



FAMILY HANDBOOK



2019-2020



PAUL CUFFEE SCHOOL
A Maritime Charter School for Providence Youth

Lower School | 459 Promenade St. | Providence, RI 02908 | P: (401) 453-2626 | F: (401) 453-4964

Middle School | 30 Barton St. | Providence, RI 02909 | P: (401) 453-2711 | F: (401) 453-2715

Upper School | 544 Elmwood Ave. | Providence, RI 02907 | P: (401) 781-2727 | F: (401) 781-2828

ATTENTION: THIS PAGE MUST BE SIGNED AND RETURNED

Responsible Use of Technology Policy Signature Page

Network User Acknowledgement and Consent Form

I hereby acknowledge that I have received a copy of the Paul Cuffee School Responsible Use of Technology Policy and I have read and understood the Terms and Conditions set forth therein. I understand that it is the responsibility of all users, staff and students to ensure that the Paul Cuffee School technology resources are being used for educational purposes.

Staff members and students that are issued a unique account are responsible for its use at all times. It is therefore important that all users log off the computer at the end of each session.

I further agree and understand that all computer systems and equipment, as well as all information transmitted, received, or stored on such systems are Paul Cuffee School's property.

I understand I have no expectation of privacy in connection with the use of any of the Paul Cuffee School's equipment or the transmission, receipt or storage of information on this equipment or network.

I also acknowledge and consent to Paul Cuffee School's monitoring and use of this equipment at any time. Such monitoring may include, but is not limited to, e-mail, web browsing, and computer files to which I have access. Any computer or user is subject to these rules.

Printed Student Name _____

Signature of Student _____

Signature of Parent/Guardian _____

Date _____

Receipt of K-12 Handbook Signature Page

I have read and understand the 2019-20 Paul Cuffee School Student and Family Handbook (K-12).

Printed Student Name _____

Signature of Student _____

Signature of Parent/Guardian _____

Date _____

Table of Contents

Responsible Use of Technology Policy Signature Page.....	- 3 -
Receipt of K-12 Handbook Signature Page	- 3 -
Mission of Paul Cuffee School	- 7 -
School History and Philosophy.....	- 7 -
Inclusive Community	- 7 -
Paul Cuffee School Calendar 2019-2020	- 8 -
Faculty and Staff.....	- 9 -
Whom to Call	- 13 -
Responsible Use of Technology	- 14 -
Addendum to Responsible Use Policy	- 17 -
School Hours.....	- 18 -
Parent Responsibilities	- 19 -
Contact Information.....	- 19 -
Attendance, Absences and Tardiness	- 19 -
Special Dismissal Arrangements	- 21 -
Special Custodial Arrangements	- 21 -
Walking, Biking & Public Transportation To and From School	- 22 -
Student Withdrawal from School	- 22 -
School Cancellations and Early Dismissal	- 22 -
School Bus Transportation	- 22 -
School Bus Safety	- 23 -
Positive Behavior and Discipline	- 24 -
Physical Restraint	- 32 -
Health, Wellness and Safety Guidelines	- 32 -
School Nurse and Health Office	- 34 -
Mandated Reporting of Suspicion of Abuse or Neglect.....	- 35 -
Celebrating Holidays, Birthdays, and Snack	- 35 -
Social Worker	- 35 -
Breakfast, Lunch and Snacks	- 36 -
Home School Communication	- 37 -
Automated All-School Telephone Notification	- 37 -
Family-School Partnership.....	- 37 -
Family Engagement.....	- 37 -
Academics	- 40 -
Report Cards	- 41 -
Parent/Advisor/Student Conferences	- 41 -
Saturday School (Upper and Middle School)	- 41 -
Retention	- 41 -

Class Assignments	- 42 -
Homework	- 42 -
Dress Code	- 42 -
Extra Clothing, Uniform Exchange	- 48 -
Lost and Found	- 48 -
Toys from Home	- 49 -
Field Trips.....	- 49 -
Upper School Special Section.....	- 50 -
Program Overview	- 50 -
Coursework	- 50 -
Community	- 52 -
Graduation Requirements	- 52 -
Academic and Behavioral Supports	- 53 -
Saturday School	- 53 -
One-To-One Technology	- 54 -
Student Chromebook Contract.....	- 54 -
Advisory and Social-Emotional Growth	- 55 -
Academic Honesty	- 55 -
Assessment and Grading	- 56 -
Parent/Advisor/Student Conferences	- 58 -
Promotion and Retention.....	- 58 -
Late to Class	- 58 -
Skipping School/Class	- 58 -
Leaving School Grounds	- 58 -
Parking.....	- 58 -
Dismissal.....	- 58 -
Pick-Up	- 58 -
Eligibility for Athletics, After School Programs, or School-Based Extracurricular Activities.....	- 59 -
Positive Behavior and Discipline	- 59 -
Leaving School Grounds	- 61 -
Violence and Weapons	- 61 -
Tobacco, Tobacco Substitutes, Illegal Substances and Suspected Substance Abuse	- 61 -
Student Searches and Questioning	- 62 -
After-School Enrichment	- 63 -
Graduation Requirements	- 63 -
Graduation Decision Appeals	- 66 -
Grade Promotion	- 66 -
Frequently Asked Questions about Promotion.....	- 67 -
Academic Expectations and Academic Probation	- 67 -
Concurrent and Dual Enrollment	- 68 -
Annual Asbestos Management Plan Notification	- 70 -
Title I Yearly Notification	- 71 -
Peanut and Tree Nut Allergies.....	- 72 -
Bullying	- 72 -
Transgender and Gender Identity Policy	- 78 -

Mission of Paul Cuffee School

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.

School History and Philosophy

The Paul Cuffee School opened in 2001. It is a public charter school approved by the Rhode Island Board of Regents. The School is named in honor of Captain Paul Cuffee, a wealthy sea captain, and Quaker whose mother was a Wampanoag Indian from Martha's Vineyard. 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, MA in the late 18th century. Paul Cuffee and his wife were buried in Westport.

The long-term success of the Paul Cuffee School will be measured by the competence, the conviction, the compassion, the courage, and the conscience 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 conscience, convictions and courage to do what is right, even when it is not easy, with compassion for those who suffer sorrow and hardship, and with the competence to be effective in the world. (Based on the words of the philosopher, Newton Garver.)

Our hands-on approach and small class size allows teachers and students to work closely together and establish relationships where we all learn to take care of ourselves, each other, our school community and the world we share.

Inclusive Community

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

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

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

Paul Cuffee School Calendar 2019-20

August 28 First Day of Classes Grades 1 - 12
June 17 Last day of School (TENTATIVE)

HOLIDAYS

School is closed on these days.

September 2 Labor Day
October 14 Columbus Day
November 11 Veterans' Day
November 28-29 Thanksgiving Recess
December 23- January 3, 2020 Holiday Recess
January 20 Martin Luther King, Jr. Day
February 17-21 Winter Recess
April 20-24 Spring Recess
May 25 Memorial Day

ALL-SCHOOL FULL RELEASE DAYS

No classes for students on these days.

November 5 US Parent/Student/Teacher Conferences;
 MS & LS Professional Day
December 6 MS & LS Parent/Student/Teacher Conferences;
 US Teachers' Professional Day
March 20 MS & LS Parent/Student/Teacher Conferences;
 US Teachers' Professional Day
April 17 US Parent/Student/Teacher Conferences;
 MS & LS Professional Day

ALL SCHOOL EARLY RELEASE DAYS

Every Friday Classes dismissed at 2:05 p.m.

ALL-SCHOOL EARLY RELEASE DAYS

No After-School Club

November 27 Classes dismissed at 1:00 p.m.
May 29, 2020 Classes dismissed at 1:00 p.m.

UPPER SCHOOL EARLY RELEASE DAYS

in addition to "All-school Early Release Days"

October 16 Classes dismissed at 1:00 p.m. (PSAT)
January 21-24, 2020 Classes dismissed at 1:00 p.m. (Mid-Term Exams)
April 14 Classes dismissed at 1:00 p.m. (PSAT/SAT)
June 9-12 Classes dismissed at 1:00 p.m. (Final Exams)

Faculty and Staff

All staff emails are first initial last name@paulcuffee.org, ex: Alison Smith is asmith@paulcuffee.org

<i>All School Staff</i>	
Christopher Haskins Head of School	Ben Harris Director of Technology
Maria Palmgren Executive Assistant to Head of School	Kelly Polak Technology Manager
Jeffrey Dronzek Business Manager	Julia Karahalís Director of Development
Andrea Carrera Human Resources Coordinator	Dulibel Ureña Communications Associate
Henry Leite Head Custodian	Cindy Sangiovanni Family Engagement Coordinator and Admissions Coordinator
Arlene Garrison Director of Student Services	Catherine Edwards K-12 Enrichment Programs Director
Cecelia Garvey-Burche School Psychologist	

<i>Board of Trustees</i>	
Earl N. Smith III , President	Ben Hall , Trustee
Leeds Mitchell IV , Vice-President	Mekahla McDonnell , Trustee
Kimberly Noble , Treasurer	Daniel Moos , Trustee
David Materne , Clerk	Marlon Mussington , Trustee
Su Almeida , Trustee	Martha Newcomb , Trustee
Ana Barraza , Trustee	Jean Patiky , Trustee
Carrie Bridges Feliz , Trustee	Andrea Summers , Trustee
Karley Carto , Trustee	Megan Thoma , Trustee
Brandford Davis , Trustee	
Bradford Gibbs , Trustee	

Lower School Staff (LS)	
ADMINISTRATION	TEACHING PARTNERS
Becky Coustan , Principal Marianella Solano , Social Worker TBD , Assistant to Principal Ana Dias , School Secretary/Receptionist Kathy Tudino RN , School Nurse/Teacher James Edwards , Building Maintenance TBD , Building Maintenance	Madelyn Brito , Kindergarten Lavone Cevallos , Kindergarten Ivette Maldonado , Kindergarten Booth O'Connell , 1 st Grade Loida Olivo , 1 st Grade Marlyne Jacquet , 1 st Grade Jeffrey Laliberte , 2 nd Grade Kiana Bonilla , 2 nd Grade Kelly Spittell , 2 nd Grade Robert Capellan , 3 rd Grade Cheryl Farland , 4 th Grade Jon Conboy , 4 th Grade Raysa Rodriguez , 5 th Grade Anneschka Polanco , Special Education
TEACHERS	SPECIAL SERVICES TEACHERS
Amy Hill , Kindergarten Susan Prouty , Kindergarten Jennifer Gomes , Kindergarten Karen Wargo , 1 st Grade Allison Merrill , 1 st Grade Amy Burnett , 1 st Grade Rozet Cruz , 2 nd Grade Alison Fournier , 2 nd Grade Andrea Lahlum , 2 nd Grade Jennifer Bifulco , 3 rd Grade Mekahla McDonnell , 3 rd Grade Sherri Poirier , 3 rd Grade Kimberly Conrad , 4 th Grade Stacy Gale , 4 th Grade Joseph Welsh , 4 th Grade Rose Bartholomew , 5 th Grade Catherine Novas , 5 th Grade Kathleen Hartrey , 5 th Grade Michelle Carden , Art Specialist Christian Staton , Integrated Arts Marlon Mussington , Physical Education Lisa Lehmuller , Library Media Specialist K-12	Josie Batista , Student Support Specialist Brooke Beach , Title I Math Teacher Barbara Boyle , Literacy Coordinator/Specialist Becky Bueno , ELL Instructor & Coordinator Marisa Colucci , ELL Instructor Lauren Fournier , Literacy Intervention Specialist Geanise Love , Special Education Megan Madden , Literacy Intervention Specialist Leslie McCrea , Special Education Kristin McGrath , Speech, Language Pathologist Becky Melrose , Title I Math Teacher Robin Yabroudy , Special Education Sarina Ussach , Occupational Therapist
Enrichment Program Staff	
Catherine Edwards , K-12 Enrichment Program Director Charlayne Osborne , LS/MS Enrichment Site Coordinator Robert Capellan , LS ASC Staff John Conboy , LS ASC Staff Booth O'Connell , LS ASC Staff Raysa Rodriguez , LS ASC Staff Marlyne Jacquet , LS ASC Staff TBD , LS ASC Staff James Edwards , MS ASC Staff Loida Olivo , US ASC Staff	

Middle School Staff (MS)	
ADMINISTRATION	TEACHING PARTNERS
Rod Gamble , Principal Christine Mendez , Social Worker Jahelia Olivero , Assistant to Principal Brianda Vargas , School Secretary/Receptionist Melissa Polak , School Nurse Teacher Scott Medeiros , Athletics and Enrichment Coordinator Antonio Soares , Building Maintenance Joao Fidalgo , Building Maintenance	Jay Addison , Teaching Partner Janell Blyden , Teaching Partner Rose Clapprood , Teaching Partner Lauren Matthias , Teaching Partner Kerstyn Desjardin , Library Assistant Teaching Partner
TEACHERS	SPECIAL SERVICES TEACHERS
Brian Weigand , 6 th Grade Science Lisa Bouthillier , 6 th Grade Math Dalia Fredette , 6 th Grade Humanities Matthew Pottle , 7 th Grade Science Kelsey Lucas , 7 th Grade Math Miriam Silk , 7 th Grade Humanities Gail Rosen , 8 th Grade Science Ben Hall , 8 th Grade Math Justin Pimentel , 8 th Grade Humanities Yulisse Santana-Cespedes , Spanish Teacher George Albuquerque , Physical Education/Dean of Students Amy Weigand , Visual Arts Instructor	Thomas Beall , Title I Mathematics Teacher Jeremy Bourget , Special Education Teacher Emily Fabrizio , Special Education Teacher Beth Morris , Special Education Teacher Brooke Rennie , Literacy Specialist Nada Samih-Rotondo , English Language Learners Teacher

