

Pawtucket School Department



Student Policy Handbook

2016-2017

GENERAL INFORMATION

ACADEMICS

DISCIPLINE/SAFETY

HEALTH

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Pawtucket School Department

Dear Students,

I invite you to read this handbook with the expectation that you will maintain the honesty and respect for our schools and communities as outlined in these guidelines for safety and academic success. The School Policy Handbook contains descriptions of our policies surrounding academic standing and behavior. However, this is only part of what it means to be a student in our Pawtucket Schools. We live in and are a part of a community that boasts an impressive history and legacy of hard work and progress. We leave our school buildings only to be surrounded by the historic buildings of the Industrial Revolution and our beautiful parks. Like the students and community members of the past, we remain inventive and creative as we look to be problem solvers. We shall work together to continue the efforts of those students that entered and graduated from the schools before you.

We believe that our students will embrace not only the policies in this handbook, but to demonstrate something that is difficult to outline in words or laws- and that is Character. Within character we see determination, a strong moral and ethical resolve, and a focus that will lead you to happiness, success, and fulfillment within your chosen college path or career.

I am here to serve you, your family and our community. Together we will highlight the pride of Pawtucket.

Respectfully,

Patti DiCenso
Superintendent of Schools

Philosophy of Education

The Pawtucket School Department believes that education is necessary for the achievement of democratic ideals which depend upon an informed, responsible, and literate citizenry. Education should stimulate cognitive and emotional growth, the development of moral and aesthetic sensitivity, social skills, vocational and technological competencies, cultural and economic awareness, and physical maturation. The Pawtucket School Department recognizes the right of each individual to have the opportunity to reach optimum growth in all these areas.

The educational program should develop self-disciplined, critically-thinking individuals who are capable of making rational and ethical decisions when confronted by social, political, economic, and personal questions, thereby enabling our youth to develop into healthy, honest, and responsible future leaders of our community.

Recognizing the mutual dependency of the community-at-large and the educational system which serves it, the Pawtucket School Department is committed to the concept of active community involvement in educational decision making.

PAWTUCKET SCHOOL COMMITTEE

Michael Araujo
Joanne Bonollo
Kimberly Grant
Katherine McQuade, Deputy Chairman

Gerard Charbonneau, Chairman
Erin Dube
Joseph Knight

The Pawtucket School Committee is an elected body of seven members who represent the city at large. They do not represent designated wards or districts. All committee members are elected to serve two-year terms.

The School Committee is responsible for overseeing and approval of all major functions of the school department. Included among their responsibilities is approval of the annual budget, appointment of all personnel and policy development.

The Committee meets monthly at 6:00 p.m. on the second Tuesday after the first Monday. Agendas are posted on the Attorney General’s website. Please refer to this site for meeting locations. These meetings are open to the public. Anyone who wishes to address the committee may do so during the public hearing segment of each regularly scheduled meeting.

For additional information regarding the School Committee, contact the School Committee Clerk, at 286 Main Street, Administration Building, Pawtucket, Rhode Island 02860, or call 729.6312.

CENTRAL OFFICE ADMINISTRATORS

Patricia DiCenso
Superintendent of Schools
729.6332

Lee Rabbitt
Assistant Superintendent

Jacqueline Naspo
Strategic Officer for School Improvement

Kathleen Suriani
Assistant Superintendent

Melissa Devine
Chief Financial Officer

Rosanne Badway
Director of Special Education

Hersh Cristino
Chief Information and Innovation Officer

Jen Carney
Director of Curriculum

Karen Stern
Director of Limited English Proficiency

John Cote
Interim Director of Physical Plant

PAWTUCKET SCHOOLS

Main Number 401.729.6300

ELEMENTARY

Elizabeth Baldwin

729.6264

50 Whitman Street, 02860
Edna Coia, Principal
Kimberly McCaughy, Asst. Principal
Grades K-5

Fallon Memorial

729.6254

62 Lincoln Avenue, 02861
Paul Zona, Principal
Mark Andrade, Asst. Principal
Grades PK-5

Francis J. Varieur

729.6266

486 Pleasant Street, 02860
Mary Murray, Principal
Grades K-6

M. Virginia Cunningham

729.6262

40 Baldwin Street, 02860
Lisa Schultz, Principal
Maria San Martino, Asst. Principal
Grades K-5

Nathanael Greene Elementary

729.6260

285 Smithfield Ave
Monique Jacob, Principal
Grades: K-6

Henry J. Winters

729.6272

481 Broadway, 02860
Michael Gilmore, Principal
Grades K-6

Flora S. Curtis Memorial

729.6252

582 Benefit Street, 02861
Michael Lazzareschi, Principal
Grades K-5

Agnes E. Little

729.6256

60 South Bend Street, 02860
Mary Caporelli, Principal
Grades K-5

Curvin-McCabe School

729.6258

466 Cottage Street, 02861
Gina Adams, Principal
Grades K-5

Potter-Burns

729.6250

973 Newport Avenue, 02861
Cheryl McWilliams, Principal
Grades K-5

MIDDLE SCHOOLS

Lyman B. Goff

729.6500

974 Newport Avenue, 02861
Lisa Benedetti-Ramzi, Principal
Cynthia Voss, Assistant Principal
Grades 6, 7 & 8

Joseph Jenks

729.6520

350 Division Street, 02860
Matthew Bergeron, Principal
Joseph Palazzo, Asst. Principal
Liana Maris, Asst. Principal
Grades 6, 7 & 8

Samuel Slater

729.6480

281 Mineral Spring Avenue, 02860
Mark DeCiccio, Principal
Laura Lutz, Assistant Principal
Grades 6, 7 & 8

SENIOR HIGH SCHOOLS

William E. Tolman

729.6400

150 Exchange Street, 02860
Christopher Savastano, Principal
Richard Perrotta, Asst. Principal
Robin Carlone, Asst. Principal
Michael Cordeiro, Asst. Principal
Grades 9-12

Charles E. Shea

729.6445

485 East Avenue, 02860
Jacqueline Ash, Principal
Bridget Boucher, Asst. Principal
Darrell Luffborough, Asst. Principal
Grades 9-12

Jacqueline M. Walsh School For the Visual & Performing Arts

721.2148

350 Division Street, 02860
Ricardo Pinmetel, Director
Grades 9-12

Pawtucket Learning Academy

729.2127

286 Main Street, 02860
Linda Gifford, Principal
Grades 9-12

SECTION I: GENERAL INFORMATION

PROFESSIONAL QUALIFICATIONS OF TEACHERS

To: Parents
From: Pawtucket School Department

As a parent/guardian of a student in the Pawtucket school district, under the No Child left Behind Act of 2001, you have a right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

- Whether the State of Rhode Island has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the teacher is teaching under an emergency certificate or other provisional status by which state licensing criteria have been waived.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact Patricia DiCenso, Superintendent of Schools at 401.729.6315.

DISTRICT ENROLLMENT POLICY

The Pawtucket School Committee establishes the following policy regarding district enrollment of students:

- A. Every pupil attends his/her neighborhood school.
- B. The Superintendent of Schools or the Assistant Superintendent may grant permission to attend a school other than the assigned school. However, transportation is not provided for such students.
- C. If permission is granted to attend a different school, parents/guardians must re-apply annually prior to June 1 of each year. If prior to the opening of school in September of the new school year space is available in the requested school, the student is granted permission to attend the requested school for the balance of that school year. The Pawtucket School Department is not responsible for providing transportation. Students must attend school on a regular basis, be on time, and be successful academically and behaviorally. If the student is not meeting the expectations, the student shall be returned to his/her home school or another school to be determined by Central Administration.
- D. Jacqueline M. Walsh School for the Performing and Visual Arts
Enrollment at JMW is based on an audition process. Applications are available at the school or online at www.psdri.net. The deadline for application is November 15th. Auditions are scheduled and held at the school. The JMW application process occurs in compliance with RIDE's guidelines for career and technical education.

ADDRESS VERIFICATION POLICY

Parent(s) or Legal Guardian(s) of students who were not enrolled in the Pawtucket Public School System for the preceding school year shall be required to submit written evidence of residency prior to enrollment. Evidence will consist of the parent's or legal guardian's purchase/sales agreement, rental lease, property tax receipt or utility bill such as gas, electric, telephone (not cellular), or cable.

The Parent(s) or Guardian(s) will be further required to execute a sworn affidavit attesting that they are legal parent(s) or guardian(s) and that the student resides with them. The affidavit shall also certify that the parent(s) or guardian(s) agree to notify the Superintendent of Schools within ten (10) days of a change in the residence of the student.

The parent(s) or guardian(s) of all other students shall also be required to complete an affidavit and show proof prior to the end of the second week of the school year.

SCHOOL ATTENDANCE POLICY

Absence:

Students are expected to be in school in all assigned classes unless illness, medical appointments, religious observances, or family emergency keeps them from attending. On the day a student is absent from school, a parent and/or guardian should notify the school by phone by 9:30 a.m. Upon returning to school, students must bring a written excuse from a parent and/or guardian stating the date and reason for the absence. A student must be in attendance during the school day in order to attend after-school activities. Each parent or guardian of a child within the compulsory school attendance age will be responsible for the child's regular and punctual attendance at school as required by law.

It is the responsibility of the student and/or parent/ guardian to arrange with his or her teacher to make up all academic work and assessments missed. Reasonable make-up opportunities shall be offered. Failure to do so shall result in adverse academic consequences.

Tardiness:

Students are expected to arrive on time. All students who are late for school must first report to the main office and properly fill out a late slip. At the elementary level, the office will fill out the late slip. Students who are late and have a written excuse from a parent and/or guardian stating the date and reason for tardiness will be excused. All other tardiest will be unexcused.

Early Dismissal:

No student may be dismissed to anyone except a parent/ guardian or designated adult who must show proper identification. Before dismissing anyone, a dismissal note including the name of the person to whom the child is being released, signed by the parent and/or legal guardian at the start of the school day or at the actual time of dismissal, must be delivered to the school office. All such notes/forms will be filed and retained by the office. In addition, each school's dismissal log must be filled out. At the elementary level, the parent/guardian and/or designated adult must sign the dismissal log book.

No students will be dismissed without completing the documentation described above. There will be no exceptions to this policy.

Extended Absences

The Pawtucket School Department is strongly opposed to the practice of students being removed from school for extended periods of time for reasons other than the student's own illness.

It cannot be stressed strongly enough that this practice may be extremely detrimental to a student's academic progress, regardless of his/her grade level. Each child will be responsible for completing missed assignments, as determined by the classroom teacher. In many cases, depending upon the student's academic standing, prolonged absence may nevertheless result in retention.

Please be aware that, other than for personal illness, if a child is absent from school for more than two (2) weeks, a certified letter will be sent and he/she will be removed from the school's attendance rolls and must re/register upon his/her return. Other than for illness, seats will not be held beyond a two (2) week period for any students.

Violations of Procedure on School Attendance

Violations of this policy will result in a parental conference and/or exclusion from extracurricular activities, including but not limited to interscholastic league events, proms, or other social events. Students under the age of 18 will be referred to truancy court for excessive days absent or their parents/guardians will be referred to Family Court for educational neglect.

SCHOOL CANCELLATIONS

It is essential that each school has current and correct contact information for each student.

Should school sessions be cancelled, announcements of school closings are made by 6:30 A.M. using the *ALERT NOW* System and on radio stations WPRO (AM 630, FM 920), LITE 105, WHJJ 920, TV channels, 6, 10 and 12, and alerts from the RI Broadcasting Association are available via text or email messages.

Emergency Dismissals While School Is In Session:

Should a situation arise while school is in session which necessitates the early dismissal of students, the following procedure is used to dismiss students.

1. Announcement is made as soon as possible using the *School Messenger* System and on radio stations WPRO, WHJJ, LITE 105, TV channels 6, 10 and 12, and alerts from the RI Broadcasting Association are available via text or email messages that students will be released at a specific time according to the following schedule:

Senior High Schools	½ hour after announcement
Junior High Schools	½ hour after announcement
Curtis & Greene	½ hour after announcement
Other Elementary Schools	1 hour after announcement
2. Parents or legal guardians of elementary students should make one of the following arrangements to receive children at home should they be dismissed early:
 - Arrange to be at home for their children's early arrival
 - Arrange for an adult to be home for their children's early arrival
 - Make an arrangement with relatives or neighbors to provide adult supervision in their homes.
3. Parents/guardians should inform their children of any plans that they have made for their children's early dismissal.
4. Principals/teachers are not able to call individual parents/guardians.

Emergency school building closing due to an emergency situation

1. Should any building have to be closed due to an emergency condition, children are transported to a nearby school or location accompanied by their teachers. Children are supervised until the emergency passes.
2. Should the children be unable to return to the school, parents/guardians are notified by the *ALERT NOW* System and radio of the existing condition should they wish to pick up their children from the temporary location.

Should it be necessary to dismiss the students early, an announcement is made of the time of students' early release.

PARENT-SCHOOL COMMUNICATION

It is essential that each school has current and correct contact information for each student.

Students are more successful in school if parents/guardians and the school maintain an open line of communication. Monitoring student progress in the areas of attendance, behavior, and academic performance is a shared responsibility of the parent/guardian and the school.

Parents/guardians should contact the main office to report an absence, tardy, or dismissal for his/her child.

A parent/guardian who wishes to discuss a classroom situation regarding his/her child should contact school personnel in the following order:

Elementary Level:

1. Classroom teacher
2. Principal
3. Assistant Superintendent
4. Superintendent of Schools

Secondary Level:

1. Classroom teacher
2. Guidance counselor
3. Assistant Principal
4. Principal
5. Assistant Superintendent
6. Superintendent of Schools

Any parent/guardian not satisfied with the decision of the Superintendent of Schools may appeal to the chairperson of the Pawtucket School Committee.

STUDENT RECORDS POLICY

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.
- The Pawtucket School Department considers the following as directory information and will disclose it without the prior consent of a parent:
 - student's name, address, telephone listing, electronic mail address (email address), photograph, date and place of birth, dates of attendance (date began and date ended at the school, not specific daily records of a student's attendance) grade, parents' names, extracurricular participation, weight and height of members of athletic teams, achievement awards or honors, school attended before enrolling in school district.

- Any parent or eligible student who does not wish to have this information released must advise the School Principal in writing within two weeks of publication of this notice of any item they refuse to have the Pawtucket School Department release.

7. Complaints regarding failures to comply with this policy may be addressed to the U.S. Department of Education at:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202.

