



Providence Public Schools
Parent Handbook
2026-2027



Providence
Schools

PROVIDENCE PUBLIC SCHOOL DISTRICT 2026-2027 ACADEMIC CALENDAR



AUGUST

10 Victory Day
24° Teacher Orientation
25◇ First Day of School

AUGUST 2026				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24°	25◇	26	27	28
31				

FEBRUARY 2027				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15^	16^	17^	18^	19^
22	23	24	25	26

FEBRUARY

15^ Presidents' Day (No School)
16-19^ February Break (No School)

SEPTEMBER

07^ Labor Day (No School)
09^ Statewide Primaries (No School)
21^ Yom Kippur (No School)

SEPTEMBER 2026				
M	T	W	Th	F
	1	2	3	4
7^	8	9^	10	11
14	15	16	17	18
21^	22	23	24	25
28	29	30		

MARCH 2027				
M	T	W	Th	F
1	2	3	4	5
8	9	10^	11	12
15	16	17	18	19
22	23	24	25	26^
29	30	31		

MARCH

10^ Eid al-Fitr (No School)
26^ Good Friday (No School)

OCTOBER

12^ Columbus Day/Indigenous People's Day (No School)

OCTOBER 2026				
M	T	W	Th	F
			1	2
5	6	7	8	9
12^	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL 2027				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19^	20^	21^	22^	23^
26	27	28	29	30

APRIL

19-23^ April Break (No School)

NOVEMBER

03^ Election Day (No School)
11^ Veterans Day (No School)
25^ Day before Thanksgiving (No School)
26^ Thanksgiving (No School)
27^ Day after Thanksgiving (No School)

NOVEMBER 2026				
M	T	W	Th	F
2	3^	4	5	6
9	10	11^	12	13
16	17	18	19	20
23	24	25^	26^	27^
30				

MAY 2027				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31^				

MAY

31^ Memorial Day (No School)

DECEMBER

21-24^ Winter Break (No School)
25^ Christmas Day (No School)
28-31^ Winter Break (No School)

DECEMBER 2026				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21^	22^	23^	24^	25^
28^	29^	30^	31^	

JUNE 2027				
M	T	W	Th	F
	1	2	3	4
7^	8	9	10	11
14	15	16	17◇	18
21^	22	23	24	25
28	29	30		

JUNE

7^ Graduations (Dates TBD)
17◇ Last Day of School*
No snow days
21^ Juneteenth Observed (No School)

*May need adjusting based on snow days

JANUARY

01^ New Year's Day (No School)
18^ M.L. King Day (No School)

JANUARY 2027				
M	T	W	Th	F
				1^
4	5	6	7	8
11	12	13	14	15
18^	19	20	21	22
25	26	27	28	29

JULY 2027				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JULY

04 Independence Day

First/Last Day of School

No School

Professional Development

Graduations Begin

Providence Public Schools Parent Handbook

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A Message from Our Superintendent



Dear Providence Public Schools Community,

Welcome to the new school year at Providence Public Schools. Our handbook is a guide to help us maintain a safe, respectful, and productive learning environment. It outlines the expectations, policies, and resources that ensure every student has the opportunity to succeed.

A student's education is a partnership between the school, the home, and the community. By working together, we can help our students reach their full potential. Please take some time to review this handbook together as a family. This district-wide handbook provides consistent expectations across all our schools.

At Providence Public School District (PPSD), we strive to provide excellent Instruction in every classroom, everyday. When we set high expectations for our children, they will set them for themselves. We are on this journey with you, and I look forward to an exciting year!

Respectfully,

A handwritten signature in white ink, appearing to read "Javier Montañez".

Javier Montañez, Ed.D.
Superintendent

About PPSD

The schools and programs that make up the Providence Public School District (PPSD) include:

- ✓ Schools that serve a neighborhood and schools that serve the whole city in grades pre-kindergarten through 12.
- ✓ Career and Technical Education pathways and programs at all high schools that lead to certification in medical, automotive, construction, electrical, computer, STEM professions, and more.
- ✓ Dual language and bilingual programs offering students multicultural and multilingual opportunities.
- ✓ An exam school ranked the number one high school in Rhode Island.
- ✓ Specialized high schools designed for students who need extra support, flexible schedules and alternative credit options.
- ✓ Advanced Placement and advanced academic programs to provide students the opportunity for in depth study beyond the basic curriculum
- ✓ Redesign Schools focused on the arts, sciences, and finances that meet student and family interests and prepare students for success in their post-secondary careers.
- ✓ Three nationally and regionally recognized blue ribbon schools.

Providence
Schools

Creating World Class Schools

All students deserve world-class schools. As we reimagine the future of Providence Public Schools, we are committed to the most fundamental obligation to our students: fair and equitable access to a rigorous education for all. With that goal in mind, four pillars guide our vision for success this school year:

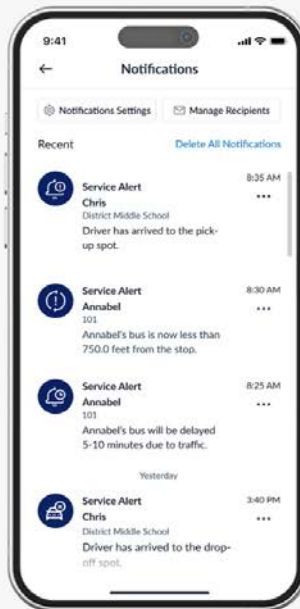
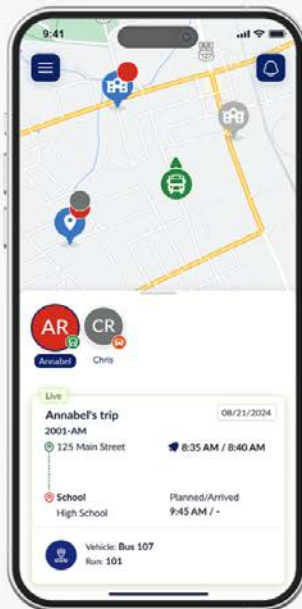
- **Engaged Communities:** Transparent and authentic family and community engagement will allow initiatives that respond to the unique needs of students and families. Consistent, culturally sensitive communications from schools and the District are ongoing.
- **Excellence in Learning:** Every student enrolled in Providence schools will have access to a high-quality, equitable, data-driven learning environment that will provide them with the confidence to succeed academically and continue on to postsecondary educational opportunities and/or targeted job placements aligned to programs and skills. There will be a heightened effort to ensure multilingual learners have the resources they need to learn at or above grade level.
- **World-Class Talent:** All Providence students will attend a school staffed by highly qualified and effective teachers and leaders who reflect the community's diversity, and are singularly focused on student growth and achievement.
- **Efficient District Systems:** A modern, engaged Central Office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support is the heart and soul of every high-performing local education agency.

Five Promises to the Students & Families

- Every student will attend a safe school, where there are high expectations, and where educators are committed to student success. There will be a positive, respectful school culture.
- Every school will be staffed and led by supported, empowered educators.
- Every family will have the opportunity to choose among multiple excellent instructional programs.
- Every student will have access to robust, rigorous extracurricular and co-curricular programming.
- Every student, family and educator in Providence will benefit from an efficient, effective, and responsive District administration.



Easy-to-use vehicle tracking mobile app for parents and caregivers



**Providence Public
Schools**

**District Code:
A7E8V**

**Ready to track
with FirstView?**



POWERED BY
FIRSTstudent

Bus Safety and Conduct Standards

Students are expected to...

1. Follow bus safety rules.
2. Board and exit the bus at their assigned stop.
3. Arrive at the bus stop at least five minutes before the scheduled time of the bus arrival.
4. Respect the property and privacy of others while at the bus stop.
5. Go directly to a seat and remain seated while the bus is moving.
6. Talk quietly, without making loud noises.
7. Avoid playing with school bus equipment.
8. Refrain from throwing objects at, on or from the school bus.
9. Never do anything that could distract the driver or other students.
10. Refrain from fighting anywhere, including on the school bus.

Providence
Schools



Community Expectations & Responsibilities

All members of the PPSD community have the right to be treated respectfully by one another and have the right to a safe, orderly environment in which to learn, work or entrust their children.

A Community of Learners

A positive school environment is safe and encourages student engagement in learning, family and community engagement in school and supports a professional work environment. Based on the four Providence Schools' expectations of Preparation, Respect, Future Planning, and Asking for Help, healthy school communities focus on student learning, value the contributions of each member, and support student access to an appropriate education. Schools will purposefully foster the development of relationships between students, faculty, administration and support staff around the common mission of becoming a Community of Learners.

Expectations of Students

Students have the responsibility to:

- ✓ Come to school on time, prepared and ready to learn;
- ✓ Respect self, others and property;
- ✓ Plan for the future; and
- ✓ Ask for help when needed.

