



**PAUL CUFFEE SCHOOL**  
A Maritime Charter School for Providence Youth

**2014 - 2015**  
**Upper School Family**  
**Handbook**

544 Elmwood Ave. Providence, RI  
02907-1820 Phone: (401) 781-2727  
Fax: (401) 781-2828

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## General Information

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### 2014-2015 School Calendar

#### Important Dates

August 27	First Day of Classes
November 26	End of 1 <sup>st</sup> Trimester
December 12	Parent/Student/Teacher Conferences
March 13	End of 2 <sup>nd</sup> Trimester
March 20	Parent/Student/Teacher Conferences
June 18	Last Day of School (TENTATIVE)
June 19-26	Snow Make-up Days (if necessary)

#### Holidays

*School is closed on these days*

September 1	Labor Day
October 13	Columbus Day
November 11	Veterans' Day
November 27 & 28	Thanksgiving Recess
Dec. 22 – Jan. 5	December Break
January 19	Martin Luther King, Jr. Day
February 16-20	Winter Break
April 3	Good Friday
April 20-24	Spring Break
May 25	Memorial Day

#### Full Release Dates

*No classes for students on these days\**

September 9	Professional Development
November 4	Election Day
December 12	Parent/Student/Teacher Conferences*
March 6	Parent/Student/Teacher Conferences*

\* PCUS believes that it is vital for students, parents, and teachers to work in partnership in order to create the best outcomes for our students. Because of the importance of this partnership, and to promote leadership and professionalism, all PCUS students are required to attend parent/teacher conferences in uniform and lead the conference, discussing their strengths and next areas of growth with their families. Advisors work closely with students to prepare them for the conferences, and provide information and guidance at the conferences as well. **Dates of conferences are subject to change.**

## ***Early Release Dates***

*Students are released from school at 1pm on these days*

September 19

March 6

October 3

March 27

October 24

April 10

November 7

May 8

November 26

May 28

December 5

June 5

January 9

June 12

January 23

February 6

# Faculty and Staff List

All Staff emails are first initial last name @paulcuffee.org, ex: Andrea Carrera is acarrera@paulcuffee.org

<b><i>District Staff</i></b>	<b><i>High School Staff</i></b>
<b>Chris Haskins</b> , <i>Head of School</i> <b>Maria Palmgren</b> , <i>Executive Assistant to Head</i> <b>Jonathan Conklin</b> , <i>Business Manager</i> <b>Andrea Carrera</b> , <i>Human Resources/Bookkeeper</i> <b>Maria Monteiro</b> , <i>Institutional Advancement Director</i> <b>Dulibel Cruz</b> , <i>Institutional Advancement Associate</i> <b>Kathleen O'Halloran</b> , <i>Institutional Advancement Associate</i> <b>Olinda Matos</b> , <i>Admissions Coordinator &amp; Family School Partnership Coordinator</i> <b>Don DeCosta</b> , <i>Special Education Director</i> <b>Dr. Matthew Bowen</b> , <i>Psychologist</i> <b>Henry Leite</b> , <i>Head of Maintenance</i> <b>Ben Harris</b> , <i>Technology Coordinator</i> <b>Jillian Belanger</b> , <i>ELL Coordinator</i>	<b>Becky Coustan</b> , <i>Principal</i> <b>Deborah Reyes</b> , <i>Asst. to Principal/Data Mgr</i> <b>Abraham Henderson</b> , <i>Dean of Students</i> <b>Genevieve Schultz</b> , <i>Academic Dean</i> <b>Gisele Polanco</b> , <i>School Social Worker</i> <b>Leidi Silverio</b> , <i>School Secretary/Receptionist</i> <b>Claudia Arroyave, RN</b> , <i>School Nurse</i> <b>Micah Thompson</b> , <i>Postsecondary Teaching Partner</i> <b>Ron Thomas</b> , <i>Behavior Specialist</i> <b>Joel Polanco</b> , <i>Athletics &amp; Enrichment Coordinator</i> <b>Lindsay Ravizza</b> , <i>VISTA *Americorps Fellow for Postsecondary Success</i>
<b><i>Ninth Grade Staff</i></b>	<b><i>Tenth Grade Staff</i></b>
<b>Jeff Rackauskas</b> , <i>Math/Advisor</i> <b>Aaron Woodward</b> , <i>English/Advisor</i> <b>Sissela Tucker</b> , <i>Science/Advisor</i> <b>Jacqlyn Bender</b> , <i>History/Advisor</i> <b>Hilda Sullivan</b> , <i>Teaching Partner</i> <b>Rebecca Heidel</b> , <i>Special Education</i>	<b>Sean Geoghegan</b> , <i>Math/Advisor</i> <b>Jessica Medeiros</b> , <i>English/Advisor</i> <b>Rachel Eggleston</b> , <i>Science/Advisor</i> <b>Kelly Stoos</b> , <i>Visual Art/Advisor</i> <b>Mason Santos</b> , <i>Teaching Partner</i> <b>Tom Epstein</b> , <i>Special Education</i>
<b><i>Eleventh Grade Staff</i></b>	<b><i>Twelfth Grade Staff</i></b>
<b>Tom Beall</b> , <i>Math/Advisor</i> <b>Amamah Sardar</b> , <i>Science/Advisor</i> <b>Jeremy Bourget</b> , <i>History/Advisor</i> <b>Alysia D'Urso</b> , <i>Literacy/Advisor</i> <b>Brigitte Banta-Cain</b> , <i>Teaching Partner</i> <b>Danielle Cardi</b> , <i>Special Education</i>	<b>Griffin Quirk</b> , <i>History/Advisor</i> <b>Megan Thoma</b> , <i>English/Advisor</i> <b>Alan Mitchell</b> , <i>Math/Advisor</i> <b>Kimberly Maynard</b> , <i>Math/Advisor</i> <b>Cherylee Dumas</b> , <i>Special Education</i> <b>Andre Green</b> , <i>Teaching Partner</i>
<b><i>Special Education Staff</i></b>	<b><i>Specialized Staff</i></b>
<b>Tom Epstein</b> , <i>Special Education/Resource</i> <b>Cherylee Dumas</b> , <i>Special Education/Resource</i> <b>Danielle Cardi</b> , <i>Special Education/Resource</i> <b>Rebecca Heidel</b> , <i>Special Education/Resource</i>	<b>Kelly Stoos</b> , <i>Visual Arts</i> <b>Bob Muir</b> , <i>Spanish</i> <b>Sybille Pierre</b> , <i>Music</i> <b>Evelyn Ng Duran</b> , <i>Spanish</i> <b>Gavin Ward</b> , <i>Physical Education &amp; Health</i> <b>Jillian Belanger</b> , <i>ELL Instructor</i> <b>Carlos Lopes</b> , <i>Permanent Substitute</i> <b>Lloyd Alston</b> , <i>Teaching Partner</i> <b>Jen Thomas</b> , <i>Library Specialist</i> <b>Naomi Morey</b> , <i>Library Teaching Partner</i>

## ***Staff Contact Information***

**Elementary School**      401-453-2626  
**Middle School**        401-453-2711  
**High School**            401-781-2727

Please reference the table below for information on who to contact regarding what types of questions