Upper School Staff (US)	
ADMINISTRATION	TEACHER ASSISTANTS
Genevieve Schultz , Principal Jeff Rackauskas , Academic Dean Eleanor Maddock , Dean of Student Culture Gisele Polanco , Social Worker Leidi Silverio , Assistant to Principal Karla Vargas , School Secretary/Receptionist Claudia Arroyave , School Nurse Teacher Scott Medeiros , Athletics and Enrichment Coordinator Leonardo Cruz , Building Maintenance Narciso Rodriguez , Building Maintenance	Kristina Diogo , 9 th Grade Teaching Partner Charis Mitchell , 10 th Grade Teaching Partner Africa Smith , 11 th Grade Teaching Partner Colleen Conley , 12 th Grade Teaching Partner Carla Molina , Library Assistant Teaching Partner Andre Green , Student Success Teaching Partner Katherine Wilson , Post-Secondary Support Teaching Partner
TEACHERS AND ADVISORS	
Emily Mora , Mathematics Teacher and 9 th Grade Advisor Alysia D'Urso , English Teacher and 9 th Grade Advisor Kendra King , History Teacher and 9 th Grade Advisor Amitav Kamani , Science Teacher and 9 th Grade Advisor Gerri Lallo , Literacy Intervention Specialist and 9 th Grade Advisor Al Pari , Mathematics Teacher and 10 th Grade Advisor Kelly Lee , Visual Arts Teacher Curtis Perdue , English Teacher and 10 th Grade Advisor Eric Fulford , History Teacher and 10 th Grade Advisor Rebecca Allison , Science Teacher and 10 th Grade Advisor Evelina Ng , Spanish Teacher and 10 th Grade Advisor Katie Jones , History Teacher and 11 th Grade Advisor Pamela Dodman , Science Teacher and 11 th Grade Advisor Sofia Dias , English Teacher and 11 th Grade Advisor Edmicelly Xavier , Spanish Teacher and 11 th Grade Advisor Sean Geoghegan , Mathematics Teacher and 11 th Grade Advisor Ryne Rewers , Physical Education and Health Teacher and 11 th Grade Advisor Megan Thoma , English Teacher and 12 th Grade Advisor Griffin Quirk , History Teacher and 12 th Grade Advisor Kimberly Maynard , Mathematics Specialist and 12 th Grade Advisor Sybille Pierre , Music Teacher and 12 th Grade Advisor	SPECIAL SERVICES TEACHERS
	Victoria Lamp , Special Education Teacher Kary Harris , English Language Learners Teacher Catherine Wagner , Special Education Teacher Mark Williams , Special Education Teacher Ron Thomas , Student Success Manager

Whom to Call

Lower School (LS)
(401) 453-2626

Middle School (MS)
(401) 453-2711

Upper School (US)
(401) 781-2727

Category

Person to call, (Office Location)

Application process

Admissions Coordinator (LS)

Your child's health, medication, medical forms

School Nurse Teacher (LS/MS/US)

Your child's progress

Classroom Teacher (LS)
Advisor (MS/US)

Curriculum questions

Classroom Teacher (LS/MS/US)
Principal (LS/MS/US)

Transportation

Assistant to Principal (LS/MS/US)

Lunch Application

Data Manager (US)

Classroom issues

Classroom Teacher (LS)
Advisor (MS/US)
Principal (LS/MS/US)

Information on special education services

Director of Student Services K-12 (US)
Principal (LS/MS/US)
Your child's special education teacher/case manager (LS/MS/US)

Information on Title I

Director of Student Services K-12 (LS/MS/US)

Information on ELL Services

ELL Teacher
Director of Student Services K-12 (US)

Counseling

Classroom Teacher (LS)
Advisor (MS/US)
Social Worker (LS/MS/US)

After School Enrichment & 21st Century Program

K-12 Enrichment Programs Director
Athletics/After School Coordinator (US)

Fundraising/donations

Director of Development (LS)

School Governance

Head of School (US)
Executive Assistant to Head of School (US)
Trustee President (via Executive Assistant to Head of School)

Getting involved

Principals (LS/MS/US)
Family Engagement Coordinator (LS)

Updating your contact information

School Secretary (LS/MS/US)
Assistant to Principal (LS/MS/US)

Responsible Use of Technology

(In accordance with Children's Internet Protection Act [CIPA] and Rhode Island General Law 16-21-33 and 16-21-34)

Purpose

Paul Cuffee School shall provide access for employees and students to technology resources, including access to external networks, for educational purposes. Educational purposes shall be defined as classroom activities, career and professional development, and high quality self-discovery activities of an educational nature. The purpose of our technology resources is to assist in preparing students for success in life and work by providing access to a wide range of information and the ability to communicate with others. The technology resources will be used to increase communication (staff, parent, and student), enhance productivity, and assist staff in upgrading existing skills and acquiring new skills through a broader exchange of information. The technology resources will also be utilized to provide information to the community, including parents, governmental agencies, and businesses.

Availability

Paul Cuffee School makes no warranties of any kind, whether expressed or implied for the service it is providing. Paul Cuffee School will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the district Intranet or the Internet is at your own risk. Paul Cuffee School specifically denies any responsibility for the accuracy or quality of information obtained through its services. Access to technology resources, including external networks, shall be made available to employees and students for instructional and administrative purposes and in accordance with administrative regulations and procedures. Access to technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology resources and shall agree in writing to comply with such regulations and procedures. Noncompliance with the Responsible Use of Technology Policy may result in suspension or termination of user privileges, confiscation of device, and/or other disciplinary actions consistent with the policies and student handbooks of Paul Cuffee School. Violations of law may result in criminal prosecution as well as disciplinary action by Paul Cuffee School.

Responsible Use

The Director of Technology or designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Paul Cuffee School as well as with law and policy governing copyright.

Internet Responsible Use and Internet Safety

Paul Cuffee School is pleased to offer all students and staff in our district access to network and wired and wireless Internet services. The increased use of Internet and so-called cloud-based resources requires that administrators, teachers, library media specialists, students and parents take steps to ensure that, when used responsibly, these tools and the resources available are appropriate for use in K-12 instruction. The use of the network is a privilege, not a right, which may be revoked at any time for abusive conduct, outlined, but not limited to, the terms within this policy.

1. **Security:** The security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a building administrator.
2. **Vandalism:** Vandalism will result in cancellation of privileges. Vandalism is defined as malicious attempt to harm or destroy physical equipment or data of another user, Internet, or any of the above listed agencies or other networks that are connected to the district Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

3. **Filtering:** Internet accessibility will be filtered in accordance with Children's Internet Protection Act, to limit the users to educationally appropriate sites, as determined by Paul Cuffee School. At the same time, we are aware that material on the Internet is uncensored and we can make no guarantee that information found on the Internet will be valuable, reliable or inoffensive.
4. **Electronic Theft:** Copying software, files or MP3s without the permission of the author is "copyright infringement," for which the law imposes penalties. This is true even in a K-12 education environment. Copyrighted material or software must not be placed on any system without the permission of the author or publisher. This is detailed in an End User License Agreement or EULA. Permission must be specified in the document, on the system, or must be obtained directly from the author, or publisher. It is not permissible to install single use copies of software onto multiple computers. Due to system security and standardization, only persons authorized by the Director of Technology may install software.
5. **Acceptance of Terms and Conditions:** All terms and conditions as stated in this document are applicable to Paul Cuffee School. These terms and conditions reflect the entire agreement of the parties and supercede all prior oral or written agreements and understandings of the parties. These terms and conditions shall be governed in accordance with the laws of the State of Rhode Island, and the United States of America.

CIPA Compliance

Paul Cuffee School has taken measures to comply with The Children's Internet Protection Act (CIPA), requiring schools and libraries that receive discounted Internet service and equipment under the Federal "e-rate", ESEA Title III (TLCF) and LSTA programs to implement an Internet Safety Policy. The filtering solution put in place by Paul Cuffee School and delivered by OSHEAN meets the stated requirements specified below as a Technology Protection Measure. Furthermore, this Responsible Use of Technology Policy, along with classroom supervision, meets the requirements as outlined below. Compliance with CIPA allows Paul Cuffee School to apply for E-Rate discounts under guidelines of this program. See the following link for more information: <http://www.oshean.org/?page=filtering>

Compliance with the requirements of CIPA:

1. **Technology Protection Measure:** A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.
2. **Internet Safety Measures/AUP:** Internet Safety/AUP Measures must address the following issues:
 - A. Access by minors to inappropriate matter on the Internet and World Wide Web;
 - B. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
 - C. Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
 - D. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
 - E. Measures designed to restrict minors' access to materials harmful to minors.

3. **Public Notice and Hearing:** The authority with responsibility for administration of the school must provide reasonable public notice and hold at least one public hearing to address a proposed Technology Protection Measure and Internet Safety Policy. Record of this annual meeting can be requested from the Director of Technology.

Social Media

Paul Cuffee School recognizes the increasingly important role that technology plays in the educational process as well as in the personal lives of the students, faculty and staff of Paul Cuffee School. Online discourse through social computing, including the use of networking sites, text messaging, and the like empowers educators and students in the scope of their respective interactions. Instead of “mass communication” this environment represents “masses of communicators.” Paul Cuffee School respects the importance of open exchange and learning related to enhancing the educational environments at Paul Cuffee School and supports this process. Within this context, it is important that all participants feel free to express their thoughts and ideas in a manner that does not disrupt the educational process, or create unnecessary distractions to, or adversely impact the interpersonal relationships between the students, faculty and staff. This Policy is intended to foster a thoughtful, responsible use of social networking and related technological communication tools that will minimize the risk and be appropriately professional and respectful.

No student, employee, faculty or staff of Paul Cuffee School shall post, forward, or otherwise disseminate any data, documents, photos, images, videos, or other information using any technology medium, including social networking websites (e.g. Facebook, Twitter, Flickr, Tumblr, Snapchat) which might result in a disruption of classroom activity or the educational process.

Bring Your Own Device (BYOD)

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 School may bring their own technology devices to campus to use when deemed appropriate by Paul Cuffee School staff.

Definition of “Technology Device”

For purposes of “Bring Your Own Device” (BYOD) at Paul Cuffee School, “Technology Device” means privately owned wireless and/or portable electronic hand held equipment that includes portable internet devices, “Smart” cellular phones, tablets, laptops, image capture/recording, sound recording and any other device that allows for information transmitting/receiving/storing, etc.

Use of “Technology Device”

Students are permitted to use technology devices only when granted permission by the teacher during the time of use. As such, use of technology devices is prohibited in hallways, restrooms, cafeterias, other non-classroom school settings and classroom settings if not granted explicit permission by the teacher. If a student violates this, or refuses to put the device away after being asked to by the instructor, the “Technology Device” may be immediately confiscated and additional consequences may be enforced.

Headphones

Students are not permitted to use personal headphones while in school. Headphones should not be worn or visible in the hallway or classes. In some cases, when granted permission by the teacher that is instructing them at the time of use, students may use headphones for educational purposes. 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 administration, and a loss of privilege as well as additional consequences may be enforced. Exceptions may be made in accordance with a student’s Individualized Education Plan, Section 504 Accommodation Plan, or where determined appropriate by the building administrator.

Security and Damages

Responsibility to keep the device secure and configured rests with the individual owner. Paul Cuffee School, including its staff and employees, is not liable for any personal technology device stolen or damaged. 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. Paul Cuffee School 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 of Technology Policy. Processing or accessing information on school property related to "hacking," altering, or bypassing network security policies is in violation of this electronics policy.

Web Filtering

Paul Cuffee School uses web-filtering technology to disallow certain websites that the school decides are inappropriate for school use.

School-Assigned Email and Cloud Services Accounts

Paul Cuffee School may assign student accounts for email, network, and cloud services (such as GMail and Google Apps, IXL, Schoology, etc.). These accounts are provided to students for educational use. The school may monitor student use of these platforms and expects students to use them responsibly. Students may not share login information to their accounts with others.

Home Internet Use

We encourage parents to monitor their children'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 children's internet and social media use, the better.

Addendum to Responsible Use Policy

Students at the lower and middle schools are not permitted to carry cell phones with them while at school. It is recommended that students leave these devices at home. If a student must bring a cell phone to school, it will be collected and kept in a secure location during the school day.

School Hours

Lower School: Visitors must always sign in at the main office.

- The Lower School building opens at 8:00 AM. Breakfast is served between 8:00-8:20 AM. Parents should drop off at Promenade St. Do not double park. Children must exit from the passenger side of the vehicle.
- Classes begin promptly at 8:20 AM. Please be on time. If you drop your child off after 8:15 AM, please plan to feed them breakfast at home.
- To ensure the safety of all children, all building doors except the main entrance door will be kept locked after 8:20 AM. Children arriving after 8:20 AM must be signed in at the main office by a parent or guardian.
- The school day ends at 3:05 PM Monday through Thursday, and children not going home on the bus or participating in after-school programs are picked up after 3:05 PM in the cafeteria.
- We ask families to be punctual picking up their children. If you need to pick up your child early, please send a note to your child's teacher in the morning, and see the section below on early dismissal.
- After School: The Paul Cuffee After-School Enrichment Program, for registered students, begins at 3:05 PM. and ends at 5:30 PM. Parents should arrive by 5:30 PM. to pick up their children. Without advanced notice, families will be expected to wait until 3:05 PM to pick up children, unless in cases of emergency.

Middle School: Visitors must always sign in at the main office.

- The Middle School building opens at 8:00 AM. Breakfast is served between 8:00-8:20 AM. Parents should drop off at the main entrance.
- Classes begin promptly at 8:20 AM. Please be on time. If you drop your child off after 8:20 AM, please plan to feed breakfast at home.
- To ensure the safety of all children, all building doors remain locked. Children arriving after 8:20 AM must be signed in at the main office by a parent or guardian.
- The school day ends at 3:05 PM, and children not going home on the bus or participating in after school programs are picked up after 3:05 PM at the school's main entrance.
- We ask families to be punctual picking up their children. If you need to pick up your child early, these occasions should be rare in nature. Please send a note to your child's teacher in the morning, and see the section below on early dismissal
- After School: After school workshops are available to students. Most run from 3:15–5:00 PM and the days of the week vary depending on the workshop. Families need to make arrangements to pick up students participating in these workshops at 5 PM, as no transportation is provided.

Upper School: Visitors must always sign in at the main office.

- The Upper School building opens at 8:15 AM. Breakfast is served between 8:15-8:30 AM.
- Classes begin promptly at 8:30 AM.
- All building doors will remain locked. Children arriving after 8:30 AM are considered tardy.
- The school day ends at 3:20 PM Monday through Thursday and at 2:05 PM on Friday.
- If you need to pick up your child early, these occasions should be rare in nature. Please send a note to your child's teacher in the morning, and see the section below on early dismissal.

Parent Responsibilities

Paul Cuffee School parents and guardians are expected to assume the following responsibilities:

- **Your Contact Information:** You 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.
- **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.
- **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!

Contact Information

We require that you provide current address, place of work, and home, work, cell, and emergency contact phone numbers.

- Emergency contacts should be the people who can come to school to pick up your child(ren).
- If your address or phone numbers change, you must inform the school right away. It is required by law that we have a way to contact parents in case of an emergency. When changes occur please come to the office to fill out necessary paperwork.

