of chance; or tampering with the outcome of a sporting event or contest to gain a gambling advantage.

Insubordination/Disrespect

Refusing a directive of a teacher, administrator or other staff member is considered insubordination/disrespect.

Internet Acceptable Use

It is unacceptable to use the network and the internet in any way to promote or engage in any activities that are deemed criminal under federal, state or local laws, including but not limited to copyright, credit card and electronic forgery laws or anything not within the scope of education use. The PPSD Internet Acceptable Use policy explains in detail the proper use of the District computer network and devices; students and parents/guardians are required to read and sign off on the policy each school year.

Larceny/ Theft/Possession of Stolen Property (personal) under \$500

A student will not, without permission of the owner or custodian of the property, take property or have in his/her possession property that does not belong to him/her. This category includes the unlawful taking, carrying, leading or riding away of property of another person, without threat, violence, or bodily harm.

Obscene/Abusive Language

The infraction includes directing obscene offensive, indecent, disgusting, abusive, harsh, injurious or insulting language or gestures, verbally or in writing, to a student, teacher, staff member, or volunteer.

Trespassing

Trespassing is defined as entering or remaining on a public school campus or restricted area without authorization or invitation, and with no lawful purpose for entry. The definition may include breaking in with the intent to commit a crime. Any student while under suspension or exclusion from school cannot be on the school premises. Visitors must report to the office.

Failure to report to the office could result in criminal charges filed with the Providence Police Department.

Tobacco

Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, or electronic cigarettes, is prohibited.

Vandalism/Graffiti

Vandalism is the willful and/or malicious destruction, damage or defacement of property, real or personal, without the consent of the owner or the person having custody or control of it. This category includes graffiti, such as writing, painting or carving on school textbooks or library books, desks, tables, walls, woodwork or other surfaces. This infraction should include an intervention as an alternative to suspension.

Level Two and Level Three Infractions – Suspensions and Interventions

Level Two and Level Three infractions may result in suspensions up to ten (10) school days and/or a referral to the student affairs office (SAO) and/or law enforcement. These infractions are the most serious in nature because they pertain to the violation of specific laws and/or compromise the safety of others. The school administrator acts *in loco parentis* and documents until such time as the parent/guardian has been contacted and arrives to be with the student and documents the outcome. The infractions listed below may rise to the level of a violation of a specific law; however, this list is in no way exhaustive. Students referred to SAO for Level Two and three infractions could face any of the following consequences, which will be determined by the school administrator or the hearing officer at the student affairs office:

- Intervention and/or restorative practices.

 - Change in suspension (in school or out of school).
 - Possible referral to Providence Police.

 - Emergency placement to an off-campus alternative education program (AEP).
 - Possible restriction of extracurricular activities.

- Outside referral to social service agency.

Level Two Infractions

A student who commits any of the following Level Two infractions may be suspended by the principal for committing, attempting to commit, aiding or abetting the commission of, conspiring to commit, or participating in any manner—even if unaccomplished—in the commission of any of the infractions designated in this section.

Level Two Infractions are reviewed on a case-by-case basis to determine the appropriate consequences and interventions. Although Level Two offenses may result in a suspension, responses should include an intervention or restorative practice as a means to model corrective behavior.

A Level Two infraction may result in a suspension of up to 10 school days and/or possible referral to the student affairs office. ***Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the PPSD student information system, known as Skyward, by the end of the school day.***

A student may be recommended for exclusion (removing a student from school for a period of 10-180 school days) by the director of student affairs for chronic and/or aggravated infractions of Level Two behaviors. Definitions of Level Two infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks.

Bullying

Acts, gestures or expressions, whether via written, verbal or electronic communication, that cause physical or social-emotional harm and/or distress, and/or that place another in fear of social-emotional harm and/or distress, or of damage to his/her property, are considered bullying. Bullying may create an intimidating, threatening, hostile or abusive educational environment for others, and is often repetitive, intentional behavior. Examples include destruction of property, taunting, verbal harassment including name calling, graffiti, stalking, intimidation, threatening and/or humiliation. Chronic bullying can lead to stealing, physical assault, sexual harassment and/or violence.

Destruction of School Property

A student will not willfully cause destruction of property of the school or others. Actions that impair the use of something are considered destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures and damaging school equipment or school buses, etc., to the point where repair is necessary are considered acts of property destruction.

Extortion

This category includes unlawfully obtaining money, property, or any other thing of value, either tangible or intangible, through the use or threat of force, misuse of authority, threat of criminal persecution, threat of destruction of reputation or social standing, or through other coercive means. A student will not make another person do any act against his/her will by force or threat of force, expressed or implied.

Incite to Riot

Inciting a riot is defined as causing a disruption to the learning environment in the school or otherwise preventing orderly conduct.

Harassment—Stalking

Stalking is defined as threatening by following or watching another person, or placing her/him in fear of receiving bodily harm, sexual assault, confinement, or restraint. This infraction includes stalking carried out through the use of technology or any electronic device.

Harassment—Prejudice/Hate Crimes

This definition includes actions motivated by hostility or hatred due to some characteristics or perceived characteristics of the victim. Examples include any act or attempted act to cause physical injury, emotional suffering or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism or force, when the act is motivated all or in part by hostility to the victim's real or perceived membership in a class (including, but not limited to, race, religion, color, gender, gender identity or expression, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability). This definition includes prejudice-related harassment or hate crimes carried out through the use of technology or any electronic device.

