



# PAUL CUFFEE SCHOOL

A Maritime Charter School for Providence Youth



**2014 – 2015**

## **FAMILY HANDBOOK**

**Kindergarten - Grade 8**

### ***Lower School***

459 Promenade Street  
Providence, RI 02908  
Phone: 401-453-2626  
Fax: 401-453-4964

### ***Middle School***

30 Barton Street  
Providence RI 02909  
Phone: 401-453-2711  
Fax: 401-453 2715

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## PAUL CUFFEE SCHOOL CALENDAR 2014-2015

August 22	Kindergarten Orientation at Lower School
August 22	Grade 6 Orientation at Middle School
August 27	First Day of Classes
December 5	Parent/Student/Teacher Conferences
March 6	Parent/Student/Teacher Conferences
June 18	Last day of School (TENTATIVE)

### **HOLIDAYS:**

*School is closed on these days.*

September 1	Labor Day
October 13	Columbus Day
November 11	Veterans' Day
November 27 & 28	Thanksgiving Recess
December 22-31	December Break
January 19	Martin Luther King, Jr. Day
February 16-20	Winter Break
April 3	Good Friday
April 20-24	Spring Break
May 8	Memorial Day

### **FULL RELEASE DAYS:**

*No classes for students on these days.*

September 9	Professional Development
December 12	Parent/Student/Teacher Conferences
March 20	Parent/Student/Teacher Conferences

### **EARLY RELEASE DAYS:**

*(After School Club is available for enrolled Elementary School students, no Middle School After School workshops.)*

September 19	Classes dismissed at 1:00 p.m.
October 3	Classes dismissed at 1:00 p.m.
November 7, 26	Classes dismissed at 1:00 p.m.
December 5	Classes dismissed at 1:00 p.m.
January 9	Classes dismissed at 1:00 p.m.
February 6	Classes dismissed at 1:00 p.m.
March 6	Classes dismissed at 1:00 p.m.
April 10	Classes dismissed at 1:00 p.m.
May 8	Classes dismissed at 1:00 p.m.
June 5	Classes dismissed at 1:00 p.m.

## 2014-2015 Faculty and Staff List

### School Staff

**Christopher Haskins**, Head of School  
**Jonathan Conklin**, Business Manager  
**Maria Monteiro**, Institutional Advancement Director  
**Andrea Carrera**, Human Resources/Bookkeeper  
**Dulibel Cruz**, Communications Associate  
**Kathleen O'Halloran**, Institutional Advancement Associate  
**Maria Palmgren**, Executive Assistant to Head  
**Ben Harris**, Technology Director

**Kelly Polak**, Technology Coordinator  
**Olinda Matos**, Family-School Partnership Coordinator  
**Olinda Matos**, Admissions Coordinator  
**Don DeCosta**, Special Education Director  
**Dr. Matthew Bowen**, Psychologist  
**Henry Leite**, Head of Maintenance  
**Joao Fidalgo**, Building Maintenance  
**Catherine Edwards**, K-8 Enrichment Program Manager  
**Christina Hawksley**, Data Manager

### Lower School Staff

**Wendy Randle**, LS Principal  
**Tara Sczerbinski**, School Counselor  
**Sindy DeLeón**, Assistant to the Principal  
**Ana Dias**, School Secretary/Receptionist  
**Jose Soares**, Building Maintenance

#### Elementary School Faculty

**Amy Hill**, Kindergarten  
**Susan Prouty**, Kindergarten  
**Sarah Reis**, Kindergarten  
**Brooke Beach**, 1<sup>st</sup> Grade  
**Ruth Doran**, 1<sup>st</sup> Grade  
**Karen Wargo**, 1<sup>st</sup> Grade  
**Mark Fleisher**, 2<sup>nd</sup> Grade  
**Robert Pike**, 2<sup>nd</sup> Grade  
**Sarah Rich**, 2<sup>nd</sup> Grade  
**Jennifer Bifulco**, 3<sup>rd</sup> Grade  
**Lauren Galoski**, 3<sup>rd</sup> Grade  
**Sherri Poirier**, 3<sup>rd</sup> Grade  
**Kelly Barr**, 4<sup>th</sup> Grade  
**Donna Quinn**, 4<sup>th</sup> Grade  
**Emily Caldarelli**, 4<sup>th</sup> Grade  
**Darline Berrios**, 5<sup>th</sup> Grade  
**Kathryn Conley**, 5<sup>th</sup> Grade  
**Jenny Guzman-Polanco**, 5<sup>th</sup> Grade  
**Michelle Carden**, Art Specialist  
**Frances Cruz-Candelario**, Integrated Arts  
**Marlon Mussington**, Physical Education  
**Amy Burnett**, Library/TP Grade 2  
**TBD**, Building Substitute

#### Special Services

**Lauren Fournier**, Title I Reading  
**Ann Hampson**, Title I Reading Coordinator  
**Leslie McCrea**, Special Education/Math  
**Nicola Philp**, Title I Reading  
**Becky Melrose**, Title I Math  
**Donna Raymond**, Title I Math/Literacy  
**Robin Yabroudy**, Special Education/ Resource  
**Leanne Nyahkoon**, Occupational Therapist  
**Becky Bueno**, ELL Instructor  
**Eni Desmond**, ELL Instructor  
**Kristen Montag**, Speech/Language Pathologist  
**Kathy Tudino RN**, School Nurse/Teacher  
**Megan Madden**, Librarian  
**Stacy Gale**, STEM Specialist  
**Geanise Love**, Special Education/Resource

#### Teaching Partners

**Jennifer Batista**, Kindergarten  
**Booth O'Connell**, Kindergarten  
**Lina Lopes**, Kindergarten  
**Allison Merrill**, 1<sup>st</sup> Grade  
**Christian Staton**, 1<sup>st</sup> Grade  
**Alison Fournier**, 1<sup>st</sup> Grade  
**Rose Clapprood**, 2<sup>nd</sup> Grade  
**Ivette Maldonado**, 3<sup>rd</sup> Grade  
**Jenifer Greenwood MacDonald**, 4<sup>th</sup> Grade  
**Jeriann Kollie**, 5<sup>th</sup> Grade  
**Amy Sousa**, Special Education Teaching Partner

#### Enrichment Program (LS/MS)

**Catherine Edwards**, K-8 Enrichment Program Manager  
**Sally Wedell**, LS Site Coordinator  
**Charlayne Osborne**, MS Site Coordinator  
Enrichment Staff: Jeriann Kollie, Amanda Legare, Marie Montenegro, Moriely Mujo, Francene Barnes, Mark Williams

All staff emails are first initial last name@paulcuffee.org, ex: Alison Smith is [asmith@paulcuffee.org](mailto:asmith@paulcuffee.org)

## Middle School Staff

**Eric Charlesworth**, Principal  
**Leslie Brackett**, Director of Wellness Program  
**TBD, RN**, School Nurse  
**Victoria Tolbert-Bravo**, Dean of Students

**Dinka Carreras**, Assistant to Principal  
**Jahelia Olivero**, Receptionist  
**Leah Lubman**, Librarian  
**Antonio Soares**, Building Maintenance  
**Naomi Morey**, Library Assistant

### Middle School Faculty

**Edna Attias**, 6<sup>th</sup> Grade ISE  
**Sandy Leclerc**, 6<sup>th</sup> Grade Math  
**Josie Batista**, 6<sup>th</sup> Grade Literacy  
**Jillian Schneider**, 7<sup>th</sup> Grade Science  
**Kelsey Lucas**, 7<sup>th</sup> Grade Math  
**Miriam Silk**, 7<sup>th</sup> Grade Humanities  
**Kathleen Alvarez**, 8<sup>th</sup> Grade Science  
**Matt Black**, 8<sup>th</sup> Grade Math  
**Tom Chen**, 8<sup>th</sup> Grade Humanities  
**Victoria Tolbert-Bravo**, Spanish Teacher  
**Michaela Mayer**, Physical Education  
**Amy Weigand**, Visual Arts Instructor  
**Jaclyn Mellen**, Permanent Substitute

### Special Services

**Ben Hall**, Title I Math Instructor  
**Beth Morris**, Special Education/Resource  
**Marisa Colucci**, Special Education/Resource  
**Michelle Bush**, Special Education Coordinator  
**Becky Chwalk**, Title I Literacy Instructor  
**Nicole Morancey**, Special Education/Resource

### Teaching Partners

**Massiel Liao**, 6<sup>th</sup> Grade  
**Libertad Vargas**, 7<sup>th</sup> Grade  
**Christopher Love**, 8<sup>th</sup> Grade  
**Michelle Colburn**, 8<sup>th</sup> Grade, Special Education

All staff emails are first initial last name@paulcuffee.org, ex: Alison Smith is [asmith@paulcuffee.org](mailto:asmith@paulcuffee.org)

## Whom To Call 2014-2015

<b>Lower School (LS)</b> (401) 453-2626	<b>Middle School (MS)</b> (401) 453-2711
Application process	<b>Olinda Matos</b> , <i>Admissions Coordinator</i>
Your child's health, medication, medical forms	<b>Kathy Tudino</b> (LS), <i>School Nurse</i> <b>TBD</b> (MS), <i>School Nurse</i>
Your child's progress	<b>Classroom Teacher</b> (LS) <b>Advisor</b> (MS)
Curriculum questions	<b>Classroom Teacher</b> (LS) <b>Advisor</b> (MS) <b>Wendy Randle</b> (LS), <i>Principal</i> <b>Eric Charlesworth</b> (MS), <i>Principal</i>
Transportation	<b>Sindy DeLeon</b> , <i>LS Assistant to the Principal</i>
Lunch	<b>Tina Hawksley</b> , <i>Data Manager</i>
Classroom issues	<b>Classroom Teacher</b> (LS) <b>Advisor</b> (MS) <b>Wendy Randle</b> , (LS), <i>Principal</i> <b>Eric Charlesworth</b> (MS), <i>Principal</i>
Information on special education services	<b>Wendy Randle</b> (LS), <i>Principal</i> <b>Eric Charlesworth</b> (MS), <i>Principal</i> <b>Michelle Bush</b> (MS) <i>Special Education Coordinator/Teacher coach</i> <b>Don DeCosta</b> (LS/MS/US), <i>Special Education Director</i>
Special education services your child is receiving	<b>Wendy Randle</b> (LS), <i>Principal</i> <b>Eric Charlesworth</b> (MS), <i>Principal</i> <b>Don DeCosta</b> (LS/MS/US), <i>Special Education Director</i> <b>Robin Yarbroady</b> (LS), <i>Special Education Resource Teacher</i> <b>Beth Morris, Marissa Colucci</b> , <i>Middle School Special Education Resource Team</i>