Attendance, Absences and Tardiness

Students are required to be in school every day that school is in session and must arrive on time.

Attendance and Truancy

Policy Rhode Island state law 16-19-1 requires all students between the ages of six and eighteen years to be registered in and attend school regularly. Studies show a positive correlation between good school attendance and academic success. Absenteeism, tardiness and early dismissals disrupt the continuity of learning. Attendance at school is part of a student's permanent records and parents/guardians are urged to assist the school by supporting the attendance policy. It is the responsibility of the parent or guardian to encourage and monitor school attendance, report absences according to the attendance policy, and work cooperatively with the school to solve any attendance issues. Encouraging regular school attendance is a multi-pronged effort, including:

- Establishing a school environment that engages students
- Having all students known and monitored by at least one adult
- Clearly articulating the expectation that students will attend and complete school
- Having consequences that encourage students to attend school
- Understanding and responding to why a student is not attending school

DEFINITIONS

Excused Absences

Excused absences include a student's participation in an approved school-sponsored activity, suspension days, religious holidays, family emergencies (to be approved by an administrator), doctor or medical professional excused illness or injury (a note from a doctor or medical professional must be submitted within 3 days of the absence) or funerals, and acute or chronic illness.

Acute Illness: When a student has a medical need that does not require on-going/long term care, (i.e.: knee surgery, etc.). A note from a doctor or medical professional must be given to the school. Subsequent absences due to the nature of the care will be considered excused. Families must give the reason for absence(s) due to the nature of the illness or follow-up care.

Chronic Illness: A student that requires continued medical care with a doctor or medical professional, (i.e.: type II diabetes), must provide documentation at the onset of treatment. Subsequent absence(s) due to the nature of the illness or follow-up care will be considered excused. Families must give the reason for the absence(s) due to the nature of the illness or follow-up care.

Appointments: All students are expected to attend school. Appointments with doctors, dentists, etc. should be made at times other than during school hours.

Absence and school-related activity: Students absent due to illness or suspension on the day of a school-related activity (e.g., athletic event, drama, dances, etc.) may not attend that activity. Extenuating circumstances may be presented to an administrator for consideration.

Unexcused Absences

Every absence is considered "unexcused" unless a phone call by the parent/guardian has been received stating the specific reason for the absence by the attendance office. For an absence that is one or more days in length to be considered excused, a note from a doctor or medical professional must be received within 3 days of the absence. Student absence from class for purposes of family travel or vacation is a loss of valuable class time and is strongly discouraged. The number of days missed will be counted as unexcused absences. Please note: Parental/guardian permission in and of itself is not recognized as legitimate reason for absence.

- Only absences that count as excused are those for which we receive a doctor's note. Any absences for which the parent tells us or sends a note will be marked "verified" but do not count as excused in official state records.
- If students are sick, then they should stay at home. If they have a contagious condition they may not be in school. If your child is sick, please notify the school office by 9:00 AM. Children who come to school sick with fever will be sent home. Parents must be available to pick up their sick children and provide a physician's note upon the child's return to school. Students who are well enough to be in school are expected to participate in all activities (including swimming, physical education, recess) unless a doctor's note says otherwise.
- Parents of children with chronic absenteeism and tardiness should expect the school's involvement in order to improve this record. A number of interventions for truancy includes mandatory parental meeting, student make-up time, and other interventions as determined by the school's administrator.
- If you know that your child will miss school, please write a letter to the principal, listing dates that your child will miss and the reason for the absences.

- Families should not plan vacations while school is in session for the reason that a vacation is considered an unexcused absence. If circumstances arise which make time away from school a necessity, you must consult with your child's teacher and principal.
- *(Please see the section below on Health and Safety Guidelines for additional information.)*
- Upper School Specific:
 - If a student has three or more unexcused days at which he or she is late to school or absent, consequences may be assigned including, but not limited to, parent conference, make-up time, loss of eligibility for athletics and extracurriculars, and other consequences as assigned by the school's administration. Repeated tardiness to school will result in referral to Student Support Team and/or Truancy Court.
 - Students who are 18 years of age but who have not completed 4 full years of high school must comply with all PCS attendance policies, including that
 - Students are expected to stay in school for the full school day
 - If a student must leave school early due to illness, doctor's appointment, or some other unavoidable scheduling conflict, the student is expected to provide appropriate documentation (a note from a parent is not sufficient).

Special Dismissal Arrangements

We expect that your child will have a normal pick up routine, and that sometimes plans may change. Any time your child is to go home in a way that is different from their regular routine, you must send a written note in advance explaining what is to happen:

- If the student is to be dismissed early, the note should specify the time the student will be picked up and the name of the adult who will pick up the student. This adult must be listed as an emergency contact in order for the School to dismiss the student.
- Students who do not take the bus and who need to go home with someone other than their parents or guardians must bring a signed note from home naming the person who will pick them up. Please ensure this person is on the emergency contact list for your child.
- If your child's teacher does not receive the written note, he/she will follow the regular dismissal procedure.
- At the Lower School, Town Meetings are held once a month and run from 2:15-3:00 PM. We ask that parents pick up students before 2:15 PM or after 3:00 PM.

Special Custodial Arrangements

Parents who are listed on the child's birth certificate will be considered legal custodians, otherwise a copy of the court document must be on file.

Walking, Biking & Public Transportation To and From School

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

Student Withdrawal from School

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

School Cancellations and Early Dismissal

Paul Cuffee School officials will do their best to make timely decisions regarding school closings, delayed openings and early dismissals.

- Any closings or delays will be announced through local media. Parents and guardians will also receive notification from the automated phone system in the event of an early school closing, cancellation, or other announcement.
- It is very important that the school has your current phone number so you get these messages in case of an emergency.
- In the event of an unplanned early dismissal, families should make arrangements for their children's care in case no one is at home when a child arrives, and make certain that the children understand these arrangements.

School Bus Transportation

Paul Cuffee School provides public transportation to school for all students who live further than **1 mile** (Lower School); **1.5 miles** (Middle School); **2.5 miles** (Upper School)

- The school will help families stay informed about bus transportation and will relay information regarding buses as it becomes available.
- Paul Cuffee School contracts bus service with Ocean State Transit (K-8) and RIPTA (9-12).
- Specific questions about late buses or items left on the bus should be directed to the school campus.
- Paul Cuffee Upper School provides 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 child safeguards their bus pass, as the school will not have replacement passes.

School Bus Safety

In order to ensure that students are safe while riding the school bus, we expect all of our students to follow bus expectations.

- Students are expected to follow directions given by bus personnel willingly and promptly, and to sit in their assigned seats.
- Students are expected to respect each other and to respect property.
- Students are expected to use inside voices and appropriate language.
- Students are expected to refrain from throwing things in, at or out of the windows of the bus.
- Students are expected to keep their hands, feet, and arms inside the bus at all times.
- Students must remain seated while the bus is moving.
- As with all matters of discipline at Paul Cuffee School, conduct on the bus is subject to administrative consequence as determined by the principal, which may include suspending bus transportation privileges.

Bus Expectations (K-8)

Be Respectful:

- Use inside voice and speak only to those sitting near you
- Do and say kind things
- Avoid swearing, using profanity, and other unkind or disrespectful words
- Make room for others; if not assigned seating, allow others to sit with you
- Ask an adult for help, if needed
- Always wear headphones when using technology

Be Responsible:

- Follow adult directions
- Bus furniture is school property so treat it as such
- Watch for your stop and be ready
- Use restroom before getting on bus, if needed
- Keep track of your belongings
- Save snacks for home
- Observe the School's *Responsible Use of Technology Policy*
- Keep the bus clean

Be Safe:

- Keep your hands and feet to yourself
- Always stay seated on bus (bottoms on the seat)
- Face forward
- Keep legs in front
- Keep aisles clear
- Keep body parts and belongings inside the bus

Positive Behavior and Discipline

We are committed to fostering the social and emotional wellbeing of all students. Teaching social and emotional skills is part of our core curriculum in all grades. We believe mistakes are an opportunity for learning – whether they are academic or behavioral mistakes. Students are expected to assume 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 doing their best, and by valuing different backgrounds, perspectives and experiences. We expect all PCS students to act responsibly and respectfully at all times. Our staff and faculty model and teach these skills all day, every day.

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

“I will take care of myself.”

Students are expected to follow the school rules and listen to instructions at all times. Teachers will set up clear expectations for their classrooms and the students will have many opportunities to practice the routines and expectations. When students are doing exactly what they are supposed to do, everyone is safe. All staff and faculty work hard to acknowledge positive behaviors each day. We hope that our PCS students will demonstrate these behaviors when they are out in their neighborhoods. You can help with this effort. When students act in responsible and respectful ways they are being positive role models for everyone.

“I will take care of others.”

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

“I will take care of the school.”

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

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

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

Prevention

Successful individual student behavior support is linked to school climates that are effective, efficient, relevant, & durable for all students. (Zins & Ponti, 1990)

Paul Cuffee School builds relationships that help to prevent problem behaviors through several community centered and individualized practices that increase social skills and academic engagement, establish positive classroom climate, increase student investment and independence, and decrease disruptive behaviors, including:

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

Some specific examples of research-based strategies teachers use to prevent misbehavior:

Teacher Actions that prevent rule violations (Sugai & Colvin 2003)

Teachers arrange classrooms to minimize crowding and distraction
Teachers maximize structure and predictability in classrooms (e.g., explicit classroom routines, specific directions, etc.).
Teachers post, teach, review, and reinforce positively stated expectations (or rules).
Teachers provide more frequent acknowledgement for appropriate behaviors than inappropriate behaviors.
Teachers provide each student with multiple opportunities to respond and participate during instruction.
Instruction actively engages students in observable ways (e.g., writing, verbalizing).
Teachers actively supervise classrooms (e.g., moving, scanning) during instruction.
Teachers ignore or provide quick, direct, explicit reprimands/redirections in response to inappropriate behavior.
Teachers have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).
In general, teachers provide specific feedback in response to social and academic behavior errors and correct responses.

On many occasions, student misbehaviors are handled with a re-direction to expectation, a re-teaching of the skills, and/or a conference where the teacher identifies what has happened and assists the child in figuring out how to fix the situation. On those occasions when students engage in behavior that is unsafe and puts other 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 in 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 their actions, and create 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 privilege, contact with the family, and 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.

Defined Rule Violations (Norm-Violating Problem Behaviors)

MINOR

- **Inappropriate Language** is considered to be language that is generally inappropriate for school and also is not threatening, intimidating, demeaning, harassing or swearing (examples of which are considered abusive language).
- **Physical Contact** involves physical touch that an adult would not consider intent to cause physical, bodily, or emotional harm (which is considered physical aggression).
- **Minor Defiance** occurs when a student does not follow the explicit direction of an adult and does not include outright refusal to follow or comply with adult directed tasks or requests (which is considered overt defiance).
- **Minor Disruption** involves behaviors that interfere with learning. It may involve calling out of turn, making inappropriate noises, movement intended to distract others, or any other behaviors that disturb learning.
- **Property Misuse** involves the use of materials for any reason than what is its intention.

MAJOR

- **Abusive Language** is language used with the intent of causing fear, intimidation, harassment, or bullying, including (but not limited to) swearing.
- **Fighting/Physical Aggression** involves aggressively physical touch that an adult or involved peer would consider intent to cause physical, bodily, or emotional harm.
- **Overt Defiance** involves a student's refusal to comply with adult directed tasks.
- **Harassment/Teasing/Taunting** is any behavior that is perceived by an adult or involved peer to be intended to cause fear, embarrassment, ridicule, or a diminished sense of self-worth, including any such references regarding race, gender, ethnicity, perceived sexual orientation, perceived intelligence, socio-economic status, physical size, appearance, and hygiene.
- **Major Disruption** involves significant disruption to learning that cannot be categorized in the above-listed behaviors.

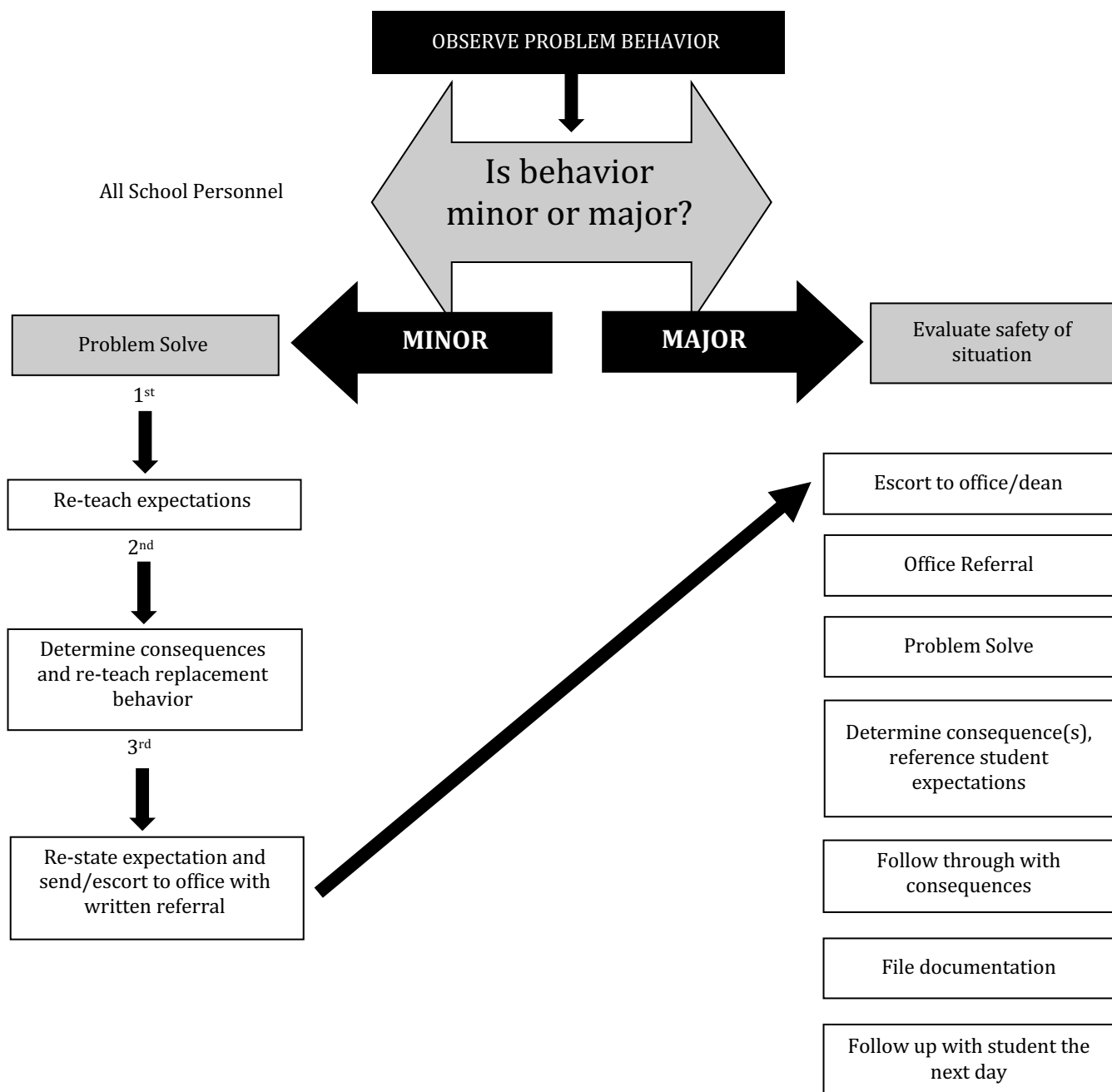
Administrative Decisions in Response to Rule Violations

- **Loss of privilege** refers to the loss of any desired activity not considered essential learning.
- **Time in office** refers to isolation from peers and adults held in the main office.
- **Conference with student** refers to any re-direction/re-teaching of school-wide expectations and/or problem solving.
- **Parent contact** refers to any contact made with a parent or legal guardian including telephone or school conference and note sent home.
- **Saturday School and Time for Time** refers to students assigned to mandatory make-up time outside of normal school hours.
- **Individualized instruction** refers to the removal of students from the general education classroom, special education resource, or academic intervention for a specific period of time with individualized adult academic support.
- **In-school suspension** refers to half or full day isolation in the main office.
- **Out of school suspension** refers to full day isolation outside of school.