Student Rights

Students have the right to:

- ✓ A free and appropriate education;
- ✓ Examine their school records and participate in developing their academic program;
- ✓ Be free from discrimination and harassment in school;
- ✓ Freedom of speech unless such expression imposes on the rights of others;
- ✓ Be free from unreasonable searches and seizures; and
- ✓ Be informed of, respond to, and appeal any disciplinary action taken against them.

Expectations of Families

Families have the responsibility to:

- ✓ Ensure their child arrives at school on time, prepared to learn;
- ✓ Respect their child's education and school professionals;
- ✓ Help their child plan for each day, week and year in school;
- ✓ Ask for help when unable to meet the educational needs of their child; and
- ✓ Reinforce Providence Schools' conduct expectations.

Family Rights

Families have the right to:

- ✓ Participate in planning their child's academic program and examine school records;
- ✓ The confidential maintenance of their child's records;
- ✓ Be informed of their child's academic progress and behavior;
- ✓ Visit their child's school according to school-based protocol; and

- ✓ Be informed of, respond to, and appeal any disciplinary action taken.

Expectations of Teachers

Teachers have the responsibility to:

- ✓ Come to school on time prepared, and ready to teach;
- ✓ Behave professionally and treat all members of the school community with respect;
- ✓ Model and teach Providence Schools' conduct expectations;
- ✓ Create a positive learning environment;
- ✓ Evaluate the progress of students; and
- ✓ Communicate with parents, staff, and administrators regarding student learning and support needs.

Teacher Rights

Teachers have the right to:

- ✓ Be treated as professionals;
- ✓ Be provided with equipment, tools, and/or support necessary to perform their responsibilities;
- ✓ Collaborate with parents/guardians, administrators and support staff regarding the needs of individual students;
- ✓ Be informed by administrators regarding student discipline outcomes; and
- ✓ Be free from discrimination and harassment.

Administrator and Support Staff Expectations

Administrators and Support Staff have the responsibility to:

- ✓ Come to school on time, prepared to work;
- ✓ Behave professionally and treat all members of the school community with respect;
- ✓ Model and teach Providence Schools' conduct expectations;
- ✓ Create a positive learning environment;
- ✓ Support effective and efficient school operations; and
- ✓ Act as ambassadors for the school to students, families, faculty and community partners.

Administrator and Support Staff Rights

Administrators and Support Staff have the right to:

- ✓ Be treated as professionals;
- ✓ Be provided with equipment, tools and/or resources that will enable them to perform their responsibilities; and
- ✓ Be free from discrimination and harassment.

Expectations of Community Partners

Community Partners have the responsibility to:

- ✓ Become familiar with and adhere to all PPSD safety protocols including taking and reporting attendance and understanding fire, emergency and evacuation procedures
- ✓ Register with the Family and Community Engagement Office before working directly with students in our schools;
- ✓ Model and teach Providence Schools' conduct expectations to students and collaborate with school personnel to create a positive learning environment; and
- ✓ Communicate any and all concerns to school personnel and/or district staff.

Community Partner Rights

Community Partners have the right to:

- ✓ Be treated as professionals;
- ✓ Be members of the school community;
- ✓ Be free from discrimination and harassment.



The Home-School Connection

Family engagement is essential in helping students succeed academically and socially and developing a sense of pride in their school communities. Providence Public Schools is committed to establishing active and healthy community partnerships in schools and with building staff, families, students, and the community. It is our sincere belief that these partnerships help create stronger and more productive learning environments for students and better communities for all city stakeholders.

The Office of Family and Community Engagement (FACE) assists in the organization of Parent, Community, and Student Councils, school-based parent teacher organizations, plans activities to engage families in their children's learning, and supports parents and school staff in their efforts to work together to increase student learning.

Here are some examples of how schools may engage families in student learning:

- Individual parent-teacher conferences with interpretation services available to ensure clear communication and a focus on data sharing to explain student progress.
- Regular, consistent communication about classroom learning, with translations provided in multiple languages.
- Workshops on the content your child will learn in school, with bilingual facilitators to assist MLL families.
- Special events, such as Math and Literacy Nights, Open Houses, and Multicultural Celebrations with in-person interpreters as needed.
- School Parent Teacher Organizations (PTOs).
- Become a member of the Parent Advisory Council (PAC).
- Parent University sessions designed to help families enhance their personal and parenting skills and knowledge that are offered in English and Spanish.
- Parent Leadership Academy to teach parents to become advocates for their children and their community.
- Opportunities to volunteer—in classrooms, with fundraising activities, and fun events or become a Parent Ambassador.

FACE Office

Resources available to parents at the Family and Community Engagement Office include materials to assist and guide parents on how to help their children learn, and access to community resources. The FACE office staff is available to work with parents, individually and in groups, to ensure that their needs are being met by the school district. Workshops, district monthly meetings and training opportunities for parents are held on a regular basis. The office is located at 797 Westminster Street, Providence, RI 02903.

The goal of the District's FACE office is to strengthen communications with parents and to help them become more involved in their students' lives at school.

Strategic Community Partnerships

A collaborative relationship between the Providence School Department and the community entities is mutually beneficial and works towards shared goals and purpose through an agreed-upon division of services, outcomes, and financial responsibility.

The Office of Strategic Community Partnerships is part of the FACE Office. The office engages partners to provide before, during, after school and summer programs connected to rigorous outcomes that can demonstrate effectiveness over time.

Volunteering in Providence Schools

Providence Public Schools welcomes and encourages the valuable contributions made by volunteers! The support and involvement of Providence families and community members is vital to our students' success. Increasing volunteer opportunities and other types of school-based engagement and clarifying the volunteer engagement process will encourage more individuals to become involved with the District. Learn more about becoming a volunteer at providenceschools.org/volunteer.

Parent University

Parent University offers learning experiences that support PPSD families in their role as their children's first teacher, as advocates, as leaders, and as lifelong learners. Classes are designed to help PPSD parents increase their capacity, skills and knowledge to better support their children's learning at home. The Providence Parent University is designed to help families enhance their personal and parenting skills and knowledge. Skills gained will improve parents' and guardians' confidence to

monitor a child's progress for improved grades, literacy skills, social skills, and attendance.

Courses covered include financial management, access to college readiness, health and wellness and social emotional learning. Parent University also offers unique opportunities in partnership with outside agencies.

Parent University classes are offered in-person and on Zoom when possible in order to be accessible for busy, working families. Interpreters are available in Spanish. Learn more at providenceschools.org/parentuniversity.

Students Facing Homelessness

Providence Schools is committed to supporting one of our most vulnerable population – students facing homelessness. Many families struggle with the day-to-day challenges of life while they simultaneously strive to find employment, secure stable housing and provide food and shelter for their family.

Providence Schools care about every single student enrolled in our schools and their families. The City of Providence is filled with many supportive agencies and the district will do all that is possible to connect families with local and state organizations, private or non-profit, to help guide the path to self-sufficiency and social and emotional stability.

Every homeless student has the right to a free, equitable and quality education. Identifying students and families is the biggest challenge. If you or a family you know is living temporarily with another family, shelter, hotel, mobile home or in a car or street call the Family and Community Engagement Office for assistance at 401-456-0686.

Title 1 Guideline

All of PPSD schools receive Title 1 funding which provides additional federal funding to schools that have families who qualify as low income. These additional funds are made available to support families and programs to increase student academic achievement and to lower barriers to success experienced by families due to conditions sometimes associated with low income levels. In turn, schools use these funds to support their goals and have reporting guidelines aligned with the funding that they receive. When parents fill out lunch forms. This data allows the state and federal government to get a picture of the needs of students and their families.

PPSD Schools that receive Title I funding must do the following:

- Host an annual Title I meeting with families to share information about the Title I programs offered and their right to be involved in the child's education. Schools will invite parents and families to their annual Title I meeting to learn more about school improvements, parental rights, and how the funds are being used to improve teaching and learning. This is an opportunity for schools to gather input and suggestions from families experiences at the school and solicit feedback for continuous improvement.

Develop and revise annually as needed the following two documents:

- **School Based Parent Involvement Policy** - develop jointly with, agreed upon, and distribute to parents of participating children, a written parent and family involvement policy that contains information required by Section 1116(a) (2) of the Every Student Succeeds Act (ESSA). This policy should explain how parents can be involved as partners in their children's education and reviewed annually and if necessary revised with parent input.
- **Home-School Compact** - Develop jointly with, agreed upon, and distribute to parents a Home-School Compact, an agreement that defines the responsibilities that administrators, students, teachers, and parents will undertake to improve student achievement. This document must be reviewed annually and if necessary revised with parent input.

Home to School Communication

When parents and teachers stay in touch—through telephone calls, email, conferences, notes, and letters—students benefit.