8. A copy of the complete policy is available to parent or students eighteen years of age or older (an “eligible student”) upon request to the School Principal or the Office of the Superintendent of Schools, Pawtucket School Department, 286 Main Street, P.O. Box 388, Pawtucket, RI 02862.

RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Pursuant to 20 U.S.C.A. § 1232h, 34 CFR Part 98 parents/guardians (or students over the age of 18, or emancipated minors) must:

1. **Consent** before students are required to submit to a US Department of Education-funded survey that concerns: a) Political or religious beliefs of the student or student’s parents/guardians; b) Mental problems of the student or student’s family; c) Sex behavior or attitudes; d) Illegal, antisocial, self-incriminating, or demeaning behavior; e) Criticism of persons with whom the student has a close family relationship; f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g) Income, except where required by law to determine program eligibility.
2. **Receive reasonable notice of and an opportunity to opt a student out of:** a) Any other survey regarding the above-referenced topics, even if not funded by the Department of Education; b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agents, that is not necessary to protect the immediate health and safety of a student (except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law); and c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. **Be permitted to inspect, upon request, before administration or use of:** a) Surveys regarding the topics referenced in #1; b) Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and c) Instructional material.

Complaints regarding violation of these rights may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

POLICIES FOR DIVERSE LEARNERS

ENGLISH LANGUAGE LEARNER PROGRAM POLICY

The school committee of Pawtucket fully recognizes the amended rules and regulations which are authorized by Rhode Island General Law 16-54-2 and promulgated in accordance with the obligation of the Rhode Island Board of Regents for Elementary and Secondary Education to govern educational programs for English language learners in the Pawtucket school district, which is considered a high incidence district with a total of 150 or more English language learners enrolled in its schools.

With that the school committee ensures and requires that:

1. English language learners (ELLs) attain a level of proficiency in English and content knowledge that permits them to (1) succeed in their school’s general-education program, (2) meet state graduation-by-proficiency requirements, (3) be

prepared for post-secondary education and work, and (4) become an essential asset to Rhode Island's economic and social well-being.

2. ELLs be instructed and their English language proficiency skills assessed annually in accordance with the English Language Development Standards (ELDs) of the World-Class Instructional Design and Assessment (WIDA) Consortium.
3. ELLs meet state standards in all subject areas.
4. ELLs have access to a free, appropriate, public education equal to the education provided for all other students by ensuring that programs are: based on sound educational theory, appropriately supported with adequate and effective staff and resources, periodically evaluated and if necessary, revised.
5. ELLs become proficient in the English language.

Definition of English Language Learner

A Pawtucket student (1) whose first language is not English or who speaks a variety of English, as used in a foreign country or U. S. possession, that is so distinct that ELL instruction is necessary, (2) who is now learning English, but (3) who has not yet attained enough proficiency in English to allow him or her to fully profit from content area instruction conducted only in English.

Program Models

In order to provide the most appropriate services for ELLs, Pawtucket maintains the following program models as defined by state regulations:

- English as a Second Language (ESL)
- Sheltered Content Instruction
- Collaborative ESL & General Education
- Newcomer Programs

These programs shall meet the program standards as defined by RIDE in the ELL regulations afore mentioned above, and every effort is made toward meeting the expected Annual Measureable Achievement Objectives as required by the No Child Left Behind Act. An action plan to meet these objectives is included in the District Strategic Plan (available at www.psdri.net). Additionally, schools with ELLs include action steps in their School Improvement Plans that identify goals for these learners. To the extent possible, these programs provide students with mandated time requirements, class size recommendations, and properly certified personnel and administrators as directed in the regulations. Personnel who work with ELLs are afforded the opportunity to participate in on-going, high-quality professional development that enhances their ability to meet the needs of these unique learners.

Language/Program Identification and Placement

The district determines the home/native language(s) of all public school children upon registration into the district through the Home Language Survey developed by RIDE. The data from this survey is used to initiate an interview process with families to determine whether children require ELL programming. Once determined that students may require ELL programming, they are screened using the WIDA Assessment Placement Test (W-APT). Based on the outcome of this screening, students are assigned a language proficiency label: entering, emerging, developing, expanding, bridging or reaching. Students who are labeled as entering or emerging are placed to the extent possible in the self-contained English as a Second Language/ Sheltered Content Instruction classrooms of the district, and those labeled developing or expanding are placed in the collaborative ESL and general education program where they are afforded ESL resource support. Students who meet criteria based on the W-APT and also have a significant gap in their formal education are placed in the newcomer programs. Those children who score in the bridging or reaching range of the placement test are not provided with ELL programming.

The instructional program determinations of students who qualify for ELL programming are also based on their literacy level in their native language(s), number of years student has attended school, continuity of student's schooling, student retention-information, and other student needs-including special educational services. Students are placed in settings that are appropriate for their age. At the secondary level, the district reviews the ELLs educational records to ensure that the student receives appropriate credit for prior course-work. It is the responsibility of the district to provide parents/guardians of ELLs with complete and thorough descriptions of placement decisions, and parents/guardians must give signed permission for their child/children to participate in ELL programs. Parents/Guardians have the right to waive ELL services for their child/children, however, the district continues to assess these ELLs and monitor their progress.

Reporting and Assessment of Student Progress

The same policy for reporting a student's progress in the general-education program is used in reporting a student's progress in the ELL program, however, progress reports are made available in the student's home language to the extent possible. The progress report includes an explanation of the district's grading system. All ELLs are evaluated at least once per year through the state's English-language proficiency test. They also participate in the state assessment program in accordance with state guidelines. ELLs are exempt for one year from the state English language arts assessment, but are required to participate in the state mathematics and science assessment upon arrival into Pawtucket schools. When a student fails to progress appropriately within an ELL program, other assessments are used to determine the reason for the lack of progress. Appropriate instructional interventions are provided.

Exit/Mainstreaming into General Education Programs and Monitoring of Exited Students

ELLs are eligible to participate without ESL support in any content area when there is documented evidence of the student's ability in English to be successful. The following criteria are considered when making decisions to mainstream ELLs into general education programs: the student's designated level of language proficiency on the state's English-language proficiency assessment (4.5 on the Literacy Composite and 5.0 on the Comprehension Composite) or attainment of grade level proficiency on the state's English language arts assessment, current reading level, student's work products, teacher recommendation(s) and parent/guardian input. Parents/Guardians are informed in writing of any change in an ELLs' program or service, including exit to general education, and a record of this notification is kept on file in the student's permanent record. This notification explains the rationale for exit from the ELL program and is provided to parents/guardians in their home language to the extent possible. Parents/Guardians have the right to appeal an exit decision. The performance of all exited students as well as those whose parents/guardians have waived ELL services are monitored for a minimum of two years to determine their level of success in the district's general-education program. If students who are exited from ELL programs do not make sufficient progress, and their lack of progress is deemed to be language-related, they are placed back into ELL programs for additional support.

Parent Involvement

The Pawtucket school district encourages the involvement of parents/guardians of ELLs in the development, implementation and evaluation of programs for these students through outreach and continued communication with them. Parents/guardians are informed of the many ways in which they can become involved in the education of their children including the district's programs, services and activities. When necessary, the district offers training sessions for the parents/guardians of ELLs to assist them in becoming active participants in the education of their children. The district shares plans to improve programs for their children as well as the results of their ELLs performance on state assessments and other important data. The district encourages parents/guardians to participate on their school's School Improvement Teams and to join district parent committees including a district-wide ELL Advisory Committee. The district provides assistance to the ELL Advisory Committee as outlined in the regulations.

The Pawtucket School Department also maintains the state required census for all ELL students enrolled in its programs, participates in RIDE monitoring and school district evaluations.

SPECIAL EDUCATION PROGRAM POLICY

The Pawtucket School Department fully recognizes the Regulations Governing the Education of Children with Disabilities as adopted by the Rhode Island Board of Regents for Elementary and Secondary Education June 3, 2010. As stated in 300.1 of the regulations,

The purpose of these regulations is –

- a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- b) To ensure that the rights of children with disabilities and their parents are protected;
- c) To assist state agencies, local education agencies, education service agencies, Federal agencies, educational collaborative, and other public agencies to provide for the education of all children with disabilities; and
- d) To assess and ensure the effectiveness of efforts to educate children with disabilities

Definition of a Disability

A child with a disability is defined in section 300.8 of the regulations as: A child, aged 3 to 21, evaluated in accordance with sections 300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism spectrum disorder, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason there of, needs special education and related services.

Identification of a Disability

A student who has a suspected disability can be referred to the school's evaluation team by a parent or teacher. Upon receipt of the referral, the evaluation team must meet within 10 school days to discuss whether additional testing or data collection is needed.

The evaluation team also must determine if exclusionary conditions for determining a disability exist. Such conditions could include, but not limited to, lack of schooling (past history of poor school attendance), environmental, cultural, or economic disadvantage.

Program Service Models

Once a student has been identified as having a disability, an IEP (Individualized Educational Program) must be written. The IEP is written by the IEP team which consists of the parent, student if applicable, student's general education teacher, the special education teacher, related service providers if applicable and a representative from the school or school department.

All IEP teams must consider the least restrictive environment when determining the services that will be provided. The program is determined by the IEP team.

Reporting and Assessment of Student Progress

Student progress is measured following the same policy as students without disabilities. In addition, parents will also receive progress reports based on the student's progress toward achieving their IEP goals. These progress reports will be sent home at the same time that report cards are issued.

Students with disabilities participate in all state assessments. The student's IEP team determines whether an alternate assessment is required.

Parent Involvement

The Pawtucket School Department encourages parent participation. Parents should participate in their school's School Improvement Team as well as other activities sponsored by their school. In addition, there is a district-wide Special Education Advisory Committee in which parents, who have children with disabilities, are encouraged to participate.

SECTION II: ACADEMICS

ELEMENTARY LEVEL (K-6) PROMOTION REQUIREMENTS

The educational program in the elementary school provides each child with the opportunity to develop his/her fullest potential. The length of time a child needs to complete the elementary school program will depend upon his/her individual development, capabilities and effort.

Promotion is based upon the individual pupil's performance. Students who do not meet academic standards for promotion and who are not recommended for retention will be assigned. Assigned students are those who would not benefit from retention. There may be occasions when, after careful study, it seems in the best interest of a child for him/her to be retained.

Parent(s)/guardian(s) will be notified in writing of the possibility of retention in any grade at the end of the second trimester. The notification process involves conferences with parents/ guardians, teachers, and administrators, notations on report cards, and formal written notification.

The recommendation to retain a child in any grade will be made by the teacher with appropriate supporting documentation, including detailed evidence of assessments, interventions, and progress monitoring data. At the request of the parent(s), arid/or guardian(s), a full explanation for the retention is given by the teacher at a meeting between both

parties in the presence of the Principal. The parent(s) and/or guardian(s) may appeal the decision of the teacher to the Principal and Assistant Superintendent.–The district makes every effort to provide appropriate interventions to support students with identified needs.

Parent(s) and/or guardian(s) will be notified in writing of retention in any grade by the first Monday in June. Written notification will be placed on the child's final report card indicating promotion, assignment, or retention. In order that promotion procedures may be uniform throughout this school system, the following set of factors must be the basis upon which each teacher will formulate a judgment as to whether or not a particular pupil should be promoted, assigned, or retained.

A. ACHIEVEMENT AND PERFORMANCE:

Documentation of state assessment data, local assessment and performance data, and progress monitoring data is required as evidence.

B. ATTENDANCE:

Consider regular attendance. Excessive absences of more than 20 days per year may be the basis for retention.

C. EFFORT:

Consider the amount of effort the child has demonstrated.

D. ATTITUDE:

Consider the attitude toward school work that the child has exhibited throughout the year.

E. PREVIOUS RETENTION:

Consider the records to see if the child has ever been retained in grades(s).

F. DISABILITIES:

Consider any disability the child may have.

G. AGE:

Consider the child's chronological age, emotional and social maturity.

H. EXTENUATING CIRCUMSTANCES:

Consider child's physical development, medical history, and any other characteristics that might make a particular grade placement inappropriate.

MARKING SYSTEM GUIDELINES

ELEMENTARY GRADING GUIDELINES

Elementary schools operate on a trimester schedule. Student performance is evaluated against the common core state standards.

Explanation of Academic Performance Markings

4 Exceeding grade level expectations

The student consistently comprehends, applies, and extends key concepts, processes, and skills for this grade level.

3 Meeting grade level expectations

The student regularly demonstrates proficiency in the majority of the standards and expectations for this grade level.

2 Working toward grade level expectations

The student is beginning to grasp and apply key concepts, processes, and skills, but produces work that is not consistently meeting standards and expectations for this grade level.

1 Working below grade level expectations

The student is not meeting the expectations for this grade level and is working below the standards for this grade level.

Determination of Student Progress

As students work toward achieving grade level expectations, teachers carefully consider the following when determining student progress in academic areas:

- A collection of work over time
- Daily written or oral tasks
- Application of skills
- Periodic assessments (quizzes, tests, performance tasks)
- Conferences with students
- Observations

Reports to Parents

A progress report is issued for every student after the sixth week of each trimester. Report cards are issued at the end of each trimester. Parents/guardians should contact the school if their child does not receive these reports.

SECONDARY GRADING GUIDELINES

The minimum passing grade for a course is 70*. Each course grade is a composite of various assessments. These assessments may include:

- Quizzes
- Tests
- Writing Assignments
- Tasks
- Comprehensive Course Assessments
- Projects

A minimum of 7 pieces of student work must be considered when determining a student's grade. *Student performance in intervention course work is evaluated as Pass/ Fail. The credit earned is considered elective credit.*

HOMEWORK POLICY (K-12)

The Pawtucket School Department believes that homework is an integral part of a students' learning experience. Homework is defined as the time students spend outside of the classroom in assigned activities to practice, prepare or apply concepts and skills and develop important organizational and study skills.

The combined efforts of the home and school can make homework more valuable as a learning experience.

Research Indicates:

- Schools in which homework is routinely assigned tend to have higher achieving students.
- Giving homework on a regular basis may increase achievement and improve attitudes toward learning.
- Homework should be necessary and useful, appropriate to the maturity level of students, well explained and motivational, and clearly understood by students.
- Homework should be tied to current subject matter, assigned in amounts and levels of difficulty which students can successfully complete.
- Homework should be checked quickly and feedback provided to students.