Counseling	<b>Classroom Teacher (LS)</b> <b>Advisor (MS)</b> <b>Tara Sczerbinski (LS)</b> , <i>School Counselor</i> <b>Leslie Brackett (MS)</b> , <i>Director of Wellness Program, School Counselor</i>
After School Enrichment and 21st Century Program	<b>Catherine Edwards (LS)</b> , <i>K-8 After School (AS) Enrichment Program Manager</i> <b>Sally Wedel (LS)</b> , <i>Site Coordinator</i> <b>Charlayne Osborne (MS)</b> , <i>Site Coordinator</i>
Wellness Program (MS)	<b>Leslie Brackett</b> , <i>Director of Wellness Program</i>
Fundraising/donations	<b>Maria Monteiro</b> , <i>Director of Institutional Advancement</i> <b>Kathleen O'Halloran</b> - <i>Institutional Advancement Associate</i>
School Governance	<b>Christopher Haskins</b> , <i>Head of School</i> <b>Maria Palmgren</b> , <i>Assistant to Head of School</i> <b>Russell Carey</b> , <i>Board President</i>
Getting involved	<b>Wendy Randle</b> , (LS), <i>Principal</i> <b>Eric Charlesworth (MS)</b> , <i>Principal</i> <b>Catherine Edwards (LS)</b> , <i>K-8 Enrichment Program Manager</i> <b>Olinda Matos</b> , <i>Family Engagement Coordinator</i>
Updating your contact information	<b>Ana Dias (LS)</b> , <i>School Secretary</i> <b>Sindy DeLeón (LS)</b> , <i>Administrative Assistant</i> <b>Dinka Carreras (MS)</b> , <i>Administrative Assistant</i> <b>Classroom Teachers (LS) / Advisors (MS)</b>
Title I Services	<b>Ann Hampson</b>
ELL Services	<b>Becky Bueno</b>



## **SCHOOL HISTORY AND PHILOSOPHY**

The Paul Cuffee School opened in 2001. It is a public charter school approved by the Rhode Island Board of Regents. The School is named in honor of Captain Paul Cuffee, a free man of color. His mother was a Wampanoag Indian from Martha's Vineyard, and his father was a freed African American slave, born in Ghana. Paul Cuffee became a successful ship captain, merchant, philanthropist, and educator. He founded one of this country's first integrated schools in Westport, Massachusetts in the late 18<sup>th</sup> century. Paul Cuffee and his wife were buried in Westport.

In its twelfth year, the Paul Cuffee School serves Providence students in kindergarten through 12<sup>th</sup> grade. The long-term success of the Paul Cuffee School will be measured by the competence, the conviction, the compassion, the courage, and the conscience our students over the course of their lives. The Paul Cuffee School will have succeeded if, in the coming decades, our graduates enter adulthood fortified with the conscience, convictions and courage to do what is right, even when it is not easy, with compassion for those who suffer sorrow and hardship, and with the competence to be effective in the world. (Based on the words of the philosopher, Newton Garver.)

Our approach to learning is a hands-on curriculum that emphasizes language arts (phonics, reading, writing, and spelling), math, the arts, and science achievement, building on daily success rather than recovery from failure. The class sizes are small so that teachers and their students will have an opportunity to work closely together, and so that our students can more easily learn to take care of themselves, one another, their school, and this planet.

## **MISSION STATEMENT**

Paul Cuffee School, a K-12 public charter school of choice, educates a diverse community of students from Providence, Rhode Island. We respect each individual and the world we share. This quality of our community is central to our mission. In the spirit of Paul Cuffee's life, we teach students to value and practice personal initiative, perseverance, and social responsibility. Our School accomplishes these goals through a rigorous academic program which, enriched with maritime experience, fosters discovery and critical thinking. We prepare students for higher education, lifelong learning, and active citizenship.

## INCLUSIVE COMMUNITY

We strive to be an inclusive community. Just as our approach to academic learning is based on a hands-on curriculum, our approach to responsible citizenship is accomplished by example, and the setting of clear, high expectations. We teach children to behave respectfully by treating them with respect. We teach children to accept and value differences among their peers by discussing those differences respectfully. The aim is to create understanding and build a strong sustainable, accepting community.

Our community is enriched by the cultural, religious, racial, ethnic and linguistic diversity of our families, students and staff. We welcome the differences in sexual orientation and gender identity brought to our school by our staff and families. Our families' varied compositions—traditional or single parent or same-sex parent, nuclear or extended, adoptive or blended—reflect the larger community in which we live and illustrate for our children the many different ways we build our families. **We celebrate our differences and we are committed to creating a safe, caring environment where everyone can be him/herself without fear of harassment, ridicule, or rejection.**

In choosing to send your children to Paul Cuffee School, you have chosen for them not only a rigorous academic program taught by dedicated teachers in small classrooms, you have also chosen to broaden your children's world view through their friendships and conversations with others.

## **SCHOOL HOURS**

### **Lower School**

The Lower School building opens at 8:00 a.m. Students are dropped off at the cafeteria entrance. While it is expected that children will eat a balanced breakfast at home, a light breakfast is available in the cafeteria from 8:00 a.m. until 8:20 a.m. at no cost. Classes begin promptly at 8:30 a.m. Please be on time. If you drop your child off after 8:20, please plan to feed them breakfast at home.

To ensure the safety of all children, all building doors except the main entrance door will be kept locked after 8:30 a.m. Children arriving after 8:30 a.m. must be signed in at the main office by their parent or guardian. Visitors must also sign in at the main office.

The school day ends at 3:00 p.m., and children not going home on the bus or participating in after school programs are picked up after 3:00 p.m. in the cafeteria. We ask that families be punctual picking up their children. If you need to pick up your child early, please send a note to your child's teacher in the morning, and see the section below on **Special Dismissal Arrangements**.

The Paul Cuffee After School Enrichment Program, for registered students, begins at 3:00 p.m. and ends at 5:30 p.m. Parents should arrive by 5:30 p.m. to pick up their children. *(Please see the last page for more information about the After School Programs).*

### **Middle School**

Paul Cuffee's West Campus opens at 8:10 a.m. For your safety, please drop off ONLY on the school side of the street facing north. Please avoid dropping your child off on the other side where he/she will have to cross the street to get to our front door. While it is expected that children will eat a balanced breakfast at home, a light breakfast is available in the cafeteria from 8:10 until 8:25 a.m. at no cost. Classes begin promptly at 8:30 a.m. Please make every effort to be on time.

The school day ends at 3:15 p.m. Parents picking up by car should plan to pick up at 3:20. We ask that families be punctual picking up their children. If you need to pick up your child early, please send a note to your child's teacher in advance, and see the section below on Special Dismissal Arrangements. Supervision is not available to students after 3:40 p.m., unless students are attending after school workshops, or unless a special arrangement has been made with a teacher.

After school workshops are available to students. Most run from 3:15 – 5:00 pm on Mondays and Wednesdays or Tuesdays and Thursdays. Families need to make arrangements to pick up students participating in these workshops at 5 pm, as no transportation is provided.

## CONTACT INFORMATION

It is very, very important that the school office have your **current** address, place of work, and home, work, cell, and emergency phone numbers. Emergency contacts should also be people who can come to school to pick up your child(ren). **If your address or phone numbers change, you must inform the school right away. We are required by law to have this information in writing. When changes occur please come to the office to fill out necessary paperwork. *For the well being of your child(ren), we need to know how to contact you each day of school.*** Thank you for helping us with this important communication step.

## ATTENDANCE, ABSENCES AND TARDINESS

Students are expected to arrive on time and to attend school every day. Students cannot accomplish their work when they are absent, and students who arrive late disrupt their classmates and start the day off-balance and disadvantaged.

If students arrive to school late, they must be signed in at the front desk by a parent or guardian, and they will be asked to make-up their missed work during recess so that they do not get behind. After 3 late arrivals in any month, a parent/guardian will be asked to meet with the student's teacher/advisor to discuss strategies to remedy the lateness.

Any time a student is to be absent from school, a family member must call the school by 9:00 a.m. We must know early each day that all of our students are either safely in school or with their families.

If a student is absent without a doctor's note 3 times in one month, the school will request a meeting with parents/guardians to discuss strategies for improved attendance. In the **Middle School**, repeated absences or lateness may result in mandatory Saturday School. Your child may be asked to makeup missed work after school for a number of days. If you know that your child will miss school, please write a letter to the respective Principal, listing dates that your child will miss and the reason for the absences. Please be aware that missing school days can have a negative impact on student's learning and his/her grades. ***If a student is absent more than 15 times during the year, the school will discuss retention with the parents or guardians.***

Families **should not plan** vacations during the school year when school is in session. If circumstances arise which make time away from school a necessity, you must consult with your child's teacher. Please put your request in writing to the Principal for approval so arrangements can be made for the student to make up any missed work before returning to school.

If students are sick, they should stay at home. If they have any contagious condition, like the flu, conjunctivitis (pink eye) or ringworm, they must not come to school. Sick students should see a physician and return with a doctor's note stating that they have been receiving treatment for at least 24 hours and are no longer contagious. If your child is sick please notify the respective school office by 9:00 a.m. Children who come to school sick and have a fever of 100° will be sent home. Parents must be willing to pick up their sick children. If students are well enough to be in school, they are expected to participate in all activities (swimming, physical education, recess) unless a doctor's note says otherwise.

*(Please see the section below on **Health and Safety Guidelines** for additional information.)*

### **SPECIAL DISMISSAL ARRANGEMENTS**

Any time a student is to go home in a way that is different from his/her regular routine, the student's teacher must receive a **written note** in advance explaining what is to happen:

- If the student is to be dismissed early, the note should specify the time the student will be picked up and the name of the adult who will pick up the student.
- Students who do not take the bus and who need to go home with someone other than their parents, guardians, or regular carpool drivers must bring a signed note from home naming the person who will pick them up.

If your child's teacher does not receive the written note, he/she will follow the regular dismissal procedure.

It is every family's responsibility to provide Paul Cuffee School with written information regarding any custody or restraining order relating to your children. You may give this information to Principal and/or School Counselor.

### **LATE PICKUP**

Students consistently picked up after 3:30 will be monetarily sanctioned.

### **WALKING, BIKING & PUBLIC TRANSPORTATION TO AND FROM SCHOOL**

Students in Grades 6-12 are permitted to walk or bike to and from school and/or take public transportation. Parents/guardians must send written permission to the office including: 1) The route the student will walk, and 2) whom to contact in case of emergency. Students will not be permitted to walk or to take public transportation unless we have written permission on file in the office.

## **WITHDRAWAL POLICY**

Parents who wish to withdraw their child from the Paul Cuffee School must notify their child's teacher and the admissions office at least two days prior to actual withdrawal. Parents must complete and sign a withdrawal form. Classroom and library materials must be returned and cafeteria accounts cleared.

## **SCHOOL CANCELLATIONS AND EARLY DISMISSAL**

Paul Cuffee School officials will do their best to make timely decisions regarding school closings, delayed openings and early dismissals. Any closings or delays will be announced on TV Channels 6, 10 and 12. Parents and guardians will also receive notification from the automated phone system in the event of an early school closing, cancellation, or other announcement. **It is very important that the school have your current phone number so you get these messages in case of an emergency.** In the event of an unplanned early dismissal, families should make arrangements for their children in case no one is at home when a child arrives, and make certain that the children understand these arrangements.