Your interest and involvement in your children's education is vital to their academic success. Please make every effort to get to know your child's teachers. Attend back-to-school nights, open houses, parent-teacher conferences and other school events and programs. Also we urge you to monitor the district's ParentSquare messages and respond to messages upon request.

We realize that the responsibility to maintain active and healthy lines of communication does not rest solely with parents. The school district has a responsibility to foster strong home-school communication as well. Your requests for information—through telephone calls or in writing—will be promptly acknowledged and responded to by school district staff. If you are experiencing problems getting through or receiving a response from

a school district employee, please notify your child's principal. If the problem still persists, call the FACE Office at (401) 456-0686.

Family Communication System

PPSD uses the Family Mass Communication System **ParentSquare** to contact PPSP students, families, and staff. ParentSquare sends telephone calls, text messages, and emails. Important information such as school emergencies and reminders about events and deadlines are sent by robocalls, text, and emails. You may receive these automated calls, texts, or emails from your child's school or the PPSP central office alerting you to vital information.

ParentSquare translates content and allow parents to receive and send communications in their preferred language. The user's preferred language is synced from our Student Information System, Skyward.

IMPORTANT: Contact the school if your phone number changes or your preferred language settings need to be updated!

Emergency Contact Information

It is important that parents provide the school with up-to-date telephone numbers, addresses, e-mails and the names of people to contact in case of emergency. If any of the information changes during the course of the school year, including those people with permission to pickup a child from school, parents must contact the school office immediately. School personnel will require photo identification from anyone who comes to school to pick up a child.

Emergency School Closings, Early Dismissals and Late Openings

Schools may be closed or school schedules may be changed due to inclement weather or a building emergency, such as a fire, a boiler failure or a water problem. School closings and changes will be posted on our website: www.providenceschools.org, shared on our district Facebook page, and communicated through media outlets:

Additionally, parents will be contacted via the district's ParentSquare messaging system. There will be no announcement if school hours are not being adjusted. No special broadcast or message is made for an early closing or late opening that is published in the school calendar.

Student Information System

Through the **Student Information System (SIS) Family Portal (also referred to as SKYWARD)**, families have the capability to go online to view current grades and assignments for their children, check daily attendance, summer- school status, and receive automatic notifications by email or text message. Families can also view school announcements and receive communications from teachers.

Families register their child for PPSD through Skyward and must set up an account at that time. If you need a username and password, please email skyward@ppsd.org

You can view the Skyward portal and find instructional videos at providenceschools.org/skyward.

Students can access skyward through their email address which is provided to them by their home school. It is also helpful for students to know their student ID number in order to access relevant information online. If you do not know your student's ID number, please contact the clerk at your student's school or their classroom teacher.

Skyward Login for parents/guardians is available with multilingual support. Families can access instructions and support in their preferred language to stay updated on their children's academic progress.

Learning Management System

Canvas is the Providence Public School District's adopted Learning Management System (LMS) and the hub of the digital classroom. Students will visit Canvas to check their calendar for upcoming due dates, access course materials, and submit assignments. Parents can use Canvas to keep up with their student's calendar and assignments. While Skyward continues to allow families to see report cards, progress reports, and assignment grades, Canvas allows students and families to see individual assignments, scores on those assignments, teacher feedback, and due dates. In addition, Canvas pulls information on all students' courses together into one place, providing students and families with more transparency around what students are learning on a day-to-day basis, so that families can provide ongoing support.

To learn more and register for a Canvas account, visit providenceschools.org/canvas for guidance.

Cell Phone Procedures

To help students become responsible digital citizens, reduce classroom distractions, and ensure a safe and

supportive learning environment, Providence Public School District has set clear expectations around the use of personal electronic devices at school. Devices include, but are not necessarily limited to, cell phones, personal laptops, Kindles, gaming devices, AirPods, smartwatches, and similar electronics.

Because students' needs and responsibilities grow and change with age, our guidelines are thoughtfully tailored at each level to support their developmental stage and promote success by reducing classroom distractions. Each school will share their cell phone procedures and policy at the beginning of the school year with families.

Elementary Guardrails (grades PK-5): Student devices will be collected at the beginning of each day by the classroom teacher and given back to students at the end of the day.

Smartwatches may be worn, but must be set to "Do Not Disturb" mode during school hours. They should not be used for texting, phone calls, or other communication during class time. If a smartwatch becomes a distraction, school staff will work together with families using the school's tiered behavioral support and response framework to address the issue.

Secondary Guardrails (grades 6-12): Student devices need to be off and away during instructional time. At the secondary school level, students are given more freedom to manage their use of personal electronic devices, such as phones, earbuds, laptops, and smartwatches. With that freedom comes the responsibility to use technology respectfully, maintain academic integrity, and avoid disrupting the learning environment.

Use during instructional time is not permitted per the state law.

Devices must be silenced and stored in accordance with their respective schools' procedures.

Headphones, AirPods, and earbuds are not permitted during class time. Smartwatches may be worn but should be set to "Do Not Disturb" mode during class time. They should not be used for texting, phone calls, or other communication during instructional hours.

If a device becomes a distraction, teachers and staff will work with students and families to address concerns in a positive and constructive manner.

Exceptions: Students with approved accommodations through an IEP, Section 504 Plan, medical need (such as glucose monitoring), or language access support may use personal electronic devices as outlined in their individual plans.

Parent Student Information Portals

Canvas: Learning Management System

A software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, materials or learning and development programs.

USES:

- ✓ Individual assignments
- ✓ Scores on individual assignments
- ✓ Teacher feedback
- ✓ Assignment due dates
- ✓ Class materials & resources
- ✓ Virtual Learning

ParentSquare:

Family Mass Communication System

A communication system that helps us impart or exchange information with a large number of people.

USES:

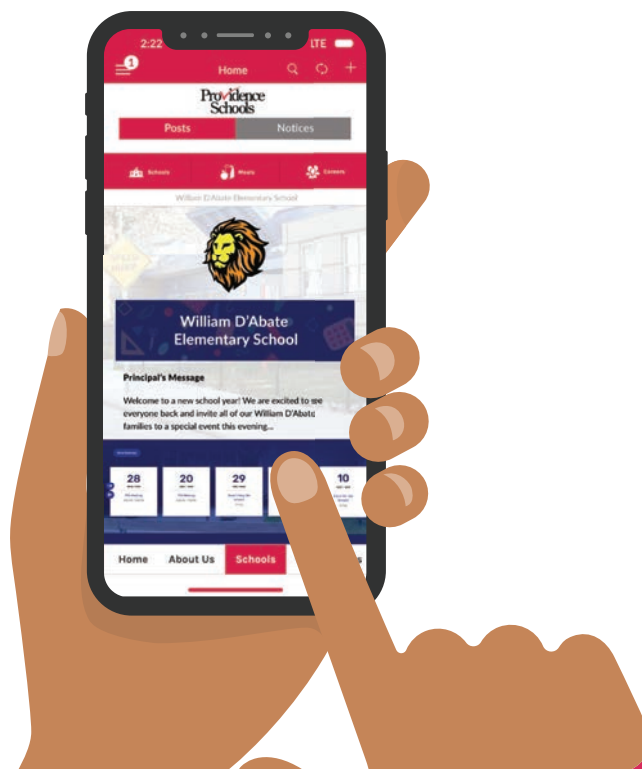
- ✓ A computerized telephone, text and email system to deliver messages to all of its families and staff
- ✓ Sends automatic attendance notifications that are pushed from the Skyward system
- ✓ Sends in multiple languages

Skyward: Student Information System

A software application specifically designed to manage student-related data in educational institutions.

USES:

- ✓ Report Cards
- ✓ Quarterly Progress Reports
- ✓ Graduation Requirements
- ✓ Attendance





Student Attendance

Daily school attendance is a critical factor in student academic and social success. Students who attend school regularly are more successful academically, socially and emotionally. They are less likely to drop out of school and more likely to continue their education beyond high school. It is the goal of the Providence School Department to provide a comprehensive and challenging educational program that meets the specific needs of its student population. They can't learn when they are not there. The more school they miss, the more difficult it becomes for them to read, write and do math on grade level.

Rhode Island General Law §16-19-1 on compulsory attendance states that every child who has completed or will have completed six (6) years of life on or before September 1 of any school year and has not completed eighteen (18) years of life shall regularly attend some public day school during all the days and hours that the public schools are in session in the city or town in which the child resides. A student is considered truant if they are not attending school regularly or if they do not have an approved alternative learning plan.

Regardless of a student's attendance record, no member of the school community should ever advise a student to stop coming to school.

Providence Schools informs families via text message if their child is not present in class or school. Daily attendance is a critical factor in student academic and social success.