Hazing

Hazing is a method of initiation into any team, organization, group, club, etc., that causes or is likely to cause bodily danger, harm, personal degradation, disgrace, humiliation or mental harm.

Robbery

Robbery is defined as taking or attempting to take anything of value that is owned by another person or organization when the act takes place under confrontational circumstances, by force or threat of force or violence and/or by putting the victim in fear.

Sexual Harassment

Sexual harassment involves unwanted sexual advances, requests for sexual favors or other verbal or physical conduct or communication of a sexual nature that is offensive and objectionable to the recipient, causing discomfort or humiliation. This definition includes sexual harassment carried out through the use of technology or any electronic device. A student will not use words, pictures, objects, gestures or other actions relating to sexual activity or a person's gender as defined by federal regulations when the words, pictures, objects, gestures or other actions have the effects of (1) violating the right of a person to a safe and nurturing environment in which to learn, (2) creating discomfort or (3) producing a reluctance to participate in school activities. Sexual harassment shall be reported immediately to school officials.

Sexual Misconduct

This category involves any act of a sexual nature that substantially disrupts the orderly conduct of a school function and includes sexual activity, indecent exposure, and displaying

pornographic imagery. Serious, non-consensual offenses will be coded as Sexual Assault/Battery.

Technology/Unauthorized Use of Computers/Other Technology on School Property

A student will not engage in the unauthorized or inappropriate use of technology, nor willfully cause or attempt to cause damage to technology or data. This category includes any violation of district technology policies but does not include cyberbullying. Refer to the PPSD Internet Acceptable Use policy for more information.

Threat/Intimidation

This category includes unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack. This also includes bullying and cyberbullying (bullying through the use of technology or electronic device).

Level Three Infractions

A Level Three infraction may result in a suspension of up to 10 school days and/or possible referral to the student affairs office, with a recommendation for exclusion (removing a student from school for a period 10-180 school days). Decisions to exclude a student may only be made by the director of student affairs. ***Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the PPSD student information system, known as Skyward, by the end of the school day.***

Level Three infractions include zero tolerance infractions. Under Rhode Island State Administrative Code (Rhode Island Administrative Code 21-2-39:3.0, 3.28 Zero Tolerance) and Rhode Island General Law (RIGL 16-21-18, "Students prohibited from bringing or possessing firearms on school premises") zero tolerance infractions include possession of a weapon, possession of controlled substances, and aggravated assault. Any student found to be in possession of a weapon or involved in an aggravated assault will immediately be suspended in accordance with applicable due process provisions. During this suspension, the district will take the necessary steps to determine any additional action to be taken, which may include exclusion for a period of 10 to 180 school days.

A limited number of offenses constitute the basis for excluding a student. If a school administrator finds that a student has committed, attempted to commit, aided or abetted in the commission of, conspired to commit, or participated in any manner—even if unaccomplished—in the commission of any of the Level Three infractions listed below, the administrator may submit a recommendation to the director of student affairs that the student be excluded from school attendance. The administrator may notify the police when category Level Three infraction is committed and shall make all reasonable efforts to contact a parent or guardian of the student.

Definitions of the infractions listed below are based on Rhode Island Department of Education categories of incidents of suspension as reported in InfoWorks.

Level Three infractions are reviewed on a case-by-case basis to determine the appropriate consequences and interventions. Level Three offenses may result in a suspension but should include an intervention or restorative practice as a means to model corrective behavior.

Arson

Arson is defined as unlawfully and intentionally damaging or attempting to damage any real or personal property by fire or incendiary device. A student is prohibited from willfully and by means of fire causing harm to property or any person, and from participating in the burning of property or any person.

Controlled Substances - Sale of/Possession with Intent to Sell:

The sale of--or the possession of, with the intent to sell--any controlled drug or narcotic substance or equipment and device used for preparing or taking drugs or narcotics is prohibited. This category includes over-the-counter and prescription medications. A student will not possess, use, and/or offer to buy or sell, propose to sell and/or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this category as long as his/her use and possession of the prescribed medication is authorized at school.

Controlled Substances - Possession or Under Influence: The unlawful use, purchase, possession, or transportation of alcohol or any controlled drug or narcotic substance, or equipment and device used for preparing or taking drugs or narcotics. Category includes over-the-counter and prescription medications if abused by the student. A student will not possess or use a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol, including being under the influence of alcohol or drugs on school transportation, at school-sponsored events, or at school. A student legally in possession of prescribed medication will not be in violation of this category as long as his/her use and possession of the prescribed medication is authorized at school.

Fire Regulations Violation: False Fire Alarm/False Bomb Report or Tampering with Fire Alarm System

This category encompasses any threat (verbal, written, or electronic) to bomb or use other substances or devices for the purpose of exploding, burning or causing damage to a school building or school property or to harm students or staff. Unless an emergency exists, a student is prohibited from willfully sounding a fire alarm or causing a fire alarm to be sounded, and from communicating or causing to be communicated information that a bomb is located in a school building or on school property. These acts are prohibited irrespective of the whereabouts of the student. A student must neither destroy, damage nor otherwise tamper with a fire alarm system in a school building. A student may not cause a false fire alarm or otherwise cause others to believe that there is a fire without reasonable belief that there actually is a fire or emergency. A student may not possess matches or lighters.