Each year, you will be asked to fill out an Early Dismissal Card for Weather-Related Situations for your child. Please note that we will follow your instructions on the card and that we will only contact families of students in kindergarten and 1<sup>st</sup> grade.

If you have any questions regarding early dismissals you may call the office, at any campus, for more information.

## **SCHOOL BUS TRANSPORTATION**

Students attending the Paul Cuffee School will have the option of riding the school bus to school, unless they live less than one mile from the school (for the Middle School, students living less than 1.5 miles from the school are not eligible for the school bus; Each year the School sends the names and addresses of all Paul Cuffee students to the Providence School Department, which arranges bus transportation for each child and informs parents about where and when their child will be picked up and dropped off after school. The school will help families stay informed about bus transportation and will relay information regarding buses as it becomes available. Families wishing to change pick-up or drop-off arrangements should do so by contacting Paul Cuffee School, which will then notify the Providence School Department of Transportation. Specific questions about late buses or items left on the bus should be directed to the bus yard at 943-7536.

## SCHOOL BUS SAFETY

In order to ensure that students are safe while riding the school bus, we expect all of our students to behave responsibly and respectfully.

- Students are expected to follow directions given by bus personnel willingly and promptly, and to sit in their assigned seats.
- Students are expected to respect each other and to respect property.
- Students are expected to use inside voices and appropriate language.
- Students are expected to refrain from throwing things in, at or out of the windows of the bus.
- Students are expected to keep their hands, feet, and arms inside the bus at all times.
- Students must remain seated while the bus is moving.

Students who cannot behave responsibly on the school bus will be suspended from the bus until they behave responsibly.

The school will use the following steps for suspensions:

- 1. First offense--Student will be suspended from the bus for 1-3 days.**
- 2. Second offense--Student will be suspended from the bus for 3-5 days.**
- 3. Third offense--Student will be suspended from the bus for 5-10 days.**
- 4. Fourth offense--Student will be suspended from the bus for an extended period.**

## SCHOOL BEHAVIOR

At Paul Cuffee School, we are committed to fostering the social and emotional wellbeing of all students. We expect all PCS students to act responsibly and respectfully at all times. The staff and faculty model and teach these skills all day, everyday.

All students are expected to contribute to our safe and positive school community by demonstrating excellent behavior. There are many ways to demonstrate positive behavior. Our school pledge sums up the behaviors into three sections: taking care of ourselves, taking care of others, taking care of the school.

### ***“I will take care of myself.”***

Students are expected to follow the school rules and listen to instructions at all times. Teachers will set up clear expectations for their classrooms and the students will have many opportunities to practice the routines and expectations. When students are doing exactly what they are supposed to do,

everyone is safe. All staff and faculty work hard to acknowledge positive behaviors each day. We hope that our PCS students will demonstrate these behaviors when they are out in their neighborhoods. You can help with this effort. When students act in responsible and respectful ways they are being positive role models for everyone.

***“I will take care of others.”***

Taking care of others means that students are being respectful and kind to others. We teach about the Golden Rule: treat others how you would want to be treated. The adults at PCS adhere to this rule as well. There is a zero tolerance policy for dangerous and aggressive behavior at PCS. Students will not tease others, make fun of others, bully others, hurt other people’s bodies, and/or property. Students are expected to be kind, friendly, honest, and in control of their bodies. This way, everyone is taken care of and safe. Students are taught to ask for help if they need help solving a problem.

***“I will take care of the school.”***

Taking care of the school means treating it how you would like your own property to be treated. We try very hard to keep all of the furniture clean and usable. We work hard to make sure that the walls are clean and white and that our spaces are cleaned up after we are finished with them. Our janitorial staff works very hard to keep our building looking the way it does and our students have a responsibility to this end as well.

Physical abuse, verbal abuse, bullying and destructive behavior will not be tolerated. The school has developed a clear policy to eliminate bullying. Consequences will be imposed for rule or policy violations. Students may not possess guns, toy guns, other weapons, fireworks, knives or matches at any time. Students may not possess drugs, alcohol, or cigarettes.

The Paul Cuffee School is committed to being a trusting community and a learning community free of harassment of any kind. This includes sexual harassment by students or adults. Sexual harassment hurts individuals, it hurts the school community, and it is unlawful. Several examples of sexual harassment are unwanted touching, poking, teasing, bumping against another child, threats, insults, obscenities, and pressure for sexual activity.

We use the Responsive Classroom approach to behavior which teaches students that there are consequences for their actions. These consist of: 1) ‘if you break it, you fix it,’ 2) loss of privileges, 3) apology of action.



At times there are occasions when students “slip up” and behave in ways which are unsafe. The school will use the following structures to help students regain control of their behavior and learn appropriate ways of handling difficult feelings and situations.

## **Lower School**

### **Disrespectful Behavior**

*Examples: Swearing, name calling, rudeness to adults or children, disobeying adults*

ACTION PLAN 1: Slip goes home for parent/guardian signature. Student meets with teacher. Student and teacher develop action plan.

ACTION PLAN 2: Slip goes home for parent/guardian signature. Teacher, counselor, student and/or family develop a plan for the student to manage behavior more successfully, and in school consequences are set. This plan is communicated to parents/guardians.

ACTION PLAN 3: Slip goes home for parent/guardian signature. Parents/Guardians will be asked to meet with school officials to re-evaluate the plan and consequences developed in ACTION PLAN 2.

### **Dangerous Behavior**

*Examples: Scratching, hitting, pushing, biting, throwing objects, sexual harassment*

ACTION PLAN 1: Slip goes home for parent/guardian signature. Student meets with teacher. Student and teacher develop action plan.

ACTION PLAN 2: Slip goes home for parent/guardian signature. Teacher, counselor, student and/or family develop a plan for the student to manage behavior more successfully, and in school consequences are set. This plan is communicated to parents/guardians.

ACTION PLAN 3: Slip goes home for parent/guardian signature. An out-of-school suspension will normally occur. Parents/Guardians will be asked to meet with school officials to re-evaluate the plan and consequences developed in ACTION PLAN 2.

**In some cases, a student’s behavior may result in immediate action such as out of school suspension. If a student is suspended from school, parents/guardians will be contacted immediately and must pick the student up from school. In order to return to school as above in Step 3, we will hold a return meeting with student, teacher parent, and administrator. In the**

meeting, we will review what happened and support the student to create a plan to return to school.

### ➤ Middle School

**Additional consequences:** In the case of more serious or repeated rule-breaking, a student can expect more extensive in-school loss of privileges or a suspension from school. In most cases, the students will remain in school, but the advisor and Director of Wellness or Dean of Students will create a specific program for that student which may include removal from the classroom or other activities. The student will be responsible for making up all missed work.

If a student is suspended from school, parents/guardians will be contacted immediately and must pick the student up from school. In order to return to school, we will hold a return meeting with the student, parents/guardians, the advisor, and an administrator. In the meeting, we will review what happened and support the student to create a plan to return to school. Students who are suspended from school will be asked to attend Disciplinary Saturday School (DSS) to make up missed time. Disciplinary Saturday School runs from 8:30-10:30 a.m. Students must be punctual and must be in uniform. If a student is late or out of uniform, s/he will be asked to come to the next DSS.

## WHAT IS RESPONSIVE CLASSROOM?

Paul Cuffee Lower School uses the Responsive Classroom philosophy to address discipline and support students' socio-emotional growth. *Responsive Classroom* is a practical approach to teaching and learning that creates safe, challenging, and joyful schools. Developed by classroom teachers, it has been used successfully in schools around the country for over twenty years to create learning environments where children thrive academically, socially and emotionally. The emphasis is on teaching children to take care of themselves, each other and the school environment so that everyone can learn at his/her best. (Northeast Foundation for Children [NEFC], 2005)

### Guiding Principles

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: cooperation, assertion, responsibility, empathy and self-control.
- Knowing the children we teach--individually, culturally and developmentally--is as important as knowing the content we teach.
- Knowing the families of the children we teach is as important as knowing the children we teach.
- How we, the adults at school, work together is as important as our individual competence: last change begins with the adult community.

### Teaching Practices

- **Morning Meeting:** A daily routine that builds community, creates a positive climate for learning, and reinforces academic and social skills
- **Rules and Logical Consequences:** A clear and consistent approach to discipline that fosters responsibility and self-control
- **Classroom Organization:** Strategies for arranging materials, furniture and displays to encourage independence, promote caring and maximize learning
- **Guided Discovery:** A format for introducing materials that encourages inquiry, heightens interest, and teaches care of the social environment
- **Academic Choice:** An approach to giving children choices in their learning that helps them become invested, self-motivated learners
- **Reaching out the Parents/Guardians:** Ideas for involving parents or guardians as true partners in their children's education (Northeast Foundation for Children [NEFC], 2003).

### Outcomes

- Increases social skills and academic engagement
- Establishes positive classroom climate
- Increases student investment and independence
- Decreases disruptive behaviors

(For more information, see [www.responsiveclassroom.org](http://www.responsiveclassroom.org) )

## LOWER & MIDDLE SCHOOL POLICY AGAINST BULLYING

- 1. Prohibition against Bullying:** Bullying is prohibited in the Paul Cuffee Charter School. The prevention of bullying is part of the Paul Cuffee’s strategic plan. Paul Cuffee School values and practices the Responsive Classroom approach at the Lower School, and Developmental Designs at the Middle and Upper Schools, both of which are social/emotional approaches to teaching and classroom management wherein children learn to treat each other and teachers in a kind and respectful manner.
- 2. Definition of Bullying:** Bullying occurs when a student, while at school, intentionally assaults, batters, threatens, harasses, stalks, menaces, intimidates, extorts, humiliates, or taunts another student. Bullying also occurs when a student or group of students organizes a campaign of shunning against another student or when a student or group of students maliciously spread rumors about another student. In most circumstances bullying does not include a mutual fight between two students of roughly equal strength who are angry with each other. Such fights are subject to discipline as a violation of school rules prohibiting fighting.
- 3. At School:** In the context of these regulations the phrase “at school” includes the following places and situations:
  - In a classroom
  - Elsewhere in the school
  - On school property
  - Immediately adjacent to school property
  - On a school bus or other school vehicle
  - At school bus stops
  - While students are walking to or from school
  - At any school-sponsored activity or event, whether or not held on school premises.
  - Bullying also includes any electronic communication and/or communication via social media that substantially and materially interferes with the operations of the school or a student’s access to school
- 4. Social Skills Training:** The school health program and school counseling services will include appropriate social skills training to help students avoid isolation and to help them interact in a healthy manner. This happens both on an individual and group basis. Bullying prevention is also included as part of the wellness curriculum.