Types of absences

Excused: Any absence verified by written note due to illness; medical, counseling or court appointment; family emergency or death; religious holidays; and school-sponsored conferences and events.

Unexcused: Any absence that does not meet the specifications of an excused absence, are considered unexcused.

Both excused and unexcused absences count towards a student's chronic absenteeism rate. Chronic absenteeism is defined as a student missing ten (10) percent or more of their total days enrolled.

Supports and Interventions

Attendance improves when a school community offers a warm and welcoming environment that emphasizes building positive relationships between teachers and

students and between families and the school that stresses the importance of going to class every day. The key is developing and improving upon a school-wide school culture that promotes a sense of school belonging, positive teacher-student relationships, a positive climate and culture, and a setting where students feel connected and know that someone notices, in a caring manner, when they have missed school. In a three (3) tiered approach for monitoring and improving attendance, schools should begin by implementing school wide universal practices that include:

- A safe and welcoming school environment
- A sense of school belonging
- Positive teacher-student relationships
- Positive behavior supports
- High quality instruction
- Recognition and incentive programs

Chronic Absenteeism

Research shows that chronic absenteeism negatively impacts a student's future academic success. Attending school every day, on time, is a critical factor in their overall academic, social, and future success.

As part of the ongoing battle to combat chronic absenteeism, we need the participation and commitment from families and students! The District Attendance team works together with the schools to:

- Design attendance incentive programs
- Make recommendations to attendance strategy
- Create attendance events for the district and at schools
- Design communication and delivery methods for attendance intervention
- Work with other PPSD teams to engage students and families
- Create training materials to be used by schools and families

Parent Responsibilities around Absences

The parent shall be responsible for their child's school attendance as required by Rhode Island state law §16-19-1 and stress the importance of regular and punctual school attendance with their child. As stated by the Providence Public School Department's Attendance Policy, "It is the belief of PPSD that attending school every day, on time, is a critical factor in academic and social success. It is PPSD's goal to promote a culture of attendance and raise awareness among all stakeholders about the importance of attendance." The school may require, from the parent of each student at compulsory school age who has been absent from school or from class for any reason, a statement of the cause for such absence. The district reserves the right to verify such

statements and to investigate the cause of each single absence. It is essential that parents work with their child's school in all matters related to attendance.

Parents are expected to:

- Make every attempt to have their child attend school every single day and on time.
- Report or explain an absence or tardiness to the school. Failure of the parent to provide required documentation may result in an unexcused absence. Documentation can be submitted electronically or in-person.
- Ensure that their child has requested and completed any make up assignments for all excused absences/tardies from their teachers upon their return to school or class.
- Make up assignments for unexcused absences are at the discretion of the school and are in accordance with the District Grading Policy
- Inform schools and teachers of possible future absences.

Student Responsibilities around Absences

Every Providence Public School student is expected to be present at school each and every day, attend class as scheduled, arrive at school and class(es) on time, and demonstrate appropriate behavior with a readiness to learn.

Students are expected to:

- Attend school every day
- Participate in classes and school related activities
- Complete and adhere to all school and classroom requirements
- Complete missed assignments in accordance with the District Grading Policy and in consultation with their teachers.
- Request the make-up assignments within five (5) days for all excused absences/tardies from teachers
- It should be noted that not all classwork, due to the nature of some classroom instruction, is not readily subject to make-up work
- Complete make-up work as prescribed by the classroom teacher
- Failure to make-up may result in a lower grade
- Be reported present for the school day in order to participate in an athletic and/or extracurricular activity that school day



Registration

Registration and School Placement

The student registration office supports families with the following:

- Providing information about schools in the district
- Assisting families with the required documentation to complete enrollment process
- Placing their student at the school of their choice (pending availability)

The Registration office is located at 325 Ocean Street, Providence, RI. (Formerly 650 Prairie Avenue, behind the BJ Clanton School Complex/Young and Woods Elementary School)

Telephone: (401) 420-7189

Fax: (401) 278-0553

Web: www.providenceschools.org/registration

Please visit www.providenceschools.org/registration for the latest information and hours of operation.

PLEASE NOTE: Parents/guardians must produce identification for ALL transactions at the Registration Center. The Registration department does not register students for schools outside of PPSD (e.g., charter schools).

School Choice

The PPSD student assignment policy is intended to achieve four major goals:

- To provide fair and equitable educational opportunities for every child in PPSD
- To provide families with greater input into the school their child will attend
- To provide students with a greater opportunity to attend neighborhood schools
- To allow siblings to attend the same school

School choice means families tell us their preference in schools, rather than simply being assigned to a school. School choice does not guarantee access to any particular school. More seats are reserved for neighborhood students (80%) than non-neighborhood students (20%).

For middle and high school students, there are dozens of options available, including schools with selective programs, career and technical programs, a focus on arts or sciences, and programs to make up credits. Some middle and high school programs have “entrance criteria,” meaning students need to earn certain grades or test scores or submit special applications. Compare schools at www.providenceschools.org/schoolchoice for more information.

What is a neighborhood school?

Providence School Board policy defines a neighborhood school as those schools that meet the School Board Transportation policy “walk zone” based on a student’s residence of record:

- Kindergarten – grade 5: within 1.0 mile from the student’s residence
- Grades 6 – 8: within 1.5 miles from the student’s residence
- Grades 9 – 12: within 3.0 miles from the student’s residence

Distances are calculated as walking mileage, using street mapping software (i.e., NOT “straight-line” / as the crow flies).

Each student will have a minimum of two (2) neighborhood schools; the two (2) schools closest to the student’s residence of record will be defined as the neighborhood schools if the distance is greater than the distances defined above.

Additionally, students who are enrolled in an educational program that is not offered at all schools (for example, bilingual education) will have up to two (2) schools closest to the student’s residence that offer such programs defined as the neighborhood schools.

Kindergarten eligibility

Every child who is five years of age on or before September 1st of each school year shall be eligible to attend kindergarten. For the 2024-2025 school year, a child must have been born on or before September 1, 2024 in order to be eligible for Kindergarten. There are no exceptions to this policy. For more information, visit providenceschools.org/kindergarten.

Early Childhood Program

There are two programs offered for early childhood education at PPSD.

RI Pre-Kindergarten (RI Pre-K) serves students who are four years old by September 1st. The full day program is a lottery-based, free, high-quality program funded and overseen by the Rhode Island Department of Education. Families can view RI Pre-K Available Programs on the RIDE website.

Integrated Pre-K is a lottery based pre-kindergarten program (for students aged 3-5) for general education students to learn alongside students with disabilities, using the creative curriculum. Students attend 5 half days per week or a 3/2 day schedule (Monday, Tuesday, Wednesday) or (Thursday and Friday).

Special Education Programs are available for students with disabilities where they are supported in several types of special education programs as determined by their Individualized Education Program (IEP), including classrooms for students who need intensive functional and academic learning support and social/emotional/behavioral support.

Transfer Requests

If you are interested in transferring your student out of their current PPSD home school to another building you must fill out a [transfer request form](#). This form must be completed and emailed to info@ppsd.org or faxed to 401-278-0553. You can find the [Spanish version here](#).

If your child receives special education services and/or 504 accommodations you can follow the same procedures. Students who are in a specialized classroom (either self-contained or an inclusion-type program) must be assigned to a program consistent with the student’s IEP; these transfer requests are handled by the Department of Specialized Instruction (Special Education). Contact the Special Education coordinator at your school to discuss your specific circumstances.

Transfer requests are honored on a timeline that is least disruptive to students’ education. Generally, transfers are not made in the spring.

Hardship Transfers

A family experiencing economic or transportation hardships, in cases where siblings are attending different schools causing a hardship with transportation, or other hardships may request a hardship transfer. This form is available at your student’s home school and must be submitted to the school for principal review and approval.

Safety Transfers

A safety transfer is a request for a transfer when the student and family is reporting that the student is unsafe at school, outside of the school, before and/or after school. This form is available at your student’s home school and must be submitted to the school for principal review and approval.

How do I check the status of a school transfer request?

To request a waitlist update please email info@ppsd.org or text (401) 420-7189. You must include: Student Name, DOB or student ID number in your request.

Change of Address

Families can submit a [change of address form \(Spanish\)](#) directly to their school's office. The form must be accompanied by a valid proof of residency such as a bank statement, pay stub or utility bill dated within the last 60 days, or lease/rental agreement. Parents/guardians are reminded that all forms must be signed and completed by the parent/guardian of record and the proof of residency must be in their name. If you wish to submit this form via fax (401-278-0553), please be sure to enclose a copy of a valid photo id.

School Assignment

For students entering Kindergarten, Grade 6, and Grade 9, families complete a school choice process and the district assigns school placement according to the school assignment policy and in alignment with the student's program.