Purposes of Homework

- Emphasize to the student that the achievement of standards requires more than minimum classroom effort.
- Allow teachers to monitor student progress and identify issues in student learning.
- Effectively increase student personal responsibility and individual accountability by developing:
 - A sense of proper time management;
 - The power to work independently;

- Study skills and work habits;
- Skill in utilizing outside resources;
- An individual sense of responsibility, self-discipline and independence.
- Lead to increased communication between parents and the school and encourage parent awareness of student learning.

Types of Homework

There are three different types of homework assignments: practice, preparation, and application. Each has a clearly defined purpose. It is important that teachers, students, and parents understand the purpose of each type, guidelines for appropriate use, and the impact of each on student learning.

Practice Assignments

Practice assignments reinforce newly acquired skills or concepts. Practice is an important component of learning. This type of homework assignment is most effective when carefully matched to the needs and background of the individual student. Student choice in assignments can make practice more meaningful for students and should be provided when feasible. Teachers must assure that students have sufficient concepts and skills necessary to complete the assignment independently, but recognize that mistakes are to be expected when learning new material. Teachers should use errors to provide feedback to students and to plan future instruction. Therefore, homework assignments of this type should not be graded for accuracy, but rather for completion or non-completion only and may count toward no more than five percent of a student's grade. However, students who do not complete sufficient practice assignments may not successfully meet grade level standards or develop the fluency necessary to engage in more complex concepts.

Preparation Assignments

Preparation assignments are intended for students to gather background information or review previously learned material in preparation for subsequent in-class lessons. When intended to provide background information, these assignments can include reading in the class text or other materials, library or internet research, collecting materials for a class activity or project, and other activities requiring the gathering or organizing of information before a planned class discussion or activity. When intended to review previously learned material, these assignments engage students in activities that activate prior knowledge and refresh previously learned concepts and skills. Students are expected to complete preparation assignments. Students who do not complete this preparation are compromised in their ability to successfully participate in the classroom activity that required this preparation. Studying for a planned assessment is another appropriate homework assignment. Failure to study may result in a poor performance on the assessment.

Application Assignments

Application assignments promote independent application of learned skills and concepts. These assignments may be completed in a short period of time or may require an extended period of time. Examples include: writing assignments, projects, research papers, book reviews, etc. It is expected that students have acquired the knowledge, concepts, and skills necessary to complete these assignments successfully and therefore these assignments are graded and student performance is used when determining a student's grade for the term.

Guidelines for Assigning Homework

The recommended formula for determining the appropriate number of total minutes (maximum) for homework is to multiply the grade level by 10.

Primary Level (K-2) – At this level, practice of well-learned concepts is recommended. Explanations of preparation assignments should be thoroughly communicated to parents. Application assignments are not appropriate at this level. Reading for pleasure is encouraged. No assignments are given over the weekend, holidays, or vacations. For kindergarten students homework should only be assigned as needed or requested by a parent/guardian.

Intermediate Level (3-6) – At this level, homework is assigned on a regular basis. Practice, preparation, and application assignments are all appropriate. Reading for pleasure is encouraged, and the skill of reading for preparation should be developed. Assignments requiring an extended period of time for completion should be thoroughly explained to students and communicated to parents/guardians. Practice assignments should not be given over weekends, holidays, or vacations; however preparation and application assignments may be assigned.

Junior High School Level (7-8) – At this level, homework is assigned regularly. Practice, preparation, and application assignments are all appropriate. It is expected that students are required to read in preparation of classroom lessons. Reading for pleasure is also encouraged. Extended application assignment requirements and time frames for completion

should be thoroughly explained to students and shared with parents. Teachers of different content areas should plan cooperatively in making assignments, so that an equitable load results. Avoid practice assignments over holiday and vacation periods; however preparation and application assignments may be assigned.

Senior High School (9-12) – Regular homework should be assigned and expected for most high school courses. The length of assignments varies according to purpose. The bulk of assignments should involve preparation for class work and the application of important concepts and skills. It is expected that students are required to read in preparation of classroom lessons. Reading for pleasure is also encouraged.

Students' Responsibilities

- Write down clear descriptions of homework assignments each day.
- Complete homework assignments as a necessary preparation for class.
- Complete written assignments neatly and on time using a format as determined by each teacher.
- A student who is absent is expected to turn in assigned practice and preparation homework assignments upon return to school.
- Due dates for extended application assignments are strictly enforced.

Parents'/Guardians' Responsibilities

- Help set up a consistent organized place for homework to be done.
- Help your child establish a consistent schedule and clear expectations for completing homework. When parents/guardians set the stage for students to do their homework, they communicate the value of learning, and encourage skills such as responsibility, confidence, persistence, goal setting, planning, and the ability to delay gratification.
- Make sure students have the materials they need to do assignments and a safe place to store them.
- Facilitate homework completion rather than help with homework content. It is not expected that parents/guardian are content experts. Teaching the content is the responsibility of the teacher. If the student is struggling with understanding the content and therefore unable to complete a homework assignment, parents/guardians should encourage the child to describe what they are struggling with for the teacher. If this is a persistent issue the parent should request a meeting with the classroom teacher.
- Place homework ahead of all extracurricular activities. School is a student's full-time job and athletic activities, music lessons, and like activities must not interfere with its academic purpose.

SECONDARY LEVEL (7-12)

SCHEDULES

Junior High School

The junior high schools operate on a semester schedule. There are two semesters in each school year with five periods per day. All core courses (i.e., English Language Arts, Mathematics, Science, and Social Studies) earn one credit per year and meet for two semesters (full year). Each course is divided into parts A and B with final grades given at the conclusion of each part. Unified art courses (e.g., art, music, technology, physical education, family consumer science, etc.) earn ½ credit per year and meet for one semester (half year). Final grades are given at the conclusion of the course.

Senior High School

The high schools operate on a semester schedule. There are two semesters in each school year with five periods per day. All core courses (i.e., English Language Arts, Mathematics, Science, Social Studies, and World Language) earn one credit per year and meet for two semesters (full year). Each course is divided into parts A and B with final grades given at the conclusion of each part. Non-core courses (e.g., art, technology, physical education, etc.) earn ½ credit per year and meet for one semester (half year). Final grades are given at the conclusion of the course.

SCHEDULE CHANGE POLICY

Students choose courses and programs based on the recommendations and best judgment of teachers, guidance counselors, student, and parents.

A schedule is used to arrange programs and students in some systematic order. A schedule can be most complex and a change in one area often causes changes in other areas. A student is given considerable time to choose proper courses. Schools do recognize the need for valid changes.

All requests for change will be decided on an individual basis taking into consideration all circumstances involved. Staffing and class size will be considered regarding the proposed change. Requests for a change may be initiated by a student, teacher, parent, guidance counselor, administrator, or a director of special programs. All involved parties will be asked for their input regarding the request for change. Once the request has been processed, the counselor will approve or deny the request for change. If denied, the parent has a right to appeal to the building Principal.

PARENT/ STUDENT PROCEDURE TO REQUEST A SCHEDULE CHANGE IN SECONDARY SCHOOLS

1. Many requests for schedule changes are made on a case to case basis involving only the student and his/her guidance counselor. These changes are a result of scheduling conflicts, necessary sequential classes, consolidation of classes, classes which are eliminated, subjects which must be repeated, or required subjects or programs.
2. Class changes for any other reason than the ones listed above must be requested by the student or parent/guardian. The student or parent/guardian who requests a change will discuss the request with the student's guidance counselor. The student's counselor will confer with the student, teacher, parent/guardian, and any other appropriate parties and then expedite the request.
3. If the request is approved, the counselor will make the change. The student must validate the change by having the affected teachers initial the appropriate school form. The form is then returned to the guidance counselor. All books must also be returned to the appropriate teachers.
4. If the request is denied, the parent/guardian may appeal the denial. The appeal request will be heard at a conference with the student, parent, teacher, guidance counselor and the Building Principal. A further appeal may be heard by the Assistant Superintendent, the Superintendent, and then the School Committee.

SECONDARY PROMOTION AND GRADUATION REQUIREMENTS

A student must meet all credit and course requirements mandated by the State Department of Education and the Pawtucket School Department in order to receive a diploma and participate in graduation exercises.

Junior High School Promotion Requirements

All students must meet all of the following requirements to be promoted to the next level. Each year long class earns one credit. Each semester-long (1/2 year) class earns .5 credits.

The eighth grade class must have the following credits to be promoted to ninth grade:

English	2 credits
Mathematics	2 credits
Science	1.5 credits
Social Studies	1.5 credits
Physical Education	1 credit
Unified Arts/Electives/Non-Core	2.5 credits

Total credits needed to exit junior high school are 10.5.

Senior High School Promotion Requirements

- a. A student's grade level status is determined by the number of credits needed each year.
- b. For the class of 2014:
 - 3 credits to become a sophomore
 - 8 credits to become a junior
 - 14 credits to become a senior
 - 20 credits to graduate
- c. For the class of 2015:
 - 4 credits to become a sophomore
 - 10 credits to become a junior
 - 16 credits to become a senior
 - 22 credits to graduate

- d) For the class of 2016:
 - 5 credits to become a sophomore
 - 11 credits to become a junior
 - 17 credits to become a senior
 - 22 credits to graduate
- e) For the class of 2017 students must earn:
 - 5 credits to become a sophomore
 - 17 credits to become a junior
 - 17 credits to become a senior
 - 22 credits to graduate
- f) A student must meet all the criteria for becoming a senior in order to participate in senior class activities.

HONOR ROLL
(GRADES 7 – 12)

Making the Honor Roll for any given quarter is based on trimester grades. Incomplete and/or a failing grade of 69% or below will keep a student off the Honor Roll until grades are made up.

Highest Honors: 90% or over (an A is required in every subject)
Honors: 80 % is required (A or B in every subject)

RANK-IN-CLASS POLICY
(Grades 9-12)

The rank-in-class of each student is computed at the end of each year. The final rank-in-class is determined at the end of the first semester of the senior year. The final grade for each completed course is used to calculate class rank. Grades earned through credit recovery do not count in the computation of class rank. The Grade Point Average (GPA) is based on the average of grades in all courses taken at Pawtucket School Department high schools only. The majority of courses are weight as 1. Advanced Standing (AS), Early Enrollment Program (EEP) and Advanced Placement (AP) courses are weighted as 1.5.

THE NATIONAL HONOR SOCIETY
(Grades 9-12)

Membership in local chapters of the National Honor Society is an honor bestowed upon a student. Selection for membership is by a five member faculty council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate the qualities of scholarship, leadership, service and character.

- Candidates must be members of the junior or senior class, and must have been in attendance at the school for the equivalent of three quarters.
- Candidates must have a cumulative scholastic average of at least 87% (un-weighted). Candidates shall then be evaluated on the basis of scholarship, service, leadership, and character.
- Candidate eligibility for National Honor Society with respect to character is at the discretion of the faculty council.
- A minimum active participation and organization of two school directed service projects per academic year is required, one of which must be completed prior to induction. In addition, a minimum of 20 hours of community service is required. Ten hours of community service must be completed outside of school and reported from the organization on letterhead and ten hours completed inside of school.
- Annual individual member dues charged are determined by faculty council.
- Candidates become members when inducted at a special ceremony.

THE RHODE ISLAND HONOR SOCIETY

(Grades 9-12)

Membership in the Rhode Island Honor Society is an honor bestowed upon a student.

To be eligible for membership, the candidate must be a member of the senior class.

Candidates must have a cumulative high school scholastic average of at least 85 percent. Academic eligibility will be determined at the end of the first semester of the senior year.

CREDIT RECOVERY POLICY

(Grades 7-12)

The course recovery program allows currently enrolled students who fail courses in any of the secondary schools to obtain proficiency in necessary courses for promotion and/or graduation.

Students have the opportunity to receive teacher-led and/or online instruction in some courses they have failed. Teachers monitor these courses and support students. A fee may be assessed for student participation in course recovery.

Students must successfully complete the appropriate assessments to recover the failed course. The following guidelines also apply:

- The student is not to receive a grade higher than 70 for courses taken through course recovery.
- His/her grade of 70 is recorded on the student's transcript.

HIGH SCHOOL GRADUATION REQUIREMENTS

The Pawtucket School Department has established the following graduation requirements for all students in accordance with the Rhode Island Board of Regents' Secondary Regulations.

High school graduation marks certification by the Pawtucket School Department that a student completed the necessary obligations and demonstrated the necessary proficiencies to earn a high school diploma. Proficiencies in academic areas of reading, writing, mathematics, science, civics, historical perspectives, the arts, physical education and health are based on the 9/10 state standards as set by the RI Board of Regents for Elementary and Secondary Education. Proficiencies in social studies, technology, and other academic areas are determined by the district and based on national standards.

The requirements for a Pawtucket School Department Diploma are set by the Proficiency-based Graduation Requirements (PBGR) committee and endorsed by the school committee. Specific requirements are published in the district's PBGR handbook and are consistent with the RI Board of Regents Regulations.

In order to earn a diploma from the Pawtucket School Department, students must successfully complete the Proficiency-Based Graduation Requirements, state testing and course work requirements.

Proficiency-Based Graduation Requirements (PBGR)

Demonstrations of proficiency for high school graduation are intended to (1) assure that graduates possess the knowledge and skills needed to be successful in post-graduation educational or workplace settings; and (2) describe the manner in which proficiency is demonstrated.

- Students have multiple opportunities and support to demonstrate proficiency. Students demonstrate proficiency by collecting evidence from several sources including: performance on state assessments, coursework, comprehensive course assessments, and portfolio submissions that demonstrate proficiencies.
- Access to instruction designed to get students to proficient levels is central to the achievement of proficiency. All students in Pawtucket have access to curriculum and instruction designed to help them achieve proficiency in all disciplines.
- Meeting proficiency, however, is not the same as meeting a graduation obligation or requirement.

Comprehensive Course Assessments (CCA)

Over the course of four years of high school, a student is required to demonstrate proficiency through successful completion of a percentage of the comprehensive course assessments (CCAs) in a variety of content areas. CCAs are aligned to the individual course requirements and are minimally 50% performance-based. The CCA is also aligned to the appropriate state standards, Applied Learning skills, and appropriate National Content Standards. Comprehensive course assessment criteria are set by the PBGR committee and endorsed by the School Committee and described in the district's PBGR handbook.

Graduation Portfolio

Over the course of four years of high school, a student is also required to compile a portfolio with evidence of that he/she has demonstrated proficiency in district academic, social and civic learner expectations. Portfolio criteria are set by the PBGR committee and endorsed by the School Committee and described in the district's PBGR handbook.