Fireworks, Explosives

A student shall not possess, handle, transmit, conceal or use any device or substance that can be used as an explosive.

Physical Assault/Battery

Physical assault/battery is defined as an actual, intentional touching or striking of a student, teacher or staff member against his or her will, including when a student physically attacks or "beats up" another student, a teacher, or a staff member, or when a student intentionally causes bodily harm to another student, a teacher, or a staff member. This category, which includes an attack with a weapon or threat with a weapon, should be used only when the attack is very serious and warrants calling the school administration, the police or security.

Sexual Assault/Battery

This category addresses a sexual act committed on another person without their consent or ability to consent, and includes causing another person to engage in an unwanted sexual act by use of force or threat of force. Sexual Assault/Battery includes rape (oral, anal, or vaginal), fondling, forced kissing, and child molestation.

Weapon Possession

Students are forbidden from possessing, handling, transmitting, concealing or using any weapon, device, instrument, material or substance, animate or inanimate that is used for or is readily capable of causing bodily injury to another person. This definition includes firearms, bombs and other explosive devices; knives and other sharp objects; bullets; blunt objects; and harmful chemicals, as well as realistic replicas of weapons. This prohibition is in place even if no other individuals were injured, threatened or frightened by the weapon. A student shall not use any object that is permitted in the school as a weapon or in any manner likely to cause injury to another person. PPSD may use discretion in enforcing the Zero Tolerance policy. If the instrument blade is measured with a ruler to be 3 inches or greater in length, the police must be notified.

Possession

In order for a student to be disciplined for possession of a prohibited object (such as a firearm, weapon, drug or other item), the following must occur:

- 1) The possession must be verified by at least one PPSD employee.
- 2) In cases where possession of a prohibited object is questioned, PPSD presumes that a student who possesses the prohibited object knows that he/she is in violation of the Zero Tolerance policy. However, a student is permitted to present information regarding the possession that can overcome the presumption.
- 3) The student had no reasonable cause to possess the object at the time. An example of acceptable cause would be a student who, in compliance with instructions from a parent or teacher, uses a parade rifle by a ROTC student during drill practice, or a sword or toy weapon in a class, a school play or school activity. However, possession of these objects outside of these circumstances would not be acceptable.

Providence Juvenile Hearing Board

Juvenile hearing boards are implemented in communities throughout Rhode Island as a best practice in juvenile justice reform. The Providence City Council established the Providence Juvenile Hearing Board in 2016 for Providence youth who are accused of minor infractions. The goal of the juvenile hearing board is to provide youth with community-based alternatives to incarceration so that youth are not referred to Rhode Island Family Court. The panel is comprised of seven members and alternates who are appointed by the Providence City Council and includes experts and advocates who are qualified to review non-violent juvenile cases and determine appropriate sanctions. Cases are forwarded to the juvenile hearing board by the Providence Police Department. Please refer to the resources section for more information.

Suspension and Exclusion

The following are disciplinary actions involving the removal of students from school or class. All school personnel responsible for implementing suspension/exclusion procedures will be instructed in the responsibilities and rights of students and parents/guardians. Rhode Island Discipline Procedures, and detailed procedures for suspensions for principals/designees are included in the appendices.

In-School Suspension

In accordance with the Student Code of Conduct and at the discretion of the principal, a student may be denied the right to attend regular classes and be assigned to an approved alternative classroom setting within the same school. A student may be temporarily removed from the regular classroom for disciplinary purposes, during which time the student remains under the direct supervision of, and in the same physical location as, school personnel.

In-school suspension may occur in a separate classroom or a separate building and, in some instances, may occur outside of regular school hours, as long as state requirements for length of the school day are met. Typically, the student is required to complete coursework during this time. The student should receive academic instruction, intervention services, and/or counseling, as appropriate. This disciplinary action will be assigned for a period of a maximum of ten (10) consecutive school days. The student will continue to do assigned work during this time. In-school suspension may be used in lieu of out-of-school suspension at the discretion of the principal and in accordance with the Code of Conduct, except in cases where the infraction leading to suspension is listed as an exclusionary infraction. At the discretion of the principal, a student who has been assigned to in-school suspension may be denied the right to participate in extracurricular activities.

Out-of-School Suspension

In accordance with the Student Code of Conduct and the discretion of the school principal, a student may be denied the right to attend school classes or functions for a period **not to exceed ten (10) school days**. A student may be temporarily removed from school, during which time the student is not allowed to attend regular school lessons or participate in other school activities. The student should receive academic instruction, intervention services, and/or counseling, as appropriate. The student will continue to do assigned work during suspension. Parents/guardians can pick-up the work at the school during the period of suspension.

Regardless of the length or type (in-school or out-of-school), all suspensions must be documented and reported as a suspension in the PPSD student information system, known as Skyward, by the end of the school day.