For grades 6 and 9 (entering middle and high school), choice forms are distributed by the child's current school for selecting the next level school (middle or high school).

Students who are enrolled in PPSD and are not changing educational programs will be automatically advanced to the next grade in the same school.

Students who are changing educational programs will be advanced to the next grade in the new program in the same school to the extent that seats are available. If seats are not available, an administrative assignment to the closest school with the appropriate program will be made.

Middle School Advanced Academics Admission

Advanced Academics programs are available at all PPSD middle schools. Providence's Middle School Advanced Academics is an accelerated learning program which supports students with unique strengths, talents, and/or abilities by providing them with the opportunity for in depth study beyond the basic curriculum while preparing them for secondary and post secondary success.

Grade 5 students are invited to the program based on a combination of 4th grade RICAS Reading and Math performance, RICAS growth and 5th grade STAR Math and Reading performance. Students must be at the 5th grade level or higher on STAR Math or Reading AND they must have achieved a 2 or higher on RICAS to be considered for the program.

As there is a limited number of seats, students are then given a composite score based on their RICAS score (25% of their composite score), their RICAS growth from 3rd grade to 4th grade (50% of their composite score), and their tested grade equivalent on STAR (25% of their composite score). The highest scoring students for math or humanities are then invited to join Advanced Academics until all seats are full.

For more information please see www.providenceschools.org/advancedacademics or contact advancedacademics@ppsd.org.

Career and Technical Education (CTE) Programs Admission

Career and Technical Education (CTE) is a focused, powerful educational experience that prepares students for both industry and higher education. To be successful in CTE, students must commit to the pursuit of an academic diploma and RIDE- mandated industry credentials. Students will work harder than many of their peers, but be positioned for high-wage, high growth careers. The Office of Career & Technical Education offers 24 programs in 12 Industry Clusters.

Providence has one full CTE high school, Providence Career and Technical Academy (PCTA) and additional CTE programs offered at many other high schools. The admissions process for CTE programs begins in the fall of a student's 8th grade year.

More information can be found at www.providenceschools.org/octe or by contacting cte@ppsd.org.

Classical High School Admission

Classical High School is a college preparatory school with a selective, exam-based enrollment process. To be eligible for admission to Classical High School, a student must be a verified resident of the City of Providence. Students wishing to attend Classical High School in the 9th grade should begin the admissions process by contacting their guidance counselor. Classical High School deals directly with the sending middle school. An application will be sent to the student's middle school guidance counselor where it will be completed and returned to Classical High School. Eighth (8th) grade students must also take the High School Entrance Exam in order to be considered for 9th grade admission. The entrance exam is conducted at Classical High School in October. The exam is offered in English and Spanish. For more information, please see www.providenceschools.org/classical.

Home Language Survey

A Home Language Survey (HLS) is administered at the time of registration to identify potential Multilingual Learners (MLL) and their needs. The WIDA Placement Test (a test recommended and created for MLL learners and administered nationally) is also administered at the time of registration to determine if the student does in fact qualify to receive Multilingual Learner support and services and to determine the student's level of academic English language proficiency. When possible, MLLs are also assessed in their primary language. If the student is deemed to be a Multilingual learner, the MLL Language Assessment Teacher informs parents of all instructional program options and will assist in determining the program placement for the child on a case-by-case basis. They may request a conference with school staff to discuss test results.

MLLs are assessed annually with ACCESS to measure English Language Proficiency progress. Parents are annually notified of their child's test results and program placement. They may request a conference with the principal to discuss test results, program placement, or

other program options. Once students exit the program, they are monitored for two years to ensure that they are progressing adequately. If students are falling behind then a plan will be put in place to ensure that the needs of the student are met either in the general education setting or, if appropriate, back in an MLL program.

If your child is a student with a disability which requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction educational program will be utilized in coordination with your child's existing plan. All MLL instructional programs are designed to ensure that MLLs acquire full English proficiency and meet grade-level content standards.

All MLL instructional programs are designed to ensure that MLLs acquire full English proficiency and meet grade-level content standards. Bilingual and Dual Language programs mission is to promote bilingualism and biliteracy, grade level academic achievement and sociocultural competence (identity development, cross cultural competence and multicultural appreciation) for all students.

School Breakfast and Lunch Program

School meals are an extension of a school's health and nutrition program and help children develop a taste for nutritious foods. Providence Schools offers breakfast and lunch daily to students at no cost. Breakfast meals include a half pint of milk, a half cup serving of fruit or juice, and two servings of a bread product. The lunch meal includes a half pint of milk, two or more servings of fruit or vegetable, one or more servings of bread, and a serving of a protein food such as chicken, fish, beef or cheese.

We are required to have families fill out Household Income Surveys to establish our Free/Reduced lunch % for the District. Please find the [form here](#) and return to your school.



Transportation

For the 2026-2027 school year bus passes will only be given according to Providence School Board policy. Elementary and Middle School students will be transported by school bus, and high school students utilize RIPTA (Rhode Island Public Transit Authority) buses. The following is the mileage requirements for student transportation:

- Elementary School: 1 mile and above
- Middle School: 1 ½ miles and above
- High School: 1 mile and above

Exceptions to this policy will only be for students with special needs. For medical issues, a student's physician must submit a written document stating the reason why the student must be provided transportation. Please note that the document must be sent directly to the attention of: Kendra St. Hilaire, 182 Thurbers Avenue, Providence, RI 02905. For all students who have a special education case manager, the request for transportation must come from that manager or a Special Education supervisor. For additional information, contact Special Education at (401) 456-9330.

Conduct on School Buses

Appropriate student behavior is essential to the safe operation of the school bus. The slightest distraction to the driver may have significant student safety consequences. Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction for bus misconduct.

Student Supervision

The school district has supervisory responsibility for elementary and middle school children once they board the bus in the morning. Parents are responsible for the supervision and safety of elementary and middle school students receiving bus transportation from the time these children leave home in the morning until the time they board the school bus. The same rule applies at the time of discharge from the bus on the way home from school. Students 7 years old and younger will not be left at the bus stop unless a designated adult is there to greet them. If no adult is present at the time the bus arrives at the bus stop, the bus driver and bus monitor will keep the child on the bus and bring them to the bus yard where the parents may then pick up their child.



School bus monitors have been placed on each bus to maintain a safe and pleasant environment for the driver and the students being transported. For this reason, parents should make every effort to get to know their child's bus monitor and driver. When students have an experience that they are not happy about, we encourage parents to inform bus drivers and monitors of the situation so that if problems arise they can be quickly resolved with the help of the adults on the bus.

RIPTA Bus Passes -High School Students

High School students that reside 1 mile or further from their high school will be offered a monthly RIPTA Show & Go pass. Passes can be picked up at your child's school.

Protocol on busing to daycare/babysitting sites

If a student is eligible for busing to their home, i.e. lives the required distance from school (1 mile for elementary students, 1 ½ for middle school students) and the parent requests an alternate site for drop off at the nearest bus stop to a daycare center or a babysitter's residence, the alternate site will only be considered if there is room on the bus to the alternate address and there is existing stop near the daycare center/babysitter's resident. Students who are not eligible for busing will not be transported to accommodate alternative.



Opportunity & Access

The Providence Public School District believes that all students can learn at a high level. This requires all students to have access to a high quality, culturally responsive and sustaining learning environment in which educators value students' cultural capital and context to engage them in learning. The mission of the Office of Opportunity and Access is to promote and sustain a culture of dignity and respect that values equity, diversity, and belonging, increasing equitable access for students, so they may achieve a high quality and competitive education. We will advocate for young people and their families, and emphasize the importance of diversity in promoting the learning and development that leads to graduation, college, career, and a future of possibility.

The purpose of the Racial & Ethnic Equity Policy is to hold the District accountable to a formalized set of expectations that include:

1. Eliminating barriers that cause and/or perpetuate disparities
2. Creating systems and structures that support the diversity of our learners
3. Providing the professional learning for all PPSP employees to develop, support and sustain culturally responsive learning environments
4. Creating structures for student voice, empowerment and advocacy
5. Honoring family and community agency

6. Using an equity lens tool for all District and school-based decision making
7. Conducting regular qualitative and quantitative equity audits for schools and central offices and providing a publicly-available, detailed report to the School Board

The policy provides the context and framework necessary to define the strategies for PPSP employees to examine how race, language and culture affect district-wide practices and academic achievement, through the use of indicators such as: classroom grades, social-emotional and school culture data, family and community survey data, state and district assessment data, behavioral referrals, graduation rates, advanced course registration and completion, suspension rates and attendance.