<b>If you have questions about...</b>	<b>Please contact...</b>
Application process	<b>Olinda Matos</b> , <i>Admissions Coordinator</i>
Your child's health, medication, medical forms	<b>Claudia Arroyave</b> , <i>School Nurse</i>
Your child's progress	<b>Your Child's Advisor</b>
Curriculum	<b>Advisor &amp; content teachers</b>
Classroom issues	<b>Advisor</b> <b>Abraham Henderson</b> , <i>Dean of Students</i>
Information on special education services	<b>Don DeCosta</b> , <i>Special Education Director</i> <b>Danielle Cardi</b> , <i>Special Education Department Head</i>
Special education services your child is currently receiving	<b>Don DeCosta</b> , <i>Special Education Director</i> <b>Tom Epstein</b> , <b>Cherylee Dumas</b> , <b>Danielle Cardi</b> , <b>Rebecca Heide</b> <i>Special Education Teachers</i>
Enrichment & Athletics	<b>Joel Polanco</b> , <i>Athletic &amp; Enrichment Coordinator</i>
Fundraising/donations	<b>Maria Monteiro</b> , <i>Director of Institutional Advancement</i> <b>Dulibel Urena</b> , <i>Institutional Advancement Associate</i>
Getting involved	<b>Olinda Matos</b> , <i>Family School Partnership Coordinator</i>
Updating your contact information	<b>Leidi Silverio</b> , <i>School Secretary/Receptionist</i> <b>Deborah Reyes</b> , <i>Assistant to Principal</i>
School governance	<b>Chris Haskins</b> , <i>Head of School</i> <b>Maria Palmgren</b> , <i>Executive Assistant to Head of School</i> <b>Russell Carey</b> , <i>Board President</i>
Title 1 Services	<b>Ann Hampson</b> , <i>Title I Reading/Coordinator</i>
English Language Learner (ELL) Services	<b>Jillian Belanger</b> , <i>ELL Coordinator</i>
College application process/SAT/ACT	<b>Genevieve Schultz</b> , <i>Academic Dean</i> <b>Micah Thompson</b> , <i>Postsec. Teaching Partner</i>

## ***School Hours***

Paul Cuffee School's Elmwood Street Campus opens at 7:50 a.m. While it is expected that students will eat a balanced breakfast at home, a light breakfast is available in the cafeteria from 7:50 a.m. until 8:08 a.m. at no cost. **Classes begin promptly at 8:10 a.m.** Students are expected to be on time every day.

To ensure the safety of all students, all building doors will be kept locked after 8:10 a.m. Students arriving after 8:10 a.m. are considered late and must sign in at the main office before going to class. They will be assigned to five minutes of Time for Time as a consequence, to be served that day.

The school day ends at 3:16 p.m. Students staying for enrichment clubs, athletics, or tutoring will be dismissed at 5:00 pm. Supervision is not available to students after 3:18 p.m., unless students are attending after school activities, or unless a special arrangement has been made with a teacher. Students staying for one of these activities must sign in with the teacher and sign out with the teacher when they leave. Students not staying must exit the building.

We ask families that pick up their student to be punctual when doing so.

## ***Student and Family Contact Information***

It is very important for the school office to 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 student. 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 student, we need to know how to contact you each day of school.** Thank you for helping us with this important communication step.

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# About Paul Cuffee Upper School

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## *School History and Philosophy*

The Paul Cuffee School opened in 2001 and operates under a charter school approved by the Rhode Island Board of Regents of Elementary and Secondary Education. 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 18th century. Paul Cuffee and his wife are buried in Westport.

The Paul Cuffee School serves students in kindergarten through 12th grade. The long-term success of the Paul Cuffee School will be measured by the competence, the convictions, the compassion, the courage, and the consciences of 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 consciences, 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 experiences, 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 students to behave respectfully by treating them with respect. We teach students 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 students 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 students 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 students' world view through their friendships and conversations with others.



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# Academic Program

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## Program Overview

The Paul Cuffee High School program nurtures the development of individuals within a vibrant and supportive community of learners. We provide a rigorous curriculum focused on the development of independent, critical thinkers, and involved citizens.

We use the Common Core Standards and national standards, as well as the framework of *Developmental Designs*, as the basis for our work. We empower students to take responsibility for their own learning, take leadership roles in the classroom and community, and to change their own behavior as they grow, and we support them in learning the skills necessary to do so.

Each grade level consists of a team of teachers who works closely together and meets frequently to monitor and support student growth. Students take three or four core courses from mathematics, sciences, English and social studies. All courses focus on student-centered, inquiry-based learning in which students gain knowledge, ask questions, and find answers for themselves. Literacy instruction (reading, writing, listening, speaking) is woven into all courses, as well as through support courses as needed. Students are offered additional coursework in English, math, science, social studies, visual and performing arts, Spanish, Advanced Placement, and math and reading and writing supports.

## Coursework

### English

English courses teach reading, writing, listening, and speaking skills, with a content focus on issues of social justice and advocacy.

Students study both fiction and nonfiction texts from national and international authors using reading and writing to develop their critical thinking and understanding of human issues. Students will master writing and communication skills with an emphasis on using their voices to achieve personal and community goals.

9th grade English explores what it means to be "good", including being a good person, living a good life, and being a good learner. In 10th grade English, students clarify, expand, and develop their ideas about and skills around traditional and untraditional definitions of literacy. 11th grade English focuses on choices and their impact, examining closely the stylistic, grammatical, literary, and moral choices of authors, speakers, and self. 12th grade English mirrors the college experience in both skills and content, asking students to consider what internal and external forces shape identity. Students will also have the opportunity to take AP English in 11th or 12th grade, strengthening their analytical skills and focusing on how language influences ideas. Reading strategies and research skills are practices and honed through a variety of elective courses.

### Sciences

In science courses, students focus on learning to think like scientists. Through activities that teach critical science content, students learn the skills of developing questions and hypotheses as well as researching, evaluating, and communicating their findings. This means they will have the scientific background knowledge to understand the world. They will be in the habit of asking thoughtful questions and critically examining information. Biology, Chemistry, and Marine Science are offered in 9th, 10th & 11th grade, with additional science electives available.

### Mathematics

The mathematics curriculum focuses on developing analytical and problem-solving skills so that the student can use mathematics as a powerful tool to understand the real world and to help solve its problems. Math at Paul Cuffee Upper School includes multiple instructional formats: problem-solving, direct instruction, and skill practice. 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. To prepare them for college-level studies, all students will develop mastery in algebra, Euclidean geometry, numbers and operations, and data, statistics, and probability, through courses in Algebra, Geometry, Algebra 2, Pre-calculus, and Calculus and electives. All courses will include an emphasis on solving real-world problems.

## **Social Studies**

Our social studies curriculum focuses on the ways in which the past shapes the present, as well as how present policies can impact the future. Social studies courses prepare students for active citizenship by developing skills needed to understand and influence complex issues. Students practice analyzing evidence, presenting ideas and arguments clearly, and seeing connections between historical ideas and different time periods. The emphasis throughout is on applying understanding of the world to issues students will face in their own lives.

9th graders will begin with a geography course, exploring the nature of the world we live in and building a foundation for the classes to come. In 10th grade, students will take their first World History course, focusing on the early course of human history and how the past has shaped the issues of today. 11th grade focuses on US history, and continues to solidify the reading, writing, and thinking skills of a historian. 12th grade focuses on Modern World History and begins to shift the learning out of the past and into the students' lives and modern times, so that they can become lifelong learners and citizens of the world.

## **World Languages**

The study of world languages is an important part of developing as a citizen of the world. Courses are designed to address the various abilities of a diverse study body. Students will achieve communicative proficiency in the target language through reading, writing, listening, and speaking. Emphasis will be on cultural understanding, linguistic connections, and real-world usage. Currently, Paul Cuffee High School offers Spanish 1, 2, and 3, Conversational Spanish and AP Spanish.

## **Visual Arts**

Students will learn to navigate their creative process while gaining skills in a variety of media including painting, drawing, sculpture, and printmaking. Historic and contemporary artworks that affirm multiple ethnicities and cultures will be studied. The visual arts will provide a mirror into the self and window onto the world as students explore their own stories while also engaging with other perspectives. All students take Introduction to Art in the 9<sup>th</sup> grade as a prerequisite to other visual arts courses.