- 5. School Atmosphere:** School staff at all times will model correct and courteous behavior to each other, to students, and to visitors to the school. Abusive or humiliating language or demeanor will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to at school if a bullying situation develops. To the extent possible the influence of cliques and other exclusive student groupings will be diminished by the creation of a range of inclusive school activities in which students will be encouraged to participate.
- 6. Responsibility of the Staff:** School staff shall take all reasonable measures to prevent bullying and shall investigate all acts of bullying that come to their attention. If the allegation is found to be credible, appropriate disciplinary sanctions will be imposed. The investigation will include an assessment of what effect the bullying has had on the victim.
- 7. Disciplinary Sanctions:** Disciplinary sanctions for student who bully may include:
- Admonitions, warnings and counseling
  - Loss of the opportunity to participate in extracurricular activities
  - Loss of the opportunity to participate in school social activities
  - Loss of the opportunity to participate in graduation exercises
  - Loss of school bus transportation
  - Assignment of additional homework or community service
  - Individualized alternative education plan
  - Out of school suspension
- 8. Help for the Victim of Bullying:** The staff will make efforts to help the victim feel safe in the school environment. This may include short term counseling and skills training by the school social worker. If the victim's mental health has been placed at risk, appropriate referrals will be made.
- 9. Prohibition Against Retaliation:** Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying, shall not be tolerated. In most cases retaliation or a threat of retaliation will result in the imposition of a short or long-term school suspension.
- 10. Voluntary participation in Mediations:** no student who is the victim of buying shall be required to participate in mediation or to accept any apology tendered by the bullying student. The decision of a victim of bullying not to participate in a mediation program shall not diminish the obligation of the school to impose discipline against the student who has committed an act of bullying.

## **RESTRAINT OR PHYSICAL CONTROL FROM HARM POLICY**

Here at Paul Cuffee School, we realize that sometimes children may not be able to safely control their bodies at times of emotional crisis. We recognize that children are learning how to control their feelings and emotions in various situations. Sometimes, events happen that make it impossible for some children to successfully do so. In these situations, they may physically lash out at themselves, other students, teachers or faculty that may result in physical injury to themselves or others. As it is our goal to ensure the safety of all, physical intervention may be necessary. Faculty, staff and teachers will try several intervention strategies to assist the child in de-escalating and regaining control. Should all such interventions fail, physical restraint will be used as a LAST RESORT ONLY. To ensure safety, certain staff members have been trained in physical restraint techniques. These staff, and only these staff will respond in situations where physical restraint is needed.

Physical restraint is used to assist an individual who has lost control of their body in regaining control. In the event that a child needs to be restrained or physically escorted out of the classroom, the classroom teacher will institute an up and out procedure whereby students will be escorted to a safe place for a duration no longer than 5 minutes depending on the severity of the incident. A trained faculty member may hold a child in a predetermined fashion. The trained faculty member will hold the child as long as it takes for them to regain control of their bodies. As stated earlier, this is only done as a LAST RESORT when all other possible strategies to assist the child in regaining control have failed and the risk of the continued behavior is greater than that of restraining the child. Although the intent of restraining a child is to prevent severe injury to the child or others, accidental injuries may result, first aid protocols will be followed.

It should be clear that Paul Cuffee School does not use physical restraint as a form of punishment or consequence. It is done strictly to ensure the safety of all at Paul Cuffee School as a last resort when all other strategies have been tried unsuccessfully. A restraint will not result in automatic suspension; that will be addressed on a case-by-case basis. As part of crisis intervention protocol, once a child is calm and in control, the situation will be processed. The adult responder and child will meet to discuss the incident, determine consequences and formulate a future plan. The future plan may refer strategies for what to do in similar situations in the future, as well as possible referral for support services.

## **HEALTH, WELLNESS AND SAFETY GUIDELINES**

School is a place for healthy children. Children who become ill while at school must be picked up by a parent or guardian and taken home. If your child has a fever of 100° or higher they will be sent home. It is important that the school has emergency numbers in the event we are unable to contact you if your child had become ill or has sustained an injury while at school. DO NOT send your child to school if he/she has had any of the symptoms referenced below within the previous 24 hours. We need your cooperation in order to prevent the spread of contagious diseases. If your child is ill, please report this to the school office as soon as possible. In the event of a contagious illness in individual classrooms, parents in that class may be notified that a child in the class has become ill to facilitate prompt recognition of symptoms in their own families.

### **Infectious/Communicable Illness**

#### **1. Diarrhea:**

- When a child has diarrhea, his/her temperature will be taken and if the child has two or more loose stools, a parent/guardian will be notified and asked to pick up the child.
- The child may return to school 24 hours after the symptoms are gone.

#### **2. Fever:**

- If a child has a temperature of 100° or higher, a parent/guardian will be notified and the child must be picked up from school promptly. The child may return to school when he/she has been without a fever for 24 hours – without the use of fever-reducing medication.

#### **3. Rash:**

- If a child develops a rash while at school, parents/guardians will be notified to pick the child up. Rashes of unknown origin will require diagnosis by a physician. A note from the physician will be required when the child returns to school.

#### **4. Conjunctivitis: (pinkeye)**

- Conjunctivitis is contagious. Children with suspected conjunctivitis should be diagnosed by a doctor and given appropriate treatment if necessary before returning to school.

#### **5. Head Lice:**

- If we notice lice in your child's hair we will notify you to pick up your child. The child may return to school after appropriate treatment is completed.

#### **6. Vomiting:**

- If a child has been vomiting, he or she should be kept home from school. If a child vomits while at school, parents/guardians will be notified and the child must be picked up promptly. They may return to school 24 hours after symptoms are gone.

#### **7. Sore Throats:**

- Students with persistent sore throats associated with fever of 100.4° or above should be excluded from school. Medical evaluation should be sought. If your child is diagnosed with strep throat he/she must be on antibiotics for at least 24 hours before returning to school.

#### **8. Ring Worm/Scabies:**

- Ring worm is contagious. If you suspect your child has ring worm please contact your health care provider. He/she can return to school after appropriate treatment is instituted.
- If a student has a rash suspicious for scabies, medical evaluation is necessary. Student may return to school when appropriate treatment is received or an alternative diagnosis is made by their health care provider.

#### **9. Respiratory Illnesses:**

- Students with cold symptoms (runny nose, sore throat, body aches) that may interfere with learning should not be in school.
- If your child has a persistent cough or a cough associated with fever of 100.4° or above, please have your child seen by your doctor. Please inform us of the diagnoses and any medication they are on.

### **Non infectious medical conditions**

#### **Orthopedic injury**

- If your child has sustained an orthopedic injury (fracture, dislocation, sprain/strain), please inform us of the appropriate plan of care. If a fracture (broken bone) has occurred, a physician's note detailing any restrictions that need to be addressed in school, must be provided (examples- gym, recess, sports, after school activities).

#### **Asthma**

- All students with asthma should be known by the school nurse teacher, classroom teacher and physical education teacher. They should have an asthma action plan completed by their doctor and access to a peak flow meter and rescue medication as prescribed. The rescue medication should be sent to school at the beginning of the school year with the completed medication form.



## **Allergic Reactions**

- All students with allergies should be known to all staff. If a student has a life threatening allergy, they must have an emergency plan and emergency medications in school as prescribed by their physician. This emergency plan and medication should be provided to the school at the beginning of the school year along with a completed medication form. An allergy list of students with their picture on it will be distributed to all staff and cafeteria workers.

## **Diabetes**

- All students with diabetes should have a diabetes care plan and diabetes emergency action plan prior to the start of each school year or prior to school reentry after a new diagnosis of hyperglycemia/diabetes. Guidelines of how to treat hyperglycemia should appear in the written doctor's orders and the student's diabetes care plan.

## **Seizures**

- All students with a known seizure disorder should be known to all staff and they should have a medical management plan. Emergency medications, if prescribed, should be readily available along with completed medical form.

## **SCHOOL NURSE AND HEALTH OFFICE**

Paul Cuffee School believes that an important role of the school nurse teacher is to ensure students enter the classroom in optimal health and ready to learn. With this goal in mind, each school campus employs a school nurse teacher to manage each Health Office. The school nurse teacher is responsible for helping to maintain the overall health and well-being of each student. The school nurse teacher serves within the school as an advocate, liaison, and provider of care. As a health educator, in collaboration with school staff, the school nurse teacher is responsible for teaching a planned, sequential health curriculum that addresses the physical, emotional and social dimensions of health.

## **Medication**

If your child needs to take medication at school, you must complete a **Medication at Paul Cuffee School form**. Please return the completed form to your child's classroom teacher, who will give it to the Health Office. All medication must be brought to school by a parent/guardian. Medication forms must be renewed annually.

Paul Cuffee School will administer prescription medication during school hours only as approved by a licensed physician. All prescription medication must arrive at school in the original container; they will be stored in a locked cabinet in the health office. Students may not carry

medication with them, with the exception of Epi-pens and inhalers with physician approval. All medication will be dispensed under the supervision of the school nurse except for children approved for self-medication by both a parent/guardian and the prescribing physician (excluding controlled substances).

Paul Cuffee School will administer over-the-counter medications approved by a child's parent/guardian under the discretion of the school nurse in consultation with the school doctor. Over-the-counter medications may be provided by a student's parents/guardians as needed. Over-the-counter medications sent in by parents/guardians require a signed parental consent and must be in the original container. A limited supply of the more commonly prescribed medications (Tylenol, Motrin, Robitussin DM, Benadryl and Mylanta) will be available in the Health Office for the treatment of unanticipated ailments during the school day. A note will be sent home to parents if medication is given in school. Parental authorization is required and forms will be sent home to be signed at the beginning of each school year.

For school sponsored field trips, accommodations will be made for safe administration of medicine if the child is unable to self medicate, and if a parent/guardian is unavailable to attend the trip.

### **Allergies and special diet**

If your child has any food allergies or dietary restrictions please inform the school nurse teacher and discuss this with your child's teacher by the first day of school. Awareness of dietary restrictions is especially important if your child participates in special occasions in the classroom and the school meal programs.

If you have any questions or concerns about your student's health needs, please feel free to contact the school nurse.

**Lower School:** Kathy Tudino, 453-2626 or [ktudino@paulcuffee.org](mailto:ktudino@paulcuffee.org)

**Middle & Upper School:** Claudia Arroyave, 453-2711(MS), 781-2727 (US) or [carroyave@paulcuffee.org](mailto:carroyave@paulcuffee.org)

## **MANDATED REPORTERS**

All school personnel are legally defined as mandated reporters. Mandated reporters are legally required to report any suspected signs of abuse or neglect to the Rhode Island Department of Children, Youth and Families (DCYF). Abuse is defined as emotional, physical, sexual, or medical mistreatment.

Staff members are required to report any concerns to DCYF within 24 hours of learning of the information. While Paul Cuffee School takes this responsibility quite seriously, the staff do not have the ability to decide whether the information is valid. The school must report anything that could be interpreted as abuse or neglect.