Policy Regulations and Implementation Strategies

The Superintendent and/or the Office of Equity and The Superintendent and/or the Office of Opportunity and Access, will develop Administrative Regulations. These regulations will provide greater details for the full implementation of the Racial and Ethnic Equity Policy. The regulations must address institutional change, the development of researched-based practices, how to talk about race, and how to build capacity. The implementation strategies will reflect PPSP's Racial and Ethnic Equity Framework below.

Training and Oversight

The Superintendent and/or the Office of Opportunity and Access is responsible for developing and implementing a District-wide Racial and Ethnic Equity plan, with clear accountability metrics, that measure equitable outcomes for all PPSD students. The Superintendent and/or the Office of Opportunity and Access will report on the equity plan and outcomes to the Providence School Board and the community, at the end of every school year.

Definitions related to this policy are available in the Electronic School Board Policy Manual. You may find the policy [here](#).

Equity Framework

PPSD's Equity Framework consists of the following categories: Accountability & Transparency, Culture, Climate & Belonging, Family & Community Agency, Student Support & Empowerment, and Culturally Responsive Teaching & Learning.

These categories frame PPSD's Racial and Ethnic Equity Policy guidelines. The Superintendent and/or the Office of Opportunity and Access, will develop administrative regulations which will provide greater details for implementing (and sustaining) the Racial and Ethnic Equity Policy.

Accountability & Transparency: PPSD Equity Advisory Council

The Office of Opportunity and Access convenes the PPSD Equity Advisory Council that includes students, staff, family, and community members. Its membership is reflective of the diverse races and ethnicities within the District. The purpose of this group is to elevate the voices of our diverse communities by advising District staff, and helping to prioritize district-wide equity efforts, policies, strategies and investments.

Culture, Climate & Belonging

The Office of Opportunity and Access is invested in developing effective systems that affirm the diverse identities in our school communities; by prioritizing professional learning for all PPSD employees, focused on developing and sustaining a positive climate and culture. Additionally, the OEB partners with the Office of Human Resources to support the recruitment, employment, advancement, retention and continuous development of a workforce that is racially conscious and culturally competent.

Family & Community Agency

The Office of Opportunity and Access authentically engages, involves, and lifts the voices of families and the community, so they feel empowered and equipped to take an active role in the lives of young people. Opportunities for engagement include but are not limited to the following: conferences, advisory council, professional development, parent volunteer teams, and equity leadership teams.

Student Support and Empowerment

The Office of Opportunity and Access is invested in ensuring that effective systems and structures are created and maintained, at the school and district level that are responsive to not only the academic needs of young people, but to their behavioral, social-emotional, and socio-political needs as well. These systems must provide students with the time and space necessary to learn, to be heard, and to be seen as advocates and change makers. Click [here](#) to find out more about the opportunities for parents and young people to get involved.

Culturally Responsive and Sustaining Teaching & Learning

The Office of Opportunity and Access is committed to increasing the professional knowledge, skills, and capacity of faculty and staff so that they can effectively teach a racially and ethnically diverse student population. The OEB intentionally seeks and includes diverse racial and ethnic perspectives in the development and design of unique opportunities for learning. Specifically, professional development for educators is focused in the following areas: understanding how diverse communities learn, equity, unconscious bias, culturally responsive and sustaining classroom/school practices, equity focused leadership, gender affirming practices, systemic racism, anti-racist teaching, inclusive practices, street data, student agency and empowerment, and more.



School Security Protocols

An Emergency Response Plan that is built and reviewed in collaboration with the Providence Police Department, Providence Fire Department, and the Providence Emergency Management Agency.

The Emergency Response Plan outlines responsibilities of school staff during dozens of different emergency situations such as a fire, an active shooter, and natural disasters, among others. All building administrators receive training on the Emergency Response Plan throughout the year.

Below are some required elements of PPSPD's Emergency Response Plan:

- PPSPD requires 13 safety drills annually at each school for scenarios like a fire, active shooter, and building evacuations.
- PPSPD requires a Crisis Team be in place in every school building.
- Provides training and professional development for staff members during staff orientation and during school principal professional development days.
- Requires PPSPD Principals to establish a "closed campus" in their buildings by designating only one entrance and exit when feasible.
- PPSPD requires visitors to sign in and out at the school main office(s), and any unauthorized person in a school requires immediate response and a call to 9-1-1 if necessary.

The Providence Public School District reviews and updates the Emergency Response Plan every year.

The District-Wide Crisis Team provides additional support for schools responding to crisis situations.

Refresher training for administrators and staff are provided each school year, outlining emergency response protocols. PPSPD has increased the use of highly trained social emotional support staff at schools for students to help prevent and deescalate conflicts.

There is no finish line with school security. The Providence Public School District understands that a constant process of assessment and risk mitigation is necessary to ensure student and staff safety.

Communications to expect during an emergency or drill

An emergency situation at your child's school is a stressful situation for any parent or guardian. The Providence Public School District is committed to keeping you informed during emergencies.

Please note that it may take time to gather specific information during an emergency situation because the first priority of staff and authorities is to ensure safety. Once staff and authorities are able to provide information, it will be relayed to families as quickly as possible.

Many of these communications will be sent via the District's ParentSquare messaging platform. Parents are automatically enrolled in ParentSquare by providing a cell phone number when their child is registered for school. If you or another parent/guardian needs to sign up to receive ParentSquare messages from the District, please contact your child's school directly or contact our customer service team using the OnFlo application for [iPhone](#) or [Android](#).

The District has established procedures to provide information to families during a safety drill or emergency situation, ensuring all communications are available in multiple languages to accommodate our MLL families:

Safety drills

- Fire drills, evacuation drills, and lockdown drills are necessary to ensure everyone's safety during a real emergency.
- All parents will be notified via text message when a safety drill occurs at their child's school.
- These notices will be sent at the end of the school day, after the drill occurs. Notices of drills will not be sent ahead of time. This will help ensure that all students treat the drill seriously.

Emergency situations

- When a school is placed in "lockdown" or "secured building status" because of a safety concern, the school is expected to notify families of the situation via ParentSquare text message within 15 minutes, whenever possible.
- Families are asked to please understand that full details will likely be unavailable in the early stages of the situation, because building leaders are busy ensuring the safety of students and staff.
- An update will be sent to families via ParentSquare text message when the situation has been resolved and normal school activity resumes.
- During a prolonged emergency situation, parents will receive an update every 30 minutes with the latest information available.
- The school will provide a follow-up letter within 24 hours of the event with additional context of the incident and details of the school's response.

What parents and guardians should do during an emergency or safety drill

For the safety of everyone involved and to maintain order, we respectfully ask that parents and guardians abide by the following recommendations during an emergency situation or safety drill:

- Do not come to the school campus. A crowd can distract staff and first responders from the duties necessary to keep students and staff safe.
- Do not call the school offices. They will likely be busy with the drill or actual emergency.
- Do not contact students or staff members via cell phone or social media. They will likely be busy participating in the drill or receiving instructions from a staff member or from authorities during an actual emergency.
- Avoid social media posts about the safety drill or emergency situation. Information on social media can be highly unreliable and spread quickly. The correct information will be disseminated by the District as soon as possible.
- Please make sure the contact information on file with your child's school is current at all times so that you can be reached without delay in the event of an emergency.
- In the event of an actual emergency evacuation, you will receive notification on where to pick up your child as soon as possible.
- If you have any questions regarding safety drills or other safety concerns, please contact your school office.

Commonly used school security terms

Lockdown Procedure: This protocol is enacted when a dangerous situation that may result in harm to a person is taking place inside the school building.

Authorities are called immediately.

All staff and students have 3 options (Shelter in Place, evacuate the building, counter/fight).

Parents are notified as soon as the situation permits. Our first priority is to keep all students and staff safe and accounted for.

No one is able to enter the building or exit the building. If parents come, we will ask you to wait for clearance from authorities before you can dismiss your child.

Authorities have control over the school. We follow their procedures and recommendations to keep everyone safe until the lockdown is lifted.

Authorities follow procedures to ensure that the building is secure before lifting the lockdown.

Secured Building Status: This protocol is enacted when a dangerous situation that may result in harm to a person is taking place OUTSIDE the school building. This could be in the neighborhood or surrounding areas.

An example would be an active police scene that is near the school but unrelated to the school itself.

Police notify school officials when such an incident takes place near a school building.

In a secured building status, all exterior doors and windows are secured to help ensure the threat remains outside of the building.

No one is allowed to enter the building. If students are out for recess when a secured building status is called, the students are brought inside immediately.

Instruction is able to continue as normal once all students are inside the building and have been accounted for.

Parents are notified as soon as the situation permits. Our first priority is to keep all students safe and accounted for.

We highly recommend families NOT to come to the campus to keep yourself and others in the area safe.

Once authorities deem the external threat no longer exists, we are able to lift the status and resume normal activity.