## **Music**

In music courses, students learn to read, write, and perform the language of music through active participation. Students learn to master these skills by using their singing voice, individual instruments and their bodies to perform and create music. We work to develop aural and oral tonal and rhythm skills necessary to perform music, as well as emphasize the importance of relating the sight of music to the appropriate sound. All students take Introduction to Music, which teaches the basics of reading, writing, and performing vocally and on instruments. Students can then choose areas of study to focus specifically on vocal music (Chorus and/or Musical Theatre Workshop) or instrumental music (World Drumming, Keyboarding and/or Band)

## **Physical Education & Health**

All students take Physical Education once a week, participating in a variety of athletic activities and learning experiences at local facilities. In health education, the students are taught the content areas of personal health, mental and emotional health, sexuality and family life, substance use and abuse prevention, nutrition, injury prevention, and disease prevention and control. Students will learn about behaviors that enhance their healthy lifestyles and promote wellbeing. Instruction is driven by the Rhode Island health education standards.

## **English Language Learner Support**

English Language Learners receive literacy support for core academic classes as well as direct instruction in small groups. Classes are rich with activities that strengthen and develop skills in the four domains of language: reading, writing, speaking and listening. Students are encouraged to embrace the value of multilingualism, and to see themselves as able leaders in their school and their community through projects that highlight their cultural and linguistic competence.

## **Study Skills**

Resource students attending Paul Cuffee Upper School participate in various inclusion courses including Humanities, Mathematics, Science, Physical Education/Health and Electives. Our Resource Teacher works closely with the general education teachers to help them provide appropriate modifications and/or accommodations to the curriculum. They also stay in close contact regarding progress and the student's areas of need. Parents are an integral part of the planning, implementation and support of this collaborative model. The ultimate goal of the program is to help create independent, personally responsible students that take pride in their academic achievement and can recognize their own strengths and weaknesses, in order to be successful in school.

## Homework

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. Your involvement and supervision is very important. Let your student know that you think completing homework with care and on time is critical because, in this easy way, you reinforce classroom expectations. While the amount will vary, homework will always be an amount that a high school student can reasonably be expected to complete in one evening (1.5 – 2 hours).

## Community

According to Ernest Boyer, a famous teacher and educational philosopher, community is “the glue that holds an effective school together.” Through a rigorous academic program, clearly-defined rules and procedures, and an advisory program that fosters interconnections among all members of our community (faculty, students, and staff), Paul Cuffee School puts Boyer’s philosophy into practice by seeking to create an environment that is:

- *Just* (everyone treated fairly).
- *Caring* (students feel secure).
- *Disciplined* (clearly defined rules of conduct).
- *Purposeful* (with clear and vital mission).
- *Communicative* (people speak and listen with care).
- *Celebratory* (everyone comes together ceremonially).

All students will have an active role in fostering the development of this community in their advisory groups, in their classes, in their clubs, and activities, and throughout the school day.

They will contribute to their school community throughout the school year and complete a community service project as a part of their graduation requirements.

## Graduation Requirements

Paul Cuffee students will demonstrate proficiency in the state standards, applied learning standards, and technology standards through a Proficiency Based Graduation System that provides multiple measures of success, in alignment with the Rhode Island Department of Education’s Regents Regulations and Basic Education Plan. To graduate, each senior must demonstrate proficiency in four graduation components:

1. Required coursework
2. Portfolio of Work
3. Senior Project
4. State mandated exams

Students will work on these components throughout their four years in the school, collecting work in every class, and reflecting at the end of their high school experience on their achievements, growth, and goals, through a presentation to the community. See Paul Cuffee School Graduation Policy, Appeals Policy, and Waiver Policy in the Appendix.

Students must return all library books/fines, instruments, uniforms, textbooks, and other school materials before they receive their diplomas or senior related items.

Students will also maintain Individual Learning Plans in advisory to monitor and achieve their academic, social, physical, and civic goals achieved over time.

## Academic and Behavioral Supports

We offer a range of different types of support for students as they develop proficiency. These include support courses in reading strategies, writing, research, and mathematics. We offer English Language Learner supports for students who need them. Our Special Education services are based on inclusion model in which special educators work with students in their regular classes and provide extra support through a resource period for students who need it. We also offer after school tutoring.

Teachers closely monitor student progress and offer additional support if necessary throughout the year to assist students in achieving proficiency on all standards. They work closely with advisors, support personnel, administration, parents/guardians, and students on this. Our Response to Intervention Team meets weekly at each grade level to review student progress, create individualized supports, and monitor supports. The RTI team also supports individual teachers in creating strategies to support individual students or groups of students. Examples of academic and behavioral supports include:

- o Individualized in class intervention strategies
- o Additional coursework
- o After school tutoring
- o Saturday School
- o Individualized plans
- o Safety Net in school supports
- o Work Contracts
- o Summer Extended Year Academy: Available by recommendation of the IEP team.
- o Summer School: Costs for summer school are the responsibility of the student and family
- o Repeating the course
- o Other supports and strategies as developed by the team

## Advisory and Social/Emotional Growth

Caring, compassionate relationships are the cornerstone of any successful community. To meet the unique combination of social, emotional, physical, and intellectual needs of our students, we have implemented the “DD approach”. The Developmental Designs approach offers an array of strategies designed to keep young people safe, connected, responsible, and engaged in learning. The Developmental Designs approach is based on the research-grounded belief that healthy, enjoyable relationships are the foundation for success in school. In order to establish and maintain those relationships, teachers must know their students; students must come to know and appreciate each other; clear parameters for acceptable behavior must be drawn and consistently maintained; and learning must be engaging, exploratory, relevant, and varied.” (quoted from Developmental Designs website). For more information on Developmental Designs, follow this link: [http://www.originsonline.org/dd\\_index.php](http://www.originsonline.org/dd_index.php).

A key component of the Developmental Designs approach is the daily **advisory**. Each student is assigned to an advisory group led by one of his / her teachers. Students come to advisory first thing in the morning, where they will eat breakfast together and participate in activities aimed at learning community building, conflict resolution, and good citizenship. Once a week, there will be an extended advisory period which engages the students with topics covering college and career exploration, graduation requirements, college preparation, peer discussion, Individual Learning Plans, and problem solving skills. The advisor serves as the student's primary advocate and is the primary communicator between home and school.

## Academic Honesty

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. The consequences for academic dishonesty may include:

- no credit for the assignment with no opportunity to revise
- apology of action
- assignment of Plagiarism Research paper
- letter to the student's file documenting the dishonesty
- meeting with parent, student, advisor, administration
- loss of privilege to attend school trips or events
- other consequences as determined by administration

# Assessment & Grading

Each course of instruction at Paul Cuffee School is designed to provide students with the tools to become proficient in the knowledge and skills defined by the State of Rhode Island and the school itself. Students are assessed through informal and formal assessments and/or projects in their progress in meeting state and school-wide knowledge and skills expectations throughout the school year.

## Academic Progress Monitoring

Paul Cuffee Upper School nationally referenced assessments to gauge student learning needs and measure growth in English Language Arts and Mathematics. This computer-based assessment is given twice a year – fall and spring.

## Grading

Consistent with how students will be assessed on state-wide assessments, students receive a numerical grade for each content standard and school-wide expectation as follows:

*4 – Highly Proficient:* Students performing at this level demonstrate a high level of knowledge and skills as described in the state or school-wide expectation. Errors made by these students are few and minor and do not reflect gaps in knowledge and skills.

*3 – Proficient:* Students performing at this level demonstrate the knowledge and skills as described in the state or school-wide expectation with only minor gaps. It is likely that any gaps in knowledge and skills demonstrated by these students can be addressed by the classroom teacher during the course of classroom instruction.