Being 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. Families are expected to support administration in ensuring students complete consequences. Additionally, escalating consequences will be assigned by administration if students fail to comply with consequences already assigned to them.

Paul Cuffee School

Flow Chart for Responding to Rule Violations



Lower School Office Referral Form

Student First Name: _____ Student Last Name: _____

Date: _____ Grade: _____ Classroom Teacher: _____

Time of Incident: _____ Referring Staff: _____

Location: ☐ Classroom ☐ Hallway ☐ Bathroom ☐ Cafeteria ☐ Playground ☐ Bus ☐ Other

Problem Behavior	Possible Motivation	Consequence(s) to reduce future freq. of bx:
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact <input type="checkbox"/> Defiance <input type="checkbox"/> Elopement from class <input type="checkbox"/> Elopement from building <input type="checkbox"/> Property Destruction <input type="checkbox"/> Teasing/Taunting/Harassment/Bullying <input type="checkbox"/> Other	<input type="checkbox"/> Obtain attention from: Peer? Staff? _____ <input type="checkbox"/> Obtain access to: Item? Activity? _____ <input type="checkbox"/> Escape from: Peer? Staff? Task? _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Unknown	<input type="checkbox"/> Student processing form <input type="checkbox"/> Loss of privilege _____ <input type="checkbox"/> Fix it _____ <input type="checkbox"/> Time out of classroom _____ <input type="checkbox"/> Parent contact _____ <input type="checkbox"/> Problem solving conf. _____ <input type="checkbox"/> Mediation w/ _____ <input type="checkbox"/> Apology of Action _____ <input type="checkbox"/> Admin: Time in office <input type="checkbox"/> Admin: Conference with student <input type="checkbox"/> Admin: Parent Contact <input type="checkbox"/> Admin: Individual Instruction <input type="checkbox"/> Admin: Restitution <input type="checkbox"/> In-School Suspension Hours: _____ Days: _____ <input type="checkbox"/> Out of School Suspension: ____ days <input type="checkbox"/> Other: _____

☐ This behavior is major because:

- ☐ Frequency of behavior (*3 occurrences or 3 behaviors - attached all corresponding docs*)
- ☐ Intensity of behavior (*explain*)

☐ Others involved in incident:
 (*Please list / Identify*)

☐ None
☐ Substitute:

☐ Peer:
☐ Unknown

☐ Staff:
☐ Other:

☐ Additional Comments:

Middle School – Student Referral

Student: _____ Referring Teacher/Staff: _____

Date: _____ Time: _____ Type: MINOR / MAJOR

Lugar: ☐ Cafeteria ☐ Stage ☐ Bathroom ☐ Classroom ☐ Bus ☐ Playground ☐ Hallway ☐ Stairwell

Please Specify: _____

Problem Behavior:	Perceived Motivation:	Action Taken:
MINOR <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Tardy <input type="checkbox"/> Dress-code Violation <input type="checkbox"/> Technology Violation MAJOR / OFFICE MANAGED <input type="checkbox"/> Defiance/Insubordination <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Fighting <input type="checkbox"/> Bullying <input type="checkbox"/> Abusive Language <input type="checkbox"/> Harassment <input type="checkbox"/> Skip Class <input type="checkbox"/> Theft	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items / Activities <input type="checkbox"/> Avoid Peer Attention <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Task / Activity	<input type="checkbox"/> Time Out / Detention <input type="checkbox"/> Time in Office <input type="checkbox"/> Conference w/ Student <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Additional Attendance / Saturday School <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Restitution / Community Service <input type="checkbox"/> Parent Contact <input type="checkbox"/> Community Service <input type="checkbox"/> Action Pending

☐ Others involved: _____

☐ Seclusion / Restraint: ☐ YES ☐ NO

☐ Parent Contact: ☐ Email ☐ Voice Mail ☐ Text
 ☐ Spoke to Parent/Guardian ☐ Letter Sent Home

Please Specify: _____

☐ Additional Notes: _____

PCUS Behavior Referral Form

Student Name: _____ Referring Staff: _____

Date of Incident: _____ Time: _____

Location: <input type="checkbox"/> Classroom # _____ <input type="checkbox"/> Cafetornasium <input type="checkbox"/> Library <input type="checkbox"/> Commons Area (which floor): _____ <input type="checkbox"/> Bathroom (which one): _____ <input type="checkbox"/> Main Entrance/Breezeway <input type="checkbox"/> Other Location: _____		
Problem Behavior: Which of the 5 B's did this behavior breach? <div style="display: flex; justify-content: space-around; text-align: center;"> <i>Reflective</i> <i>Respectful</i> <i>Responsible</i> <i>Scholarly</i> <i>Supportive</i> </div>		
MINOR <i>Teacher-managed Behaviors</i>	MAJOR <i>BB Team</i>	
<input type="checkbox"/> Defiance <input type="checkbox"/> Disrespect <input type="checkbox"/> Disruption <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical Contact <input type="checkbox"/> Property Misuse <input type="checkbox"/> Tardy <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other: _____	<div style="display: flex;"> <div style="flex: 1;"> <input type="checkbox"/> Insubordination / Non-compliance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Abusive Language / Profanity <input type="checkbox"/> Persistently Tardy to Class (> 3x) <input type="checkbox"/> Skipping Class (> 10 minutes) <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Inappropriate Location <input type="checkbox"/> Forgery / Theft / Plagiarism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Lying / Cheating </div> <div style="flex: 1;"> <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Property Damage / Vandalism <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Use / Possession of <ul style="list-style-type: none"> <input type="checkbox"/> Tobacco <input type="checkbox"/> Alcohol <input type="checkbox"/> Drugs <input type="checkbox"/> Weapons <input type="checkbox"/> Combustibles <input type="checkbox"/> Bomb Threat / False Alarm <input type="checkbox"/> Arson <input type="checkbox"/> Truancy <input type="checkbox"/> Other: _____ </div> </div>	
Possible Motivation: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Peer Attention </div> <div> <input type="checkbox"/> Obtain Items or Activities <input type="checkbox"/> Avoid Task / Work / Activity </div> </div>		
Others Involved: <input type="checkbox"/> Peer(s) <input type="checkbox"/> Staff / Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> None Names of others involved (if any): _____		
Before next class, I will CLOSE THE LOOP/REPAIR: <input type="checkbox"/> by myself <input type="checkbox"/> with the help of BB		
Referring staff comments:		
Follow up staff investigative notes:		
ADMINISTRATIVE ACTIONS		
CONSEQUENCES ASSIGNED <div style="display: flex;"> <div style="flex: 1;"> <input type="checkbox"/> Individualized Instruction (w/ BB staff) <input type="checkbox"/> Conference w/ Student (Back Up Form) <input type="checkbox"/> Restitution <input type="checkbox"/> Community Service <input type="checkbox"/> Additional Time (Time-for-Time) <input type="checkbox"/> Time in Office (Refocus) </div> <div style="flex: 1;"> <input type="checkbox"/> In-School Suspension (Refocus) <input type="checkbox"/> Out-of-School Suspension <input type="checkbox"/> Loss of Privilege / Community Hold <input type="checkbox"/> Saturday School <input type="checkbox"/> Expulsion <input type="checkbox"/> ACTION PENDING </div> </div>		COMMUNICATION STEPS <input type="checkbox"/> Parent Contact: <input type="checkbox"/> Loop closed on: <input type="checkbox"/> Email to team on: <input type="checkbox"/> SWIS entry made on: <input type="checkbox"/> SKYWARD entry made on: <input type="checkbox"/> Form to Dean of School Culture

Physical Restraint

We realize that some students may have difficulty controlling themselves at times of emotional crisis. We recognize that students are learning how to control their feelings and emotions in various situations. Sometimes, events happen that make it impossible for some students 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. 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.

Health, Wellness and Safety Guidelines

School is a place for healthy children. Children who become ill while at school must be picked up by a parent or guardian and taken home.

- If your child has a fever he or 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 has become ill or has sustained an injury while at school.
- DO NOT send your child to school if he/she has had any of the symptoms referenced below within the previous 24 hours. We need your cooperation in order to prevent the spread of contagious diseases. If your child is ill, please report this to the school office as soon as possible. In the event of a contagious illness in individual classrooms, parents in that class may be notified that a child in the class has become ill to facilitate prompt recognition of symptoms in their own families.

Infectious/Communicable Illness

1. **Diarrhea:** When a child has diarrhea, their temperature will be taken and if the child has two or more loose stools, a parent/guardian will be notified and asked to pick up the child. The child may return to school 24 hours after the symptoms are gone.
2. **Fever:** If a child has a fever then a parent/guardian will be notified and the child must be picked up from school promptly. The child may return to school when he/she has been without a fever for 24 hours – without the use of fever-reducing medication.
3. **Rash:** If a child develops a rash while at school, parents/guardians will be notified to pick the child up. Rashes of unknown origin will require diagnosis by a physician. A note from the physician will be required when the child returns to school.
4. **Conjunctivitis (pinkeye):** Conjunctivitis is contagious. Children with suspected conjunctivitis should be diagnosed by a physician and given appropriate treatment if necessary before returning to school.
5. **Head Lice:** If we notice lice in your child's hair we will notify you to pick up your child. The child may return to school after appropriate treatment is completed.
6. **Vomiting:** If a child has been vomiting, he or she should be kept home from school. If a child vomits while at school, parents/guardians will be notified and the child must be picked up promptly. They may return to school 24 hours after symptoms are gone.
7. **Sore Throats:** Students with persistent sore throats associated with fever should be excluded from school. Medical evaluation should be sought. If your child is diagnosed with strep throat he/she must be on antibiotics for at least 24 hours before returning to school.
8. **Ring Worm/Scabies:** Ring worm is contagious. If you suspect your child has ring worm please contact your health care provider. Your child may return to school after appropriate treatment is instituted. If a student has a rash suspicious for scabies, medical evaluation is necessary. Student may return to school when appropriate treatment is received or an alternative diagnosis is made by his or her health care provider.
9. **Respiratory Illnesses:** Students with cold symptoms (runny nose, sore throat, body aches) that may interfere with learning should not be in school. If your child has a persistent cough or a cough associated with fever, please have your child seen by a physician. Please inform us of the diagnosis and any medication they are on.

Non infectious medical conditions

1. **Orthopedic injury:** If your child has sustained an orthopedic injury (fracture, dislocation, sprain/strain), please inform us of the appropriate plan of care. If a fracture (broken bone) has occurred, a physician's note detailing any restrictions that need to be addressed in school, must be provided (examples- physical education, recess, sports, after school activities).
2. **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.
3. **Allergic Reactions:** All students with allergies should be known to all staff. If a student has a life-threatening allergy, he or she must have an emergency plan and emergency medications in school as prescribed by his or her physician. This emergency plan and medication should be provided to the school at the beginning of the school year along with a completed medication form. An allergy list of students with their picture on it will be distributed to all staff and cafeteria workers.
4. **Diabetes:** All students with diabetes should have a diabetes care plan and diabetes emergency action plan prior to the start of each school year or prior to school reentry after a new diagnosis of hyperglycemia/diabetes. Guidelines of how to treat hyperglycemia should appear in the written physician's orders and the student's diabetes care plan.

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

School Nurse and Health Office

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

Medication

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

Paul Cuffee School will administer prescription medication during school hours only as approved by a licensed physician. All prescription medication must arrive at school in the original container; they will be stored in a locked cabinet in the health office. Students may not carry medication with them, with the exception of Epi-pens and inhalers with physician approval. All medication will be dispensed under the supervision of the school nurse, except for children approved for self-medication by both a parent/guardian and the prescribing physician (excluding controlled substances).

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

Allergies and Special Diet

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

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

Mandated Reporting of Suspicion of Abuse or Neglect

Rhode Island General Law requires all school employees to report to the Department of Children, Youth and Families any suspicion of abuse or neglect.

40-11-1 Policy – The public policy of this state is: to protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and, for these purposes, to require the mandatory reporting of known or suspected child abuse and neglect, investigation of those reports by a social agency, and provision of services, where needed, to the child and family.

Celebrating Holidays, Birthdays, and Snack

Classroom teachers normally acknowledge students' birthdays in different ways at snack time, but we ask that if families wish to send in a treat, we prefer healthy snacks with limited sugar. If you are having a party outside of school and plan to invite children from the Paul Cuffee School, please do not distribute invitations at school unless every child in the class is invited.

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

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

Social Worker

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

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

Lower School: Marianella Solano, 453-2626 or msolano@paulcuffee.org

Middle School: Christine Mendez, 453-2711 or cmendez@paulcuffee.org

Upper School: Gisele Polanco, 781-2727 or gpolanco@paulcuffee.org

Breakfast, Lunch and Snacks

Breakfast is served to students between 8:00-8:20 AM at the Lower School and Middle School and at 7:50 AM at the Upper School. Students arriving late will not be served breakfast. Breakfast for students who are not eligible for free or reduced priced meals is \$1.94 for students in grades K-8 and \$2.04 for students in grades 9-12.