It is DCYF's responsibility to listen to the staff member's report, decide if there are reasonable grounds to investigate and then make a decision based upon the evidence that they find. Only DCYF has the ability to determine whether or not there are sufficient grounds to investigate the claim. DCYF may decide to investigate the claim at the school or in the community. School personnel may not refuse a DCYF request for investigation. In the cases where a DCYF investigator believes it is necessary, the investigator has the legal ability to assume temporary guardianship and remove the child from the school.

As with any sensitive information, staff will take care to protect the student and family's privacy regarding this matter.

**TO:** PAUL CUFFEE LOWER SCHOOL COMMUNITY  
**FROM:** JONATHAN CONKLIN, BUSINESS MANAGER  
**SUBJECT:** ANNUAL ASBESTOS MANAGEMENT PLAN NOTIFICATION  
**DATE:** 5/1/2014

I am pleased to report that any and all hazardous material that was identified in the hazardous material survey conducted prior to the construction/renovation of this building for a school was abated or encapsulated.

A licensed abatement contractor removed and properly disposed of all asbestos containing material that was identified, and further either removed from the site or covered existing surfaces with new material to completely encapsulate any identified lead in the building.

Certification that all new construction was free of either asbestos or lead or any other known hazardous substances was provided to the Paul Cuffee School when an accredited SEA inspector completed the site inspection on July 19, 2003.

If you have any questions, please contact me at 453-2626.

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**TO:** PAUL CUFFEE MIDDLE SCHOOL COMMUNITY  
**FROM:** JONATHAN CONKLIN, BUSINESS MANAGER  
**SUBJECT:** NOTIFICATION OF AVAILABILITY OF ASBESTOS MANAGEMENT PLAN  
**DATE:** 5/1/2014

This is to inform all staff, students, and parents that the requirements of the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR Part 763 have been fulfilled in regards to the inspection of the Paul Cuffee Middle School building for asbestos containing materials.

A management plan has been developed by an accredited asbestos planner and is on file in the school's administrative office. This document contains information concerning asbestos containing materials identified to be present in this school building.

If you have any questions concerning the content of this document, please contact Jonathan Conklin, Business Manager, phone 401-453-2626.

## **SCHOOL COUNSELOR**

Paul Cuffee School believes that teaching social/emotional skills is as important to the future success of our students as is their mastery of the academic material. With this goal in mind, each school campus employs a school counselor to help the student body with any social, emotional or behavioral needs that may come up throughout the year. The counselor is responsible for helping all of the students at the school. This assistance may come in the form of inclusion in social skills groups, short term solution focused individual counseling, occasional mediations to help resolve conflicts, intermittent crisis counseling, and teaching/co-teaching wellness classes. The counselor makes a practice of trying to get to know as many of our students as possible, so that the students are aware of where to go if they have a problem. If the need arises, the counselor will also help connect interested families to long term or more intensive social services.

If you have any questions or concerns about your student's social needs, please feel free to contact the school counselor:

**Lower School:** Tara Sczerbinski, 453-2626 x132 or [tskitt@paulcuffee.org](mailto:tskitt@paulcuffee.org)

**Middle School:** Leslie Brackett, 453-2711 or [lbrackett@paulcuffee.org](mailto:lbrackett@paulcuffee.org)

## **LUNCH, BREAKFAST AND SNACKS**

Lunches are provided by the Providence School Department and served by their staff. Menus are sent home in the Puffin File monthly. Students may, of course, bring their own lunches if they prefer.

Lunch applications are sent home to all families, and families are required to fill out lunch applications whether they qualify for free or reduced lunches or not. If your child does not qualify for free lunches, we encourage you to purchase meals in advance, either weekly or monthly. Please make out a check to the Providence School Department, write your child(ren)'s name(s) on the check, and give the check to the main office. Please make a note on the check if you are paying for more than one child.

Paul Cuffee School forwards all lunch payments to the Providence School Department but is not involved in monitoring students' lunch accounts. It is very important for each family to monitor their children's lunch balances as the cafeteria will not send you a bill unless your child has reached an overdue balance of \$20.00 or more, at which time your child will be given only a jelly sandwich for lunch until you pay the outstanding balance.

### *Lower School*

<b>Breakfast</b>	<b>No charge</b>
<b>Lunch</b>	<b>\$ 1.35 per day</b>
<b>Reduced lunch</b>	<b>\$ .40 per day</b>
<b>Milk</b>	<b>\$ .40 per day</b>

### *Middle School & Upper School*

<b>Breakfast</b>	<b>No charge</b>
<b>Lunch</b>	<b>\$1.45 per day</b>
<b>Reduced lunch</b>	<b>\$ .40 per day</b>
<b>Milk</b>	<b>\$ .40 per day</b>

*(Prices are subject to change)*

Light breakfasts are provided on all campuses without charge to students between 8:00 and 8:25am, before classes begin. Students arriving after 8:25am will not have time for breakfast. Families are encouraged to send healthy snacks TO SHARE to school. Please contact your child's teacher or advisor for more information. Students **may not bring candy, sweets or soda to school at any time.**

## **HOME SCHOOL COMMUNICATION**

We believe that good communication with families is very important. Families and caregivers are encouraged to communicate with teachers/advisors and administrators by telephone or e-mail, in conferences, or by using the Puffin (LS) or Cuffee (MS/US) Files described below. If you would like to meet with your child's teacher, simply put a note to that effect in the Puffin/Cuffee File, or call the school office to schedule a convenient meeting time. **If you call during the school day, please do not ask the School Secretary to interrupt class to speak to the teacher or advisor if it is not an emergency.** During class time, teachers can not take their attention away from their students, so scheduling meetings in advance is essential. Whenever you have any questions or concerns, we need to hear from you.

## **Lower School**

### **Puffin File**

Messages between the Lower School and home are delivered in a clear plastic "Puffin File". ***Families are expected to check the Puffin File daily.*** It will contain homework assignments, school communications, and teachers' notes. Families should use the Puffin File to send any messages or notes to school. Teachers will check the Puffin File every day. The school will provide the first Puffin File to all students at no cost. The Puffin File must remain in the student's backpack throughout the year. If the Puffin File is misplaced or lost, an additional file should be purchased in the main office for \$2.00.

## Middle School

### Advisors

As students move into middle school, they will have a least four subject teachers. One of those teachers serves as the student's advisor. The advisor's primary role is to build a strong relationship with each advisee, advocate for him or her, be aware of his/her needs (academic and otherwise), and help facilitate communication between home and school. It is important to get to know your child's advisor early and well!

### Cuffee File

Students in the 6th, 7th and 8th grades carry a **Cuffee File**. The Cuffee File has sections for messages between home and school, the assignment book, and each subject of study. Each night, students carry home everything that they need to complete homework in the Cuffee File. Students are required to bring the Cuffee File home each night and bring it to school each day. ***Families are expected to check the Cuffee File each night.***

The school will provide the first Cuffee File to all students at no cost. The Cuffee File must remain in the student's backpack throughout the year. If a student loses his/her Cuffee File, one may be purchased from the office.

### Middle School "Friday Forms"

Each Friday, students reflect on their work from the week and complete a form that includes information on any missing homework assignments, feedback/grades on major assessments, and goals for the coming week. Students have the opportunity to make up any missing work over the weekend and turn it in, with their Friday Form signed by their parent/guardian, on Monday mornings. Those who do not complete the work and/or return the signed form, will be required to attend Homework Help on Tuesday, Wednesday, and Thursday of that week from 3:30-5:00. We encourage families to ask to see these forms on Friday afternoons and to discuss the information with students.

### All School Phone Tree

Sometimes, it is necessary for the school to call all families to inform them of important events (cancellations, reminders of important meetings, etc.). To help us reach all students' families quickly, we rely on an automated phone system, One Call Now. **It is extremely important that Paul Cuffee School have accurate contact information in case of any emergency. Please ensure that your contact information is current and updated. We are required by law to have this information in writing. When changes occur please come to the office to fill out necessary paperwork.**

## **FAMILY-SCHOOL PARTNERSHIP**

Children perform better in school when their families are involved in their education and their school. Our Family-School Partnership Coordinator, Olinda Matos, is dedicated to developing programs to meet the needs of families, strengthening the connection between home and school, and increasing family involvement. Families are encouraged to make suggestions and share ideas with Olinda about ways to better serve the Paul Cuffee community. The following **Family Engagement Policy** describes how we involve families.

## **FAMILY ENGAGEMENT POLICY**

Our contact person for Family Engagement is Olinda Matos. If you have any questions please feel free to contact her at 401-453-2626 ext 227.

### **Communication**

*We are committed to encouraging frequent, open, two-way communication between the school and home.*

We establish **common** and clear **expectations** by outlining the responsibilities of families, students and the school in the school contract, and by giving families access to the Family Handbook (electronic or hard copy) each year which includes our mission, philosophy and all relevant updated school information.

We keep families **informed** of school activities and happenings through our website, weekly family engagement e-mails, "Cuffee Connection," a monthly electronic school newsletter, a semi-annual school newsletter, "The Voyage," One Call Now system, bulletin boards, and notes.

We strive to **eliminate communication barriers** by using inclusive, clear, respectful language, and by providing all written communication in both English and Spanish. In addition, we provide simultaneous translation at all parent meetings and enlist bilingual staff to provide translation at individual meetings.

We **actively seek input** from families about their experiences both formally and informally through periodic surveys, brief evaluations of events, the use of Puffin Files, Friday forms, direct mail, and by encouraging families to bring their questions and concerns directly to teachers, administrators, and Parent Association co-chairs.

We encourage **ongoing dialog about students' progress** by using Puffin/Cuffee files, Friday forms, and e-mail for direct communication between teachers and families, holding two Parent/Teacher/Child conferences each year, and sending home report cards three times each year, with narrative comments once a year. Progress reports are sent home at mid-trimester twice a year.



Families of students who are identified as needing additional services—Special Education or Title 1—are included as active participants in the evaluation process and in the design of the IEP (Individual Education Plan) or PLP (Personal Literacy Plan). Meetings with teachers are always available upon request.

## **Parenting**

*We recognize that families know their children best, and that parenting styles and philosophies reflect individual and cultural values. Respecting families' expertise, we strive to offer support, information and access to a variety of resources.*

In response to interests expressed by families, we offer **workshops** on topics such as homework, curriculum, assessment standards, Paul Cuffee's performance on statewide tests, Title 1 services, Kindergarten, Middle and Upper school transition, summer camps, nutrition, child development and parenting issues such as college and career readiness and social media safety, financial aid, and computer literacy classes. Child care and food are usually provided to allow families to participate, and meetings are scheduled to coincide with after school pick up times to accommodate the schedules of working families.

We continually seek **adult education** opportunities through community-based organizations and share the information with our families through multiple media.

## **Student Learning**

*Our families value education and want their children to succeed in school. Through frequent dialogue with families about their children's progress and ongoing communication about expectations, we enlist families as full partners in their children's education.*

Our initial contact with families takes place during optional home visits, school visits, assessments, and new student academic screenings designed to tailor student instructional programs. These events orient parents to their new school community. We hold orientations for Kindergarten, 6th, and 9th grade students and families.