*2 – Partially Proficient:* Students performing at this level demonstrate gaps in knowledge and skills as described in the state or school-wide expectation. Additional instructional support may be necessary for these students to achieve proficiency on this expectation.

*1 – Below Proficient:* Students performing at this level demonstrate extensive and significant gaps in knowledge and skills as described in the state or school-wide expectation. Additional instructional support is necessary for these students to achieve proficiency on this expectation.

## Report Cards

Students will receive a report card at the end of each trimester. The report card will list each state and school-wide expectation taught during the trimester and the student's proficiency in meeting that expectation, as well as an overall standing. The overall standing is a combination of homework, standards grades, and habits of a learner. The overall standings are:

- HH – High Honors
- H – Honors
- GS – Good Standing
- PS – Partially Standing
- U – Unsatisfactory

The third trimester report card indicates the final Overall Standing, the student's final grade for the course. Students must earn a PS or better to earn credit for the course. In addition to formal report cards, a less formal progress report will be provided by each teacher at the mid-point of each trimester.

During the 2014 - 2015 school year parents can expect this reporting schedule during each trimester:

### First Trimester

- Mid-Trimester Report
- Report Card
- Parent Conference

### Second Trimester

- Mid-Trimester Report
- Report Card
- Parent Conference

### Third Trimester

- Mid-Trimester Report
- Final Report Card

Parent Conferences are held twice a year to afford students, teachers, and parents the opportunity to discuss any areas requiring improvement and develop plans for attaining proficiency by the end of the school year. Additional meetings to discuss students' progress can be set by the parent or teacher at any time, as needed. We will make every effort to keep you informed about your student's progress, but you should always feel free to call your student's advisor, particularly if you have any concerns.

**Honors:** Students are eligible to be named to the Head of School's List in recognition of exemplary citizenship and leadership in the school community. Students are also eligible to receive Scholar's Awards for excellence in academic achievement.

Students must return all library books/fines, instruments, uniforms, textbooks, and other school materials before they will receive their report cards at the end of the year. They may not be permitted to attend school events until these items are returned.

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

PCUS believes that it is vital for students, parents, and teachers to work in partnership in order to create the best outcomes for our students. Because of the importance of this partnership, and to promote leadership and professionalism, **all PCUS students are required to attend parent/teacher conferences in uniform and lead the conference**, discussing their strengths and next areas of growth with their families. Advisors work closely with students to prepare them for the conferences, and provide information and guidance at the conferences as well. 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.

## ***Promotion & Retention***

Our Promotion & Retention policies are designed to help ensure that students progress at a pace that will result in their having sufficient credits to meet Rhode Island's graduation requirements by senior year. Please refer to the Graduation Credit Requirements and Promotion Policy in the Appendix.

## ***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 students 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.

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## Student Policies

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### ***Attendance, Absences, and Tardiness***

Students are required to be in school, on time, every day. Students cannot accomplish their work when they are absent. Students who arrive late disrupt their classmates and start the day off-balance and at a disadvantage.

#### **Excused Absences**

Students may be excused from school for illness, court dates, medical appointments, religious holidays, or bereavement. If at all possible, plan medical appointments outside of school hours.

Any time a student is to be absent from school, a parent/guardian must call the school by 9:00 am. In addition, when the student returns to school, the parent/guardian must send a note explaining the absence.

- Parents/guardians can write a note to excuse their children three times per trimester. After that, a doctor's note or court documentation is required to excuse the absences.

**Absent students may not participate in athletics, events, or extra-curricular activities on any day they are absent. This includes, but is not limited to: prom, graduation, special events, and athletic games.**

#### **Unexcused Absences**

If a student is absent from school without an approved note, the absence will be considered an unexcused absence. After 3 unexcused absences in a trimester, parents/guardians will be notified via regular mail and phone call of the excessive absences. Continued unexcused absences will result in additional consequences which may include mandatory conferences between the student, parent/guardian, and the attendance team, assignment to Saturday School, loss of eligibility for clubs and athletics for the trimester, and, after 10 unexcused absences, referral to Truancy Court in accordance with the RI General Laws.

#### **Skiping School/Class**

If a student skips school or class, his/her parent/guardian will be called and s/he will be assigned to Saturday School for that week. The absence will be considered an unexcused absence.

#### **Leaving School Grounds**

Once students enter the school building they are in attendance and must remain until the end of the day. Leaving school grounds is prohibited and will result in serious consequences as assigned by school administration.

#### **Tardiness**

School begins at 8:10. Students who arrive after 8:10 must get a late pass in the office.

- After 11:00am, a parent/guardian must sign the student into school and the student must have a note explaining the extended tardiness.
- If a student comes to school after 11:00am, they may not participate in athletics that day.

If a student is late to school or late to class, s/he is assigned to Time for Time (after school) for five minutes that day, per lateness. Time for Time assignments accumulate if the student does not attend that afternoon, and further consequences will be assigned for failure to report to Time for Time, including Saturday School.

## ***Special Dismissal Arrangements***

If a student needs to be dismissed from school early, a parent, guardian or other authorized adult must come in to the main office and present a valid picture ID and sign the student out. Only adults listed on the Emergency Contact Form will be permitted to sign a student out.

## ***School Cancellations and Early Dismissal***

Paul Cuffee School officials will do their best to make timely decisions regarding school closings, delayed openings or early dismissals. Any closings or delays will be announced on TV Channels 6, 10 and 12. Families 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 can receive these messages in case of an emergency.** In the event of an unplanned early dismissal, families should make arrangements for their students in case no one is at home when a student arrives, and make certain that your son's / daughter's understand these arrangements.

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

If you have any questions regarding early dismissals you may call the office for more information, (401) 781-2727.

## ***Transportation***

### **Walking, biking and public transportation to and from school**

Students are permitted to walk or bike to and from school and/or take public transportation. If you would like to request a bus pass for your child, please submit a Transportation Request Form to the Main Office. We will forward it on to the Providence School Department, which arranges RIPTA bus passes for each child who lives more than 2.5 miles from the school. The school will receive and distribute bus passes monthly. Please ensure that your student safeguards his/her bus pass, as the school will not have replacement passes.

### **Bus Safety**

In order to ensure that students are safe while riding the 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.
- Students are expected to respect each other and to respect property.
- Students are expected to use 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

### **Parking**

Students are not permitted to park in the staff parking lot. Vehicles in the staff lot will be subject to towing at the student's expense.

### **Dismissal**

Paul Cuffee High School releases students at 3:16 on most days and at 1:00 on early release days.

#### **City Bus**

Many of our students take the city bus home and as a courtesy, one of our staff members stands at the city bus stop with students. Please be aware that our staff remain there only until the first downtown bus arrives.

#### **Pick Up**

Some of our students wait to be picked up after school. Our staff supervise dismissal from 3:16 - 3:30. At 3:30, students are expected to be in their after school activities or to be on their way home. We will not provide supervision for students after 3:30 on regular days (or beyond 1:15 on early release days).



## ***Withdrawal Policy***

Parents who wish to withdraw their student from the Paul Cuffee School must notify their student's advisor 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.

## ***Athletic Eligibility***

Athletic Eligibility is determined by administration in consultation with the Athletics Coordinator and faculty. To remain eligible to play, all student-athletes must hand in their work on time, achieve a 2 or better on all major assignments, and meet the school's Social Contract and Expectations. If students do not meet these expectations, they will be determined ineligible for one or more days and will not be able to practice or play in games until eligibility is regained. Students who are suspended from school, in school or out of school, will lose athletic eligibility for a period of time to be determined by administration. Though a student may be not be deemed "ineligible," individual teachers or grade levels may assign mandatory after- school work/tutoring that can override athletic commitments during those time periods.

NOTE: All athletic eligibility determinations are ultimately at the discretion of administration, in collaboration with teachers, coaches, and the athletic coordinator.