Evacuation Drill: During an evacuation drill, students are safely escorted along a designated route to a predetermined evacuation site. At the end of the drill, students are escorted back into the school.

Student and staff safety is our number one priority. PPSD is committed to the ongoing assessment and improvement of school security. For the latest information on school safety, please visit providenceschools.org. We also understand that it is critical to keep students, families, and staff informed during emergency situations.

We highly recommend families NOT to come to the campus to keep yourself and others in the area safe. Once authorities deem the external threat no longer exists, we are able to lift the status and resume normal activity.

Safety at Home and School

Sex Offender Registry: As part of our ongoing commitment to student safety and community awareness, we want to remind families that information regarding registered sex offenders is publicly available through official government resources.

The Rhode Island Sex Offender Registry is maintained by the State Police and the Providence Police Department, which provides up-to-date information about individuals required to register under the law.

You can access the registry here: <https://risp.ri.gov/safety-education/sex-offenders>

We encourage all families to use this resource to stay informed. If you have any questions or concerns regarding school safety, please do not hesitate to contact the Providence Police Department, Special Victims Unit at 401-272-3121 or dial 9-1-1 for emergencies.

Firearms Safety at Home: Secure firearm storage is the law in Rhode Island. Rhode Island state law requires gun owners to securely store their firearms any time the firearms are not in their possession or control and to securely store firearms in premises under their control where a child or person prohibited from purchasing or possessing firearms is likely to gain access to them. Failure to securely store firearms as required by law may result in fines and/or criminal prosecution. Thank you for your continued support in keeping our schools safe.

WARNING: Access to a firearm in the home significantly increases the risk of suicide, death during domestic violence disputes, and the unintentional death of children, household members, or others. If you or a loved one is experiencing distress and/or depression, call the 988 Suicide and Crisis hotline or text "HOME" to 741741.

Academics & Assessments

The Office of Teaching and Learning at Providence Public School District (PPSD) supports all educators with the knowledge, skills, and resources that they need to provide every PPSD student with an equitable, culturally and linguistically sustaining, engaging academic experience. The team provides school administrators and teachers with professional development and coaching opportunities to acquire new skills and knowledge based on data-driven instruction. The Office of Teaching and Learning works together with educators to accelerate the achievement of all students; align curriculum to assure students are college and career ready; and prepare students for the 21st century global society.

The Teaching and Learning Office is located on the 3rd floor of the Central Office building: 797 Westminster St., Providence, RI 02909, (401) 456-9100

Grading Guidance

Grades are the primary method for communicating academic achievement among students, families and teachers. Providence Public School's grading policy establishes uniform practices that are consistent, accurate, and provide multiple opportunities to demonstrate progress toward course standards and content. These indicators will provide accurate and timely feedback to students, families, and administrators, which will create equitable opportunities for all students. A grading policy that creates consistency and reliability is an essential component of the district's role in developing and implementing accountability and performance monitoring systems.

These guidelines are derived and modified from [PPSD Board Policy](#).

Graduation

Each student in every school in PPSD must be supported to ensure they are able to not only meet the requirements for graduation, but also to reach success in their endeavors after graduation. The graduation requirements align with and expand on those set forth by the Regulations of the Council on Elementary and Secondary Education (Council).

To be eligible for a diploma, all District high school students graduating in 2027* shall meet the following conjunctive graduation requirements:

1. Successful completion of at least 21 courses through a District-approved course of study, in the following content areas:
 - 4 English Language Arts
 - 4 Math (recommended sequence Algebra 1, Geometry, Algebra 2)
 - 3 Social Studies
 - 3 Science
 - 2 World Language
 - 2 PE/Health
 - 0.5 Fine Arts
 - 0.5 Technology
 - Financial Literacy
 - 2 Additional Credits of Choice
 2. Participation in at least one college and career-readiness exam.
 3. Completion of one diploma-based assessment or approved student project.
- * For the complete graduation requirements policy and to see graduation requirements for the Class of 2028 and beyond visit our [website here](#).

Students who are determined to be eligible for the alternate assessment under federal law, state rules and regulations, and as noted in the student's Individualized Education Plan (IEP), may receive a diploma by meeting the above-stated graduation requirements through modified curriculum and proficiency standards.

Providence Diploma Distinctions

The Council on Elementary and Secondary Education has established designation externally to validate achievements of high school students, through flexible and personalized high school learning experiences, to allow public recognition of specific skills and to incentivize students to meet additional high standards beyond those needed to earn a high school diploma.

The council has adopted the following three designations:

- The **Commissioner's Seal Council Designation** certifies that a student is proficient in standards aligned to high school expectations in English Language Arts and Mathematics, as confirmed by external evidence.
- The **Seal of Biliteracy Council Designation** certifies that a student has demonstrated skill in the use of the English language and one or more

other world languages.

- The **Pathway Endorsement Council Designation** certifies that a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path.

Pursuing a council designation is optional, and students may choose which, if any, designation or combination of designations to pursue. Council designations may be earned at any time during a student's high school experience, but are contingent upon earning a diploma. Anticipated council designation shall be noted on students' transcripts as soon as the requirements are met, and will be noted on the students' diplomas as well.

Preparing for College - Free Application for Federal Financial Aid (FAFSA)

FAFSA is the Free Application for Federal Student Aid that is required to be used by all higher education schools in awarding federal student aid. FAFSA is important - Money for college starts with FAFSA. FAFSA can help students to qualify for grants, scholarships, work-study, and federal student loans. Each year schools hold FAFSA events and counselors pair up students and parents with community partners to explain the financial aid application, answer questions and help complete the required documents. Call ahead and speak with your child's school counselor in order to be sure that you are bringing everything that you need for this valuable exercise. If you are able to complete these forms early it will give you a better chance of gaining money for your child to go to college.

What do students and parents need?

- FSA ID (parent and student) create IDs at www.studentaid.gov.
 - Your social security number, driver's license, and/or A-number if not a U.S. citizen.
 - Your federal income tax returns, W-2s, and other records of money earned.
 - Your parent's income tax returns, W-2 forms, and 1040 forms if you're a dependent.
 - Bank statements, records of investments and untaxed income (if applicable).
 - A list of your post-secondary schools.
- Assessments

Learning is an ongoing process. Throughout the school year, teachers assess students on what they have learned and what they can do in order to best meet each student's needs. Assessments can serve different purposes, depending on the time of administration and type of assessment. Assessments include paper-and-

pencil tests, computer-based tests, oral and written reports, performances, and projects.

RICAS

Students in grade 3-8 take the Rhode Island Comprehensive Assessment System (RICAS). RICAS is a high quality assessment of English Language Arts (ELA) and Mathematics given to all Rhode Island students in grades 3-8. The RICAS assessment gives teachers, students, and families information about student progress, school performance, and how to improve teaching and learning.

The RICAS ELA assessment window is March-April. The RICAS mathematics assessment window is April-May.

Each student who takes the RICAS assessment in English language arts and mathematics, has a Student Score Report sent to their school to be shared with families. Further information about the Student Score Report can be found at www.ride.ri.gov/Assessment-Results

What types of questions will my child be asked?

Students will answer different types of questions to measure understanding in ELA and mathematics, including multiple choice, fill-in-the-blank, "technology enhanced" questions like drag-and-drop, and written responses. If you are interested in learning more about the types of questions on the assessment, check out the RICAS Released Items and Practice Tests at <https://ride.ri.gov/instruction-assessment/assessment/released-items-practice-tests>.

How long are RICAS assessments?

Total testing time varies by subject. Students complete sessions over several days or weeks. Suggested testing time per ELA session: 120-150 minutes and suggested testing time for Math is 90 minutes.

PSAT/SAT

The PSAT 10 and the SAT are the assessments administered to all 10th and 11th grade high school students in Rhode Island.

Increased participation in the PSAT 10 and the SAT was the first step toward ensuring more students are college and career ready. These assessments maintain an appropriately high standard for Rhode Island students and are good tools to help close the gap between expected future job requirements for post-secondary education and current college enrollment and completion.

i-Ready Diagnostic Assessment

i-Ready is a computer-adaptive diagnostic assessment used to measure student performance and progress in reading and mathematics. i-Ready serves as the district's primary tool for universal screening and ongoing progress monitoring in Grades K–9.

The assessment is designed to identify students' strengths and areas for growth, providing teachers with detailed data to help tailor whole-group, small-group, and individualized instruction. Results from i-Ready help guide instructional planning and support the identification of students who may need additional academic interventions through the MTSS process.

i-Ready Reading assesses key domains such as Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Comprehension of both Literary and Informational Texts. i-Ready Math measures students' knowledge in domains including Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

ACCESS Testing

ACCESS for ELLs 2.0® is a secure large-scale English language proficiency assessment administered annually to students in grades K-12 who have been identified as multilingual learners. Alternate ACCESS for ELLs is an English language proficiency assessment administered to students identified as multilingual learners who are unable to meaningfully participate in ACCESS for ELLs 2.0 because of significant cognitive disabilities. This paper-based assessment is given annually to monitor student's progress in acquiring academic English.