We inform families of their children's **academic standing**, share their accomplishments through Parent/Teacher/Child conferences (see school calendar for dates), report cards, and individual New England Common Assessment Program (NECAP and PAARC) assessment results and plan with parents to improve student achievement. Final report cards demonstrate students' performance on grade level standards (*For more information, see the Assessment section of the Family Handbook.*)

We invite families to grade level and school wide events to showcase the **academic curriculum**. We provide homework assignments that require family participation.

We are developing an on-line **Family Resource Center** and we make available books, periodicals, tapes and brochures on topics of parenting, education and child development, as well as information on affordable educational and recreational destinations.

Any time a child is identified as needing **additional services**, whether Title 1, Special Education, or behavioral/psychological/social and emotional support, the family is informed and encouraged to participate in the assessment and intervention planning process.

## **Volunteering**

*Paul Cuffee School benefits in innumerable ways from the many volunteer hours our families contribute each year. We encourage all families to volunteer whether from home (phone tree), in the classroom (reading, chaperoning), in the cafeteria (lunch buddies), at school wide events (decorating gym for events), in fundraising for the school (annual fund, penny drive, book fair), or in offering special programs for the children.*

- We advertise **volunteering opportunities** and reach out to potential volunteers in various ways.
- Each year a **volunteer interest form** is mailed out to all families and the resulting database is used to mobilize volunteers.

## **Power Sharing**

*Families are seen as invaluable resources not only in the education of their children but also in the leadership of the School. Families play important roles in defining the policies and priorities of the school.*

Families serve on the **Board of Trustees** and the **Family-School Partnership Committee**. The **Family-School Partnership Committee** helps to design family engagement programs and helps plan, review and improve Title 1, Special Education and ELL programming. In addition, this committee conducts a survey of all K-12 families every spring to assess the program. Based on the findings, recommendations for improving the program are made.

To support teachers' efforts to fully engage families and work with families as equal partners, **professional development** addressing issues of inclusive education and family engagement is offered each year. Where appropriate, families are invited to help design or implement the trainings.

***Policy Development and Review***

*This policy was developed by the Family-School Partnership Committee which consists of staff, faculty and parents, and was approved by the full committee before adoption. The completed policy was distributed to all families in both English and Spanish. The policy will be reviewed annually by the FSP committee and the Parent Association leadership to make any necessary changes to meet the needs of families and the school.*

## Family Responsibilities

All parents, guardians and extended family of Paul Cuffee students are members of the Paul Cuffee Community. An important benefit of our community is enjoying the activities during the school year that would not be possible without the community members' support and leadership initiatives including town meetings, potlucks, plays and literacy and math nights.

At the same time the school has identified three specific responsibilities that parents and guardians are expected to assume at Paul Cuffee School:

1. **Your Contact Information:** Parents are expected to keep contact information up to date at all times during the school year. This includes providing an up to date home phone, cell phone, and e-mail information as well as home address and emergency contacts (see **CONTACT INFORMATION** pg. 10).
2. **Your Child's Wellbeing:** You are asked to provide the School with any information (medical, social, and emotional) that will enable your child's teacher to work effectively for the overall health, safety and wellbeing of your child.
3. **Academic Supervision:** You are expected to support and supervise the academic work of your child. Paul Cuffee School is a college preparatory school, and your support is essential in your child's academic success. Make sure that your child's homework is completed by the time she/he leaves for school every morning. You must also come to Parent/Teacher Conferences and stay in communication with your child's teacher during the school year. We expect that *all families* will be equal partners in their child's education.

Thank you for taking a leadership role in your child's education. The Paul Cuffee School is a stronger community because of YOUR involvement!

## Family Involvement Activities

- **Tutors:** Family members that would like to share reading, writing & math strategies with students after school.
- **Interpretation & Translation:** At Paul Cuffee School we do a great job interpreting and translating from English to Spanish. It would be great to find more volunteers to help us ensure our communication with families in any language.
- **Campus Cleanup:** Working together to clean up the playground and remove litter from around the school.
- **Teacher/Staff Appreciation Luncheon:** A special lunch to honor faculty & staff during spring-parent-teacher conferences.
- **Volunteers in the Classroom:** Families are encouraged to volunteer in the classrooms at least once during the year. If you are interested, please contact your child's teacher/ advisor or principal.
- **Lunch Buddy:** A volunteer who has lunch with our students and helps them engage in conversations and practice table manners (lower school only).



## PAUL CUFFEE SCHOOL

A Maritime Charter School for Providence Youth

Dear Parent/Guardian,

Welcome to a new school year! As you may know, our school receives federal funds as a Title 1 school and with these funds come extra staff support, resources and information for you about Title 1 and your child's education.

This letter is to inform you that you have the right to request information about the qualifications of the classroom staff working with your child. I can assure you that currently all staff at Paul Cuffee School are designated "highly qualified". You will be notified by the school if at any time your student will be taught for four (4) or more consecutive weeks by a teacher who is not highly qualified.

If you are interested in more details about the credentials of our staff, the answers to the following questions can be provided on request:

Has your child's teacher met state licensing requirements for the grade level and subject they are teaching?

What are the college degree majors and specialties or certificates the teacher holds?

You also have the right to request information about the qualifications of our teaching partners ( paraprofessionals) who are working with your child. We will provide the answers to the following on request:

Is your child receiving Title 1 services from a paraprofessional?

If yes,

Has s/he completed at least two years of study at an institution of higher learning?

Has s/he completed an associate's degree or higher?

Has s/he met the state's certification procedure for paraprofessional staff?

Does s/he have the knowledge and ability to assist in instructing in reading, writing and math or the knowledge and ability to help with learning activities such as homework, reading readiness and work skills coaching?

If you would like to request this information, please contact me  
by phone at 401-453-2626 X128 or via e-mail at [ahampson@paulcuffee.org](mailto:ahampson@paulcuffee.org)

We look forward to partnering with you around your child's education.

Ann Hampson  
Title 1 Coordinator  
Paul Cuffee School

## **ACADEMICS**

Paul Cuffee School has adopted the Rhode Island Standards as the guideline for academic growth in all basic skill areas. We evaluate our students informally several times during the year, and formally three times per year, at the end of each trimester: November, March and June. We use these assessments in math, writing and reading to help us measure student progress and to evaluate our instructional programs. We send report cards home three times each year. During the 2013-2014 school year parents can expect this reporting schedule:

- During the 1<sup>st</sup> Trimester
  - Interim report
  - Report card
  - Parent Conference
- During the 2<sup>nd</sup> Trimester
  - Interim report
  - Report card
  - Parent Conference
- During the 3<sup>rd</sup> Trimester
  - Interim report
  - Report Card
  - Written comments

Additional meetings to discuss students' progress can be set any time, as needed. We will make every effort to keep you informed about your child's progress, but you should always feel free to call your child's teacher, particularly if you have any concerns.

Students in Grades 4 - 8 are eligible to be named to the Head of School's List in recognition of exemplary citizenship and leadership in the school community.

## **LOWER SCHOOL ACADEMICS**

### **Curriculum**

In every subject, assessments drive instruction. Based on what we learn from these in-house assessments, we differentiate instruction.

## **Literacy**

Using a reader's and writer's workshop model we teach literacy skills. We base our instruction in the five areas of reading skills- phonemic awareness (knowing the sounds in words), word identification, vocabulary development, fluency, and comprehension. The writing program is also individualized and covers many genres. Through individual conferencing and whole group work we teach our students the craft and mechanics of writing.

## **Math**

We adopted the 2009 MacMillan/MacGraw Hill Math Connects program and use it from Kindergarten through Grade 5. Using the workshop model, students are taught math concepts and then given opportunity to practice collaboratively and independently using manipulatives and other tools. We stress basic skills acquisition and problem solving.

## **Science/Social Studies**

The curriculum in these areas is written to align with the Science and Social Studies Grade Span Expectations. Many teachers have designed their own units of study.

In Science, many classrooms use the FOSS Kits. These kits provide easy access to the materials needed to teach science through inquiry. Scientist notebooks are used to document student learning.

In Social Studies all students develop an awareness of their community and their role in it. Expanding from the K and 1<sup>st</sup> grade focus on their school and local community, our fifth graders leave the Elementary school with a knowledge of their city, state, country and the world. All students are also taught the history and importance of our school's namesake, Paul Cuffee, and are challenged to live up to his ideals.

## **Lower School Specials:**

At the LS, students participate in the following specials on a weekly basis: Integrated Arts (Music & Drama), Science Technology Engineering Mathematics (STEM), Physical Education, Art, Library/Technology, and Health (Grades 4 & 5).



## MIDDLE SCHOOL ACADEMICS

### Curriculum

Students in grades 6-8 take three core courses, each involving some integration across academic disciplines. In sixth grade, students take Math, Literacy, and Integrated Studies Exploration (ISE). In seventh and eighth grades, students take Math, Humanities, and Science. Each grade level consists of a team of teachers who teach only that grade. This allows those teachers to work closely together to support one group of students.

The curriculum for each grade level is organized (to the extent possible) around one central “essential” question.

6<sup>th</sup> grade: How do living things adapt to changes in their environments?

7<sup>th</sup> grade: What makes a sustainable community?

8<sup>th</sup> grade: How do individuals’ decisions affect their lives, their communities, and the world?

### Literacy:

Literacy instruction continues to draw on the balanced literacy philosophy that guides our instruction K-5. In the middle school, students begin to focus more on analytical reading and writing.

### ISE:

In ISE, students focus on learning to think like scientists. Through activities that teach critical science and social studies content, students learn the skills of developing questions and hypothesis as well as, researching, evaluating and communicating their findings.

Sample Unit: *6<sup>th</sup> grade Cod* Students begin by dissecting codfish and learning about the biology, life cycle, and adaptations of the cod. They also learn the basics of genetics in determining adaptive traits. Students then study currents in the Atlantic Ocean and the ways in which the currents and cod fishing influenced the development of the triangle trade.

### Mathematics:

We believe that students should be exposed to multiple methods of math instruction and should learn number sense, problem-solving, and mathematical thinking as well as “hard skills”. To this end, we begin with a base curriculum that focuses on problem-solving (Connected Math). We supplement this curriculum with direct instruction and skill practice using other sources (such as College Prep Math and more traditional Algebra and Geometry texts). We work hard to meet the needs of different learners within each math class by using pretests to form flexible groupings working at different levels and by including more simplified and more complex alternatives within each lesson.

## **Science:**

Science courses focus on teaching to Rhode Island grade span expectations. In particular, we emphasize inquiry-based units that teach students scientific thinking and the scientific method.

## **Humanities:**

Humanities class allows students to learn history and social sciences through literature.

Humanities Sample Unit: 8<sup>th</sup> grade *The Holocaust*: Students read primary and secondary historical documents as well as fictional accounts of the Holocaust (sample texts: Night, by Elie Weisel; The Diary of Ann Frank, Milkweed, by Jerry Spinelli). Students write analytical essays about symbolism in these texts.