# ***School Conduct and Behavior***

## **General Policies and Guidance**

Caring and respect are an integral part of our school life. Students are expected to take responsibility for their behavior and to grow in their capacity for self-discipline and their understanding of responsible citizenship. Additionally, all students are expected to contribute to our learning community by building trust, by encouraging honest conversation, by promoting safety, by enabling themselves and others to do their personal best, by listening to the concerns and perspectives of others, and by respecting and valuing different backgrounds, perspectives and experiences which others bring to the school.

Teachers will set and communicate clear classroom guidelines and rules so that the students and their families understand what is expected of them in class. Problem solving skills and conflict resolution techniques are included in the classroom curriculum and are used by the students so that they can learn to interact with each other in positive ways. All members of the Paul Cuffee School community (students, staff, and families) will be expected to practice and promote responsible behavior, which includes:

- Supporting each other's learning.
- Promoting a feeling that the school is a safe place for every member of the school community and all visitors.
- Refraining from teasing or making fun of others, including over the internet.
- Respecting others' property and the property of the school community.
- Taking care not to put anyone at risk of injury.
- Acting with compassion by listening, refraining from interruption, and being mindful of others' feelings when speaking.
- Refraining from intentionally hurting oneself, other students, or members of the faculty and staff.

At PCUS, we believe that students, parents, teachers, and administration are entitled to respect. Physical abuse, verbal abuse, and destructive behavior will not be tolerated. Consequences will be imposed for rule 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, and unwanted bumping against another student, threats, insults, obscenities, and pressure for sexual activity.

## **Consequences of Misbehavior**

Being a part of our school community includes the agreement to abide by our community's rules and policies. All students are expected to comply with consequences assigned to them. Parents are expected to support administration in ensuring students complete consequences. Additional, escalating consequences will be assigned by administration if students fail to comply with consequences already assigned to them.

On those occasions when students engage in behavior that is unsafe and puts others at risk, the school will use the following structures to help students regain control of their behavior:

### **In-class consequences**

These are logical consequences that teachers assign in the classroom. They are designed to teach students to apologize for their actions, repair relationships, and move on. They may include taking a break, moving to a buddy classroom, losing a privilege, fixing the situation, making an apology of action, meeting with parents/ guardians, or implementing behavior plans. Students are expected to de-escalate themselves, to reflect on what has gone wrong, and to fix things respectfully. Adults will provide assistance as needed, which may include helping the student process what has happened, take responsibility for his/her actions, and creating a plan for going forward.

### **Additional consequences**

In the case of more serious or repeated rule-breaking, a student can expect more extensive in-school loss of privileges, assignment to the Refocus Room for a period to a day or more, Saturday School, community service, restitution, suspension from school, or other consequences determined by administration. Administration works with faculty to assign consequences that are logically related to the behavior and that help the student repair the damage done to others and the larger community. Students may be assigned to the Refocus Room if they are not able to follow classroom expectations. Refocus Room provides a silent, supervised work space where students are provided with work they have missed in class.

In most cases, the students will remain in school, but the advisor and other relevant faculty members 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 and must pick the student up from school immediately. In order to return to school, the parent/guardian and student are required to attend a return meeting with 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. The student and parent must agree to and sign the Return Contract.

Students who are suspended from school will be assigned to attend Disciplinary Saturday School (DSS) to make up missed time and complete community service.

Disciplinary Saturday School runs from 8:30-10:30 a.m. Students must be punctual and must be in uniform. Disciplinary Saturday School includes making up missed work, practicing academic skills, and repairing damage to the community through community service. If a student is late or out of uniform, he/she will be asked to come to the next DSS.

### **Leaving School Grounds**

Students at PCUS will enjoy many off-campus trips in conjunction with their course of study at the school. They may not leave school grounds during the school day unless they receive specific permission from their parent/caregiver and a staff member. In this case, the student must sign out in the office. This policy also includes students separating from a group that may be off-campus. Students choosing to engage in this behavior will be subject to disciplinary action.

## ***No Tolerance Policy for Violence & Weapons***

The safety of all members of our community is our first concern. Paul Cuffee Upper School has a no tolerance policy for violent behavior, harassment, threats of physical harm, or illegal activity. Any reporting of false threats is a crime that is punishable by law. Consequences for such serious breaches of our school's expectations will be severe and may include:

- ☐ Referral to the Providence Police Department
- ☐ Out of school suspension from 5 days to indefinitely, in accordance with state law
- ☐ Loss of privilege to attend school events and activities
- ☐ Other consequences as determined by administration

Any object brought to school that is considered to be a potential cause of danger to others will be confiscated and disciplinary action will occur. This will likely include referral to the Providence Police Department and a range of disciplinary actions that may result in exclusion from school from 5 to 180 days or for a duration in accordance with state law.

## ***Tobacco, Tobacco Substitutes, and Suspected Substance Abuse***

### **Tobacco**

As per Rhode Island state law, smoking is prohibited within 100 feet of the school building. Tobacco products and Tobacco Substitutes of any kind are not permitted anywhere on school grounds or school sponsored events. Any student caught with tobacco products or substitutes or using them will face appropriate disciplinary consequences.

## Substance Abuse

When a student is suspected of being under the influence of alcohol or drugs during the school day or at a school event, the nurse will evaluate him or her. Depending on the nurse's assessment, the principal or the principal's designee will contact parent/guardians and consequences may be assigned. If there is reason to believe that the student is in possession of illegal substances, the police may be called.

### Possession of Illegal Substances, including Alcohol

Students found in possession of illegal substances or alcohol at school or school related functions will be immediately excluded from those functions and consequences will be assigned which may include:

- o Referral to social work and substance abuse counseling
- o Referral to the Providence Police Department
- o Suspension
- o Loss of privilege of participating in school events
- o Other consequences as determined by administration

## Physical Restraint

We realize that sometimes students have difficulty controlling themselves 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 faculty members have been trained in physical restraint techniques. These faculty members, and only these faculty members, 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. 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 in which case first aid protocols will be followed. In all cases, a parent will be provided with written notification of the restraint.

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.

## ***Student Searches and Questioning***

Students are not entitled to any "Miranda-type" warnings before being questioned by school personnel, and school personnel are not required to contact a student's parent before questioning a student. Paul Cuffee staff will tell students why they are being questioned. School personnel may conduct searches of a student's belongings that are minimally intrusive, such as touching the outside of a book bag, so long as there is a legitimate reason for the very limited search. A student may be required to empty a book bag, purse, or pockets. PCUS staff may search a student or a student's belongings, including the contents of a student's locker, based on information received from a reliable informant. Please see additional information on locker searches below. In conducting such a search, staff should attempt to get the student's permission for the search. Whenever possible, searches will be conducted in the privacy of administrative offices, and students will be present when their possessions are being searched.

### **Searches of Students' Lockers and Locker Contents**

#### **Lockers are School Property**

All lockers assigned to students are the property of Paul Cuffee School. At no time does the school relinquish its exclusive control of its lockers. The principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advance approval of the principal or his/her designee.

#### **Legitimate Use of School Lockers**

The school assigns lockers to its students for the students' convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Students shall not use the lockers for any other purpose, unless specifically authorized by the principal, in advance of students bringing the items to school. Students are solely responsible for the contents of their lockers and should not share their lockers with other students, nor divulge locker combinations to other students.

#### **Search of Locker Contents**

Random searches of school lockers and their contents have a positive impact on deterring violations of school rules, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the board authorizes the principal or his/her designee to search lockers and locker contents at any time, without notice, and without parental/guardianship or student consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or against school policy and rules.