In accordance with Rhode Island state law (Rhode Island General Laws, 16-2-17(d) and 16-2-17.1) the district shall not issue suspensions to be served out of school unless:

- 1) The student's conduct meets the standards set forth in Rhode Island General Law § 16-2-17(a), which states that a disruptive student is a person who:
 - a) Is subject to compulsory school attendance; and
 - b) Exhibits persistent conduct which substantially:
 - i) impedes the ability of other students to learn, or
 - ii) otherwise substantially interferes with the right of each student, staff-member, teacher and administrator to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from threat, actual or implied, of physical harm by a disruptive student; and
 - c) Has failed to respond to corrective and rehabilitative measures presented by staff, teachers or administrators; or
- 2) The student represents a demonstrable threat to students, teachers or administrators (Rhode Island General Law §16-2-17.1).

Rights of Parents/Guardians/Advocates of Student Facing Suspension

Parents/guardians/advocates of a child facing suspension for a Level One, Two or Three infraction have the right to:

- 1) Be contacted by phone as soon as possible to learn that their child is involved in a possible suspension or exclusion.
- 2) Receive written notice of suspension mailed to their home. The notice of suspension should be in the parent/guardians preferred language.
- 3) Request and receive a meeting with the principal to discuss the incident.
- 4) Request and receive a report of the school's investigation of the incident.
- 5) Receive appeal procedure information from the principal.

Referral to Student Affairs Office (SAO) for a Student Disciplinary Hearing

A general education student (a student who does not have an IEP—Individualized Education Program) facing removal from school to an alternative placement due to a Level Two or Level Three infraction must be given a hearing with appropriate due process. The student is entitled to:

- 1) Representation by the student's parent/guardian and/or another adult who can provide guidance to the student.
- 2) The opportunity to be heard and present their own evidence.
- 3) The opportunity to be represented by legal counsel.

The standard of review at such a hearing shall be by a fair preponderance of the evidence that a Level Two or Level Three offense has been committed by the referred student.

Exclusion

In accordance with the Student Code of Conduct and at the discretion of the Providence School Board, a student may be removed from school and denied the right to attend school functions for a period of ten (10) to one hundred eighty (180) school days. An appeal of an exclusion may be made to the superintendent or designee, and then to the school board.

Student Affairs Office Referral to Alternative Education Placement

When a student is excluded from the Providence Public School District for ten (10) or more school days, the student is placed in an alternative education program during his/her exclusion period. His/her name must remain on the sending school register from which the student was referred until the period of exclusion has ended. Placement decisions of this type will be made by the director of student affairs in accordance with due process proceedings.

Due Process for Suspensions

Step One: The principal will conduct an initial investigation to include the following steps:

- 1) Thoroughly investigate the allegation against the student as soon as possible.
- 2) Explain to the student the allegation and give the student an opportunity to respond through a written or recorded oral rebuttal.
- 3) Make a judgment about the need for suspension and the immediacy of that need.

Note: If the student has committed a zero tolerance infraction the principal will be expected to suspend the student. The principal, however, can modify on a case-by-case basis the recommendation for suspension or exclusion. In this case, the principal must complete a thorough investigation and consider all mitigating circumstances. Consequently, if the student is not recommended for a suspension or exclusion, the principal must explain in a detailed report the specific reasons for the modification citing all mitigating circumstances that contributed to the decision.

Step Two: After the initial investigation, if the principal makes a judgment that a suspension is appropriate, the principal will carry out the following:

- 1) Suspend the student immediately.

- 2) Notify the parent/guardian that a school conference with the student will be held to discuss the suspension, and when applicable, refer to the student affairs office (SAO) for a fact-finding conference.

Should the principal determine a referral to the SAO is necessary, the principal will:

- 1) Inform the parent/guardian at the school conference that the student is being referred to the student affairs office for a fact-finding conference (see 2 above)
- 2) Inform the director of student affairs of the incident and obtain a date for a fact-finding conference to take place within five (5) days of the suspension.
- 3) Confer as necessary with the director of student affairs about due process requirements.
- 4) At least one (1) day before the SAO fact-finding conference date, provide a formal referral package to the director of student affairs which includes the following:
 - a. A specific and complete report packet of incident including the reason for recommended corrective action.
 - b. Statements by all affected parties and witnesses of the incident.
 - c. Appropriate background information.
 - d. Completed referral form including evaluative tests summary and recommendations from within PPSD as well as outside agencies.
 - e. Pre-Suspension Conference Form.
 - f. Student Disciplinary Referral Form.
 - g. Weapon seizure report (if offense includes a weapon).
 - h. Photograph of weapon (if applicable).
 - i. Police report (if applicable).
 - j. Teacher reports
- 5) At the school conference, the principal will provide the parents/guardians and student with the following information in preparation for the fact-finding conference to be held at the Student affairs office:
 - a. The date, time, and place of the fact-finding conference.
 - b. The specific charges and the acts upon which the charges are based.
 - c. A copy of the applicable disciplinary rules and procedures.
 - d. The following procedural rights:
 - The right for the student's parent/guardian to attend the conference.
 - The right to inspect or copy documents upon which the charges are based.
 - The right to present evidence, including documents provided to the director of student affairs one (1) day prior to the conference.
 - The right to be represented by an attorney or advocate.
 - The right to make a statement, in person or in writing.