State Testing

Beginning with the graduating Class of 2015, participation in the state assessment testing program is mandatory for all students.

Course Work

Completion of required coursework, both in total and for specific subjects as set by the RI Board of Education is as follows:

- 4 English Language Arts (ELA 9, ELA 10 and two additional years in grades 11 & 12)
- 3 Mathematics (plus 1 Mathematics or Mathematics related course)*
- 3 Science
- 3 Social Studies (one course must be U.S. History)
- 1 Art, Music, or Theater
- 4 Physical Education/Health
- 1 Technology
- Electives (sufficient to meet the minimum number of required credits to graduate)

*All students enroll in three courses that are specifically taught by Mathematics teachers.

- Students who **are able to demonstrate proficiency** in the 9/10 Mathematics state standards after the successful completion of three courses may take a **fourth mathematics or mathematics-related course** (e.g., accounting) to complete the requirement.

Any student who is **NOT proficient** on the 9/10 Mathematics state standards must be enrolled in an appropriate **mathematics course** to complete the requirement.

For additional information regarding graduation requirements, students should refer to the Graduation Requirements Handbook.

Demonstration Timeline

All requirements must be met prior to graduation. The following policy timelines are included to guide staff and students in completion of the requirements for a diploma. These are guidelines not requirements. A diploma is not denied for proficiencies and requirements fulfilled after the dates but prior to graduation.

The high schools shall communicate to families and students benchmarks along this timeline.

- Coursework should be completed on a reasonable and manageable schedule throughout the high school career. School guidance shall support students and their families in this effort.
- The timeline for PBGR (CCA and graduation portfolio) completion is provided to students at the beginning of their freshman year. Monitoring of the two PBGR components is on-going. The CCA component is reviewed at the end of students' sophomore year and again at the end of the first semester of their senior year. Beginning in the second semester of the senior year, students' graduation portfolios are submitted to a panel for review. This provides an opportunity for students to remedy the submission of a portfolio that fails to demonstrate proficiency in time for graduation. Oral presentations of the portfolio are scheduled during the second semester of students' senior year.

Appeals Procedure for Diploma Denial

The determination of which students do or do not meet graduation requirements is based on a fair and reliable system. Students who believe that they have been improperly denied a diploma may utilize the district's appeal procedure to resolve the issue.

Procedure

Before initiating a formal complaint, an attempt must be made to resolve the issue through a discussion with the student and/or parent/guardian and relevant school personnel (i.e., teacher(s), guidance counselor(s), and assistance principal and/or principal).

If a resolution has not been reached with appropriate school personnel, then the student and/or parent/guardian may file a written complaint to the Superintendent of Schools who investigates the complaint and provides a written report of the investigation and the decision.

If the student and/or parent/guardian disagree with the Superintendent of School's findings, they may appeal the decision to the School Committee who also provides a written report of the investigation and the decision to the student and/or parent/guardian.

Timeline

The formal complaint process, including appeals to the School Committee, is concluded within 60 calendar days from the Superintendent of School's receipt of the written complaint, unless the parties agree in writing to an extension of time.

Any complaint may be appealed to the Commissioner of Education within 15 calendar days of receiving the School Committee's decision.

Transferring Students

It is recognized that students entering the school district near to graduation may have difficulty completing the graduation requirements, particularly if they transfer from a school with substantially different requirements. Consequently, the following criterion is used for transferring students:

- Students entering Pawtucket high schools needing two or more years of approved coursework prior to graduation are required to meet all the identified district graduation requirements in order to receive a Pawtucket School Department diploma.
- Students entering Pawtucket high schools needing less than two years of approved coursework (typically after the start of the junior year) from a Rhode Island high school with a graduation requirements that differ from those of the PDS, may complete the requirements of their prior school, subject to the supervision and standards of that school. A student exercising this option must do so in writing, cosigned by parents/guardians if under 18 years of age.
- Individual cases based on a variety of circumstances and reasons may be addressed on a case by case basis, and determined by the high school principal, subject to the approval of the Superintendent of Schools.

PAWTUCKET SCHOOL DEPARTMENT'S GRADUATION POLICY FOR ENGLISH LANGUAGE LEARNERS

Nationally, our graduation rates from high school are declining, and particularly hard hit are racially, linguistically, and culturally diverse students. English Language Learners (ELLs) have lower pass rates on high school exit exams and lower graduation rates than native speakers, even with test accommodations, such as directions provided in their native language and use of bilingual dictionaries or glossaries. These students are among the most vulnerable who may fail to graduate from our schools. While most are dedicated to learning English and meeting the state standards, many are struggling to catch up with the instruction they have missed, particularly those who enter the Pawtucket schools in junior high or senior high school. They have double the work to do (learn academic English and meet standards) and less time. These findings dramatically present a serious concern for our school district.

Given these serious findings, the following approaches have been adopted that help ELLs meet state educational goals and their personal goals as well. Our aim is to support ELLs, so that they can "attain a level of proficiency in English and content knowledge that permits them to (1) succeed in their school's general-education program, (2) meet state graduation-by-proficiency requirements, (3) be college and career ready and (4) become an essential asset to Rhode Island's economic and social well-being" as stated in the Rhode Island Board of Regent's April 2007 Regulations Governing the Education of English Language Learners. Our overarching goal is to provide ELLs with supportive educational policies and programs that enable them to learn academic English, be successful in their core content classes at school, graduate from high school, and eventually become gainfully employed.

Graduation Requirements

ELLs, like all students in Pawtucket, should demonstrate mastery of the content standards and proficiency in the six core academic areas—English language arts, mathematics, science, social studies, the arts, and technology—and in the applied

learning skills. According to current policy, they would do so by collecting the minimum number of courses for high school, attaining a score of partially proficient or higher on state assessments and successfully completing the proficiency-based options chosen by our district—comprehensive course assessments (CCA) and a graduation portfolio. Evaluation and interpretation of their results on the comprehensive course assessments and portfolios, however, has a language development focus with scorers who are trained to evaluate the work of students learning English as a new language and/or rubrics designed for ELLs.

Access and Opportunity to Core Content Classes

ELLs of low proficiency levels in English at the secondary school level may have difficulty initially accessing the courses designed for native English speakers. Besides their language learning status, they may also lack requisite background knowledge in some subjects if they have not had foundational coursework in other school settings. Moreover, even when schooled in another country, it is unlikely they would have studied subjects such as U.S. history or government. As a result, they need time and a well-designed program to develop the academic English skills needed to access core content courses. Nonetheless, ELLs need exposure to content while learning English and thus an appropriate instructional program that advances them through the language development and content learning process is provided.

Grade-Level Placement

ELLs who enroll in Pawtucket schools at the high school level are placed in the grade that is appropriate to their educational backgrounds. If they do not have coursework or credits from other U.S. schools or foreign countries, they are considered 9th graders. Their age is not the criterion used for grade-level placement. However, students who are age 18 or over at registration are encouraged to enter our adult ESL and GED classes as part of the COZ programs. This policy ensures that the students have access to a minimum of four years of a high school education and can develop an individual learning plan. The approach is sensible for older students as well because they may stay in a state-supported K-12 education environment until the age of 21.

AMASSING CREDITS FOR GRADUATION

High School Coursework

ELLs may amass credits as regular English speaking students do, but they need to have access and opportunity to take the required courses. If they have sufficient English proficiency (approximately a 4.0 or higher score on the ACCESS test), they may take regular content courses. When they meet the academic requirements of that content course, they receive credit for that course. For some students of lower proficiency levels, sheltered content courses that are linked to 9/10 state standards are offered. ELLs who pass those courses receive credit as well. In addition, RIDE has determined that English as a second language (ESL) courses that are aligned to the state English language arts standards and the WIDA English Language Development (ELD) standards may count towards the required ELA credits.

Transcripts

ELLs may also come to Pawtucket schools with transcripts showing they have successfully completed courses in another country or another state that meet Rhode Island's graduation requirements. In some cases, schools need to translate the transcripts and check that the courses are comparable. It is important that the guidance counselors at the high schools accurately interpret the transcripts that students bring with them. They are assisted by the ESL director and ESL staff to complete translations or contact schools that students have attended. Counselors should also refer to the Resource Guide of School Districts for Evaluating Foreign Transcripts provided by RIDE to ensure that adequate credit is assigned for students' work in their native countries.

Extended Time for Learning

Because many of our ELLs have gaps in their educational backgrounds and need several years to acquire academic English, to the extent possible, the Pawtucket School Department extends the time for learning through after school and extended day programs, online coursework and summer school options.

MULTIPLE MEASURES OF ASSESSMENT

Academic Task Development Process

Developing academic tasks for comprehensive course assessments and portfolio entries is a thoughtful process that considers the language demands of both the task prompts and the expected student product. An ELL specialist is included on the district's task development and task approval teams. These tasks are written using guidelines for linguistic simplification and presentation adjustments. In addition, tasks are screened for cultural bias. Writing the tasks in this way should not diminish the nature or rigor of the assignment but should facilitate English language learner understanding of the task and of the desired response.

Selection of Tasks

Pawtucket typically prepares a range of written and oral academic tasks and projects for each of the six core academic areas and applied learning skills. When a choice of tasks is available, the Pawtucket schools involve an ELL specialist in selecting appropriate tasks for the ELLs to perform according to their English proficiency levels. Similarly, the students' advisors should carefully help select the tasks that are included in a final portfolio. Pieces that show developmental growth from proficiency level to proficiency level or that show movement toward achieving standards are pieces that may be included, even if the students do not achieve an overall score of 3 on the earlier items.

Support for ELLs for Common Course Assessments and Portfolio Development

An ESL teacher or advisor works with the ELLs on their comprehensive course assessments (CCA) and portfolio entries. Pawtucket's decision about the number of CCAs and portfolio entries required for each content area (except ELA) that are aligned to the 9/10 state standards should be directly related to the ELLs' opportunities to participate meaningfully in those core content classes (e.g., with sheltered instruction for their proficiency levels. Sheltered instruction is teaching with a distinct set of strategies that enables students to learn the academic content as they acquire the English language). If the students have not yet reached a language threshold (*ACCESS* score 4.5 or higher), then they are unable to be fairly assessed in English. The state of Rhode Island has approved testing accommodations for English language learners that should be available to all ELLs as they prepare portfolio tasks and complete comprehensive course assessments.

Portfolio Organization

Because the acquisition of English as a second language is a developmental process and it is important to show how the student's knowledge and skills have progressed over time in a growth model, ELLs' portfolios are organized by their grade level at the time the entry was prepared. Each entry should also identify the students' ESL level and *ACCESS* score. The portfolio should document the conditions under which tasks were performed and whether or not the student had access to sheltered content instruction.

Evaluation of Assessments

In order for the assessment process to be fair and equitable, the ELL's performance-based comprehensive course assessments and portfolio entries are evaluated by a panel of educators that includes an ELL specialist. This policy applies to written products and oral presentations. While students are still at the earlier stages of academic English proficiency (e.g., *ACCESS* levels 1-3), comprehensive course assessment and portfolio tasks for English language arts should be scored with rubrics linked to the WIDA ELD standards. These tasks may be included in the portfolios. To complete tasks related to other content areas, students should be afforded accommodations. ELLs by definition are not yet proficient in English, so it is understandable if earlier tasks show evidence of beginning stages of the second language acquisition process. If a student gets a score of 1 in a rubric category, the task may still be included in the portfolio; it would provide a baseline from which to measure growth.

Transfer Students with Portfolios and Comprehensive Course Assessments

In some cases, an ELL may transfer from one Rhode Island district to another during his or her high school years. Pawtucket accepts the comprehensive course assessments (and portfolio entries/projects if both districts have adopted the portfolio assessment) that the student brings, unless it appears that the other district's scoring is disadvantageous to the student based on this ELL guidance.

Alternate Pathways for Students Not Attaining a Diploma

A number of ELLs enter Pawtucket schools late, at the high school level, and thus may lack enough time to learn academic English and meet the graduation requirements. For these ELLs who are making progress and who have met course requirements but did not meet graduation requirements and who are about to leave school, a Certificate of Academic Performance and a Summary of Performance is provided for them. This allows them to participate in graduation exercises, and receive this alternate diploma that shows potential employers or other educational institutions what students are capable of and ready to do upon leaving Pawtucket Schools.

PAWTUCKET SCHOOL DEPARTMENT'S GRADUATION POLICY FOR SPECIAL EDUCATION STUDENTS

Graduation Expectations

Students with disabilities are expected to meet the same district requirements to earn a high school diploma as students without disabilities. Students should demonstrate mastery of the content standards and proficiency in all six core academic areas – English language arts, mathematics, science, social studies, the arts, and technology and applied learning skills. Students would do so by collecting the minimum number of Carnegie credits for high school courses, participating in the New England Comprehensive Assessment Program (NECAP), and in successfully completing the options chosen by our district – the comprehensive course assessments and a portfolio. However, the completion of these assessments and academic tasks are done following the accommodations as set forth in the student's IEP.

In instances where the disability prevents a student from meeting the same expectations, students taking the Rhode Island Alternate Assessment, certificates of participation will be awarded.

Evaluation of Portfolios

Because a student with a disability has been identified as someone with a significant deficit in one or more areas of learning, it is important to recognize that the portfolio should demonstrate growth over a period of time. Therefore, within each academic area, portfolios may contain pieces of work that do not meet the standard as long as there is a piece that does meet or exceed the standard.

Transfer Students

Students who have been identified as having a learning disability may not have had access to portfolio tasks because they have transferred from another educational institution in or out of state. In this event, students will be reviewed on an individual basis to determine the number of portfolio tasks that will be required. No student will be penalized for not having access to portfolio tasks.

SECTION III: Discipline & Safety

STUDENT CONDUCT POLICY

The School Committee recognizes that acceptable behavior is essential for the development of responsible and self-disciplined citizens and for the provision of an effective school program. Positive behavior is based on respect for one's self and for the worth and human dignity of others. Development of such positive behavior in students is a dual function of the home and of the school.

In order to fulfill the responsibility of the school, it is necessary that each learning activity contribute positively to the creation and maintenance of a climate that is conducive to learning. All professional staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

DRESS CODE POLICY

The School, in carrying out its responsibility for creating the proper learning environment, requires dress and grooming appropriate to the learning activity and age of the student. The following guidelines are followed:

1. Dress and grooming is clean, neat, and in keeping with health, sanitary and safety requirements.
 - a. Any clothing that interferes with or disrupts the educational environment is unacceptable. Clothing with language or images that are vulgar, discriminatory, or obscene; or clothing that promotes illegal or violent conduct, such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia; or clothing that contains threats such as gang symbols is prohibited.