When conducting locker searches, the principal or his/her designee may seize any school property and any illegal or unauthorized items, items in violation of policy or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items, or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor student, or a student eighteen (18) years of age or older, shall be notified by the principal or his/her designee of items removed from the locker. The principal may also retrieve school property stored in a locker without permission.

# ***Bullying***

## **Prohibition Against Bullying**

Bullying is prohibited in the Paul Cuffee High School. The prevention of bullying is part of the Paul Cuffee's strategic plan. Paul Cuffee School values and practices the Developmental Designs philosophy which is a social/emotional approach to teaching and classroom management wherein students learn to treat each other and teachers in a kind and respectful manner.

## **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.

## **"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 building.
- 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.

## **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.

## **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.

## **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.

## **Consequences**

Disciplinary sanctions for students 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.
- Assignment of additional homework or community service.
- Individualized alternative education plan.
- Out of school suspension.

## **Help for the Victim of Bullying**

The staff will make every effort 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.

## **Prohibitions 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.

#### **Voluntary Participation in Mediation**

No student who is the victim of bullying 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.

## ***Policy Against Teen Dating Violence***

Adapted from Rhode Island Department of Education against teen dating violence policy.

#### **Prohibition against Teen Dating Violence**

Teen Dating Violence is prohibited at the Paul Cuffee Charter Schools. The prevention of teen dating violence is part of the Paul Cuffee's strategic plan. Paul Cuffee School values and practices the Responsive Classroom and Developmental Designs approach which is a social/emotional approach to teaching and classroom management wherein students learn to treat others in a kind and respectful manner.

#### **Teen Dating Violence Defined**

A pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control his or her dating partner.

In the context of these regulations the phrase *at school* includes the following places and situations:

- In a classroom
- Elsewhere in the school
- Anywhere on school property
- Adjacent to school property
- On a school bus or other school vehicle
- At school bus stops
- While students are walking to or from school
- Any school-sponsored activity or event, whether or not held on school premises

#### **Social Skills Training**

The school health program and school counseling services will include appropriate skills training to help students learn how to recognize and choose healthy relationships. These skills trainings happen both on an individual and group basis. Dating violence prevention is also included as part of the wellness curriculum.

#### **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 staff person so that the student will have someone to turn to at a school if a teen dating violence situation develops.

#### **Responsibility of the Staff**

School staff shall take all reasonable measures to educate themselves and students so they are well informed to recognize the signs of teen dating violence. School staff shall investigate all acts that come to their attention and to report to the school counselor and administrator/s. If the allegation is found to be credible, appropriate disciplinary sanctions will be imposed. The investigation will include an assessment of what effect the teen dating violence has had on the target.

#### **Disciplinary Sanctions**

Disciplinary sanctions for students 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
- Individualized alternative educational plan
- Out of school suspension

#### **Help for the Target of Dating Violence**

The staff will make efforts to help the target feel safe in the school environment. This may include short term counseling by the school social worker. If the target's mental health has been placed at risk, appropriate referrals will be made. To help protect the target, staff led mediations will not occur between the abuser and target. Mediations have been found to cause further harm to the target and are not recommended.

#### **Prohibition against Retaliation**

Retaliation or threats of retaliation in any form designed to intimidate the target of teen dating violence, those who are witnesses to, or those investigating an incident of teen dating violence, 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.

## ***Electronics Policy***

This policy is developed in accordance with Children's Internet Protection Act (CIPA) and Rhode Island Public Law.

#### **Responsible Use and Internet Safety Policy**

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, students at Paul Cuffee Upper School may bring their own technology devices to campus to use when deemed appropriate by PCUS staff.

#### **Definition of "Technology Device"**

For purposes of "Bring Your Own Device" (BYOD) at Paul Cuffee Upper School, "Technology Device" means privately owned wireless and/or portable electronic hand held equipment that includes portable internet devices, Personal Digital Assistants (PDAs), tablets, and laptops, image capture/recording, sound recording and information transmitting/receiving/storing, etc. "Technology Device" does not refer to any type of cell phone, including smart phones or any type of iPod.

#### **Internet**

Only the internet gateway provided by the school may be accessed while on campus. Personal internet connective devices are not permitted to be used to access outside internet sources at any time. Access to all school network services may not be possible from all devices. Student home directories allow downloading files but not always uploading files. Upload limits may apply. Internet accessibility will be filtered in accordance with the Children's Internet Protection Act. Westerly Public Schools makes every attempt to comply with CIPA and to provide access to educationally appropriate sites. All stakeholders should recognize filtering does not and should not replace adult supervision.

#### **Use of "Technology Devices"**

Students are permitted to use technology devices only when granted permission by the classroom teacher during the time of use. If a student violates this, or refuses to put the device away after being asked to by the instructor, the "Technology Device" will be immediately confiscated by the Dean of Students, and a loss of privilege as well as additional consequences may be enforced.

#### **Headphones**

Students are permitted to use headphones only when granted permission by the classroom teacher that is instructing them at the time of use. If a student violates this, or refuses to put headphones away after being asked to by the instructor, the headphones will be immediately confiscated by the staff member and given to the Dean of Students, and a loss of privilege as well as additional consequences may be enforced.

#### **Security and Damages**

Responsibility to keep the device secure and configured rests with the individual owner. Paul Cuffee School, nor its staff or employees, is not liable for any device stolen or damaged on campus. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. The school district has the right to collect and examine any device that is suspected of causing problems or is suspected as the source of an attack or virus infection. The school's network filters may be applied to one's connection to the internet and attempts will not be made to bypass them. Bringing on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is a violation of the Responsible Use Policy. Processing or accessing information on school property related to "hacking," altering, or bypassing network security policies is in violation of this electronics policy.



# 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, the students will not have regular access to email or instant messaging.

## Home Internet Use

We encourage parents to monitor their student's activities when they use all technology, including cell phones, 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 students' internet and social media use, the better.

# Dress Code

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 2014 - 2015 academic year. Students may wear casual or dress uniforms, which are outlined below.

**Students are required to keep an extra uniform (shirt, pants, hoodie/sweater) in their locker.** Students must remember that inappropriate clothing is not allowed. Although we encourage individual expression through accessories, teachers may ask students to remove distracting or inappropriate jewelry or make up.

The 2014 - 2015 Dress Code for Boys and Girls - all grades (except where noted) is as follows:

Item	Guidelines	Not Permitted
<b>Shirts/Tops</b>	<ul style="list-style-type: none"><li>• Solid navy blue shirts with collars, short or long-sleeved (all students)</li><li>• Solid white, opaque dress shirt or polo shirt, short or long-sleeved <b>(11th &amp; 12th grade ONLY)</b></li><li>• Shirts must be tucked in or no more than a few inches below the waist if untucked. No more than one button may be unbuttoned.</li></ul>	<ul style="list-style-type: none"><li>• Bare shoulders, sleeveless shirts, denim shirts, tank tops, sheer shirts, exposed, cleavage, exposed stomachs</li><li>• Shirts imprinted with photos, pictures, prints, words or logos</li><li>• Royal blue shirts, undergarments showing through shirts</li></ul>
<b>Undershirts</b>	<ul style="list-style-type: none"><li>• Solid navy blue, black, or white, short or long sleeved</li></ul>	
<b>Sweatshirts/ Hoodies/ Blazers /Sweaters/ Cardigans/ Sweater Vests</b>	<ul style="list-style-type: none"><li>• Solid navy blue only</li><li>• Solid white <b>(11th &amp; 12th grade ONLY)</b></li></ul>	<ul style="list-style-type: none"><li>• Photos, pictures, prints, words or logos are not permitted</li><li>• Outdoor, winter coats are not allowed to be worn in school</li></ul>
<b>Bottoms</b>	<ul style="list-style-type: none"><li>• Khaki dress pants, pants, capris</li><li>• Shorts &amp; Skirts (no shorter than 4 inches above the knee; no sheer skirts)</li></ul>	<ul style="list-style-type: none"><li>• Leggings are not pants and may only be worn under a skirt or pants/capri's</li><li>• Pants must be worn at the natural waistline - no sagging or visible underwear</li></ul>