Step Three: The student affairs office hearing will take place as follows:

- 1) The conference will be conducted at the student affairs office.
- 2) The director of student affairs may call the student for testimony.
- 3) All information will be reviewed by the hearing officer and forwarded with the findings to the student's file and all parties to the incident.
- 4) At the conclusion of the conference, the hearing officer must review all of the information submitted to the student affairs office, and will render written findings and recommendations to all parties to the incident.

If the hearing officer finds that a zero tolerance infraction occurred, but mitigating circumstances support a departure from the standard disciplinary consequence, the hearing officer must provide a detailed report explaining the reasons for the modification and describe all mitigating circumstances that contributed to the departure from the standard penalty. In addition, the hearing officer must provide the recommended penalty.

If the director of student affairs believes that referral to the superintendent (or his/her designee) is not warranted, the administrator must communicate that in writing to the principal in detail. This communication from the director of student affairs is part of the student's record at school.

After the SAO hearing, if the parent/guardian agrees with the charges and does not contest the exclusion penalty, the parent/guardian can sign a waiver to a hearing before the superintendent.

Appeals

Level One Suspension Appeals

A Level One suspension may be appealed to the principal. If the parent/guardian is not in agreement with the recommendation to suspend the student, the parent/guardian may appeal to the principal's zone executive director when the violation is made in the student's record in the student information system known as Skyward. The parent will receive written notice of the appeal decision, by telephone and in writing, in their preferred language within two (2) school days of the appeal.

Superintendent Hearing

A Level Two or Three suspension that results in a student affairs office fact-finding conference may lead to a recommendation that an appeal hearing be held before the superintendent; in such cases, the following must occur:

- 1) The superintendent's office notifies all individuals involved of the hearing. The notice shall contain all of the information provided in the packet notifying parties of the fact-finding conference. The Student Code of Conduct policy must be included as an enclosure.
- 2) An audio recording must be made of the proceedings at this hearing.
- 3) At the end of the hearing, the superintendent (or his/her designee) may announce his/her decision. The decision is included in the audio recording.

- 4) The superintendent (or his/her designee) advises parties of their right to submit additional information to the school board for review and establishes both on the audio recording and in writing that the student and his or her parent/guardian understand both the penalty imposed, and the right to submit additional information.
- 5) Alternatively, the superintendent (or his/her designee) notifies the student and any parents of his/her decision, by telephone and in writing, in their preferred language within two (2) school days of the hearing.

If the student is found to have committed a zero tolerance infraction, the superintendent or his/her designee will then do the following:

- 1) The superintendent's office also will prepare a written decision.
- 2) If the superintendent or his/her designee modified the standard penalty, the superintendent's office will include in the written decision a review of the specific mitigating factors that support the modification.
- 3) The student will begin to serve the penalty on the date of decision by the superintendent.
- 4) The complete record of the hearing including the written decision will be forwarded within five (5) days of the hearing to the school board.

School Board Hearing

If the parent/guardian does not agree to the superintendent's decision, then a formal appeal may be submitted to the school board.

- 1) The parent/ guardian must make a written request to the superintendent's office.
- 2) The school board may assign the initial review to a committee, which makes recommendations to the entire school board. The purpose of such a committee is not only to permit a rigorous review of zero tolerance infractions, but also to expedite the board's consideration of appeals to superintendent's decision is appropriate.
- 3) The school board must schedule and hear the appeal within five to seven (5-7) days of the date the form was received.
- 4) The student must remain in school until the appeal process is completed.
- 5) The school board votes separately on any disciplinary case in which its committee recommends a modification of the superintendent's decision.
- 6) The school board will notify parents/guardians of school board decision, by telephone and in writing, in their preferred language, within two (2) school days of the hearing.

- 7) If the parent/guardian is not in agreement with the final decision of the school board, an appeal may be made to the Rhode Island Department of Education (www.ride.ri.gov.)
The following procedures will assist in the filing and hearing of an appeal:
 - 1) The parent/guardian submits a written request to the superintendent to appeal the decision.
 - 2) Within five (5) school days, the superintendent's office must respond to the parent with a formal written decision.
 - 3) If the parent/guardian does not agree to the superintendent's decision, then a formal appeal may be submitted to the school board.
 - 4) The parent/ guardian must make a written request to the superintendent's office.
 - 5) The school board must schedule and hear the appeal within five to seven (5-7) days of the date the form was received.
 - 6) The student must remain in school until the appeal process is completed.
 - 7) If the parent is not in agreement with the final decision of the school board, an appeal may be made to the Rhode Island Department of Education (www.ride.ri.gov).
 - 8) The amount of due process afforded to students increases for exclusions exceeding ten (10) consecutive school days. Under those circumstances, the student must be provided:
 - a) A clear written statement of the reason for suspension or long-term removal.
 - b) An opportunity to a more formal public or private hearing.
 - c) If a hearing is requested, the student is afforded prompt notice of the time and place of the hearing, with a reasonable time to allow for preparation.
 - d) An opportunity to be represented by legal counsel.
 - e) At the hearing, the right to cross examine witnesses and to present witnesses on their behalf.
 - f) A complete and accurate stenographic or electronic record of the hearing including all exhibits.
 - g) A written decision rendered within a reasonable time, based exclusively on the record detailing the reasons and factual basis therefore.
 - h) A copy of the decision.
 - i) A copy of the decision, together with the record must be forwarded to the commissioner of education, if there is an appeal of the decision.