Lunches are provided by Revolution Foods and served by their staff. Students may, of course, bring their own lunches if they prefer. Candy, soda and caffeinated beverages are not allowed. If brought to school students will not be able to keep them. 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. It needs to meet the above-named requirements and must be eaten during the designated lunch time. As a general rule, students will not be allowed to miss class to eat lunch. Lunch for students who are not eligible for free or reduced priced meals is \$3.26 for students in grades K-8 and \$3.36 for students in grades 9-12.

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 meals, we strongly encourage you to purchase meals in advance, either weekly or monthly, to stay current with your payment obligation. Please make out your check to Paul Cuffee School, 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. We highly recommend parents to use online payment, which can be accessed at www.mymealtime.com

It is very important for each parent/guardian to monitor their 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. Prices for meals are listed below:

Meal	Price*
Breakfast	\$1.94 (LS & MS) \$2.04 (US)
Lunch	\$3.26 per day (LS & MS) \$3.36 (US)
Reduced Priced Lunch	\$0.40 per day
Adult (non-student) Lunch	\$4.25 + tax

**Price is subject to change*

At Lower School, 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. At no time is food or drink allowed at computer stations or near laptop computers.**

Home School Communication

We believe that good communication with families is very important. Families and caregivers are encouraged to communicate with teachers/advisors and administrators by telephone or e-mail, in conferences, or by using the Puffin (LS) or Cuffee (MS & US) Files. Upper School parents should monitor their children's performance through the online Skyward Parent Portal.

If you would like to meet with your child's teacher, simply put a note to that effect in the Puffin/Cuffee File, or call the school office to schedule a convenient meeting time. During class time, teachers will not take their attention away from their students, so scheduling meetings in advance is essential. Whenever you have any questions or concerns, we need to hear from you.

Unless it's an emergency, we will not interrupt classes to allow you to speak to your child during the school day. Should you need to be in touch with your child while school is in session, please call the school office; we will be more than happy to deliver a detailed message.

Automated All-School Telephone Notification

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

Family-School Partnership

Children perform better in school when their families are involved in their education and their school. Our Family-School Partnership Coordinator 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 the school about ways to better serve the Paul Cuffee School community. The following Family Engagement section describes how we involve families.

Family Engagement

If you have any questions about family engagement, please feel free to contact the office at (401) 453-2626 ext 227.

Communication

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

We establish common and clear expectations by outlining the responsibilities of families, students and the school in the school contract, and by giving families access to the Family Handbook 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, a frequent electronic school newsletter, an automated phone system, bulletin boards, and teacher phone calls, newsletters, 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 and other languages, as needed. In addition, we provide translation at all parent meetings and enlist bilingual staff or outside providers for translation at individual meetings.

We actively seek input from families about their experiences both formally and informally through periodic surveys, brief evaluations of events, and direct mail. We also encourage families to bring their questions and concerns directly to teachers, administrators, and Parent Association co-chairs.

In addition to the communication described above, we foster ongoing dialogue 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 at a mutually convenient time.

Parenting

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

In response to interests expressed by families, we offer workshops on topics such as homework help, curriculum, assessment standards, students' 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 planned to accommodate the schedules of working families as best we can.

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.

Once students and families are enrolled, teachers begin to establish relationships with families through home or school visits. We hold orientations for Kindergarten, 6th, and 9th grade students and families. Through new student academic screenings and initial assessments, we are able to tailor our instructional programs to meet the needs of our students. We inform families of their children's academic standing, share their accomplishments through Parent/Teacher/Child conferences (see school calendar for dates), report cards, individual results from standardized state testing and we plan with parents to continuously improve student achievement. Final report cards demonstrate students' performance on grade level standards.

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 on-line resources 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 support services, 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

Volunteerism is highly valued in the school community. We encourage all families to volunteer whether from home, in the classroom, in the cafeteria, at school-wide events, in fundraising for the school, or in offering special programs for the children.

In order to volunteer, you must obtain a BCI background check as required by law. You may obtain this at the Rhode Island Attorney General's Office at 4 Howard Avenue, Cranston (Pastore Center); or at your local police station. You may then contact the school, and bring a valid ID with you.

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.

We encourage parents to reach out at any time of the year to teachers or administrators with their ideas and willingness to help.

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.

Parents serve on the Board of Trustees, School Improvement Team, and the Family-School Partnership Committee. The Family-School Partnership Committee helps to design family engagement programs and helps plan, review and improve support services offered under Title 1, Special Education and ELL programming. In addition, this committee conducts a survey of all K-12 families every spring to assess the family engagement 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.

Community Partnerships

We value developing community partnerships in order to better support our students and families. We raise awareness of resources in our state and city, and through the network of our extended Paul Cuffee community. We work to create broader experiences, connecting families, cross-fertilizing ideas, and inspiring one another.

Development and Review

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

Family Responsibilities

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

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

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.

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.

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. Please encourage independent reading every night and 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. You are expected to have your child attend school the entire day, with the exceptions of documented excused absences, late arrivals, and/or early dismissals.

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

Academics

The State of Rhode Island has adopted the Common Core State Standards for academic growth in all basic skill areas. We evaluate our students informally several times during the year, and formally two times per year. We use these assessments in math, writing and reading to help us measure student progress and to evaluate our instructional programs. We send report cards home three times each year. During the school year parents can expect this reporting schedule:

During the 1st Trimester (LS & MS)

- Interim report
- Report card
- Parent Conference

During the 2nd Trimester

- Interim report
- Report card
- Parent Conference

During the 3rd Trimester

- Interim report
- Report card
- Parent Conference

During the First Quarter (US Only)

- Mid-Quarter Report
- Report Card
- Parent Conference

During Second Quarter

- Mid-Quarter Report
- Report Card

During Third Quarter

- Mid-Quarter Report
- Report Card
- Parent Conference

During Fourth Quarter

- Mid-Quarter Report
 - Report Card
-
- Additional meetings to discuss students' progress can be set any time, as needed. We will make every effort to keep you informed about your child's progress, but you should always feel free to call your child's teacher, particularly if you have any concerns.
 - Beginning in grade 4 students are eligible to be named to the Head of School's List in recognition of exemplary citizenship and leadership in the school community.

Report Cards

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

Parent/Advisor/Student Conferences

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

Saturday School (Upper and Middle School)

If a student is failing a course, or has an unsatisfactory grade, the student may be enrolled in Saturday School in order to support the student in passing the course. Parents of students being assigned to Saturday School will receive notice by the student's advisor.

Retention

All decisions to retain a child in a grade level for the upcoming school year are made in consultation with parents/guardians, and are based on academic expectations, social maturity, relevant emotional issues, and chronological age. We make these decisions around the whole child, not around any one factor.

Class Assignments

When assigning continuing children to particular teachers, the Principal consults with the children's current teachers and specialists to ensure that the best possible match is made. Our goal is to meet the needs of each individual child while structuring our classrooms so they are balanced and diversified in every respect. This process is usually completed before the end of the school year so that parents can be informed about their child's class assignment on the final report card in mid June. Parent/guardian requests for particular teachers are not guaranteed and must be made in writing to the principal on or before April 1, 2020.

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 in reading, writing and math. Your involvement and supervision is essential. Letting your child know that you think completing homework with care and on time is a priority reinforces classroom expectations. Please provide a quiet place with necessary materials, such as paper, pencil, etc., for your child to do homework and the reading assigned each night and shut off the radio or TV until after homework and reading are done. 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).

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 2018-19 academic year. In addition to a uniform shirt and pants, shoes or sneakers must be worn at all times.

NOTE: Advisors check dress code in the morning and parents may be called to bring in clothing that meets the dress code requirements.

Lower School Dress Code

DRESS CODE
<i>Shirts</i> <ul style="list-style-type: none">• Shirts with collars, short or long-sleeved• Solid navy blue• With or without school logo
<i>Trousers/Skirts</i> <ul style="list-style-type: none">• Slacks or shorts• Skirts (knee-length), shorts, jumpers or slacks• Khaki color
<i>Shoes</i> <ul style="list-style-type: none">• Regular shoes or sneakers• No open toe shoes• No flip flops• No sandals• No house slippers
<i>Tights/leggings</i> <ul style="list-style-type: none">• Solid colors: navy blue, white, khaki

Shirts and sweatshirts imprinted with photos, pictures, prints, or logos are not permitted. The shirts must be solid navy blue. Long-sleeved shirts worn underneath the short sleeve uniform shirt must be the color of the uniform shirt. Sweaters or sweatshirts worn indoors/outdoors for warmth must be navy blue. Shirts must be tucked in or no more than a few inches below the waist if untucked. Pants must be worn on the natural waistline—no sagging or visible underwear. There will be no hats in the buildings. Suggestive or inappropriate clothing (for example, very short skirts) is not allowed. *Due to limited facilities, students will not be permitted to change for P.E. or after school sports. Teachers and Administrators will use discretion in cases when clothing is deemed distracting or inappropriate.*

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

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

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

Middle School Dress Code

DRESS CODE	NOT PERMITTED
<p><i>Shirts/Tops:</i></p> <ul style="list-style-type: none"> • Solid navy blue shirts with collars, short or long-sleeved (all students). Wording or logos other than Paul Cuffee School is not permitted. • Shirts must be tucked in or no more than a few inches below the waist if untucked. 	<ul style="list-style-type: none"> • Bare shoulders, sleeveless shirts, denim shirts, tank tops, sheer shirts, exposed cleavage, exposed stomachs. • Shirts imprinted with photos, pictures, prints, words or logos
<p><i>Undershirts:</i></p> <ul style="list-style-type: none"> • Solid navy blue or white, short or long sleeved 	<ul style="list-style-type: none"> • Undershirts imprinted with photos, pictures, prints, words or logos
<p><i>Sweatshirts/Hoodies/Sweaters/Cardigans/Sweater-vests/Blazers:</i></p> <ul style="list-style-type: none"> • Solid navy blue only. Again, no logos or wording. Students must wear a solid navy blue collared or uniform shirt underneath. • Spirit Friday exception: Any top that says Paul Cuffee School or shirt that was created at Paul Cuffee School is acceptable. 	<ul style="list-style-type: none"> • Photos, pictures, prints, words or logos
<p><i>Bottoms:</i></p> <ul style="list-style-type: none"> • Solid khaki dress pants, pants, capris • Shorts & Skirts (no shorter than 4 inches above the knee), khaki 	<ul style="list-style-type: none"> • Pants must be worn at the natural waistline - no sagging or visible underwear
<p><i>Jumpers/Dresses:</i></p> <ul style="list-style-type: none"> • No shorter than 4 inches above the knee • Either solid navy blue or solid khaki • Must either have an attached collar or a collared, uniform shirt must be worn underneath. 	
<p><i>Tights/leggings:</i></p> <ul style="list-style-type: none"> • Must be opaque 	<ul style="list-style-type: none"> • Leggings are not pants and may only be worn under a skirt or pants/Capri
<p><i>Shoes:</i></p> <ul style="list-style-type: none"> • Regular shoes or sneakers 	<ul style="list-style-type: none"> • No open toe shoes • No flip flops • No sandals • No house slippers • No heels • No slides

- Outdoor, winter coats are not allowed to be worn in school.
- Hats, head scarves (except where clothing meets religious observance), hoods, picks, brushes, durags and bandanas are not permitted in the school building and must be removed upon entering the school. Other headwear may not be permitted if it is determined by the School's administration to be distracting to the learning environment.
- Bags, purses, backpacks must be kept in the student's advisory classroom during the day.
- Additional dress down day information:
 - Midriffs, shoulders, and cleavage may not be exposed
 - Hats, head scarves (except where clothing meets religious observance), hoods, picks, brushes, durags, and bandanas
 - Skirts or dresses must still be no more than 4 inches above the knee

Uniform Infractions

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

If a student is out of uniform, he or she will be kept out of class until the infraction is fixed in one of the following ways:

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

Upper School Dress Code

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 2019-20 Upper School Dress Code for Students - Grades 9-12 (except where noted) is as follows:

Item	Guidelines	Not Permitted
<i>Shirts / Tops</i>	<ul style="list-style-type: none"> • Solid navy or solid white shirts with collars, short- or long-sleeved • Must be worn every day by every student 	<ul style="list-style-type: none"> • Patterns, prints, stripes, checks, plaids, denim, etc. • Black, gray, cream, royal blue, powder blue, denim, tan, etc. • T-shirts, tank tops, sleeveless shirts, etc. • Bare shoulders or stomach, undergarments showing through, etc. • Imprints or embroidery with photos, pictures, logos, messages, words, etc. • Outdoor coats, winter coats, windbreakers, etc. • Work out or athletic gear, track suits, sweatpants, etc. • Denim, leggings, yoga pants, etc.
<i>Sweaters / Sweatshirts / Vests / Cardigans / Blazers / Hoodies</i>	<ul style="list-style-type: none"> • Solid navy or solid white only • Navy or white Cuffee sweatshirts • Navy blue fleece with the Paul Cuffee logo only 	
<i>Bottoms</i>	<ul style="list-style-type: none"> • Solid navy or khaki dress pants • Solid navy or khaki shorts • All bottoms must be appropriate for a professional / work setting 	
<i>Skirts / Dresses / Shorts</i>	<ul style="list-style-type: none"> • Solid navy • Skirts, shorts, and dresses must be of a length appropriate to a professional setting • If wearing a skirt, then collared uniform shirt is also required • If wearing a dress, shoulders must be fully covered 	
<i>Shoes</i>	<ul style="list-style-type: none"> • Regular shoes or sneakers • Open-toed shoes with back strap • Flats or low heels up to 1" 	
<i>Accessories</i>	<ul style="list-style-type: none"> • Headbands • Headwraps and turbans 	<ul style="list-style-type: none"> • Hats, hoods, durags, bandanas, etc. • Hair picks, brushes, etc. • Shower caps, hair bonnets, etc. • Headphones

Uniform Rules for Physical Education ONLY

All students must purchase and wear the Paul Cuffee School PE uniform or have a uniform that has been previously approved by the physical education teacher. Students must wear their PE uniform during PE class. They are not permitted to wear their PE uniform outside of their scheduled PE class. Instead, they are expected to adhere to the dress code expectations listed above. Students must wear closed-toed shoes for physical education.