<b>Jumpers/Dresses</b>	<ul style="list-style-type: none"> <li>No shorter than 4 inches above the knee</li> <li>Either solid navy blue or solid khaki</li> <li>Must either have an attached collar or a collared uniform shirt must be worn underneath</li> </ul>	
<b>Tights/Leggings</b>	<ul style="list-style-type: none"> <li>Solid colors only: navy blue, white, khaki, black</li> </ul>	<ul style="list-style-type: none"> <li>Fishnet stockings</li> </ul>
<b>Shoes</b>	<ul style="list-style-type: none"> <li>Regular shoes or sneakers</li> </ul>	<ul style="list-style-type: none"> <li>Open toed shoes</li> <li>Flip-flops (shoes must have a back)</li> <li>House slippers</li> <li>Heels with a heel greater than one inch</li> </ul>
<b>Headgear</b>	<ul style="list-style-type: none"> <li>Headbands less than two inches in width</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Bags/Purses/ Backpacks</b>	<ul style="list-style-type: none"> <li>Bags, purses, backpacks must be kept in lockers during the school day.</li> </ul>	

## 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.

**Consequences:** If a student is out of uniform, he/she will receive a Uniform TFT slip, assigning him/her to Time for Time that afternoon. In addition, s/he will be kept out of class until the infraction is fixed in one of the following ways:

- Remove unauthorized item/change into proper uniform item from locker
- Call home to have someone bring the item needed to school
- Borrow a uniform shirt/pants from the school for the day, if available. The student must leave an item of importance as collateral which will be returned when the item is returned.

If a student is unable to remedy the uniform problem or refuses to remedy the problem, he/she will remain in Refocus Room to work for the rest of the day.

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 that may include being required to wear plastic ties to keep their pants at the appropriate height.

Students with a pattern of being out of uniform will receive further consequences which may include loss of the privilege to participate in the next “dress down day” and/or meeting with their parent, advisor and the Dean of Students to remedy the issue.

**Administration and teachers retain the discretion to make determinations as to whether clothing is out of compliance, inappropriate or distracting.**

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## Family Partnership

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### ***Home – School Communication***

We believe that good communication with families is very important. Families and caregivers are encouraged to communicate with advisors, teachers and administrators by telephone or e-mail, or in. If you would like to meet with your child's teacher or advisor, simply call the school office to schedule a convenient meeting time. During class time, teachers can't 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.

#### **Advisors**

Each student will be assigned to a member of the faculty who will act as his / her 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.

#### **Time Management**

Upper level education requires development of time management skills. Students will learn these skills and be expected to maintain a planner to support this learning. The school will provide an Agenda/Planner for each student. Students are required to carry their Agendas/Planners to every class. We ask that you help your son / daughter develop time management skills by monitoring their use of their planner.

#### **One Call Now**

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 for Paul Cuffee School to 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 main office to fill out the necessary paperwork.**

### ***Family –School Partnership***

Children do 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 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 newsletter, a semi-annual school newsletter, "The Voyager," 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 interpretation 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 a variety of resources.*** In response to interest expressed by families, we offer **workshops** on topics such as homework, curriculum, assessment standards, Paul Cuffee School'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 Title 1 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 activities, like 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!**

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## Health & Wellness

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### *Health, Wellness, and Safety Guidelines*

School is a place for healthy children. Students who become ill while at school must be picked up by a parent or guardian and taken home. If your student has a fever of 100.4°, he/she 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 becomes ill or has sustained an injury while at school. DO NOT send your son / daughter to school if he/she has had any of the following symptoms in the previous 24 hours. We need your cooperation in order to prevent the spread of contagious diseases. If your son/daughter is ill, please report this to the school office as soon as possible. In the event of a contagious illness, (for example items 3, 4, 5 and 8 below), all parents in that class will be notified that a child in the class has become ill so they can look for symptoms in their own families.

#### **Infectious and Communicable Illness**

- **Diarrhea:** When a student has diarrhea, his/her temperature will be taken, and if the student has two or more loose stools, a parent/guardian will be notified and asked to pick up the student. The student may return to school 24 hours after the symptoms are gone.
- **Fever:** If a student has a temperature of 100 degrees or higher, a parent/guardian will be notified and the student must be picked up from school promptly. The student may return to school when he/she has been without a fever for 24 hours – without the use of fever-reducing medication.
- **Rash:** If a student develops a rash while at school, parents/guardians will be notified to pick the student up as soon as possible. Rashes of unknown origin will require diagnosis by a physician. A note from the physician will be required when the student returns to school.
- **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
- **Head Lice:** If we notice lice in your student's hair we will notify you to pick up your son/daughter. The student may return to school after appropriate treatment is applied.
- **Vomiting:** If a student has been vomiting he or she should be kept home from school. If a student vomits while at school parents/guardians will be notified, and the student must be picked up promptly. The student may return to school 24 hours after the symptoms are gone.
- **Sore Throats:** Strep bacteria often cause sore throats and can be treated with antibiotics. In order to determine if your son/daughter has strep throat, your son/daughter needs to be tested by a physician. If your son/daughter has strep throat he/she must be on antibiotics for at least 24 hours before returning to school.
- **Ring Worm:** Ring worm is contagious, therefore if you suspect your son / daughter has ring worm do not send him/her to school, and please have your son/daughter seen by the doctor. He/she should return to school after appropriate treatment is completed.
- **Respiratory Illnesses:** If your son/daughter has a persistent cough, please have your son/daughter 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 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 implications or 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 should have emergency plans 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 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 hyperglycemia should appear in the written doctor's orders and the student's diabetes care plan.
- **Seizures:** All students with known seizure disorder should be known to all staff and they should have a medical management plan and emergency medications if prescribed readily available along with completed medical form.

## School Nurse and Health Office

Paul Cuffee School believes that an important role of the school nurse 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 to manage each Health Office. The school nurse is responsible for helping maintain the overall health and well-being of each student, administering medication, and maintaining health records. Our school nurse is Claudia Arroyave, and she can be reached at 781-2727 or [carroyave@paulcuffee.org](mailto:carroyave@paulcuffee.org)<http://h>

### Medication

If your son/daughter needs to take medication at school, you must complete a Medication at Paul Cuffee School form. Please return the completed form to your son's/daughter's advisor, 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; it 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 students approved for self-medication by both a parent/guardian and the prescribing physician.

Paul Cuffee School will administer over-the-counter medications approved by a student's parent/guardian under the discretion of the school nurse. 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 and 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 student is unable to self-medicate, and a parent/guardian is unavailable to attend the trip.

### Allergies and Special Diet

If your son/daughter has any allergies or dietary restrictions please inform the school nurse in writing and discuss this with your son's/daughter's advisor by the first day of school. Dietary restrictions are especially important for school lunch and special occasions. Lunch menus are usually available several weeks in advance.

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

## ***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 does 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.

## ***Breakfast, Lunch, and Snacks***

Light breakfasts are provided without charge to students between 7:50 and 8:08 a.m., before classes begin. Students arriving after 8:08 a.m. will not be served breakfast.

Lunches are provided by Sodexo and served by their staff. Menus are sent home monthly. Students may, of course, bring their own lunches if they prefer. Students are not permitted to order food to be delivered to the school. In the rare case that a parent must drop off food/lunch at school, they must do so before their child's scheduled lunch time. As a general rule, students will not be allowed to miss class to eat lunch.

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 son/daughter 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 son's/daughter'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 son/daughter.