## **Specials:**

Students in grades 6-8 take three specials classes over the course of the year: art, Spanish, and physical education and health.

## **ACADEMIC HONESTY**

### **➤ All School Policy**

**Cheating and/or plagiarism are regarded as very serious offenses. Copying or paraphrasing material/text from the work of another student, from published sources (i.e.: Cliff Notes, Monarch Notes, books, magazines, newspapers, etc.) and/or from the internet without proper documentation constitutes academic theft and a logical consequence will be assigned.**

**(Adapted from Oxnard High School English Department)**

## **ASSESSMENT**

Student learning is assessed in various ways throughout the year. This is important to ensure that each student receives the support and guidance necessary to reach his or her highest potential. The specific types of assessment will vary depending on grade level and the needs of the students. The Paul Cuffee School also participates in state wide testing.

The Rhode Island State test is called NECAP (New England Common Assessment Program). This assessment is scheduled for students in grades 3-8 during the first 3 weeks of October. Each of these grades take an assessment in Reading and Math. Grades 5 and 8 also have writing assessed. Parents and guardians can assist their children by making sure they get to school on time and that they are well rested.

## **Lower/Middle School**

### **Report Cards:**

There are three marking periods (trimesters) each year. Students will receive a report card at the end of each trimester and a less formal progress report at the mid-point of each trimester. Final report cards demonstrate students' performance on grade level standards and include extensive narrative comments from each teacher.

Paul Cuffee students are evaluated throughout the year on their progress toward individual standards, both state and Paul Cuffee-specific. In middle school, a student's report card also indicates her/his "overall standing" in a particular class. Possible overall standings are: High Honors, Honors, Good Standing, Partially Satisfactory, and Unsatisfactory. These standings do not translate easily into the traditional letter grading system. Instead, they indicate a student's overall progress on all of the standards taught in that course.

Students in grades (3-5) and middle school are also eligible to be named to the Head of School's List, for recognition of exemplary citizenship and leadership in the school community

### **Parent/Advisor/Student Conferences**

At the end of the first and second trimesters, we require parents/guardians to come to three-way (parents/advisor/student) conferences, which are lead by the student. These conferences are a chance for the student to showcase the work he/she has done during the year. It is also a chance for the student to practice giving a formal presentation. Therefore, it is essential that the student be present. We cannot hold the meeting if the student is not present. If parents/ guardians wish to schedule a meeting with the teacher or advisor without the child present, that can be done at a different time.

### **In-House Assessments**

Throughout the year, teachers assess students in math, writing, and reading. These assessments help us measure the growth of the students, to design individualized programs for them, and to evaluate our instructional programs.

## **MOVING TO THE NEXT GRADE**

### **Lower School**

If it becomes clear that your child would benefit from more time in the same grade, we will discuss this with you. By the parent-teacher conference in March, we normally have enough information to be able to begin making plans with you for the following year. Decisions about whether

children should move to the next grade or not are based on: (1) academic expectations as outlined in the RI Standards, (2) social maturity, (3) any relevant emotional issues, and (4) chronological age. We make these decisions around the whole child, not around any one factor. Families are always consulted when retention decisions are being made.

### **Middle School**

Each year, the Advisory Council meets to develop academic support strategies for students who have earned an overall standing of “Support Required” or “Unsatisfactory.” The Advisory Council includes advisors, teachers, and the Middle School Principal. This team, in consultation with parent(s)/guardian(s), crafts a plan to support the student’s academic improvement, using some of the following mechanisms.

### **Summer Work Contract**

If, at the end of the year, any student has not met the requirements to move to the next grade, s/he will be given a work contract for the summer. The student will be notified of what s/he needs to do to meet the standards and pass the grade and will be expected to complete this work on his/her own over the summer. This may mean revising a project, studying for and retaking an exam, or completing extra assignments.

## Saturday School

If a student has not completed his/her Summer Work Contract satisfactorily by the first day of the new school year, s/he will be conditionally assigned to the next grade. This means that the student will take classes in his/her next grade during the week, but s/he will be required to attend Saturday School, held on Saturday mornings, to complete the work contract. Once that work contract is complete, the student will be officially assigned to the grade.

In addition, the Advisory Council may support students with numerous absences or students who are in significant danger of retention by recommending a Work Contract or Saturday School midyear.

## Retention

An Unsatisfactory grade at the end of the year in any course means that a student has not passed that course. Advisory Council will meet to discuss any student who has earned an Unsatisfactory and will recommend a plan for that student. The plan may include Saturday School, a summer work contract, or conditional promotion. Advisory Council may also discuss the possibility of retention.

In rare cases, when the Advisory Council believes that the best thing for the student is more time in the same grade, the Advisory Council may decide to retain a student without the intermediary steps of a Summer Work Contract or Saturday School. The decision is made in consultation with parents/guardians, and is based on academic expectations, social maturity, relevant emotional issues, and chronological age. We make these decisions around the whole child, not around any one factor.

## CLASS ASSIGNMENTS

When assigning continuing children to particular teachers, the Principal consults with the children's current teachers and specialists to ensure that the best possible match is made. Our goal is to meet the needs of each individual child while structuring our classrooms so they are balanced and diversified in every respect. This is a complicated and time consuming process, and last minute changes can be very disruptive. This process is usually completed by May 30<sup>th</sup> so that parents can be informed about their child's class assignment on the final report card in mid June.

Therefore if you have a request for a particular teacher, please write a letter to the respective Principal **no later than May 15<sup>th</sup>** explaining which teachers you think your child should be assigned to and why. Your insights about your child's needs are important to us; however we **cannot** always honor the classroom assignment requested.

If we cannot grant your request, we will try to contact you to explain why a different assignment was made. We regret that we will not be able to consider verbal requests or written requests made after May 15<sup>th</sup>.

## **HOMEWORK POLICY**

Homework is an important part of the educational program at Paul Cuffee School. Homework is an extension of the day, and an opportunity for additional practice in reading, writing and math. Your involvement and supervision is essential. Letting your child know that you think completing homework **with care** and **on time** is a priority reinforces classroom expectations. Please provide a quiet place with necessary materials, such as paper, pencil, etc., for your child to do homework and the reading assigned each night and shut off the radio or TV until after homework and reading are done.

It is our policy that homework be completed each night; therefore parents can expect unfinished homework to be completed at recess the following day. Homework will be assigned each school night and typically over the weekend as well. Students may also be assigned long-term projects to be completed at home.

### **Lower School**

In grades 3, 4, 5 we will continue to hold a mandatory work session each week for children who have not completed the classroom homework. You will be notified in the puffin file the Friday before. Homework in grades 1-5 will be assigned each night, Monday-Thursday, and sometimes over the weekend. Each night your child must spend part of the homework time reading with you or by him/herself. We have constructed the following guidelines for work at home, and we need families to support these guidelines and help their children complete their homework each night.

<i>Kindergarten</i>	<i>Homework will begin in late fall</i>
<i>1<sup>st</sup> Grade</i>	<i>10 minutes each night doing school work.</i>
<i>2<sup>nd</sup> Grade</i>	<i>20 minutes each night doing school work.</i>
<i>3<sup>rd</sup> Grade</i>	<i>30 minutes each night doing school work.</i>
<i>4<sup>th</sup> Grade</i>	<i>40 minutes each night doing school work.</i>
<i>5<sup>th</sup> Grade</i>	<i>50 minutes each night doing school work.</i>

Additional reading will also be assigned by individual classroom teachers, so the homework listed above will often represent only part of the evening's required assignment.

Students in the After School Club will usually do 30 to 60 minutes of homework daily, but this will not always be the case. The After School Club staff is **not** responsible for seeing that homework is completed; this is a family responsibility.

Homework and notes will come home each day in the Puffin File, and families are expected to check the Puffin File. It is your child's responsibility to place finished homework and any notes from home into the Puffin File for school the next day.

Students will be asked to hand in homework first thing in the morning. If homework is not completed students will be required to stay in from recess that day to complete the homework and/or stay for a mandatory work session (for students Grades 3-5).

## **Middle School**

We have constructed the following guidelines for work at home, and we need families to support these guidelines and help their children complete their homework each night.

In general, the amount of time spent on homework should be:

*6th Grade: 60 minutes of homework each night*

*7th Grade: 70 minutes of homework each night*

*8th Grade: 80 minutes of homework each night*

In addition, students may be required to spend more time reading each night.

In the Middle School, students will be required to hand in homework first thing in the morning. If homework is not completed, students will be required to stay in from recess that day to complete the homework.

If a student is having difficulty completing homework, he/she may be ***required*** to attend the after school Homework Help, which meets until 4:30. Parent(s)/guardian(s) will need to arrange transportation for their children at 4:30.

All Middle School students receive a homework grade each quarter, and this grade is an important factor in a student's overall standing on the report card.

## **LOWER SCHOOL COMMUNITY ACTIVITIES**

Each morning in every classroom, children gather on the rug for morning meeting. After a greeting, news of the day and morning message, children begin their day of study.

Each Monday morning our students in Kindergarten through Grade 5 and all staff meet in the gym for a community meeting. We share announcements and acknowledgments. On special days Bill Harley is with us for an all school song.

Once a month we hold Town Meetings on **Friday** afternoon. Classes, individual students and groups of students sign up to perform. This meeting highlights our talents and what we are learning in the classrooms.

## **MIDDLE SCHOOL COMMUNITY ACTIVITIES**

### **Advisories and Wellness**

Each student has a home base or “advisory” with one of his/her three core-subject teachers. Students come to advisory first thing in the morning, where they hand in homework, get ready for the day, and have a morning meeting. Students also spend the end of each day in advisory, doing chores, packing up, and participating in a closing circle. The advisor serves as the student's primary advocate and is the primary communicator between home and school.

### **Developmental Designs**

In grades 6-8, we draw upon the approach laid out in the Developmental Designs program, which is the middle-school version of Responsive Classroom.

### **Community Meetings**

Each Wednesday morning, the whole community meets to hear news, announcements and a “thought for the week” (in the form of a skit, poem, or activity) led by one advisory group. On several Wednesdays throughout the year, we have extended community meetings, during which there is a longer performance or presentation by students or guests.



## **CELL PHONES**

If families decide that students must carry cell phones to and from school for safety reasons, students must bring a note from home granting permission. Cell phones must be turned off and kept out of sight for the entire school day. **The school is not responsible for lost or missing cell phones.** Students are encouraged to give their cell phones to their advisors for safekeeping during the day. Other technological devices such as MP3 players, Kindles, iPods or DS's are not permitted at school, unless a teacher has made a specific exception. (For example, a student may want to use a kindle, or students may be permitted to bring in MP3 players for field trip bus rides.)

If a teacher sees a student with any electronic device that is not permitted then a teacher will confiscate it and return it to the student at the end of the day. If the device is seen a second time, it will be confiscated and will not be returned until a parent comes in to retrieve it.