Clothing should be neat and clean and conform to standards of safety and decency. Clothing that exposes cleavage, private parts, the midriff, or undergarments, or that is otherwise sexually provocative, is prohibited. Examples of prohibited clothing include, but are not limited to: sagging or low-cut pants, low-cut necklines that show cleavage, tube tops, halter tops, backless blouses, or blouses with only ties in the back, pajamas, and clothing constructed of see-through materials. For safety purposes, flip-flops and slippers are prohibited.

- b. Students may not wear or carry jackets, coats, or other outside apparel to class unless temperature in the classroom as determined by the principal or classroom teacher so warrants.

- c. Students may not wear or carry hats or bandanas in school with the exception of certain classes (e.g. Foods) where the teacher may authorize the use of hats as safety or health measure. Sunglasses may not be worn in school.
- d. Some classes may require specific apparel for safety and health reasons.

2. Dress and grooming is not disruptive to the educational process.

Students in violation of the dress code are referred to the office and the principal/assistant principal renders decisions in individual cases. Any student in violation of the dress code is required to immediately make the necessary adjustments to comply with the code.

LOSS OR DEFACEMENT OF SCHOOL PROPERTY POLICY AND PROCEDURES

Lost School Materials

Books and instructional materials are issued to students for their use. The responsibility and care of these materials belong to the student. Lost library books, textbooks, or instructional materials are paid for by the student; the money refunded should the book be found. Your student’s report card is not distributed until arrangements have been made for the lost/damaged material.

Vandalism:

It is the responsibility of all students to respect and take care of school property. Property (books, desks, walls, etc.) which is willfully damaged, defaced, or destroyed is cleaned or repaired by the student whenever possible. Where this not possible, the student pays for the damages. Suspension may result.

ELECTRONIC DEVICES POLICY

Any student found using an unauthorized use of a cellular phone or electronic device on school property will have the device confiscated and be subject to consequences as set forth in law and/or the Pawtucket School Department Policy. The use of electronic devices (including cell phones in vibrate mode) is not allowed. Confiscated items are returned to parents/guardians only.

COMPUTER NETWORK AND INTERNET

Acceptable Use Policy

COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY

The Pawtucket School Department’s network provides access to a wealth of technological resources for the educational advancement of the Pawtucket educational community. All members of the community are expected to act in a responsible manner when using these School Department resources, just as they would in any aspect of their daily conduct at any and all Pawtucket Schools. Technology has an ever-changing landscape, and new resources present themselves continually. When we engage in the use of The Pawtucket Public School network, ethical standards guide us in its appropriate use, rather than the capabilities or potential applications of the software, computing tools, and devices that we may use. In the online environment, our actions reach far beyond the walls of the Pawtucket Schools, and the consequences of these actions may have far-reaching effects.

Definitions

Users are members of the Pawtucket educational community—the students, faculty, administrators, staff, alumni, parents, volunteers, coaches, and others—who share the Pawtucket Public School network, Internet, data, and telephone systems.

The Pawtucket School Network comprises all computers, terminals, printers, networks, contracted systems, online and offline storage media and related equipment, software, and data files that are owned, managed, or maintained by the school for use to support academic and administrative activities.

Intellectual property refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. Intellectual property is divided into two categories:

- **Industrial property**, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and
- **Copyright**, which includes literary and artistic works such as novels, poems and plays, films, musical works, drawings, paintings, photographs and sculptures, and architectural designs.

A. Expectations

Access to The Pawtucket School's network is a privilege intended to facilitate education, school-related communication, research, and other school business. The Pawtucket School Department reserves the right to limit or prohibit user access to the network in its efforts to maximize network use for academic purposes or as a result of violation of the Acceptable Use Policy.

- All users are responsible for appropriate use of the Pawtucket School's technological resources, which include the computer network, computer labs, hardware peripherals, a-v systems, digital boards, communication systems (telephone, email, e.g.), databases, etc.
- All employees must maintain personal email accounts for non-school related business.
- Employees must register personally owned computers and personal devices used on school grounds with the technology department prior to connection of any such computer or device to the Pawtucket School network.
- Any computer or electronic device connected to the Pawtucket School network may be required to have approved anti-virus or system security software installed. Computers or other devices not meeting these requirements may be restricted from the network.
- Pawtucket School databases that secure information about academic life, community members, and school business are the property of The Pawtucket School Department. Information contained therein is confidential and cannot be distributed or used for personal gain. The Pawtucket School Department reserves the right to restrict access to such databases.
- Illegal activities utilizing the Pawtucket School network—such as drug or alcohol related activities; threatening the safety of another; vandalism; libel; gambling; promoting a pyramid scheme; distributing illegal obscenity; receiving, transmitting, or possessing child pornography; infringing copyrights; making bomb threats; unauthorized access to another's computer—are strictly forbidden and may be reported to the authorities.

B. Good Network Citizenship

All users should practice acceptable online etiquette, including but not limited to:

- Do be polite and use appropriate language in written and voice communication.
- Do not use the network or email in such a way that you would be disruptive to others or discriminatory in any way.
- Do not use illegally obtained software.
- Do not attempt to tamper with the equipment or subvert or impair the operations of the network.
- Do respect the privacy of other people's computers, files and email.
- Do not misrepresent yourself or sign in using the username/password of another.
- Do not transmit or attempt to access offensive or obscene material.
- Do not use computers and communication tools to harass or threaten anyone at any time.
- Do use computers and peripherals that are authorized for your use. Do not attempt to gain unauthorized access to another person's computer.
- Do respect academic rules regarding proper documentation and potential plagiarism concerns.

- Altering any information on any Pawtucket School database or otherwise contained on the Pawtucket School network is prohibited.

C. Responsible Use of the PAWTUCKET SCHOOL Network

- Engaging in any activity that threatens the integrity of The Pawtucket School network is prohibited. Physical or electronic tampering with computer resources is not permitted. Personal networking equipment such as servers, routers, switches, hubs, and wireless access points are not permitted on The Pawtucket School network without approval of the Technology Department. Unauthorized or inappropriate access to password-protected data, intentionally damaging computers, technology peripherals or computer networks is subject to disciplinary action. Suspected abuse of network systems should be reported immediately to the technology director, principal or other administrator.
- Users must not attempt to fix, reconfigure, disconnect, or relocate any of the school's equipment, including data or voice jacks, printers, wireless access points, peripherals, etc. Please contact the Pawtucket School Department Technology Department for assistance.
- Online entertainment activities such as video game playing, non-academic video and audio streaming, and instant messaging compete with academic uses of network resources and are prohibited on school or personally owned equipment in the libraries, computer labs, and classrooms without teacher permission. This prohibition will be extended to the hallways and other public spaces in order to free up bandwidth for educational purposes, if necessary.
- Users will respect all copyright, trademark, and other laws governing intellectual property. No software may be installed, copied, or used on School equipment except without academic permission by the technology director, and as permitted by law. All software license provisions must be strictly adhered to.
- Use of The Pawtucket School network for personal purposes, commercial purposes, advertising, personal profit, unauthorized fundraising, or political lobbying/campaigning is prohibited.

D. Electronic Communications

- The contents of any electronic communications, including email, instant messaging, listservs, blogs, wikis, social networking sites (Facebook, MySpace, LinkedIn, Twitter, etc.), should be composed with utmost care. Because many of these tools occupy online public spaces, the potential to bring harm to oneself, to others, and to the Pawtucket Educational Community must be recognized, as recipients may forward messages to locations where there is no control over future dissemination.

Please respect the rules and regulations required of any communication representing the Pawtucket Schools in the electronic environment. Please also refer to Pawtucket's Social Networking Guidelines for guidance.

- The Pawtucket School Department reserves the right to review Internet usage and access data files, email, and other communications utilizing the Pawtucket School network. Accordingly, members of the Pawtucket School community should have no expectation of privacy with respect to any such usage, files, or communications.
- All users must respect and value the privacy of others, behave ethically, and comply with all legal restrictions regarding the use of electronic data. All users must also recognize and avoid violating or infringing the intellectual property rights of others.

E. Safety

In the interest of safety, all users are instructed never to divulge personal information (address, phone number, Social Security number, photographs, etc.) over the Internet to anyone they do not know.

- Users should keep their passwords secure and never share passwords with others.
- Using online resources to threaten, intimidate, or harass an individual or group will not be tolerated and will be subject to disciplinary action that might lead to dismissal.
- Using electronic communication tools to invade an individual's privacy, harass an individual, or offend an individual could result in criminal and/or civil action.

- Information contained in student or personnel records is confidential and in many cases that information is protected by federal and state law. Concerns about confidentiality should be discussed with the appropriate supervisor, division head, or dean of students.

F. Applicable School Policies and Federal/State Laws and Resources:

- Pawtucket School Student Handbook
- Federal Copyright Law: Intellectual property, the works of authors and artists, is protected by federal copyright laws which restrict the reproduction, performance, adaptation, and distribution of literary works, sound recordings, art work, video recordings, and films in any format without the expressed consent of the author/artist. Fair use guidelines for educational purposes permit use of limited amounts of material for teaching purposes. Please check on applicable rules and regulations before using any such material in classes and always cite the source.
- United States Copyright Office
- What is Copyright? (U. S. Copyright Office)
- Understanding Copyright and Related Rights (World Intellectual Property Organization-UN)
- Copyright and Fair Use in the Classroom, on the Internet and the World Wide Web (University of Maryland University College)
- Federal Wire Fraud Law: Federal law prohibits the use of interstate communications systems (phone, wire, radio, or television transmissions) to further an illegal scheme or to defraud.
- Federal and Rhode Island Child Pornography Laws: Federal and state laws make it a crime to produce, possess, distribute, or sell pornographic materials that exploit or portray a minor. Increasingly, child pornography laws are being utilized to punish use of computer technology and the Internet to obtain, share, and distribute pornographic material involving children, including images and films. (From FindLaw)

G. Internet Safety, CIPA and Personal Use:

- The District complies with the Children’s Internet Protection Act (“CIPA”). The District uses technology protection measures to block or filter, to the extent practicable, access to content or transmission of visual depictions, communications or otherwise, that are obscene, pornographic, and harmful to minors over the network. Providers, even when they allow access for educational reasons to sites normally blocked or filtered, also provide reasonable monitoring of users Internet use. It is the responsibility of all to monitor his/her own access and use sound judgment in matters related to potentially obscene, pornographic, and/or harmful materials. The District’s content filter will be frequently updated and be active when any District device is used outside of school and when any personal device accesses the Internet via the District’s network. (Used with permission of the Chariho Regional School District)
- This policy applies regardless of whether such use occurs on or off school property and it applies to all District technological resources including, but not limited to, computer networks and connections; the resources, tools, and learning environments made available by or on the network; and all devices that connect to those networks. When issued a mobile computing device by the District, users and providers may use it at school or at home. The District permits personal use so long as it occurs on personal time, complies with this policy and CIPA. Personal use should not interfere with District activities and other established policies and procedures. Users and providers are responsible for their actions and activities involving District technology, networks, and Internet services and for keeping their files, passwords, and accounts secure. Users and providers accessing the Internet via District technology assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by the policy or accompanying guidelines. Damage,

malfunction, theft, or similar event to an issued and assigned device must be reported within twenty-four (24) hours of the event.

H. Unauthorized Software and Hardware Modifications:

- Providers and users shall not install software or hardware on the District-issued devices that can monitor or record the Internet activity, access the files or electronic communications, or capture any data transmissions from other District or non-District-issued equipment. Additionally, hardware installation, software installation (including APPs), repairs, and hardware configuration of the District-issued devices will be performed by the District IT staff or by authorized users or providers under the direct supervision and responsibility of District IT staff. All District technology, which includes software, is subject to District IT oversight and control. The use of proxy servers to circumvent district content filtering is prohibited and will be subject to discipline.

I. Use of Software, Applications (APPs) and Online Services:

- It is the intent of the Pawtucket School Department that any software, application (APP) and online services that teachers wish to use with students are reviewed to ensure that the software, applications (APPs) or services meets student privacy and security standards, as well as be in compliance with all applicable local, state and federal policies and laws. In addition, it is the intent of the Pawtucket School Department to review software, applications (APPs) and online services used by students to guarantee that they are rigorous and of high quality. As such, the District will establish a committee to review all requests. This committee shall be granted the authority to recommend the approval of the use of educational applications, as requested electronically on the appropriate form. The purchase and implementation of approved software, applications (APPs) and online services shall depend upon the availability of funding. The District must comply with all state and federal student privacy laws. This committee will meet as needed and recommendations of this committee are subject to the approval of the Superintendent of Schools.

J. 1:1 Initiative

Student/ Parent/ Guardian Device Care and Liability

- Students may be issued a personal device. As is the case with textbooks, band equipment, athletic equipment, and other school property a student/family shall be responsible for the replacement cost if a device is lost or stolen. The value of the device will be prorated based on its age and replacement value.
- District owned devices should not be taken to an outside computer service for any type of repairs or maintenance.
- If the device is in need of repair, it should be brought to the help desk in the school building as soon as possible.

Device Repair Costs and Insurance

- Students in Grade 9 are encouraged to take part in the District Insurance Policy through our 3rd Party vendor.
- Students will not have a deductible for repair but students will be charged the replacement cost if the device is stolen.
- If the device is stolen, students are responsible for obtaining a police report and for reporting the theft to the Pawtucket School Department immediately.
- Students who do not participate in the District Insurance Policy will be charged for replacement parts necessary to repair the device.

SOCIAL MEDIA GUIDELINES FOR STUDENTS AND STAFF OVERVIEW

The Pawtucket School Department recognizes the rights of students, faculty, and employees who want to participate in online social networking. While there are numerous benefits to be derived from social networking, we wish to remind our staff and students that there have been a number of problems associated with their use that could negatively affect the educational environment. We promulgate these guidelines to help staff and students alike from encountering these problems.

STUDENTS

The Pawtucket School Department encourages students to set and maintain high ethical standards in their use of social networking and also wishes to give students the knowledge and the tools to protect themselves while online.

- Social media venues are public and information can be shared beyond your control. Be conscious of what you post online as you will leave a long-lasting impression on many different audiences.