Paul Cuffee School forwards all lunch payments to the Providence School Department, but is not involved in monitoring student lunch accounts. It is very important for each parent/guardian to monitor his/her student'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. Prices for meals are listed below:

<b>Meal</b>	<b>Price*</b>
Breakfast	No charge
Lunch	\$1.25 per day
Reduced Lunch	\$0.40 per day
Milk	\$0.40 per day

\*Price is subject to change

Families are encouraged to send healthy snacks TO SHARE to school. Please contact your child's advisor for more information.

**Students may not bring glass bottles or energy drinks to school at any time. Students are not permitted food in classrooms from 8:10 on. At no time is food or drink allowed at computer stations or near laptop computers.**

### **Food and Drink**

In addition to meal times, students may also be given permission by teachers to consume food and drink in class or for special events. Food and drink may not be consumed in the science classrooms unless permission is given. Consumption of food and drink is never permissible at any computer station. The BACS "Wellness Policy" complies with State regulations on nutrition and food sales and encourages healthy eating at all BACS events.



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## Student Activities

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### ***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 by the day before the trip will not be allowed to take the trips.** Students that are under a disciplinary action will not be able to attend field trips.

If chaperones are needed for a field trip, you will be notified by your student's advisor. 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.

### ***After School Enrichment***

Paul Cuffee High School offers a daily enrichment program from 3:30 – 5:00 pm. The enrichment program includes extra-curricular activities, sports, and clubs. Students will have the opportunity to select activities of interest and will be afforded the opportunity to participate in them during the enrichment period. After School Enrichment ends at 5:00pm. Please pick up your child promptly as there is no supervision after 5:00pm.

# APPENDIX

## **Paul Cuffee School GRADUATION REQUIREMENTS**

To qualify for a diploma, all Paul Cuffee seniors shall meet all of the following Rhode Island requirements for graduation:

- o Achieve Rhode Island Department of Education required level of proficiency on any state approved proficiency exams AND
- o Successfully complete their Senior Project AND
- o Successfully complete their Graduation Portfolio AND
- o Successfully complete no less than 20 credits, including the following, at a minimum:
  - o 4 courses in English
  - o 4 courses in Math
  - o 3 courses in Science
  - o 3 courses in Social Studies
  - o 4 successful years of Physical Education/Health (2 credits)
  - o 4 additional credits in electives or other courses

The following additional honors and commendations are available to students who meet the requirements:

Regents Commendation  
Paul Cuffee School Recognition of Achievement

### **Graduation Readiness Determination**

Graduation readiness recommendations shall be made by the Upper School Principal in consultation with faculty. Final approval for graduation is made by the Head of School.

### **Communication of High School Graduation Requirements**

The Head of School or his/her designee shall be responsible for ensuring adequate and timely communication of the high school graduation requirements to Paul Cuffee School students and families. This notification shall include both general notifications and targeted mailings to students at risk for academic failure.

# Paul Cuffee Upper School

## Graduation Credit Requirements

	<b>PCUS Scholar</b> Recommendations for all PCUS students	<b>PCUS Minimum Course</b> <b>Requirements</b> (required to graduate; not sufficient for most 4 year colleges)	<b>College Prep Course</b> <b>Recommendations*</b> (required to be admitted to most four year colleges)
<b>English*</b>	4	4	4
<b>Math</b>	4	4	4
<b>Science</b>	More than 3	3	3+
<b>Social Studies*</b>	More than 3	3	3+
<b>Physical Education/Health</b>	2 credits (4 years of PE & 3 health classes)	2 credits (4 years of PE & 3 health classes)	-
<b>Foreign Language (consecutive years)</b>	3	--	2+
<b>Electives</b>	6 (including music, art, foreign language, support, VHS, internship, and history courses)	4	
<b>TOTAL CREDITS NEEDED:</b>	25	20	18*

**\*PARENTS AND STUDENTS PLEASE NOTE:** All colleges and universities have different admissions requirements. Students should check the admissions requirements for the schools they plan to apply to make sure they have completed the necessary coursework

### Paul Cuffee School

### Graduation Decision Appeals Process

Students who fail to meet Paul Cuffee School's minimum requirements for graduation have the right to appeal.

Each level of the appeals process requires written notification to the party indicated below. The process and levels of the Paul Cuffee School-managed appeals process include:

#### Level 1 Appeal

A student may request an appeal if they've been determined to be ineligible for a diploma. Level 1 Appeals will be made in writing addressed to the Principal of the Upper School. Level 1 Appeals are the responsibility of the Paul Cuffee Upper School principal and may include faculty designees. The principal will respond within 5 days and must meet with the family and student at their request.

**Level 2 Appeal**

If the student is not satisfied with the outcome of the Level 1 Appeal, the student may appeal to the Head of School or his or her designee in writing. The Head of School or his/her designee will respond within 5 days and a review will be scheduled.

**Level 3 Appeal**

If the student is not satisfied with the outcome of the Level 2 Appeal, the student may appeal to the Paul Cuffee School Board of Trustees in writing. The Chair of the Paul Cuffee School Board of Trustees will respond within 5 days and a review will be scheduled.

# Paul Cuffee Upper School

## Promotion Policy

**To be promoted to sophomore year you need:**

Minimum Total Credits	Specific Courses must pass all	Portfolio Must Have
4	English 9 Math 9 Social Studies 9	4 proficient pieces including:  Social Studies, English, Math, Science, and Electives

**To be promoted to junior year you need:**

Minimum Total Credits	Specific Courses must pass all	Portfolio Must Have
9	English 9 & 10 Math 9 & 10 Science (at least one) Social studies 9 & 10 Health PE 9 & 10	8 proficient pieces including:  2 English 2 Math 2 Science 2 Electives

**To be promoted to senior year you need:**

Minimum Total Credits	Specific Credits - must pass all	Portfolio Must Have
14	English 9, 10 & 11 Math 9, 10 & 11 Science (2 classes) Social studies (2 credits) Health (2 classes) PE 9, 10 & 11	12 proficient pieces including:  3 English 3 Social Studies 3 math 3 science 3 electives

# **PCUS Promotions Policy**

## **Frequently Asked Questions**

What happens if I am not promoted to the next grade?

- You will remain in your current grade level advisory
- You can attend summer school to make up failed courses. If passing grades (an A or B) are submitted to the school prior to the start of the school year and you meet the promotion requirements, then you can be promoted in time for the start of the school year

# Paul Cuffee Upper School

## Academic Expectations & Academic Probation

### Academic Expectations

- On Time Work: Students are expected to submit all work on or before it's due date. If necessary, students should request an extension AT LEAST 24 HOURS before the assignment is due. Extensions are granted at the discretion of the teacher. Work that is handed in after it's due date and without an extension will receive a lower Habits of a Learner grade and subsequently lower Overall Grade.
- Student's Own Work: All work must be the student's own work.
- Passing Grades: Students are expected to achieve a score of at least 2 or partially proficient on all assignments.

### Mandatory Supports for Failing/Missing Work

- If a student misses or fails a major assessment, s/he must attend tutoring or Saturday School that week (and the following week, if necessary). The classroom teacher will inform the family of this.

### Academic Probation for Failing Courses

- If a student is failing a course, s/he is on Academic Probation. If s/he fails one trimester, s/he is in Stage 1 probation and must attend 2 hours of tutoring or Saturday School every week. S/he is also ineligible for athletics & enrichment activities.
- If a student fails 2 trimesters of a course, s/he is in Stage 2 probation. At that point, the student will need to do the following in order to receive credit for the course:
  - pass third trimester of the course
  - attend and pass Summer School
  - attend tutoring for 2 hours per week
  - attend Saturday School
  - S/he remains ineligible for extra-curricular activities.

If a student fails all 3 trimesters of a course, s/he must repeat the course in order to earn credit.