Discipline Guidelines for Students with Disabilities

Students with IEPs and 504 Plans

Students with disabilities have additional protections under the Individuals with Disabilities Education Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973. This includes students within special classes (self-contained classrooms) and students who receive resource services, inclusion and/or speech services. This also includes any students within the referral process, whether they have been referred to the evaluation team by parents/guardians or staff members. Additionally, this includes students who have not yet been determined to be eligible for special education but, by violating a rule or Code of Conduct, have engaged in behavior that may indicate a disability.

All students with individualized education programs (IEP) or Section 504 accommodation plans, as well as all students who are in process of being referred or evaluated for eligibility under IDEA or Section 504, are entitled to the additional procedural protections related to disciplinary actions. School personnel under this section may move a child with a disability for a Level Two or Three infraction from his or her current placement to an appropriate interim alternative educational setting or another setting; suspend for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities); or refer to the student affairs office (SAO).

Please refer to Rhode Island Board of Education Regulations titled, "Discipline Guidelines for Students with Disabilities under IDEA," located in the appendices of the Student Code of Conduct, for more specific information.

Acknowledgment of Receipt

The Student Code of Conduct has been written for the purpose of supporting the student so that he/she may be educated in a safe and positive learning environment. Parents and students are key to helping to create a culture and climate in our schools made up of **safety, respect, equity and responsibility**.

Please sign below to acknowledge receipt of this Code of Conduct. Refusing to sign does not absolve a student from the consequences and interventions he/she may face if found in violation of the district expectations.

School _____

Grade _____

ID# _____

Student's Printed Name _____

Student's Signature _____

Date _____

Parent's/Guardian's Printed Name _____

Parent's/Guardian's Signature _____

Date _____

Resources

PPSD Policies

All policies approved by the Providence School board are available online at <http://pesb.ppsd.org>, under the menu "Policies & Regs." Below are specific links to policies referenced in the Code of Conduct.

[Foundations and Basic Commitments Policy](#), approved January 24, 2008.

[Multi-Tiered System of Supports Policy](#), approved January 9, 2017.

[Student Rights and Responsibilities](#), approved July 11, 2005.

[Students and Staff Bullying and Harassment Policy, Amended](#) November 26,

2012 [Internet Acceptable Use Policy](#), approved June 2012

[Student Discipline Policy](#), approved December 8, 2014

Local and State Law

[Providence Code of Ordinance, XXIV - Juvenile Hearing Board, Approved June 20,](#)

[2016 Rhode Island General Law § 16-19-1, "Compulsory Attendance"](#)

[Rhode Island General Law Rhode Island General Law § 16-21-33, "Safe schools act"](#)

[Rhode Island General Law 16-21-18, "Students prohibited from bringing or possessing firearms on school premises"](#)

[Rhode Island General Laws, 16-2-17.1 Related to Suspensions](#)

[Rhode Island General Law 16-2-17-Related to Suspensions](#)

Policy and Practice Development

Key Elements of policies to address disproportionality within SWPBIS: A guide for district and school teams. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

www.pbis.org/school/equity-pbis

Guiding Principles: A Resource Guide for Improving School Climate and Discipline (2014). U.S. Department of Education. <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

Restorative Justice: A Working Guide for Our Schools (2011). Alameda County Health Care Services Agency, School Health Services Coalition. http://www.courts.ca.gov/documents/D2_Restorative-Justice-Paper_Alfred.pdf

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Costenbader, V. and S. Markson, *School Suspension: A Study with Secondary School Students*. *Journal of School Psychology*, 1998. 36(1): p. 59-82.

Theriot, M.T., S.W. Craun, and D.R. Dupper, *Multilevel evaluation of factors predicting school exclusion among middle and high school students*. *Children and Youth Services Review*, 2010. 32(1): p. 13-19. Fabelu, T., et al., *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*, 2011.

Appendices

Documents in the appendices are available at every school, as well as on the PPSD website.

APPENDIX A: Rhode Island Discipline Procedures

Rhode Island Discipline Procedures for ALL Students

NEW RI DISCIPLINE PROCEDURES AND REQUIREMENTS FOR ALL STUDENTS UNDER IDEA 2004 AND RI LEGISLATION

Removals for Less Than 10 days General Education Students School Removals for less Than 10 School Days During a School Calendar Year for a Violation of a Code of Student Conduct

Options:

1. Removal to appropriate interim alternative educational setting – continued educational services.
2. Removal to another school setting – (continued educational services)
3. School removal/suspension – (no educational services provided)

Best Practice Considerations:

- a. Conduct a Functional Behavioral Assessment
- b. Provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur
- c. Develop a behavioral intervention plan for student

Removals exceeding 10 days Students enrolled in General Education School Removals that Exceed 10 School Days during a School Calendar Year for a Violation of a Code of Student Conduct

Once a child has accumulated 10 school days of removal from school—

RIGL §16-21-27 Alternative education programs. —Each school district shall adopt a plan to ensure continued education of students who are removed from the classroom because of a suspension of more than ten (10) days or who are chronically truant. The plan shall be adopted by the school committee and shall be submitted to the Rhode Island Department of Elementary and Secondary Education as part of its annual strategic plan submission.