Therefore, you are strongly advised not to post or link anything (photos, videos, web pages, audio files, forums, groups, fan pages, etc.) to your social networking sites that you wouldn't want friends, peers, parents, teachers, college admissions officers, or future employers to access. What you present on social networking forums represents you **forever**.

- Privacy settings can help you to control access to your network, web pages, profile, posts, blogs, wikis, podcasts, digital media, forums, groups, fan pages, etc.

- Online stalkers and identity thieves are a real threat. Never share personal information, including, but not limited to, social security numbers, phone numbers, addresses, exact birthdates, and pictures with parties you don't know or on unsecure sites.

- Users should keep their passwords secure and never share passwords with others. If someone tampers with your blog, email, or social networking account without you knowing about it, that person can misrepresent himself or herself as you, and engage in activities that might cause people to develop a negative impression of you.

- While on school grounds or during school activities, no student shall post, forward, or otherwise disseminate any data, documents, photos, images, videos, or other information using any technology medium, including social networking sites (e.g., Vine, Facebook, MySpace, Twitter, Flickr) that is abusive, obscene, vulgar, threatening, harassing or defamatory.

- The above prohibition also applies to conduct off of school property has materially and substantially disrupted the educational process, or is reasonably likely to do so.

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Resources: socialmediaguidelines.pbworks.com

Faculty, staff, and students should also refer to the Pawtucket School Department Acceptable Use Policy for further guidance.

DETENTION REGULATIONS

It is the responsibility of the classroom teacher to discipline students for minor offenses. The teacher takes corrective action to resolve the problem immediately. For repeated violations, the student may be retained after school by the classroom teacher for up to sixty (60) minutes. On the secondary level, a twenty-four (24) hour notice is given, if requested. On the elementary level, a twenty-four (24) hour notice is given. This notice **must** be signed and returned the following day to acknowledge receipt. If this signed notice is not returned, parents/guardians are contacted by phone.

Classroom Detention:

Examples of offenses for which classroom detention may be assigned, although not limited to the following, are:

- Failure to return school forms (progress reports, report cards, profile sheets, etc.)
- Minor classroom disruptions
- Inattentive or rude behavior in the classroom
- Out of seat without permission
- Late for class

If the behavior persists, the student is referred to the Assistant Principal's or Principal's office for disciplinary action which may result in assigned office detention.

Office Detention:

Students may be required to be present for up to sixty (60) minutes, of office detention after school. On the secondary level, a twenty-four (24) hour notice is given, if requested. On the elementary level, a twenty-four (24) hour notice is given. This notice **must** be signed and returned the following day to acknowledge receipt. If this signed notice is not returned, parents/guardians are contacted by phone.

Examples of offenses for which office detention may be assigned, although not limited to the following, are:

- Unauthorized use of electronic devices
- Forgery of notes or passes
- Disobedience to staff or administration
- Behavior offensive to the morals of other pupils
- Failure to report to a teacher detention
- Stealing
- Tardiness
- Failure to report to the main office when tardy
- Violation of cafeteria rules and regulations
- Gambling
- Cheating
- Use of tobacco products
- Unauthorized vehicles on school grounds
- Disruptive behavior occurring in school, at a school function, or on a field trip

Failure to report for detention results in exclusion from school activities. Repeated violations by a student are followed by a parent conference which may result in suspension from extra curricular activities.

If the inappropriate behavior persists beyond 15 days of detention, a parental conference and/or hearing takes place with suspension possible, and or exclusion from extra curricular activities, including but not limited to: Interscholastic League events, proms, or other social events.

Penalties for Unexcused Absences may include although not limited to the following:

Unexcused Tardiness	1 day detention
Class cuts	up to 5 days detention
Unexcused absences	up to 10 days detention
Leaving school without permission	up to 10 days detention
Unauthorized dismissal	up to 10 days detention

Repeated violations by a student will result in a parental conference and/or hearing with suspension possible, and/or exclusion from extra-curricular activities, including but not limited to interscholastic league events, proms, or other social events. **Students under the age of 18 will be referred to truancy court for excessive days absent.**

STUDENT RESTRAINT POLICY

The Pawtucket School Department, pursuant to the Rhode Island Board of Regents for Elementary and Secondary Education's Physical Restraint Regulations, has adopted policies and procedures governing the use of physical restraint of students/crisis intervention. These policies and procedures provide that:

1. Physical restraint is not administered to students except as a crisis intervention when nonphysical interventions would be ineffective and the student's behavior poses a threat of imminent, serious, physical harm to self and/or others. Only the least intrusive physical restraint needed to adequately protect the child or others is used, and is terminated as soon as the need for protection has been abated. However, nothing in the policies and procedures is construed to prohibit any Pawtucket School Department teacher, employees or agent from using reasonable force to protect students, other persons or themselves from imminent, serious physical harm.
2. Faculty and staff receive instruction as provided by the regulations regarding the department policy and procedures for physical restraint.
3. Parents/guardians are informed of the use of restraint no later than two (2) school days after each incident.
4. Once the use of physical restraint/crisis intervention has been employed upon a student, school personnel determines if the student requires a behavioral intervention plan as part of the student's education program, and if one already exists, whether that plan needs to be modified or adjusted.
5. A copy of Pawtucket School Department's complete policy regarding student restraint is available to parents/guardians upon request to the School Principal or the Office of the Superintendent of Schools.

REGULATIONS FOR GOVERNING DISCIPLINARY EXCLUSIONS OF STUDENTS FROM SCHOOL

(Section 16-2-16 Adopted by Board of Regents July 8, 1976 and R.I.G.L. 16-21-27, July 1, 2005)

1. The Pawtucket School Committee, in accordance with Section 16-2-16 and R.I.G.L. 16-21-27 of the Rhode Island General Laws, has established and posted rules and regulations for the government and discipline of its schools. These student discipline rules are distributed to students and their parents/guardians at the beginning of each school year and become effective only after they are widely distributed to students and parents/guardians.
2. The student discipline code and all other rules governing student discipline are posted in conspicuous places within each school throughout the school year.
3. The student discipline code and rules for governing student discipline clearly state the types of punishable offenses together with the penalty for the offenses.
4. The principal and/or assistant principal are authorized to suspend a student for ten (10) days or less.
5. The discipline code and rules for governing student discipline prescribe the procedure to be employed in excluding any student from school.

STUDENT SUSPENSION POLICY

It is the administration's responsibility to remove a student from school for:

1. Willful and repeated violation of school rules.
2. Willful conduct which materially and substantially disrupts the right of others to an education.
3. Willful conduct which endangers the students, the school staff, or the property of the school.

Examples of offenses which result in suspension, although not limited to the following, are:

- False alarms, bomb scares, arson
- Possession of weapons
- Violation of Sexual Harassment Policy Use and/or possession of drugs or alcohol
- Stealing
- Assault and/or battery
- Bullying/Harassment
- Extortion
- Any act endangering the safety and/or well being of the school population
- Promoting, initiating, or participating in any initiation or hazing practices
- Fighting
- Use or possession of any explosive device

For any offense violating state law, the appropriate legal authority is notified.

Students must stay off school property during an out-of-school suspension from school or during an exclusion from school unless required to report to an alternate academic setting designated by the school district. If a student is found on or about school department properties and/or buildings while on suspension/exclusion, trespassing charges are filed with the police.

Suspension of ten (10) days or less

The prescribed procedure to be employed in the exclusion of any students provides as a minimum the following:

- a. that the student be given oral or written notice of the charges against him/her;
- b. that if the student denies the charges, the student be given an explanation of the evidence the authorities possess;
- c. that the student be given the opportunity to present his/her version; and
- d. that notice and hearing generally should precede the student's removal from school since the hearing may almost immediately follow the incident but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice or hearing shall follow as soon as practicable;
- e. The parent or legal guardian is informed that his/her presence at school is required. Parent/Guardian is informed of the reason for suspension and the duration thereof. Such notice is given in the parent's/guardian's spoken language, unless it is clearly not feasible to do so.
- f. Not later than seventy-two (72) hours after the removal of the student from school, the student and his parents/guardians must be given the opportunity to be present at a hearing before the principal who determines if the suspension should be continued on a day-to-day basis, up to a total of ten (10) days.
- g. The principal notifies in writing the Superintendent of Schools, the student, and his/her parents or legal guardian of the reasons for his/her decision within twenty-four (24) hours after the suspension hearing.
- h. During the suspension, a student is not allowed to participate in any school-related activity; i.e. interscholastic league event or social event.
- i. A student is not academically penalized for class work, homework, quizzes, and tests missed while on suspension.
- j. The parent/guardian has the right to appeal to the Superintendent of Schools.

It is the student's responsibility to keep up with any work missed during the suspension.

A Functional Behavior Assessment followed by a Behavior Intervention Plan should be conducted and implemented for students exceeding five days suspension.

Student suspensions of more than ten (10) days

(Long Term Suspension or Exclusion)

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

A suspension of more than ten (10) days may be recommended if:

1. A student is persistently guilty of those behaviors set forth in the Pawtucket School Department's Policy on Student Suspension.
2. A student may also be recommended for exclusion if he/she, by means of a single action, evidences behavior that is serious enough to warrant removal to protect the physical safety of others.
3. A student presents substantial interference with the rights of others to pursue an education.

The Superintendent of Schools is responsible for implementing the following procedures as outlined by the Board of Regents' Regulations.

- A. Prior to suspension or exclusion, except for such times as not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice or hearing follows as soon as possible, the student is afforded:
 1. A clear, written statement of the reason for suspension or exclusion.
 2. Notice of the right to prompt public or private hearing, at the student's election, and the right to be represented by counsel at such hearing.

3. If a hearing is requested, the student is given a prompt notice setting the time and place of such hearing, said time and place to be reasonably set so as to allow sufficient time for preparation without undue delay.
- B. The parents or guardian is afforded the procedures stated in sections 1, 2, and 3 above. Such notice is written in the parent's/guardian's spoken language, unless it is clearly not feasible to do so.
 - C. The student is afforded a hearing at which the student has the right to:
 1. Representation and participation by counsel; and
 2. Cross-examine witnesses and to present witnesses in his or her behalf.
 - D. There is a complete and accurate (stenographic or electronic) record of the hearing including all exhibits. The record is preserved for transmission to the Commissioner of Education as soon as possible in the event of an appeal.
 - E. The student is furnished a copy of the record without cost.
 - F. A written decision is rendered, within a reasonable time based exclusively on the record detailing the reasons and factual basis therefore:
 - G. The student is promptly provided with a copy of said decision.
 - H. A copy of the decision, together with the record, is promptly forwarded to the Commissioner of Education if there is an appeal.

Procedures to be followed in considering disciplinary suspension of students with disabilities

1.0 Disciplinary Suspension of Children with Disabilities

Disciplinary procedures in accordance with the regulations of the Rhode Island Board of Education are applicable to children with disabilities with the following exceptions:

1.1 Suspension for Ten Days/Relationship to Child's Disability

A child with a disability may be suspended for a period of ten (10) or fewer days, for disciplinary infractions unless the child's individualized education program (IEP) specifies alternative disciplinary procedures other than suspension. If the parent(s)/guardian, teacher, or another individual believes that the behavior for which the suspension is being imposed is related to the child's disability, the Individualized Education Program (IEP) Team must meet, within five (5) school *days* of the request.

1.2 Suspension for More than Ten Days/Relationship to Child's Disability

If a child is to be suspended for longer than ten (10) days, or if the cumulative number of days suspended is going to exceed ten (10) days, the Individualized Education Program (IEP) Team must convene prior to the suspension and determine whether the disciplinary infraction was a manifestation of the child's disability.

1.2.1. If the Individualized Education Program (IEP) Team determines that the disciplinary infraction is a manifestation of the disability, the provision of the Individualized Education Program (IEP), including placement, must be re-evaluated and the child cannot be suspended.

1.2.2. Parental Notice of Procedural Safeguards If the infraction is not related to the disability, the normal disciplinary procedures set forth by the school board are imposed. However, the parent(s)/guardian must be provided with prior notice and notified of procedural safeguards.

1.2.3 Continuation of a Free Appropriate Public Education (FAPE) Any child with a disability, who is excluded from school, whether or not the reason for exclusion is related to the child's disability, must continue to be provided with a free appropriate public education (FAPE).

1.3 Superintendent of School District's Action

If a child is substantially likely to cause **injury** to himself/herself or to others in his or her current placement, the Superintendent of Schools may suspend the child for ten (10) or fewer days in order to seek a court order or to obtain written parental approval to remove the child from school until an appropriate placement is identified.

HARASSMENT POLICY

No student shall be subject to willful conduct which seriously alarms, annoys, or harasses, and which serves no legitimate purpose. Conduct which would cause a reasonable person to suffer substantial emotional distress is not tolerated. Any student guilty of such conduct is afforded a suspension hearing.

SEXUAL HARASSMENT POLICY

The Pawtucket School Committee is committed to maintaining an educational atmosphere in which each and every individual can pursue scholastic achievement and personal fulfillment. Accordingly, it is the policy of the Pawtucket School Committee that no employee or student shall be subjected to sexual harassment. Furthermore, the Pawtucket School Committee is committed to ensuring that complaints of sexual harassment are promptly and fairly investigated, and that appropriate discipline is applied to those employees and students who violate this policy.

Sexual Harassment Defined

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature, where acquiescence to such conduct:

- a. Is made either explicitly or implicitly a term or condition of an individual's employment, grades, or participation in a program operated by the Pawtucket School Committee;
- b. Is used as the basis for decisions affecting such individual's employment, grades, or participation in a program operated by the Pawtucket School Committee; or
- c. Has the purpose or effect of unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile, or abusive working or learning environment.

Sexual harassment may include, but is not limited to:

- Verbal harassment or abuse;
- Pressure for sexual activity;
- Commentary about an individual's body, sexual prowess or sexual deficiencies, and sexual orientation;
- Leering, whistling, pinching or touching;
- Insulting or obscene comments or gestures;
- Display in the workplace of sexually suggestive objects or pictures;
- Physical aggression or force, or threats of same, involving the touching of another person's intimate parts.

Remedies for Sexual Harassment

The Pawtucket School Committee encourages the reporting of all incidents of sexual harassment or retaliation, regardless of the offender's identity or position. A good-faith complaint or report of behavior in violation of this policy does not affect the complainant's employment, grades, or program participation. However, the willful filing of a false report constitutes grounds for disciplinary action.