Uniform Rules for Athletes and Other Extracurricular Activities

On days when school sponsored athletic games/activities (i.e. soccer game, track meet, etc.) or special extracurricular events (i.e. debate tournament, step performance, etc.) are scheduled, student participants are able to wear the uniform top that coincides with said event as long as the staff overseeing the event has given permission and has notified the rest of the school staff in advance.

Friday Dress Expectations:

- What is permitted:
 - Regular dress guidelines with the addition of college or military shirts / sweatshirts, and PCUS t-shirts
 - Solid khaki or solid navy dress pants / shorts appropriate for a professional setting
- What is not permitted:
 - Anything on the “Not Permitted” list

Dress Up Day Expectations (e.g., Capstone presentations, career/professional day, etc.) :**

- What is permitted:
 - Business or professional attire; dress as you would for an interview
 - E.g., slacks with a button-down dress shirt and tie; knee-length dress with cardigan; dress shoes, etc.
 - Clothing should be modest and completely cover torso, chest, and shoulders
- What is not permitted:
 - Jeans or denim, leggings, t-shirts, sneakers, shoes without a backstrap, spaghetti straps, athletic gear

Dress Down Day Expectations:**

- What is permitted:
 - Any item permitted in “Friday Dress Expectations” or the Dress Code list
 - Jeans and pants; jeans or pants with rips should be tasteful and show minimal skin
 - Skirts / dresses / shorts must be of a length appropriate to a professional setting
 - Clothing should be modest and completely cover torso, chest, and shoulders
 - Durags and bonnets
 - Shoes with a backstrap
- What is not permitted:
 - Any clothing item that contains imprints (photos, pictures, messages, words, logos, etc.) that are inappropriate for a professional setting
 - Spaghetti straps

**Only those students designated for the dress down or dress up day may participate.

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, they will be asked to correct their infraction and will also be informed they have been assigned to Time for Time that afternoon. In addition, they 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.

If a student is unable to remedy the uniform problem or refuses to remedy the problem, they 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.

Extra Clothing, Uniform Exchange

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

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

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

Lost and Found

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

Toys from Home

Children are welcome to bring books to school, but because toys, stuffed animals, electronic toys, trading cards, etc. can be distracting, we ask that *all toys remain at home!*

Field Trips

Students at the Paul Cuffee School will have opportunities to go on various field trips throughout the school year. For some field trips, families will be asked to help defray costs. Teachers will select and plan field trips that are relevant to the topics studied in class. Permission slips will be sent home prior to each field trip. Please return the signed permission slips on time so that we can all go on the trips. Students who do not hand in signed permission slips on time will not be allowed to take the trips. If chaperones are needed for a field trip, you will be notified by your classroom teacher. Please keep in mind that *only* Paul Cuffee students and adult family members serving as chaperones may go on field trips; younger siblings may not attend. Students that are under a disciplinary action may not be able to attend field trips. This will be determined by school administration.

Upper School Special Section

PROGRAM OVERVIEW

The Paul Cuffee Upper 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, Next Generation Science Standards and other national standards, and 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.

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 students 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 for college-level studies, all students will develop mastery in algebra, geometry, numbers and operations, and data, statistics & 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 course requirements emphasize applying understanding of the world to issues students will face in their own lives.

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 Upper School offers Spanish 1, 2, and 3, Spanish and AP Spanish Language & Culture.

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 have the opportunity to take Introduction to Art in the 9th 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 have the opportunity to 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 or instrumental music.

PHYSICAL EDUCATION & HEALTH

All students take physical education and health for one semester each school year, once a week. They will participate in a variety of athletic activities. 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.

PCUS EXAM PROCESS

In order to complete their high school requirements and properly prepare for college, all students are required to take exams in each of their courses. Exams are scheduled in January and the end of the school year and will account for 20% of the students' final grade in each course.

Students must be present on the day of exams. Only students with excused absences will be able to make-up a missed exam.

Honors students may be able to exempt exams with the prerequisite teacher and Academic Dean approvals, but no student may exempt any mid-year exam.

The eligibility process for exam exemption is as follows:

- Students must earn a Honors for the final grade in the course (or be on track to earning a Honors). This is determined by the teacher of the course and verified by the Academic Dean.
- Teachers must approve exemptions of exams. If a teacher does not approve an exemption, students are not eligible to exempt.
- An exam exemption form must be completed by the student, signed by the necessary teachers, and submitted to the Academic Dean for final approval.

ENGLISH LANGUAGE LEARNER SUPPORT

English Language Learners receive literacy support in their core English class for core academic classes as well as direct instruction in small groups. Students may also receive support in small groups. Classes and groups 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.

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 child know that you think completing homework with care and on time is critical because, in this easy way, you reinforce classroom expectations. It is our policy that homework be completed each night and turned in when it's due. Homework will be assigned each school night and typically over the weekend as well. Students may also be assigned long-term projects to be completed at home.

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 adhering to our school's five expectations

- *Be Scholarly*
- *Be Reflective*
- *Be Responsible*
- *Be Supportive*
- *Be Respectful*

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.

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 Board of Education's Basic Education Plan. To graduate, each senior must demonstrate proficiency in three graduation components:

1. Required coursework
2. Portfolio (this is a collection of student work and performance throughout their time in high school)
3. Capstone research

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; and Academic Expectations and Promotion Policy in the Appendix.*

Students must return all library books/fines, instruments, uniforms, textbooks, Chromebooks, and other school materials before they receive their diplomas and transcripts, 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

Paul Cuffee offers a range of support for students as they work to develop proficiency. These include support courses in reading strategies, writing, research, and mathematics. We offer English Language Learner support for students who need it. Our Special Education services are based on an inclusion model in which special educators work with students in their regular classes and provide extra support through the Skill, Enrichment and Academic Support or “SEAS” period for students who qualify. After school tutoring is available free of cost to all students. Saturday School is also available as assigned.

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. We routinely review student progress, create individualized supports, and monitor supports. We also support individual teachers in creating strategies to support individual students or groups of students. Examples of academic and behavioral supports include:

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

SATURDAY SCHOOL

If a student is failing a course, has an unsatisfactory grade, or violates our school expectations, the student may be enrolled in Saturday School in order to support the student in passing the course or repairing the damage done to the community. If a student is assigned to Saturday School, they are expected to attend. Saturday School runs from 8:30 AM to 10:30 AM. Students are expected to arrive on time and stay for the duration of the program. Additional consequences will be assigned for students who do not attend Saturday School.

ONE-TO-ONE Technology

Paul Cuffee School uses a blended learning approach in many of our classrooms. Blended learning allows us to enhance the educational experience of all students by differentiating and personalizing learning. At the Upper School, all students will receive a Chromebook to use during the academic year.

Students are responsible for their Chromebook, and will be expected to pay for repairs, damages, or lost/stolen Chromebooks, screens, cases, chargers, etc. Costs for replacements, damages, repairs range from \$20-\$225.

Below are the expectations outlined in the students one-to-one Chromebook contract:

Student Chromebook Contract

- I will follow the Responsible Use of Technology Policy
- I will use the Chromebook number that has been assigned to me by my teacher
- I am responsible for safekeeping of my assigned Chromebook during class use
 - I am responsible for damage from misuse
 - I will let the teacher know if there's a problem with the Chromebook immediately
 - I will not use another student's Chromebook. If my Chromebook is not working, I will notify my teacher and my teacher will assign another one to me
 - If there is any damage to the Chromebook after I use it, there will be disciplinary/restorative consequences for misuse
- I will keep my passwords private. I will not share my username or password with anyone else.
- The Chromebook is a tool for learning and I will always handle it with care
 - I will always carry the Chromebook with two hands
 - I will never run while carrying the Chromebook
 - I will never put food or drinks anywhere near the Chromebooks or the cart
 - I will always place the Chromebook flat on the desk (not on books, papers, etc.) and I will never place heavy objects on top of the Chromebook
 - I will not touch the screen (with pencils, pens, hands, etc.)
 - I will open and close the Chromebook carefully, I will type gently, and I will not change any settings
 - I will always return the Chromebook to the correct slot in the cart
 - I understand that student use is a privilege, not a right, and that privilege can be revoked
- I will listen to the teacher's instructions
- I will keep the Chromebook in the classroom at all times
- I will practice correct network etiquette
 - I will always use polite and appropriate language when using the Chromebook
 - I will never share any personal information, usernames, or passwords with anyone else in person or online
 - I am aware that all information, communication, and email is not private
 - I will respect copyright laws
 - I understand that Chromebooks are for school use only

I have read, understand, and agree to follow all responsibilities as outlined in the PCS Student Chromebook Contract.

Student Signature: _____

Teacher Name: _____

Date: _____

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 an approach designed to keep young people safe, connected, responsible, and engaged in learning. 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.

A key component of our approach is the daily advisory. Each student is assigned to an advisory group led by one of his or 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

The following are definitions of important terms when considering academic honesty:

- **Plagiarism:** copying or paraphrasing text, work, or ideas of someone else without providing proper credit to the source; examples include copying from a book or website without using citations, paraphrasing another student's homework or class notes, submitting an essay written by a sibling or friend as your own work.
- **Cheating or Fraud:** taking credit for work that is not entirely your own, seeking an unfair advantage over others, or aiding another student in such activities; examples include using unapproved notes or the knowledge of another student on a test, collaborating on assignments without teacher approval, including sources in a bibliography that were not actually used, copying another student's homework.
- **Multiple Submissions:** submitting academic work multiple times to get credit for work that was completed only once; examples include turning in the same essay for both freshman and junior capstone.

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. Furthermore, providing a peer with work so they can copy or paraphrase is also prohibited. The consequences for academic dishonesty shall include:

- no credit for the assignment with no opportunity to revise
- a report to school administration
- a note in the student's discipline file

Other consequences may include:

- apology of action
- assignment of Plagiarism Research paper
- meeting with parent, student, advisor, administration
- loss of privilege to attend school trip or other school activities
- other consequences as determined by administration

ASSESSMENT AND 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 uses Renaissance STAR, nationally referenced assessments, to gauge student learning needs and measure growth in English Language Arts and Mathematics. This computer-based assessment is given at least twice a year – fall and spring.

GRADING

Students receive a numerical grade for each content standard.

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 quarter. The report card will list each state and school-wide expectation taught during the quarter 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
- S - Satisfactory
- PS - Partially Satisfactory
- U - Unsatisfactory

The fourth quarter 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 quarter.

During the 2018-19 school year parents can expect this reporting schedule:

First Quarter

- Mid-Quarter Report
- Report Card
- Parent Conference

Second Quarter

- Mid-Quarter Report
- Report Card

Third Quarter

- Mid-Quarter Report
- Report Card
- Parent Conference

Fourth Quarter

- Mid-Quarter Report
- Report Card

Parent Conferences are held three times a year to afford students, teachers, and parents the opportunity to discuss any areas requiring improvement and develop plans for attaining proficiency. 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.

HONORS AND AWARDS

PCUS likes to honor students for their dedication and commitment to their studies and the school community. Thus, at the end of each quarter, students who have met the criteria below will be awarded the following recognitions:

- Head of School's List – Recognizes exceptional citizenship, particularly that which contributes significantly to the school community. Students who routinely model school expectations and contribute to the positivity of the school community will earn this recognition.
- Scholar's List – Recognizes diligence, commitment, and success in academic performance. Students must have a quarter GPA of at least 3.0 and not have received a failing grade (1/0/U) in any of their classes.
- 5B's Awards – Recognizes seniors who demonstrate an exceptional ability to uphold one or more of the school's expectations: be responsible, be respectful, be supportive, be scholarly, and be reflective.

Students must return all library books/fines, instruments, athletic uniforms, textbooks, and other school materials before they will receive their report cards, transcripts, and diplomas 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 AND 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.

LATE TO CLASS

If a student is late to class, they are assigned to Time for Time (after school) for five minutes that day, per lateness. Time for Time assignments accumulate. Further consequences will be assigned for failure to report.

SKIPPING SCHOOL/CLASS

If a student skips school or class, which is defined as being out of class without permission for 10 minutes or more, their parent/guardian will be notified and they 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. Parents will be notified about their student leaving grounds without permission and associated consequences.

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 Upper School releases students at 3:20 PM Monday through Thursday, at 2:02 PM on Friday, and at 1:00 PM on early release days.

PICK-UP

Some of our students wait to be picked up after school. Our staff supervise dismissal from 3:20-3:30 PM. At 3:30 PM students are expected to be in after school study hall or to be on their way home. We will not provide supervision for students after 3:30 PM on regular days (or beyond 2:10 on Fridays and 1:10 PM on early release days).

ELIGIBILITY FOR ATHLETICS, AFTER SCHOOL PROGRAMS, OR SCHOOL-BASED EXTRACURRICULAR ACTIVITIES

All students must have the following forms on file to participate in any after school program:

- Recent Enrichment Program form
- Signed Enrichment/Athletics Program Agreement
- Recent physical and insurance information in accordance with RIIL and other league rules (for athletes)

PCUS believes that performing well in school is critical for future success. Any student who receives more than one “U,” “1” or “unsatisfactory” on a mid-quarter or quarter report card (for any course) is ineligible for all PCUS extracurricular activities. Students remain ineligible until next mid-quarter or quarter report card demonstrates 1 or fewer unsatisfactory grades (for any course).

Students that are ineligible at the beginning of the Fall season may become eligible at the Mid-quarter if they are receiving 1 or fewer unsatisfactory grades. Eligibility will be determined by administration, in collaboration with teachers, coaches, and the athletics coordinator.

Students must be in school all day (in before 10:00 am on the day of any event, practice, or game).

Students who are late to class, must complete Time for Time before participating in any extra-curricular activity.

Students who are suspended or who are absent from school are not eligible to participate in after school activities that day.

Students who are assigned to Saturday School are not eligible to attend Saturday events that conflict with Saturday School.

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

POSITIVE BEHAVIOR AND DISCIPLINE

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. Additionally, 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 their 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 to 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.

Students with Individual Educational Plans who are suspended beyond 10 days will receive a manifestation hearing regarding their disability.

Disciplinary Saturday School runs from 8:30-10:30 AM. 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. In order to attend any off-campus trips, students must have a signed permission slip from their parent/caregiver. Students are not able to leave school grounds during the school day unless they are signed out by their parent/caregiver or another person authorized by their parent/caregiver. 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.

VIOLENCE AND WEAPONS

The safety of all members of our community is our first concern. Paul Cuffee Upper School does not allow any violent behavior, harassment, threats of physical harm, weapons possession, 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, ILLEGAL SUBSTANCES 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:

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

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 their 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 their 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 principal or designee may search lockers and locker contents at any time, without notice, and without parental/guardianship or student consent.