Options:

1. Removal to another school setting – (continued educational services)
2. Removal to interim alternative educational setting – (continued educational services)
3. School removal/suspension – (with plan for continued educational services)

Best Practice Considerations:

1. Conduct a Functional Behavioral Assessment
2. Provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur
3. Develop a behavioral intervention plan for student

ADDITIONAL DUE PROCESS CONSIDERATIONS FOR DISCIPLINE REMOVALS

REMOVALS FOR LESS THAN 10 CONSECUTIVE SCHOOL DAYS

School removals for less than ten (10) consecutive school days require the following minimum standards of due process to be applied:

1. School removals for disciplinary infractions of ten (10) school days or less, the student must be afforded oral or written notice of the charges against him/her;
2. If the charges are denied, the student must be afforded an explanation of the evidence the authorities have; and
3. The student must be afforded an opportunity to present their side of the story.

NOTE: (R.I. RULE) R.I. adds to the above that if the student has not attained the age of majority (18), the notice and reason for the discipline suspension must be provided to the student's parents in their preferred language

Generally, notice and the hearing should precede the student's removal from school, since the hearing can almost immediately follow the misconduct, but if prior notice and hearing are not feasible, they should occur as soon as practicable.

REMOVALS FOR MORE THAN 10 CONSECUTIVE SCHOOL DAYS

The amount of due process afforded increases for removals exceeding 10 consecutive school days.

In Rhode Island, under those circumstances, the student must be provided:

1. A clear written statement of the reason for suspension or long term removal;
2. An opportunity to a more formal public or private hearing;
3. If a hearing is requested, the student is afforded prompt notice of the time and place of the hearing, with a reasonable time to allow for preparation;
4. Opportunity to be represented by legal counsel;
5. If the student is not 18 years old, the parent(s) or guardian is afforded the procedures 1,2,3,4 above;
6. At hearing, the right to cross examine witnesses and to present witnesses on their behalf;
7. A complete and accurate stenographic or electronic record of the hearing including all exhibits;
8. A written decision rendered within a reasonable time, based exclusively on the record detailing the reasons and factual basis therefore;
9. A copy of the decision;
10. A copy of the decision, together with the record must be forwarded to the Commissioner of Education, if there is an appeal of the decision.

NOTE: Students with disabilities receiving special education instruction must be afforded additional rights (see section disciplining students with disabilities within).

Due Process and Appeals

The Disciplinary Rights of Parents/Guardians/Advocate

As the parent/guardian/advocate of a child who the principal finds has committed any of the offenses in levels one and two you have the right to:

- be contacted by phone as soon as possible to learn that your child is involved in a possible suspension or exclusion;
- receive written notice of suspension or exclusion mailed to your home (in the language spoken in your home);
- request and receive a meeting with the principal to discuss the incident;
- request and receive a report of the school's investigation of the incident; and
- receive appeal procedure information from the principal

Appeal Process

Parents may appeal a suspension decision to the school board. Even if your child has already served out a suspension, you should appeal the decision if you think it was unfair.

The following procedures will assist in the filing and hearing of an appeal

1. Parent/guardian submits a written request to the superintendent to appeal the decision.
2. Within 5 school days the superintendent's office will respond to the parent with a formal written decision.
3. If the parent/guardian does not agree to the superintendent's decision, then a formal appeal may be submitted to the school board.
4. The parent/ guardian must fill out the appeals form.

5. The school board will schedule and hear the appeal within 5-7 days of the date the form was received.
6. The student will remain in school until the appeal process is completed.
7. If the parent is not in agreement with the final decision of the school board, an appeal may be made to the Rhode Island Department of Education (www.ride.ri.gov).

APPENDIX B: Rhode Island Discipline Guidelines for Students with Disabilities

Source: Rhode Island Board of Education, Regulations Governing the Education of Children with Disabilities, Effective October 9, 2013

Discipline Procedures

Authority of school personnel; emergency removal (Section 300.530)

(a) Case-by-case determination.

(1) School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

(2) If school personnel determine that a child with a disability presents an immediate threat to him or herself or to others, the child may be removed from school for the remainder of the school day regardless of the number of days of suspension the child had already accrued during that school year.

(3) For any emergency removal under paragraph (2) of this section the public agency must follow the requirements of this section.

(b) School Removal.

(1) *Removals for less than ten (10) days cumulative.* School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities).

(i) During the first ten (10) school days of removal (cumulative) during the course of a school year, a public agency may, but is not required to:

- (A) Provide educational services to the child;
- (B) Conduct a manifestation determination prior to the disciplinary removal;

(C) Perform a functional behavioral assessment of the child; or

(D) Develop a behavioral intervention plan to address the behavioral factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

(2) *Removals for more than ten (10) days cumulative.* After a child with a disability has been removed from his or her current placement for more than ten (10) school days cumulative in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

(c) *Additional authority.*

For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.

(d) *Services.*

(1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (c), or (g) of this section must —

(i) Continue to receive educational services, as provided in § 300.101(a), so as to enable the child to continue to participate in the general education curriculum, although in another setting and to progress toward meeting the goals set out in the child's IEP; and

(ii) Receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

(2) The services required by paragraph (d)(1), (d)(3), (d)(4) and (d)(5) of this section may be provided in an interim alternative educational setting.