## **TECHNOLOGY**

**Web Filtering:** Paul Cuffee School uses web filtering technology to disallow certain websites that the faculty decides are inappropriate for school use.

**Email and Instant Messaging:** While in school, students will not have regular access to email or IM.

**Home Internet Use:** We encourage parents to monitor their children's activities when they use computers and the internet outside of school. The Internet is a powerful tool, but it also introduces new dangers into the lives of our children. The more parents know about their children's Internet use, the better.

## LOWER SCHOOL DRESS CODE POLICY

Students are expected to wear clothing that meets The Paul Cuffee School dress code. The dress code for the 2013-2014 academic year is as follows:

### Boys

#### **Shirts**

Shirts with **collars**, short or long-sleeved

**Solid** navy blue

With or without school logo

#### **Trousers**

Slacks or shorts

Khaki color

#### **Shoes**

Regular shoes or sneakers

No open toe shoes

No flip flops

No sandals

No house slippers

### Girls

#### **Shirts**

Shirts with **collars**, short or long-sleeved

**Solid** navy blue

With or without school logo

#### **Skirts/Trousers**

Skirts (knee-length), shorts, jumpers or slacks

Khaki color

Navy blue, white, or khaki tights

#### **Shoes**

Regular shoes or sneakers

No open toe shoes

No flip flops

No sandals

No high heels

No house slippers

#### **Tights/leggings:**

Solid colors: navy blue, white, khaki

Shirts and sweatshirts imprinted with photos, pictures, prints, or logos **are not permitted**. The shirts must be solid navy blue. **Shirts worn underneath the uniform shirt must also be navy blue or white.** Sweaters or sweatshirts worn indoors/outdoors for warmth must be navy blue. Shirts must be tucked in or no more than a few inches below the waist if untucked. Pants must be worn on the natural waistline—no sagging or visible underwear. There will be no hats in the buildings. Suggestive or inappropriate clothing (for example, very short skirts) is not allowed.

*Due to limited facilities, students will not be permitted to change for P.E. or after school sports. Teachers and Administrators will use discretion in cases when clothing is deemed distracting or inappropriate.*

The purpose of the dress code is to make life easier for students and their families. We appreciate your effort to help your children honor the dress code. We thank your children regularly for their dress code efforts throughout the year. When they forget, here are the steps we will take:

- His/her teacher/advisor will send a reminder note home.
- The student will be given the choice to call home to ask that a uniform be brought or to change into an extra uniform provided by the school.
- The student may lose the privilege to participate in the next “dress down day.”
- If the student is out of uniform repeatedly, the student may be asked to go home to change, and the teacher/advisor will call the parents/guardians to schedule a meeting on the issue.

***Please label all clothes. Our lost and found have a sea of blue shirts, sweaters, sweatshirts with no hope of return without a name.***

## **MIDDLE SCHOOL DRESS CODE POLICY**

Having students wear uniforms minimizes superficial distractions, contributes to the calm atmosphere in your child’s classroom and helps to create the feel of a professional working environment.

Students are expected to wear clothing that meets the Paul Cuffee School dress code as outlined for the 2012-2013 academic year:

### **Boys and Girls**

#### **Shirts/Tops:**

Solid navy blue shirts with collars, short or long-sleeved (all students)

- \*\*Not Permitted: Bare shoulders, sleeveless shirts, denim shirts, tank tops, sheer Shirts, exposed, cleavage, exposed stomachs.
- \*\*Not Permitted: Shirts imprinted with photos, pictures, prints, words or logos.
- \*\*Shirts must be tucked in or no more than a few inches below the waist if untucked.

#### **Undershirts:**

Solid navy blue or white, short or long sleeved

#### **Sweatshirts/Hoodies/Sweaters/Cardigans/Sweater-vests/Blazers:**

Solid navy blue only

- \*\*Not Permitted: Photos, pictures, prints, words or logos are not permitted.
- \*\*Outdoor, winter coats are not allowed to be worn in school

#### **Bottoms:**

Khaki dress pants, pants, capris

Shorts & Skirts (no shorter than 4 inches above the knee)

- \*\*Leggings are not pants and may only be worn under a skirt or pants/Capri’s
- \*\*Pants must be worn at the natural waistline - no sagging or visible underwear

**Jumpers/Dresses:**

No shorter than 4 inches above the knee

Either solid navy blue or solid khaki

Must either have an attached collar or a collared, uniform shirt must be worn underneath.

**Tights/leggings:**

Solid colors: navy blue, white, khaki

**Shoes:**

Regular shoes or sneakers

No open toe shoes

No flip flops

No sandals

No house slippers

No heels

**Hats, head scarves, hoods, do-rags and bandanas (as well as all electronics)** are not permitted in the school building and must be removed upon entering the school.

**Bags, purses, backpacks** must be kept in their advisory classroom during the day.

**Uniform Infractions**

We appreciate your effort to help your children honor the dress code and we acknowledge your children regularly for their dress code efforts throughout the year. Teachers and administrators will use discretion in cases when clothing or accessories are deemed distracting or inappropriate.

- If a student is out of uniform, they will be kept out of class until the infraction is fixed in one of the following ways:
  - Remove unauthorized item
  - Change into proper clothing
  - Borrow a uniform shirt/pants from the school for the day, if available. The student must leave an item of importance as collateral - ex. house keys, bus pass, cell phone - which will be returned at the end of the day when the borrowed item is returned.
  - call home to have someone bring the item needed to school
- All pants must be worn at the natural waist (no sagging). Students who sag their pants will be considered “not in uniform” and will face appropriate consequences which may include being required to wear suspenders
- If a student is unable to remedy the uniform problem or refuses to remedy the problem, they will be sent home for the remainder of the day.
- Students with a pattern of being out of uniform will be required to have a meeting with their parent, advisor and administrator.
- The student may lose the privilege to participate in the next “dress down day”.

## **EXTRA CLOTHING, UNIFORM EXCHANGE**

Kindergarten and first grade students **must have a complete extra set of clothing** at school throughout the school year, including: extra uniform shirt and pants, underwear, and socks (all clothing must be labeled with your child's name). These items must be labeled and kept in a plastic bag in your child's cubby. **This is very important.** If your child has a bathroom accident and we do not have extra clothes, we will have to call you to come to school with clean clothing.

All children need to wear appropriate outdoor clothing so that they are comfortable when playing outside. During the winter, every child must have boots, mittens, a hat, a warm coat, and snow pants or an extra pair of pants each day.

Paul Cuffee families are invited to participate in the **Uniform Exchange**. If you have uniforms that your children have outgrown, you can donate them to the Family-School Partnership Coordinator who will make them available to other families. When you need larger uniforms for your children, go to the Family Resource Center (at the Elementary School) and take anything that fits from the Uniform Exchange cupboard.

## **LOST AND FOUND**

We have a Lost and Found box and clothing rack in the cafeteria. Families and students are encouraged to check the Lost and Found regularly. If you label ALL of your child's belongings, when they are found, they will be returned directly to his or her locker. Unfortunately, because of our limited storage space, unclaimed Lost and Found items will be given away to local shelters three times each year, in December, April and June, so ***please look for your lost items frequently.***

## **TOYS FROM HOME**

Children are welcome to bring books to school, but because toys, stuffed animals, Game Boys, walkmans, trading cards, and tapes can be distracting, we ask that **all toys remain at home!**

## **BIRTHDAYS, HOLIDAYS AND RELIGIOUS CELEBRATIONS**

Classrooms at the Paul Cuffee School do not celebrate any religion or any religious holiday. As a public school we do not want to elevate any one religion or religious tradition above others. At the same time we want to educate children about different religions, different cultures, and the part that religions have played in different cultures, different countries, and different worldviews. So, while students will not be celebrating any religious holidays at school, our children will be sharing religious traditions and customs, reading stories containing religious convictions and exploring the many questions and answers which face us as human beings, as we try to learn who we are and define our

convictions. We think these questions and answers are an important part of our social studies curriculum.

As a matter of philosophy, Paul Cuffee School does not formally celebrate other holidays, such as Columbus Day, Halloween, Thanksgiving, Valentines Day, Mothers' Day, or Fathers' Day. This does not mean that these special days cannot be acknowledged or discussed in the classroom; and on some occasions, such as Thanksgiving or Memorial Day, these occasions can be important opportunities for instruction, discussion, or writing exercises.

Classroom teachers normally acknowledge students' birthdays in different ways at snack time, but we ask that families not bring in special treats, like ice cream or cakes, to avoid "special treatment", and to stay on the track of healthy snacks with limited sugar. If you are having a party outside of school and plan to invite children from the Paul Cuffee School, please do not distribute invitations at school unless **every** child in the class is invited.

## **FIELD TRIPS**

Students at the Paul Cuffee School will have opportunities to go on various field trips throughout the school year. For some field trips, families will be asked to help defray costs. Teachers will select and plan field trips that are relevant to the topics studied in class. Permission slips will be sent home prior to each field trip. Please return the signed permission slips on time so that we can all go on the trips. Students who do not hand in signed permission slips on time will not be allowed to take the trips.

If chaperones are needed for a field trip, you will be notified by your classroom teacher. Please keep in mind that **only** Paul Cuffee students and adult family members serving as chaperones may go on field trips; younger siblings may not attend. Students that are under a disciplinary action will not be able to attend field trips.

## **ENRICHMENT PROGRAMS**

### **Lower School and Middle School**

The After School Enrichment Club is a daily program where students extend their learning through a quality curriculum. Students are provided with a snack and given 20-60 minutes of quiet time and assistance to complete their homework. Student then engage in age-appropriate activities and projects that focus on continued learning during out-of-school time.

Enrichment programs (i.e., sailing, tennis, and drama) are offered at various times throughout the academic year both on-site and off-site. Notices are sent home with students advertising specific program opportunities. All enrichment programs are lottery based due to limited space.

Athletic programs (MS and US only) are offered at various times during the academic year. Notices are sent home with students advertising specific details of each particular sport. Try-Outs will be held for each athletic program and students will be selected based on grades, athleticism, and sportsmanship.

**Hours of Operation:** Monday- Friday; dismissal until 5:30pm

**Late Policy:** This policy applies to any child in a tutoring, athletic, enrichment, and/or afterschool club program. All students are to be picked-up in person on the site of dismissal. After five minutes has passed since program has ended, charges of \$1.00 -\$4.00 per minute per child will begin. In the event a child is left beyond 60 minutes and no emergency contacts can be reached, local police department will be called. Continuous late pick-up may risk your child's enrollment in programs. This is strictly enforced!

### **Enrichment Program Contact Information:**

**Director of After School Enrichment Program:** Catherine Edwards 401.453.2626

[cedwards@paulcuffee.org](mailto:cedwards@paulcuffee.org)

**Lower School Site Coordinator:** Sally Wedell 401.453.2626

**Middle School Site Coordinator:** Charlyne Osborne 401.453.2711

**Athletic Coordinator:** Joel Polanco 401.453.2711 or 401.450.8841