The Pawtucket School Committee respects the privacy of the complainant(s), the individual against whom the complaint is filed, and the witnesses as much as possible, consistent with the Pawtucket School Committee's legal obligations to investigate, to take appropriate action and to conform to any discovery or disclosure obligations. However, an individual reporting harassment is reminded that because the Pawtucket School Committee has an obligation to provide a working and learning environment free of harassment and retaliation, the Pawtucket School Committee may decide that it is necessary to take action to address such conduct even if the alleged victim would prefer not to proceed further.

The following options are available where a violation of this policy is suspected:

Private Resolution

Where feasible, the Pawtucket School Committee suggests that if an individual believes that he or she is being subjected to conduct in violation of this policy, he or she might try promptly advising the offender that his or her behavior is unwelcome and request that it be discontinued. Often, this alone solves the problem. However, addressing the individual is in no way a prerequisite to making a formal complaint to the appropriate school officials.

Formal Resolution

The Pawtucket School Committee designates a Human Rights Coordinator with the responsibility to oversee administration of these procedures and monitor compliance with this policy.

Individuals, who believe that they have been subjected to any conduct prohibited by this policy, or who have knowledge of such conduct, should report the situation to the principal of the school where the complainant is enrolled or employed. If an employee is not assigned to any school, he or she should report to the Superintendent of Schools. Any school personnel receiving a report of sexual harassment informs the principal immediately. If the complaint involves the school principal or Superintendent of Schools, the complaint is made or filed directly with Human Rights Coordinator, who assumes responsibility for the investigation.

The written complaint is forwarded to the Human Rights Coordinator. An investigation begins upon receipt of the written complaint. The Human Rights Coordinator, at his or her option, may assist the principals or Superintendent of Schools with the investigation, may assume responsibility for the investigation, or may authorize an investigation by a third party who reports to the Human Rights Coordinator. If the complaint involves the Human Rights Coordinator, the complaint shall be monitored directly by the Superintendent of Schools.

The investigation may consist of a personal interview with the complainant(s), the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

The Pawtucket School Committee may also take immediate steps to protect the complainant pending completion of an investigation of alleged violation of this policy.

The investigation is completed as soon as practicable, and the report filed with the Human Rights Coordinator within ten (10) days of completion of the investigation. The Human Rights Coordinator gives monthly reports to the Superintendent of Schools on the status and outcome of complaints. If a complaint involves the Superintendent of Schools, a complete investigation and report from the Human Rights Coordinator is given to the Chairperson of the School Committee.

All reports include a determination of whether the alleged conduct has been substantiated as factual and whether the alleged conduct appears to be in violation of this policy. In determining whether alleged conduct constitutes a violation of this policy, the Pawtucket School Committee considers the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In the event it is determined that a violation of this policy has taken place, the Pawtucket School Committee takes appropriate action against the offender. Actions against the offender may include, but is not limited to, training, referral to counseling, and/or disciplinary action such as a warning, reprimand, suspension, or termination.

Failure to investigate a complaint as provided herein or to forward a report to the appropriate personnel may also result in disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or participating in an investigation of a claim of harassment is also a violation of this policy. Retaliation may include, but is not limited to, any form of intimidation. Complaints of retaliation may be reported and dealt with in accordance with the remedies described above.

Right to Alternate Procedures

Nothing in this policy prevents any person from exercising other legal remedies, such as filing a grievance under a collective bargaining agreement, or a complaint with the Commission for Human Rights, or other appropriate state or federal agency.

Dissemination

The Human Rights Coordinator is responsible for ensuring that a copy of this policy is given to each employee upon hiring, and is posted in each classroom, school office, and other appropriate student/employee work areas. The posting includes the name, mailing address, and telephone number of the school principal, as well as the name, address, and telephone number of the Human Rights Coordinator. A copy of the policy is also referred to in the student's handbook.

Teachers and administrators make a concerted effort to establish and maintain a climate that encourages students and employees to communicate questions and concerns about sexually harassing behavior, to recognize and intervene on incidents of harassment, and to take immediate corrective action to eliminate incidents of sexual harassment.

Title IX Coordinator:

Mrs. Melissa Devine
C/o The Pawtucket School Department
286 Main Street
Pawtucket, RI 02860
401-729-6312

Copies of the Pawtucket School Department's nondiscrimination/ unlawful harassment or sexual harassment policies and procedures may be obtained at central administration or at each school's administrative offices or libraries.

Nothing in the Pawtucket School Department's anti-harassment/non-discrimination policies and procedures prevents any person from exercising other legal remedies, such as filing a grievance under a collective bargaining agreement or a complaint with the Commission for Human Rights, or other appropriate state or federal agencies.

Addresses:

Commission for Human Rights

180 Westminster Street, 3rd floor
Providence, RI 02901
401-222-2661

Office for Civil Rights

U.S. Department of Education, 8th Floor
5 Post Office Square
Boston, MA 02109
617- 289.0111

Under certain circumstances, alleged harassment may also be possible abuse under Rhode Island law. The statutory obligation to report suspected abuse, therefore, may be applicable.

PROHIBITION AGAINST BULLYING, TEEN DATING VIOLENCE, AND SEXUAL VIOLENCE

Prohibition against Bullying, Teen Dating Violence and Sexual Violence: Bullying, teen dating violence, and sexual violence are prohibited in the public schools of Pawtucket, RI as per [R.I.G.L.16-21-26] [16-21-30] and school safety plan [R.I.G.L. 16-21-24]

The purpose of this policy is to:

- Raise awareness about bullying, teen dating violence and sexual violence;
- Provide direction in responding to incidents; and
- Prevent incidents of bullying, dating violence, and sexual violence.

1. Definitions:

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 his/her 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 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 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.

2. SCHOOL CLIMATE

Bullying, cyber-bullying, and retaliation against any person associated with a report of bullying or the investigation there of 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.

1. POLICY OVERSIGHT and RESPONSIBILITY

The school principal, director, or head of school shall be responsible for the implementation and oversight of this bullying policy.

The school principal, director, or head of school shall provide the superintendent, school committee and/or school governing board 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)

2. INFORMATION DISSEMINATION

The school principal, director or head of school 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

3. REPORTING

The school principal, director or head of school 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.

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 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.

4. INVESTIGATION/RESPONSE

The school principal, director or head of school 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, director or head of school 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.

5. DISCIPLINARY ACTION

The disciplinary actions for violations of the bullying policy shall be determined by the school/district 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, cyber bullying 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.

6. 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.

7. 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.

8. 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.

SCHOOL SEARCH AND SEIZURE POLICY

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles when parked on school property under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol, and other material (“Contraband”) in violation of school policy or state law. Students who bring contraband on to school grounds may be searched in order to secure the school environment so learning can take place and to protect other students from any potentially harmful effects stemming from the contraband. School property remains under the control of school officials, and is subject to search. The Administration may utilize canines and metal detectors (magnetometers) as provided in the Administrative Procedures.

A student’s failure to permit searches and seizures as provided in this policy is considered grounds for disciplinary action.

Suggested Procedures

If a school official has reasonable cause to believe that contraband is present, he/she may institute a search. Although the following procedures for a search are suggested, they are not mandated because the circumstances attendant to the need for each search may vary. The student should ordinarily be required to be present and asked to consent to the search. If after being informed of the basis for the school official’s reason to search the student does not consent and the circumstances permit, the student’s parent or guardian should be called and informed of the circumstances. If the parent or guardian will not consent to the search, the school official may proceed with the search, contact security, or if necessary, call law enforcement authorities.

Ordinarily, and if circumstances permit, the search of a person or his/her effects should be conducted out of the presence of other students. If a pat-down search of a student's person is conducted, it is conducted in private by a school official of the same sex and with an adult witness present.

Notice

Students are provided notice of the Policy and Administrative Procedures concerning search and seizure by having them placed in the student handbook or distributed by supplemental publication. A copy of the Policy and Administrative Procedures is also being posted in the Principal's office or another prominent place in each secondary school. If a metal detector is to be used, the additional notices required for its use is given.

Definitions

For the purpose of policy and these administrative procedures, the following definitions are applicable:

"Contraband" is all substances or materials, the presence of which is prohibited by school policy or state law, including but not limited to, controlled substances, drugs, alcohol, or alcoholic beverages, abuse of glue or aerosol paint, guns, knives, weapons and incendiary devices. "Reasonable cause" is the standard for a search on school property or at school related events which is based on the school official's specific reasonable inferences which he/she is entitled to draw from the facts in light of the school official's experience. Specific reasonable inferences may be drawn from instances including but not limited to, a tip from a reliable student, suspicious behavior which suggests that contraband is present, a smell indicating the presence of the contraband, etc. Reasonable cause should not be based on mere hunch.

School Property

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over the school property, and students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.

Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. Upon request by the principal, any student who supplies his/her own lock shall immediately provide the building principal with the combination or duplicate key.

Automobile Searches

Students are not permitted to park on school premises without the specific permission of the school principal. Under these circumstances, the school retains the authority to inspect the vehicle whenever there is reasonable suspicion that illegal or unauthorized materials are contained inside. Such inspections may be conducted with the specific permission of the school principal without notice, without student consent, and without a search warrant.

Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat-down search of a student's person is conducted, it is conducted in private by a school official of the same sex and with an adult witness present.

If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the **prior approval of the Superintendent of Schools or the Assistant/Deputy Superintendent**, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

Use of Canines

The administration is authorized to utilize canines whose reliability and accuracy for sniffing out contraband has been established to aid in the search for contraband in school owned property and automobiles parked on school property. Canines are not be used to search students unless school officials have established independently that there is reasonable cause to believe the student possesses contraband on his/her person. The canines must be accompanied by a qualified and authorized trainer who is responsible for the dog's actions. An indication by the dog that contraband is present on school property or an automobile shall be reasonable cause for a further search by school officials.

Use of Metal Detectors (Magnetometers)

Weapons of any nature on school property or at school functions are prohibited by school policy and state law. The presence of weapons is inherently dangerous to all persons in the school setting. When the Administration has reasonable cause to believe that weapons are in the possession of unidentified students, when there has been a pattern of weapons found at school or when violence involving weapons has occurred at school, the Administration is authorized to use stationary or mobile metal detectors.

If a metal detector is to be used in a particular school, the students are notified via the loudspeaker, at an assembly, or by similar means of its use. On the day of its use, signs are posted to warn students that each student is required to submit to a screening for metal as a condition of entering or continuing attendance at school.

When a metal detector is being used, students are allowed to use only the entries designated. If a metal detector activates on a student, the student should be asked to remove metal objects from his/her person and walk through to be scanned again. If, after the removal of other metal objects and a third activation by the metal detector occurs on the student, the student should be taken to a room out of view from the other students where the procedures suggested above for a search would be applicable.

Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, the findings shall be turned over to proper legal authorities for ultimate disposition.

In addition, tobacco product use is prohibited in all outside areas within twenty-five (25) feet of any school building.

SUBSTANCE ABUSE POLICY

MISSION STATEMENT

In order to ensure the highest possible standards of learning as well as the safety, health, and well-being of our students, the Pawtucket School Department adopts a substance abuse policy which assists students in abstaining from the use of tobacco, alcohol, and other illicit drugs; intervenes early and makes appropriate referrals when student use is detected; provides aftercare educational support and makes appropriate aftercare referrals for students.

SMOKE FREE ENVIRONMENT POLICY AND PROCEDURES

Effective September 1, 1994, the use of any substance or item which contains tobacco, including but not limited to cigarettes, cigars, pipes, or other smoking tobacco, or the use of snuff or smokeless tobacco in school buildings at any time of the day or night by all people who utilize Pawtucket school buildings is prohibited. This policy also prohibits having in one's possession a lighted cigarette, electronic cigarette, cigar, pipe or other substance or item containing tobacco. Further, the policy includes, but is not limited to, all school playgrounds, school administration buildings, indoor school athletic facilities, school gymnasiums, school locker rooms; school buses, other school vehicles, and other school buildings.

ALCOHOL AND DRUG POLICY

No student shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, or any alcoholic beverage, malt beverage, or fortified wine or other intoxicating liquor, or possess, use, or transmit drug paraphernalia or counterfeit drugs, or possess, use, transmit or be under the influence of any other chemicals or products with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student's mood or behavior.

This policy shall apply to all students before, during, and after school hours at school, in any school building and on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities, off school property at any school-sponsored or school-approved activity, event or function, or during any period of time when students are subject to the authority of school personnel.

This policy shall not apply to the proper possession and use of prescription medication or the legal possession of any of the above-listed substances in connection with an approved school project.

Reporting Policy; Possession or Use

- a. All school personnel are mandated to report all usage, or possession of drugs to a building administrator.
- b. The Principal is responsible for reporting said incidents to the Superintendent.
- c. A parent/guardian conference for a suspension hearing is held.

Reporting Policy: Distribution (Dealing of Drugs)

- a. All school personnel are mandated to report all distribution (dealing) of drugs to a building administrator
- b. The Principal is responsible for reporting said incidents to the Superintendent.
- c. There is an automatic notification to the Special Squad of the Pawtucket Police Department.
- d. There is a mandatory suspension.

I. PREVENTION

THE PAWTUCKET SCHOOL DEPARTMENT PROVIDES STUDENTS WITH INFORMATION AND ACTIVITIES FOCUSED ON PREVENTING STUDENTS FROM USING TOBACCO, ALCOHOL AND OTHER ILLICIT DRUGS. PREVENTION ACTIVITIES CENTER ON THE INSTRUCTIONAL PROGRAM, GUIDANCE AND COUNSELING, SCHOOL CLIMATE, AND FAMILY AND COMMUNITY INVOLVEMENT.

An appropriate substance abuse education program will be offered to all Pawtucket students in accordance with RIGL 16-22-12.

Appropriate training will be provided to teachers directly involved in implementing the substance abuse curriculum and is provided to all school personnel.

The community's right to information and involvement regarding alcohol and other drug policies in the schools will be ensured through formal and informal means.

II. INTERVENTION

THE PAWTUCKET SCHOOL DISTRICT USES A COOPERATIVE APPROACH TO ESTABLISH AND MAINTAIN A STUDENT SUPPORT PROGRAM WHICH AIDS. STUDENTS WHO ARE USING OR ABUSING ALCOHOL AND OTHER ILLICIT" DRUGS INCLUDING CIGARETTES TO ADDRESS THEIR HARMFUL INVOLVEMENT TO CONTINUE IN A SCHOOL PROGRAM.