(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

(4) After a child with a disability has been removed from his or her current placement for ten (10) school days cumulative in the same school year, any subsequent removal constitutes a change in placement under § 300.536.

(5) If the removal is a change of placement under § 300.536, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.

(e) *Manifestation determination.*

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent and relevant members of the child's

IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine —

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

(ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the LEA, the parent and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to properly implement the student's IEP.

(f) *Determination that behavior was a manifestation.*

If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must —

(1) Either —

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

(g) *Special circumstances.*

The LEA may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child —

- (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

(h) *Notification.*

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision and provide the parents the procedural safeguards notice described in § 300.504.

(i) *Definitions.*

- (1) *Controlled substance* means a drug or other substance identified under schedules I, II, III, IV, or V in § 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- (2) *Illegal drug* means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
- (3) *Serious bodily injury* has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of § 1365 of title 18, United States Code.
- (4) *Weapon* has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of § 930 of title 18, United States Code.

Determination of setting (Section 300.531)

The child's IEP Team determines the interim alternative educational setting for services under § 300.530(c), (d)(5), and (g).

Appeal (Section 300.532)

(a) General.

The parent of a child with a disability who disagrees with any decision regarding placement under §§ 300.530 and 300.531, or the manifestation determination under § 300.530(e), or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to §§ 300.507 and 300.508(a) and (b).

(b) Authority of hearing officer.

(1) A hearing officer under § 300.511 hears and makes a determination regarding an appeal under paragraph (a) of this section.

(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may —

(i) Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of § 300.530 or that the child's behavior was a manifestation of the child's disability; or

(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

(c) Expedited due process hearing.

(1) Whenever a hearing is requested under paragraph (a) of this section, the parents or the LEA involved in the dispute must have an opportunity for an impartial due process hearing consistent with the requirements of §§ 300.507 and 300.508(a) through (c) and §§ 300.510 through 300.514, except as provided in paragraph (c)(2) through (4) of this section.

(2) RIDE shall arrange the expedited due process hearing, which must conclude within 20 school days of the date that the complaint requesting the hearing is filed. The due process hearing officer must render a decision within 10 school days of the conclusion of the hearing.

(3) Unless the parents and LEA agree in writing to waive the resolution meeting described in paragraph (c)(3)(i) of this section, or agree to use the mediation process described in § 300.506—

(i) A resolution meeting must occur within seven days of receiving notice of the due process complaint; and

(ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

(4) The decisions on expedited due process hearings are appealable consistent with § 300.514.

Placement during appeals (Section 300.532)

When an appeal under § 300.532 has been made by either the parent or the LEA, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in § 300.530(c) or (g), whichever occurs first, unless the parent and the SEA or LEA agree otherwise.

APPENDIX C: Suspension Procedures for Principals and Designees

SUSPENSION PROCEDURES FOR PRINCIPAL & PRINCIPAL DESIGNEES

The principal may suspend a student for duration of one (1) to five (5) school days.

Initial Investigation

1. The principal shall investigate the charges against the student as soon as possible.
2. The allegation shall be explained to the student and an opportunity for a written rebuttal shall be granted.
3. Following these steps, the principal shall make a judgment about the need for suspension and the immediacy of that need.
4. If the student has committed a “Zero Tolerance offense” the principal will be expected to suspend the student. The principal, however, can modify on a case-by-case basis the recommendation for exclusion or expulsion. In this case the principal must complete a thorough investigation, and consider all mitigating circumstances. Consequently if the student is not recommended to be expelled the principal must explain in a detailed report the specific reasons for the modification citing all mitigating circumstances that contributed to the decision.

If the principal makes a judgment that suspension appears appropriate, the following must occur:

1. An expeditious notice of the suspension by telephone, if possible and in writing, in the appropriate language, is to be provided to the parent/guardian(s). The notice should include a statement of charges; the time, date and place of hearing, the hearing officer; and length of suspension. This conference should include appropriate school personnel, the parent/guardian(s) and the student.
2. The principal must sign all notices of suspension. If the school has an assistant principal, then the principal must sign all notices of suspension along with the assistant principal signature.
3. When parent/guardian(s) fail to appear at the appropriate meeting, the suspension is continued and the meeting is rescheduled with the five (5) day period. If the meeting does not occur in five (5) days, the student must be reinstated.
4. Where a parent/guardian is unable to appear at the appropriate meeting, the principal or his/her designee shall contact the home by telephone to facilitate a conference or a conversation between the teacher and the parent/guardian. In any event, at no time will a suspended student be returned to a teacher’s classroom without the teacher either having the opportunity to speak with a responsible adult from the child’s home or having received written notification of the resolution to the problem and the disciplinary action taken.

If a student placed on a school-level suspension fails to return to school at the termination of the suspension, the following procedure is to be followed:

1. When a student does not return from a suspension on the appropriate day, a telephone call is to be made that day to the student's home.
2. When the parent/guardian(s) cannot be reached by telephone, or if said telephone call does not result in the return of the student to school, the Truancy Officer or Human Relations Specialist is to be sent to the student's home.
3. If the Truancy Officer is unable to arrange for the student's return to school, a certified letter, return receipt requested, is to be sent to the parent/guardian notifying him/her to come to the school.
4. If the preceding steps are not successful in returning a student to school, a referral is to be made to the Student affairs office.