The principal or their designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or their designee shall supervise the search. In the course of a locker search, the principal or their 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 their 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 their 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 their 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 their designee of items removed from the locker. The principal may also retrieve school property stored in a locker without permission.

AFTER-SCHOOL ENRICHMENT

Paul Cuffee Upper School offers a daily enrichment program from 2:55 – 5:00 PM. The enrichment program includes extra-curricular activities, sports, clubs, and a mandatory study hall from 2:55-3:30 PM. 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 5:00 PM. Please pick up your child promptly as there is no supervision after 5:00 PM.

GRADUATION REQUIREMENTS

To qualify for a diploma and participate in the Paul Cuffee graduation ceremony, all students must meet all of the following requirements for graduation:

- Successfully complete their Capstone project AND
- Successfully complete their Graduation Portfolio AND
- Successfully complete no less than 20 credits, including the following, at a minimum:
 - 4 courses in English
 - 4 courses in Math
 - 3 courses in Science
 - 3 courses in Social Studies
 - 6 additional credits in electives or other courses, including 4 successful years of Physical Education/Health (2 credits)

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

- Regents Commendation
- Paul Cuffee School Recognition of Achievement
- Paul Cuffee School Seal of Biliteracy

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 Principal or their 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.

Graduating with Honors

There are four opportunities to receive honors on graduation requirements. While any one of these awards are commendable, Paul Cuffee School reserves graduation honors for students who succeed in most, if not all, aspects of their academic life.

There are four areas in which a student can earn honors

- Grades
- Final portfolio
- Capstone project paper
- Capstone project presentation

Students who earn honors in three of the four categories will be distinguished as **Graduating with Honors**. Students who earn honors in all **four** categories will be distinguished as **Graduating with High Honors**.

Grades:

To earn honors, a student must have a 3.5 cumulative grade point average at the end of 12th grade year.

Final Portfolio:

To earn honors, **75%** of the portfolio pieces must receive an overall grade of 4/Honors.

Capstone Project Paper:

To earn honors, students must receive an average grade of honors on their paper.

Capstone Project Presentation:

To earn honors, students must receive an overall grade of honors on their capstone night presentation.

Students graduating with honors or high honors will be recognized at the graduation ceremony by wearing honor cords, special notation in the graduation program, and recognition during the ceremony.

GRADING SYSTEM	
<i>Final Grade Designation</i>	<i>4.0 GPA Equivalent</i>
HH (High Honors)	4.0
H (Honors)	4.0
GS (Good Standing)	3.0
S (Satisfactory)	2.0
PS (Partially Satisfactory)	1.0
U (Unsatisfactory)	0
P (Pass)	N/A
F (Fail)	0

Paul Cuffee Upper School

Graduation Credit Requirements

	PCUS Scholar Recommendations for all PCUS students	PCUS Minimum Course Requirements (required to graduate; not sufficient for most 4 year colleges)	College Prep Course Recommendations* (required to be admitted to most 4 year colleges)
English*	4 credits	4 credits	4 credits
Math	4 credits	4 credits	4 credits
Science	More than 3 credits	3 credits	More than 3 credits
Social Studies*	More than 3 credits	3 credits	More than 3 credits
Physical Education/Health	4 years of PE and Health Class	4 years of PE and Health Class	-
Foreign Language (consecutive years)	3 credits	--	More than 2 credits
Electives	6 credits (including music, art, foreign language, support, VHS, internship, and history courses)	6 credits	
TOTAL CREDITS NEEDED:	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 in order to make sure they have completed the necessary coursework.

GRADUATION DECISION APPEALS

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 s/he/they 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 President of the Paul Cuffee School Board of Trustees will respond within 5 days and a review will be scheduled.

GRADE PROMOTION

Paul Cuffee Upper School uses the guidelines below to determine promotion to the next grade level.

To be promoted to **sophomore year** students typically need:

Minimum Total Credits	Specific Courses (<i>must pass all</i>)	Portfolio
4	<ul style="list-style-type: none">English (9)Math (9)Social Studies (9) or Science (9)	<ul style="list-style-type: none">One proficient piece from every course taken

To be promoted to **junior year** students typically need:

Minimum Total Credits	Specific Courses (<i>must pass all</i>)	Portfolio
9	<ul style="list-style-type: none">English (9 & 10)Math (9 & 10)At least one science and one social studies credit	<ul style="list-style-type: none">One proficient piece from every course taken

To be promoted to **senior year** students typically need:

Minimum Total Credits	Specific Courses (<i>must pass all</i>)	Portfolio
14	<ul style="list-style-type: none"> English (9, 10 & 11) Math (9, 10 & 11) Science (<i>2 credits</i>) Social studies (<i>2 credits</i>) 	<ul style="list-style-type: none"> One proficient piece from every course taken

FREQUENTLY ASKED QUESTIONS ABOUT PROMOTION

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 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.

ACADEMIC EXPECTATIONS AND ACADEMIC PROBATION

- On Time Work:** Students are expected to submit all work on or before its 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 its 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, they must attend tutoring or Saturday School that week (and the following week, if necessary). The classroom teacher will inform the family.

ACADEMIC PROBATION FOR FAILING COURSES

- If a student is failing a course, s/he/they is on Academic Probation. If s/he/they fails one quarter, s/he/they is in Stage 1 probation and must attend 2 hours of tutoring or Saturday School every week. S/he/they is also ineligible for athletics & enrichment activities.

- If a student fails 2-3 quarters of a course, s/he/they 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 or fourth quarter of the course AND
 - attend and pass Summer School
 - attend tutoring for 2 hours per week or
 - attend Saturday School
 - S/he/they remains ineligible for extra-curricular activities.

If a student fails all 4 quarters of a course, s/he/they must repeat the course in order to earn credit.

Academic Probation consequences are always at the discretion of Administration and Administration may adjust according to individual student needs.

CONCURRENT AND DUAL ENROLLMENT

The Upper School Academic Dean will oversee Paul Cuffee Upper School's Concurrent and Dual Enrollment Program ("CDEP").

DEFINITIONS

Concurrent Enrollment: Coursework offered at Paul Cuffee School that confers college credit for proficient work, through a partnership with an institution of higher learning

Dual Enrollment: Enrollment at an institution of higher learning for a particular course. Proficiency in the course that confers college and high school credit.

RECRUITMENT

Each spring, the Academic Dean will notify all rising 11th & 12th graders about the school's CDEP program, including eligibility criteria, application process, scheduling, university prerequisites, and academic expectations for CDEP courses. Applications will be available via email and through the office of the Academic Dean.

ELIGIBILITY & APPLICATION FOR CDEP

In order to be eligible for the school's CDEP, a student must apply in the spring before the application deadline closes. S/he/they must:

- Be a rising junior or senior for the year for which s/he/they is applying
- Have a GPA of 3.0 or better (the equivalent of Good Standing in all classes)
- Complete the Advanced Coursework application in the spring before s/he/they intends to take Dual or Concurrent Enrollment courses.
- Be accepted to the program by recommendation of their teachers.
- Demonstrated successful attendance record (no more than 10% combined absences or tardiness).

Applications for CDEP will be available in the spring of each school year. Students interested in dual enrollment courses at CCRI, RIC, and URI should refer to those schools' course catalogs. Our Academic Dean will provide links to those websites upon request. If eligible, students may request to take any Dual Enrollment course that is not offered at Paul Cuffee Upper School.

Students must complete applications by the deadline in order to be considered.

ENROLLMENT IN DUAL AND CONCURRENT ENROLLMENT COURSES

Once accepted, PCUS administration will enroll students in Concurrent Enrollment courses. For Dual Enrollment courses, the student must enroll him/herself in the course by the deadline for the particular college or university. Students may choose any course that is offered outside of school hours. Once the student is enrolled, s/he/they must submit evidence of enrollment to the PCUS Academic Dean. If the student needs assistance, s/he/they must make an appointment with the PCUS Academic Dean.

GRADING POLICY

After Paul Cuffee's drop/add period for Concurrent Enrollment courses or the college/university's drop/add period for dual enrollment courses, students may not drop Concurrent or Dual Enrollment courses. If the student does not complete the course, the student will receive a grade of U.

Grades from Dual Enrollment courses will be recorded on the student's Paul Cuffee transcript as pass, if he/she earned credit from the awarding institution, or fail, if he/she did not earn credit from the awarding institution. An official transcript must be provided to the Academic Dean in order to award PCUS credit.

HIGH SCHOOL CREDIT

In order to earn high school credit, a student must earn a Partially Satisfactory or above, or a grade of C or above. Three credits of college level coursework will be granted 1 credit at Paul Cuffee Upper School (the equivalent of a one year course).

COSTS

Paul Cuffee Upper School will purchase textbooks for students who are accepted into and enroll in Paul Cuffee Upper School's Dual or Concurrent Enrollment Program.

ACCOMMODATIONS

Students who need accommodations as per Individual Educational Plans should work with their special education case manager.

Annual Asbestos Management Plan Notification

To: Paul Cuffee Lower School Community
From: Jeffrey Dronzek, Business Manager
Subject: ANNUAL ASBESTOS MANAGEMENT PLAN NOTIFICATION
Date: 8-20-19

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

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

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

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

To: Paul Cuffee Middle School Community
From: Jeffrey Dronzek, Business Manager
Subject: Notification of AVAILABILITY OF ASBESTOS MANAGEMENT PLAN
Date: 8-20-19

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

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

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

To: Paul Cuffee Upper School Community
From: Jeffrey Dronzek, Business Manager
Subject: ANNUAL ASBESTOS MANAGEMENT PLAN NOTIFICATION
Date: 8-20-19

I am pleased to report that any and all hazardous material that was identified in the hazardous material survey conducted prior to the renovation of this building in 1993 has been abated or encapsulated.

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

Certification that all new construction was free of either asbestos or lead or any other known hazardous substances was provided to the Providence School Department.

All previous Asbestos Management Plans and re-inspection records are kept on file at the school location and in the school's administrative office.

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

Title I Yearly Notification



PAUL CUFFEE SCHOOL

A Maritime Charter School for Providence Youth

Dear Parent/Guardian,

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

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

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

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

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

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

Is your child receiving Title 1 services from a paraprofessional?

If yes,

- Has s/he/they completed at least two years of study at an institution of higher learning?
- Has s/he/they completed an associate's degree or higher?
- Has s/he/they met the state's certification procedure for paraprofessional staff?
- Does s/he/they have the knowledge and ability to assist in instructing in reading, writing and math or the knowledge and ability to help with learning activities such as homework, reading readiness and work skills coaching?

If you would like to request this information, please contact me by phone at change or via e-mail at agarrison@paulcuffee.org.

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

Arlene Garrison
Director of Student Services K-12

Peanut and Tree Nut Allergies

Rhode Island General Law 16-21-13 ensures that schools have both the responsibility and authority to do what is necessary to protect students with life-threatening food allergies, without creating undue burdens for schools with students needing only limited or no protective measures. In keeping with this statute, Paul Cuffee School will:

- Post a notice within the school at every point of entry and within the cafeteria providing notice that a student in the school has an allergy to peanuts/tree nuts;
- Prohibit the sale of peanuts/tree nuts, peanut butter and other peanut-based products in the school cafeteria;
- Designate one peanut/tree nut free table and one peanut/tree-nut table in the cafeteria; and
- Designate one classroom per grade to be peanut/tree nut free.

The notice shall not identify the individual student(s). Paul Cuffee School shall include the development of an Individual Health Care Plan (IHCP) and of an Emergency Health Care Plan (EHCP) for each student identified with a peanut/tree-nut allergy with potentially serious health consequences.

When a student has been identified with a peanut/tree-nut allergy with potentially serious health consequences, in accordance with the local policy, the school is required to develop and sign an IHCP and an EHCP for the student. This will be done by the school nurse in collaboration with the student's health care provider, the parents/guardians of the student, and the student, if appropriate. Depending on the nature and extent of the student's allergies, measures listed in these plans may include, but are not limited to:

- Posting additional signs (e.g. in classroom entryways);
- Prohibiting the sale of particular food items in the school;
- Designating special tables in the cafeteria;
- Prohibiting particular food items from certain classrooms or the cafeteria;
- Completely prohibiting particular food items from the school or school grounds;
- Educating school personnel, students, and families about food allergies; and/or
- Implementing particular protocols around cleaning surfaces touched by food products, washing of hands after eating, etc.
- Implementing a protocol, consistent with the IHCP and EHCP to protect the health and safety of the allergic student while he or she is attending school or participating in school-sponsored activities.

Bullying

Bullying means the use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof directed at a student that:

- a. Causes physical or emotional harm to the student or damage to the student's property;
- b. Places the student in reasonable fear of harm to himself/herself or of damage to their property;
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;
- d. Infringes on the rights of the student to participate in school activities; or
- e. Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as: Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

Bullying most often occurs as repeated behavior and often is not a single incident between the bullying/cyber-bullying offender(s) and the bullying victim(s).

Cyber-bullying

Cyber-bullying means bullying through the use of technology or any electronic communication, which shall include, but not be limited to, any transfer of signs, signals, writing, images, sounds, data, texting or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, Internet communications, instant messages or facsimile communications. Forms of cyber-bullying may include but are not limited to:

- a. The creation of a web page or blog in which the creator assumes the identity of another person;
- b. The knowing impersonation of another person as the author of posted content or messages; or
- c. The distribution by electronic means of a communication to more than one person or the posting of materials on an electronic medium that may be accessed by one or more persons, if the creation, impersonation, or distribution results in any of the conditions enumerated in clauses (a) to (e) of the definition of bullying.

At School

At school means:

- a. on school premises,
- b. at any school-sponsored activity or event whether or not it is held on school premises,
- c. on a school-transportation vehicle,
- d. at an official school bus stop,
- e. using property or equipment provided by the school, or
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.

School Climate

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation thereof is prohibited in all schools that are approved for the purpose of the compulsory attendance statute (§§16-19-1 and 16-19-2). School staff shall take all reasonable measures to prevent bullying at school. Such measures may include professional development and prevention activities, parental workshops, and student assemblies among other strategies. School faculty, administration and staff, at all times, will model courteous behavior to each other, to students, and to school visitors. Abusive or humiliating language or demeanor will not be accepted. Additionally, students and their families are expected to exhibit courteous behavior to all members of the learning community in school and at school sponsored events.