The role of school staff in the development and implementation of substance abuse policies and referrals is delineated by the Pawtucket School District.

Policies and procedures for referring students with substance abuse problems for treatment is planned, developed, and implemented by the Pawtucket School District in cooperation with local treatment agencies and other community members.

III. DISCIPLINE

STUDENTS HAVE THE RIGHT TO ATTEND SCHOOL IN AN ENVIRONMENT FREE OF TOBACCO, ALCOHOL, AND DRUGS, STUDENTS ARE NOT TO POSSESS, SELL, OR USE TOBACCO, ALCOHOL, AND OTHER ILLICIT DRUGS OR DRUG-RELATED PARAPHERNALIA. THEY SHALL NOT BE UNDER THE INFLUENCE OF ALCOHOL OR OTHER ILLICIT DRUGS ON SCHOOL PREMISES OR AT ANY SCHOOL SPONSORED ACTIVITY. POSSESSION OF DRUG-RELATED PARAPHERNALIA OR BEING UNDER THE INFLUENCE OF ALCOHOL OR OTHER ILLICIT DRUGS WILL RESULT IN

DISCIPLINARY ACTION. WHERE VIOLATIONS OF THE LAW ARE INVOLVED, LAW ENFORCEMENT AGENCIES ARE NOTIFIED.

Action directed at a student who violates school substance abuse policy is conducted in a manner which insures that person's legal rights.

The Pawtucket School Department and the Pawtucket Police Department will develop a cooperative approach to insure prompt and efficient handling of illegal alcohol and other illicit drug problems, including cigarettes.

The rights of students and parents /guardians to information on the implementation of this drug policy are insured through formal and informal means.

IV. AFTERCARE

THE PAWTUCKET SCHOOL DEPARTMENT WORKS COOPERATIVELY WITH STUDENTS, PARENTS, AND COMMUNITY TREATMENT PERSONNEL TO SUPPORT AN EDUCATIONAL AFTERCARE PLAN.

Students returning to school from a community inpatient or outpatient treatment program are given aftercare support through appropriate educational programs.

ZERO TOLERANCE FOR WEAPONS AND VIOLENCE POLICY

To report an act of violence or potential act of violence, please call the Confidential Violence Prevention Hotline at 721-2119.

Policy Statement

The purpose of this policy is to provide a school environment that is conducive to learning. The underlying belief of this policy is that all children have the right to be educated in a safe and nurturing environment. Therefore, each school system shall adopt a policy of zero tolerance for weapons and violence in schools. In order to ensure that this occurs, the following statewide policy has been established:

Weapons

The term "weapons" includes, by way of illustration, the following items: any loaded or unloaded firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, etc.) any knife (e.g., Bowie, Dirck, lock-blade, hunting pen, pocket, switchblade, utility, etc.) any razor (e.g., straight, regular, retractable, etc.) any defensive weapons (e.g., gas repellent, mace, stungun, etc.) any martial arts device (e.g., Chinese stars, nunchauu, etc.) or any tool or instrument which school administrative staff could reasonably conclude as being capable of inflicting bodily harm (e.g., blackjack, chain, club knuckles, night stick, pipe, studded bracelet, bullets, bricks, rocks, ropes, screwdrivers, guns, knives, switchblades, razors, which by virtue of its shape or design give the appearance of any of the aforementioned (e.g., air pistol, air rifle, BB gun, etc.).

Assault

Assault is defined as an act of physical violence or an aggravated threat of physical violence by a student on another student or staff member. When considering what constitutes aggravated assault, the factors to be weighed include: age of student(s) involved, seriousness of bodily injury, the state of mind of the individual(s) involved, and/or any other factors deemed relevant to the principals or their designee.

Suspension

Suspension is defined as that act by a school administrator or by a school committee that removes a student from school for a specified period of time, not more than one-hundred-eighty (180) days.

1. A short term suspension is removal from a school for ten (10) days or less and may be imposed by a designated school official;

Police Involvement

- a. In all cases involving weapons or aggravated assault in schools or on school grounds, local police are called, and all confiscated weapons are to be turned over to the Police Department.
- b. A log of all confiscated weapons is kept by school administrators and is available to be reviewed by the local police department.

Statement on Enforcement

This policy is implemented according to the due process provisions applicable to regular and special education students.

For students with disabilities, the implementation of this policy is in accordance with approved local procedures, as well as state and federal regulations governing the suspension or removal of special education students from school programs.

Principals or their designee make the determination as to whether or not a particular incident constitutes an aggravated assault.

Enforcement of Zero Tolerance for Weapons and Violence Policy

- a. Any student found to be in possession of, or providing a weapon, or involved in an aggravated assault, as defined herein, will immediately be suspended in accordance with applicable due process provisions. During this suspension, the school district will take the necessary steps in determining any additional action, which may include an alternative placement.
- b. Decisions regarding the specific length of a student's suspension will be made by each school committee or appropriate authority. Any student suspended from school cannot participate in school functions or be on school premises.

SECTION IV: HEALTH POLICIES

SCHOOL HEALTH EXAMINATION AND IMMUNIZATION

The Committee and the School Department promote the health and safety of school children as one of their prime goals.

The State of Rhode Island requires that all children entering school for the first time must have had a physical examination done by a physician.

No students will be authorized enrollment in the Pawtucket Public Schools without having first presented evidence of compliance with the immunization requirements of the State of Rhode Island.

Students New to Pawtucket Public Schools

All students entering school for the first time must furnish written evidence from a licensed physician that the required immunizations have been received.

A student will be exempted from the immunization requirement if the parent objects in writing on the grounds that it conflicts with religious beliefs, or if the student's physician submits documentation that the immunization procedure is contraindicated.

PHYSICAL EXAMINATION

All students are required to have a physical examination done by ~~their own~~ a physician upon entry into Kindergarten and in 7th grade. All other students must present written evidence of a physical examination at time of registration.

Rhode Island law permits a parent/legal guardian to exempt his/her child in grades 5 and 9 from certain aspects of Health Education Instruction (RIGL 16-22-17) "Aids Education Program" and (RIGL 16-22-18) "Health and Family Life Courses," a parent may also opt to exempt his/her student from the Health Education Assessment.

These screenings will be provided in school unless the parent/legal guardian provides written evidence that these screenings have been completed by a physician.

Parents will be promptly notified in the event that any abnormality is detected through the screening process.

IMMUNIZATION REQUIREMENTS

Kindergarten

In accordance with the Rhode Island Department of Health *Rules and Regulations Pertaining to Immunization and Testing for Communicable Diseases* (R23-1-1MM), Effective August 1, 2000, all children entering kindergarten are required to have the following immunizations:

- Three (3) doses of Hepatitis B vaccine
- Five (5) doses of DTaP (Diphtheria, Tetanus, Pertussis) vaccine
- Four (4) doses of Polio vaccine
- Two (2) doses of MMR (Measles, Mumps, Rubella vaccine)
- Two (2) doses of varicella (chickenpox) vaccine or a statement signed by your child's doctor stating that your child has a history of chickenpox disease.

Grade 7

In accordance with the Rhode Island Department of Health *Rules and Regulations Pertaining to Immunization and Testing for Communicable Diseases* (R23-1-MM), beginning August 1, 2000, all children entering the 7th grade are required to have the following immunizations:

- One (1) dose of Tdap (Tetanus, diphtherias, pertussis) vaccine Two (2) doses of MMR (Measles, Mumps, Rubella) vaccine
- Three (3) doses of Hepatitis B vaccine
- Two (2) doses of varicella (chickenpox) vaccine or a statement signed by your child's doctor stating that your child has a history of chickenpox disease.
- One (1) dose of Meningococcal conjugate (Meningitis) vaccine
Four (4) doses of Polio vaccine

HEALTH SCREENINGS

Dental screening is done by a licensed dentist or hygienist yearly in grades K through 5 and grade 7.

Vision examinations are done upon entry into school—grades 1, 2, 3, 5, 7, and 9.

Hearing screenings are done by the RI School for the Deaf in grades Pre-K, K, 1, 3, any child new to the district without a prior record of hearing screening, Special Education and referrals.

Scoliosis screenings are done in grades 6, 7, and 8.

Body Mass Index (BMI) and waist circumference

These screenings are provided in school unless the parent/legal guardian provides written evidence that these screenings have been completed by a physician.

STUDENT MEDICATION POLICY

If at all possible, students shall take all medicine at home under jurisdiction of the parent, legal guardian, or physician.

If under exceptional circumstances a student is required to take oral medication during school hours, and the parent is not available to administer the medication, the school nurse will administer the medication.

Medication will be properly labeled as specified below and in its original container and will be administered in compliance with the following regulations:

1. Written instruction will be provided by the parent and physician and will include:
 - a. Student's Name
 - b. Name and Strength of Medication
 - d. Amount of Dosage
 - e. Frequency of Dosage
 - f. Time to be Administered
 - g. Possible Side Effects
 - h. Termination Date for Administering Medication
2. The School Nurse Shall:
 - a. Inform appropriate school personnel of the medication
 - b. Record the administration of medicine
 - c. Secure the medicine in a locked cabinet
 - d. Return unused medicine to the parent
3. The parent shall assume responsibility for informing the school of any change in medication.

HIV/AIDS INFECTED STUDENTS POLICY

Definition of HIV Infection:

HIV is an acronym for the Human Immunodeficiency Virus. HIV is the virus which causes AIDS, Acquired Immune Deficiency Syndrome. An individual is HIV infected if he/she tests positive on an ELISA test for the presence of HIV antibodies in the blood and is confirmed by a Western Blot (or other medically recognized) test, performed in a qualified medical laboratory. Infected people are described as being HIV positive. A person may be infected but show no symptoms of illness. People at this early stage of the disease are described as “asymptomatic.” Asymptomatic people feel well and are able to work or attend school without limitation.

At a later stage of the disease, the person may exhibit symptoms of AIDS. Persons with symptoms are described as “symptomatic.” Symptomatic people may have health limitation, not unlike any other disease, which periodically affect one’s ability to work or to attend school.

Both asymptomatic and symptomatic persons carry the virus; however, they cannot transmit HIV through classroom or workplace contact with other students or employees. (See Routes of Transmission.)

Routes of Transmission:

HIV is transmitted from an HIV infected person to a non-HIV infected person in the following ways:

- a. sexual activity;
- b. needle sharing for tattooing, ear or body piercing or to inject drugs, including steroids;
- c. direct infusion from blood or blood products; or
- d. during pregnancy, in the birth process, or after birth from breast milk.

HIV cannot be spread by casual contact, e.g. sitting together, sneezing or coughing on each other or eating together. Both Rhode Island Law (G.L. 23-6-22) and the Americans with Disabilities Act of 1990 (P.L. 101-336) expressly prohibit discrimination against individuals who are infected with, or who are perceived to be infected with HIV. Being HIV positive is NOT grounds for exclusion from employment or enrollment in school. However, if an HIV infected person demonstrates behavior which puts another at risk of becoming infected with HIV (see routes of transmission listed above) then that behavior might lead to an alternative educational placement outside of the school setting. In the case of an employee, behaviors that pose a risk to others would be handled through the regular disciplinary process. The school physician participates in this risk assistance.

Criteria for Removal from School:

Under the following circumstances, a child with HIV/AIDS might pose a risk of transmission to others: if the child lacks toilet training, has open sores, or demonstrates behavior (e.g. biting) which could result in direct inoculation of potentially infected body fluids into the bloodstream. If any of these circumstances exists, the local Director of Community Medical Services, in consultation with the school nurse and the child’s physician, must determine whether a risk of transmission exists. If it is determined that a risk exists, the student shall be removed from the classroom. Each case is considered on an individual basis consistent with the recommendations of the Center for Disease Control.

Based upon individual circumstances, including those discussed above, children who are too ill to attend school, or who present a risk of transmission, are provided an alternative educational plan. A child with HIV/AIDS, as with any other immunodeficient child, may need to be removed from the classroom for his/her own protection when cases of measles or chicken pox are occurring in the school population. The decision should be made by the child’s physician in consultation with the school nurse and/or Pawtucket’s Director of Community Health Services.

Reporting HIV Status:

When an employee or student has tested HIV positive, it is **optional** for that person to notify the Superintendent of Schools. Notification of an individual’s positive HIV status alone does not justify limiting that person’s involvement in the school. Informed individuals are subject to the requirement of the Rhode Island General Laws 23-6-17 and 5-37 .3-7 in the Confidentiality of Health Care Information Act, as well as any and all other relevant federal and state laws and regulations relating to the confidentiality of Health Care Information Act, as well as any and all other relevant federal and state laws and regulations relating to the confidentiality of health care information. HIV related information cannot be transferred or released except as allowed by Rhode Island General Laws (23-6-17).

Confidentiality of Employee and/or Student HIV Status:

Information concerning the identity of HIV positive employees/students must be kept confidential in accordance with Rhode Island General Laws 23-6-17 and 23-6-18. Any written or electronic records containing this information should be kept in a locked file in the Superintendent of School's office and accessible only to those who have received written permission from the infected person. All school department employees and/or students who receive this information are bound by state and federal confidentiality laws.

Required Medical Updates:

The child with HIV/AIDS who is attending school must have a medical update at least twice during the school year and more often if a change in health status occurs.

Persons who May Need to Know:

Persons in the school system who may need to know the identity of an HIV positive employee or student may include:

- A. The certified school nurse teacher and school physician, especially as liaison with the infected person's personal physician (in order to monitor the employee's/student's health status and to help coordinate medical care);
- B. Certain other employees of the school department; and
- C. The supervisor or principal of the employee/student.

The decision to inform personnel should be made by the Superintendent of Schools along with the infected employee/student and parent or guardian and, with a signed release of information, in consultation with the infected person's physician.

Right of Appeal:

This policy provides a student, parent/guardian or an employee with the opportunity to seek amendment to any records, written or electronic, regarding his/her own HIV status. This does not foreclose the use of any other remedy such as grievances under a collective bargaining unit.

School Decision Authority:

The Superintendent of Schools, as chief personnel officer, is responsible for ensuring that the purposes of this policy are implemented fully within the guidelines provided by both Rhode Island and federal laws.

The Superintendent of Schools, as the leader of the school district, is expected to demonstrate respect for the infected person and to support that person's regular employment or attendance.

Implementation:

This policy should be implemented in conjunction with an annual review of Universal Precautions and frequent opportunities for students, staff, and parents/guardian to participate in HIV/AIDS education.