Policy Oversight and Responsibility

The school principal shall be responsible for the implementation and oversight of this bullying policy. The school principal shall provide the head of school with a summary report of incidents, responses, and any other bullying-related issues at least twice annually. For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24).

Information Dissemination

The school principal shall ensure that students, staff, volunteers, and parents/legal guardians are provided information regarding this Policy. This information shall include methods of discouraging and preventing this type of behavior, the procedure to file a complaint, and the disciplinary action that may be taken against those who commit acts in violation of this policy. This policy shall be:

- a. Distributed annually to students, staff, volunteers, and parents/legal guardians
- b. Included in student codes of conduct, disciplinary policies, and student handbooks
- c. A prominently posted link on the home page of the school /district website.

Reporting

The school principal shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon (See attached Report Form). The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

Any student or staff member who believes he/she is being bullied should immediately report such circumstances to an appropriate staff member, teacher or administrator.

Parents/Guardians of the victim of bullying and parents/ guardians of the alleged perpetrator of the bullying shall be notified within twenty-four (24) hours of the incident report. When there is a reasonable suspicion that a child is either a bully or a victim of bullying, the parents/ guardians of the child will be notified immediately by the principal, director or head of school.

Responsibility of Staff

School staff, including volunteers, who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action.

Responsibility of Students

Students who observe an act of bullying or who have reasonable grounds to believe that bullying is taking place must report the bullying to school authorities. Failure to do so may result in disciplinary action. The victim of bullying, however, shall not be subject to discipline for failing to report the bullying. Student reports of bullying or retaliation may be made anonymously, provided, however, that no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Prohibition against Retaliation

Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying, or those investigating an incident of bullying shall not be tolerated. Retaliation or threat of retaliation will result in the imposition of discipline in accordance with the school behavior code.

False Reporting/Accusations

A school employee, school volunteer or student who knowingly makes a false accusation of bullying or retaliation shall be disciplined in accordance with the school behavior code.

Reports in Good Faith

A school employee, school volunteer, student, parent/ legal guardian, or caregiver who promptly reports, in good faith, an act of bullying to the appropriate school official designated in the school's policy shall be immune from a cause of action for damages arising from reporting bullying.

Investigation/Response

The school principal shall promptly investigate all allegations of bullying, harassment, or intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed.

The School Resource Officer or other qualified staff may be utilized to mediate bullying situations. The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

Police Notification

Immediate notification of the local law enforcement agency will be made when circumstances warrant the pursuit of criminal charges against the perpetrator.

Protection

If a student is the victim of serious or persistent bullying:

- a. The school principal will intervene immediately to provide the student with a safe educational environment.
- b. The interventions will be developed, if possible, with input from the student, his or her parent/ guardian, and staff.
- c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

Disciplinary Action

The disciplinary actions for violations of the bullying policy shall be determined by the school appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior. The range of disciplinary actions that may be taken against a perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

- a. Admonitions and warnings
- b. Parental/ Guardian notification and meetings
- c. Detention
- d. In-school suspension
- e. Loss of school-provided transportation or loss of student parking pass
- f. Loss of the opportunity to participate in extracurricular activities
- g. Loss of the opportunity to participate in school social activities
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities
- i. Police contact
- j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

Social Services/Counseling

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for bullying victims, perpetrators and appropriate family members of said students.

Social Networking

Students shall be prohibited from accessing social networking sites in school, except for educational or instructional purposes and with the prior approval from school administration.

Other Redress

This section does not prevent a victim of bullying, cyber-bullying or retaliation from seeking redress under any other available law, either civil or criminal. This section does not create or alter any tort liability.

REPORT FORM (Bullying and/or Cyberbullying)

Name: _____ Student ID: _____ Grade: _____

Date: _____ Time: _____ School: _____

Please answer the following questions about this reporting incident:

List the name of the alleged bully, and/or cyberbully. If name is not known, provide any other identifiable information:

Relationship between you and the alleged bully, and/or cyberbully:

Describe the incident: _____

When and where did it happen? _____

Were there any witnesses? ☐ yes ☐ no If yes, who? _____

Other information, including previous incidents or threats:

Student or parent declines to complete this form: Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional false statement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures:

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

THIS DOCUMENT SHALL REMAIN CONFIDENTIAL

Transgender and Gender Identity Policy

As a gender inclusive school, Paul Cuffee School recognizes that gender impacts all students, and will endeavor to interrupt binary notions of gender, normalize gender diversity, question limited portrayals of gender, support students self-reflection, and, above all else, teach empathy and respect. Consistent with federal, state, and local laws, it is the policy of Paul Cuffee School, its administration, and its Board of Trustees to provide an equal opportunity and safe environment for all students and employees, regardless of race, color, creed, national or ethnic origin, gender, genetic information, gender identification or expression, religion, disability, age, sexual orientation, marital status, citizenship status, or veteran status.

LEARNING ENVIRONMENT

Paul Cuffee School is committed to ensuring a safe and supportive learning environment for all students. It is committed to ensuring that all educational professionals and other school staff be supportive role models and strong advocates for the safety and well-being of students. All students need a safe and supportive school environment to progress academically and developmentally. The most specific purpose of this policy is to ensure that students who are transgender or gender non-conforming are provided with and ensured a safe school environment in which to continue to grow and develop, while fostering social integration and minimizing stigmatization. Therefore, this policy shall endeavor to:

- Foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression;
- Ensure compliance with state and federal law concerning bullying, harassment, and discrimination;
- Reduce the stigmatization of and improve educational integration of transgender and gender nonconforming students, maintain the privacy of all students, and foster cultural competence and professional development for school staff; and
- Support healthy communication between educators and parent(s)/guardian(s) to further the successful educational development and well-being of every student (see: "Privacy and Confidentiality" paragraph 4).

DEFINITIONS

The following definitions are not for the express purpose of labeling a student, but rather to provide common terminology and to assist in understanding this policy:

- *"Gender Identity"* describes a person's deeply held sense or psychological knowledge of one's own gender. One's gender identity can be the same or different than the gender assigned at birth. All people have gender identity. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established at a very early age, although the age at which individuals come to understand and express their gender identity may vary.
- *"Gender Expression"* describes the manner in which a person represents or expresses one's gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.
- *"Gender Non-conforming"* describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both/neither gender.
- *"Sexual Orientation"* describes a person's romantic or sexual attraction to people of the same or opposite gender or multiple genders. Some common sexual orientations are straight, gay,

lesbian, bisexual, pansexual, queer, etc. A transgender or gender nonconforming person can have a sexual orientation.

- *“Transgender”* describes a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Transgender is an umbrella term. A transgender male is someone who identifies as male but was assigned the sex of female at birth. A transgender female is someone who identifies as female, but was assigned the sex of male at birth
- *“Transition”* describes a process in which a person goes from living, identifying, and expressing oneself as one gender to living, identifying, and expressing oneself as another. Transition is a process that is different for everyone, and it may or may not involve social, legal or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected. Transgender individuals may undergo transition at any stage of their lives, and gender transition can happen swiftly or over a long duration of time.

Critically, Paul Cuffee School recognizes that terminology and language describing individuals who are transgender may differ based on region, ethnicity, age or culture. Persons who identify as transgender or gender non-conforming may use a number of words and expressions to describe their lives and experiences. Examples include but are not limited to: trans, transsexual, transgender, male-to-female, female-to-male, bi-gender, agender, and gender neutral. Similarly, transgender or gender non-conforming students may use general neutral pronouns to identify themselves, including, for example, they/them/their in the singular form; Ze (instead of he/she/they); and Hir (instead of him/his/he/theyr/hers/they/theirs) A general recommendation is to avoid assumptions and employ the term that the student uses to describe themselves.

EDUCATION AND TRAINING

In order to foster a safe and supportive school environment for all students, Paul Cuffee School shall strive to incorporate education and training about transgender and gender non-conforming students into its curriculum, trainings, and professional development whenever possible. This may include, but is not limited to:

- Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
- Developmentally appropriate strategies for communication about issues related to gender identity and gender expression that protect student privacy;
- Reinforcements of developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyber bullying;
- Access to resources regarding transgender students and gender identity.

ACCEPTANCE

When a student has expressed an intent to transition, Paul Cuffee School shall work closely with the student and/or family in devising an appropriate plan to ensure that Paul Cuffee School provides a supportive and safe environment. Each situation should be individually assessed by Paul Cuffee School and its leadership to ensure the healthy development of the student.

Paul Cuffee School should balance the goals of supporting the student with the desire that parents be kept informed about their children. However, if Paul Cuffee School leadership determines that notifying the student’s family carries risks for the student, it should work closely with the student to assess the degree

to which, if any, the family will be involved in the process and must consider the age, health, well-being and safety of the student when making the determination.

Similarly, if a gender identity issue is presenting itself and creating challenges for a student, or if a student or parent(s)/guardian(s) of a student indicates an intention on behalf of the student to transition, Paul Cuffee School should make every effort to work with the student and the child's parent(s)/guardian(s) to put in place measures for supporting the child and creating a sensitive, supportive environment at Paul Cuffee School.

Paul Cuffee School shall accept a student's assertion of his or her gender identity when there is: (1) a consistent and uniform assertion of the student's gender identity; or (2) any other evidence that the student's gender identity is sincerely held. However, Paul Cuffee School shall remain cognizant that there are times when a student may not consistently and uniformly assert their gender identity because of the threat of discrimination or violence.

The intentional or persistent refusal to respect a student's gender identity is a violation of this policy and may result in disciplinary action.

PRIVACY AND CONFIDENTIALITY

All Paul Cuffee School students have the right to keep private one's transgender status or gender non-conforming expression at school. A student has the ability to discuss and express their gender identity and expression openly and decide when, with whom and how much of their private information to share with others.

Information about a student, including assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, shall be maintained in confidence by Paul Cuffee School. Only Paul Cuffee School personnel with a legitimate educational or medical need should have access to a student's records or other information contained in those records.

Paul Cuffee School personnel shall not disclose information that may reveal an individual's gender identity, transgender status, and/or gender non-conforming presentation to persons other than that particular student, including that student's parents (other than a student's own parents or guardians if the student has yet to attain the age of eighteen), other students, volunteers, and other school personnel, unless legally required to do so or unless the student has explicitly authorized such disclosure.

When contacting the parent or guardian of a student who is transgender or gender non-conforming, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise. However, Paul Cuffee School employees should first speak with the student before discussing that student's gender non-conformity or transgender status with that student's parent(s) or guardian(s).

OFFICIAL RECORDS

Paul Cuffee School is required to maintain a mandatory permanent pupil record that includes a student's legal name and legal gender. However, Paul Cuffee School is not required to use a student's legal name and gender on other school records or documents. Paul Cuffee School will change a student's official record to reflect a change in legal name and/or legal gender only upon receipt of documentation that such change has through legal means. The documentation required for a legal change of name and/or gender is a court order or federally issued document demonstrating the student's new name.

Paul Cuffee School shall collect or maintain information about students' gender only when necessary. In situations where school staff or administrators are required by law to use or to report a student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Requests from former students to change their name and gender on school records shall be handled in the same manner as current students. To the extent that Paul Cuffee School is not legally required to use a

former student's legal name or gender on school records and other documents, Paul Cuffee School shall use the name and gender preferred by the former student. In addition, transgender students who transition after having completed high school, have the right to request that Paul Cuffee School amend school records, such as, a diploma or transcript that include the student's birth name and gender. When requested in writing by the student, Paul Cuffee School shall amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

NAMES AND PRONOUNS

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. For Paul Cuffee School to recognize and use a student's preferred name and/or pronouns for unofficial purposes (e.g., in the classroom, in the hallways, at school-related events, etc.), a court-ordered name or gender change is not required, and the student need not change one's official records.

Paul Cuffee School staff shall privately ask the student at the beginning of the school year how the student would like to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian. Paul Cuffee School staff shall not engage in discussions with a student concerning that student's preferred name and/or pronouns, unless and until that student has informed that staff member of that student's preferred gender identity.

PARTICIPATION AND ACTIVITIES

Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity. As a general matter, Paul Cuffee School should evaluate all gender-based activities, rules, policies, and practices and maintain only those that have a clear and sound pedagogical purpose.

DRESS

Paul Cuffee School may enforce a dress code pursuant to Paul Cuffee School's policy. Students shall have the right to dress in accordance with their gender identity, within the parameters of the dress code adopted by Paul Cuffee School. Paul Cuffee School staff shall not enforce a dress code more strictly against transgender or gender non-conforming students than other students. Dress codes shall be general statements that ensure the proper dress for all students.

RESTROOM, LOCKER ROOMS, AND CHANGING FACILITIES

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can fully engage in their school program and activities. In meeting with the transgender student and parent to discuss the issues outlined in this policy, it is essential that the building leadership work collaboratively with the student to address the student's access to the restrooms, locker room, and changing facilities. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities.

In all cases, the building leadership should be clear with the student and the student's parents or guardians that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. Students who refuse to use a gender-segregated restroom are to be provided with a safe and adequate alternative, such as a gender-neutral restroom or the nurse's restroom. Similarly, students who refuse to use a locker room or changing facility that corresponds to the student's gender identity are to be provided with a safe and adequate alternative.

Some students may feel uncomfortable with a fellow student who is transgender or gender nonconforming using the same gender-segregated restroom, locker room, or changing facility. This discomfort is not a reason to deny access to the student who is transgender or gender non-conforming. A student who refuses to use a restroom, locker room, or changing facility for these reasons also is to be provided with a safe and adequate alternative. Paul Cuffee School administrators and counseling staff are encouraged to work with students to address the discomfort and to foster understanding of diversity, including gender identity, to create a school culture that respects and values all individuals.

PHYSICAL EDUCATION AND ATHLETICS

All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. According to the Rhode Island Interscholastic Athletic Association Rules and Regulation, all students are permitted to participate in activities in a manner consistent with their gender identity.

INSTRUCTIVE RESOURCES AND LAWS

As necessary and/or helpful, Paul Cuffee School should look to the following resources and laws for guidance when interpreting and implementing this policy:

- The Rhode Island Department of Education's Guidance for Rhode Island Schools on Transgender and Gender Nonconforming students, as set forth in its June 2016 Guidance;
- The United States Department of Education Guidance on Transgender Students, as set forth in its May 13, 2016 Dear Colleague Letter pertaining to transgender students;
- The Family Educational Rights and Privacy Act (FERPA) of 1974, 20 U.S.C. § 1232g (1974), as it pertains to transgender, gender nonconforming and transitioning students; and
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq., as each pertains to transgender, gender nonconforming and transitioning students.