ACCESS is a standards-based assessment that is aligned with the WIDA English Language Development Standards and assesses the four language domains of Listening, Speaking, Reading, and Writing.

The assessment data and results are used to inform classroom instruction and assessment; to aid in programmatic decision-making; and to provide data for meeting federal and state requirements with respect to student assessment.

Testing Accommodations

Testing accommodations are available for students with disabilities as well as for students who are Multilingual Learners (MLLs). Accommodations beyond universal accommodations must be documented in the student's Individualized Education Plan (IEP) or Section 504 Plan.

Families should reach out to their child's school for support with testing accommodations.

Summer Learning Programs

High School Summer School Credit Recovery:

High School students who do not complete the necessary classes to successfully complete their course of study during the academic year will be referred to the Summer Learning Team. The Summer Learning Team will reach out to parents of students in need of recovering credit with information about Summer Programs that allow students to make up work that was missed during the regular academic year. School counselors and administrators may also reach out to parents utilizing their own communication methods. If you believe that your child is in need of summer programming to make up credits you can contact your child's counselor or administrator at the end of the academic year and request information or a conference in order to determine the appropriate course of action. Students seeking to make up classes in the summer may be limited to 3 classes during the summer learning period which generally spans 5-7 weeks depending upon the holiday schedule and the needs of individual students.

Summer Enrichment: PPSD makes every effort to offer summer enrichment opportunities for students in elementary and middle school programs. It is our sincere belief that when students are allowed to gather to collaborate, work and play together this effort prevents summer learning loss, encourages love of learning, helps students to develop stronger social and emotional skills and serves the community. Parents can explore programs offered by the City of Providence, PPSD, and through our partnerships. These programs can be found on our website in the spring, and a fair called *Eat, Play, Learn* is held annually at PCTA for families to explore summer learning opportunities, CTE programs, sports fundamental instructional programs, and other special projects for kids.



Specialized Instruction and Services

As defined by federal law, special education refers to specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. A “child with a disability” is defined as a child who is at least 3 but less than 22 years of age, who has been evaluated and found to have a disability and who, because of the disability, needs special education and related services. Providence Schools provide a continuum of special education and related services (occupational therapy, speech therapy, physical therapy, counseling, etc.) to students with disabilities. Special education services are provided in the least restrictive environment and include specially designed instruction to meet the unique needs of a student with a disability. If a parent suspects that their child may be in need of special education services, they should contact the school-based special education evaluation team and/or building principal and request a referral to special education.

The Special Education Process

A parent, teacher, or other individual having knowledge about the child may refer a child for consideration for special education services. When a child is referred to special education, the parent will receive a formal invitation to participate as a member of the school's evaluation team to review current academic and behavioral information and data regarding the child and determine whether there is a need for any additional data or information. The referral meeting takes place within ten (10) school days of the team's receipt of the

referral. Parental participation in this process is very important. The referral should include the following information as appropriate:

- Area(s) of concern
- Documentation of the modifications and interventions
- Documentation of the student's response to the interventions
- Medical history
- Attendance and Assessment data
- Implemented behavior plans results and data
- School history
- Personal Literacy Plan
- Other pertinent information as needed

At the conclusion of the referral meeting, the evaluation team may decide that a comprehensive evaluation is warranted, in which case parental consent is needed to proceed. The referral team may also decide that they do not suspect the child to have a special education disability but the child may need an intervention plan to be implemented to assist the child to be successful.

Evaluations

If the school-based evaluation team and parent decide that evaluations are warranted, the evaluations should begin no later than ten (10) school days after the receipt of parental consent. This process involves collecting/analyzing psychological, medical, social history, educational, and other information and assessment, which are used to determine if the student has a

condition which may significantly impact his or her educational performance, and must be conducted within sixty-three (63) calendar days from date of parental consent. If it is determined that a student is eligible for special education services, an Individualized Education Plan (IEP) must be developed within fifteen(15) school days.

Individualized Education Plan (IEP)

All students with disabilities must have an Individualized Education Plan (IEP). The IEP is a written plan describing a student's special learning needs and the special education services provided to meet those needs. The IEP team consists of parents; the student, as appropriate; a general education teacher, knowledgeable about the general education curriculum; a special education teacher and/or provider; a local educational agency representative who can commit agency resources; and others as requested. IEP Publications and Resources can be viewed on the website: <https://ride.ri.gov/students-families/special-education/iep-individual-education-program>

Regulations require that an IEP contain the following:

- A description of the student's present level of educational performance, as well as any concerns of the parent.
- A statement of annual goals, which may also include short-term objectives.
- A statement of the specially designed instruction and related services to be provided to the student.
- A statement concerning the extent to which the student will participate in the general education.
- The date when special services will begin including the frequency of services.
- Information about how and when the student's progress toward Individualized Education Plan goals will be evaluated.
- A list of needed curriculum, testing and classroom modifications and accommodations.
- A statement concerning the extent to which a student will participate in district and state-wide assessments.
- A statement of needed transition services and goals for students 14 years of age or older.

IEP Management

PowerSchool is a web-based system that Providence Schools utilizes that allows users to create, store, and manage accurate Individualized Education Plans for students from any internet access point. Student data is available within the system, eliminating duplicate data entry. The process is easy to learn and provides

electronic progress tracking against Individualized Education Plan goals, necessary special education forms, and e-mail alerts when key Individualized Education Plan updates are coming due, as well as many other convenient features.

Initial/Eligibility: A formal school conference where evaluation team reviews a students' evaluation results to decide if they qualify for special education services. If eligible, the team creates an initial IEP. Parents must consent to initial services.

Annual Review: An annual review is a scheduled IEP meeting which includes an IEP team that meets to develop, review, and revise the IEP of a student with a disability.

Re-evaluation: A re-evaluation is a review to decide if additional and/or updated information and evaluations are needed to determine individual needs and continued eligibility for special education and related services. A re-evaluation is required at least every three years.

The Individuals with Disabilities Education Act (IDEA) - State and Federal Regulations have been published in the Federal Register and are available at www.ride.ri.gov

Who can call an IEP meeting?

Anyone from the IEP team can call an IEP meeting

- Parent or legal guardian
- Local Education Agency (Teacher, administration)
- Students

If you have questions around your child's IEP please contact the Specialized Instruction and Services team call (401) 456-9330 or specialedservices@ppsd.org.

Physical Restraint Policy

The Providence School Department is committed to maintaining a safe school environment. We have developed procedures regarding the promotion of safety, including prevention, crisis intervention, and physical restraint. These procedures promote the use of positive, preventative behavioral supports that significantly limit the need for physical intervention and restrict the use of physical force.

For the complete policy, please visit the [PPSD Website](#).

Section 504 Plans

Section 504 of the Rehabilitation Act (1973) is a federal civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. The purpose of Section 504 is to ensure that no individual is excluded from

participation in, or denied the benefits of, or denied access to, any program or activity based solely on their disability, regardless of whether or not the program is a direct recipient of federal funds. This includes access for students with disabilities to district before-school, after-school or summer programs.

A student with a physical or mental impairment that causes substantial limitation of a major life activity may be eligible for a Section 504 plan.

Referrals can be made to the school principal when there is reason to believe that the student might be disabled and require reasonable accommodations or services to receive a free and appropriate public education (FAPE) that gives the same access to a public education to all students. A parent/guardian, teachers, school staff and others concerned can make a referral for a Section 504 evaluation.

For further assistance regarding this process please contact your child's School Principal and the District's

504 Coordinator in the Office of Special Education, 797 Westminster Street, Providence, RI 02903, (401) 456-9330.

Local Advisory Committee

The Special Education Local Advisory Committee (SELAC) is a group of Providence parents, teachers, school administrators and related service providers (social workers, psychologists, speech/language pathologists, etc) working together on behalf of children with IEPs.

SELAC plays a vital role in the success of special education programs and services by providing resources to parents as well as to special education staff. These resources help parents and staff deliver the best and most appropriate services to the children in their care. SELAC holds regularly scheduled meetings where child care is provided. For meeting dates, times, and locations please call (401) 456-9330 x 11320 or visit the Providence Schools Web site at www.providenceschools.org.

Early Childhood Programs

The Early Childhood special education program for the Providence School Department provides and oversees services for children ages 3 to 5 who experience developmental delays or other disabilities.

The Early Childhood program has five main functions:

- Collaborate with early intervention to transition children from infant services to school district special education services as mandated under the Individuals with Disabilities Education Act (IDEA).
- Maintain ChildFind activities as mandated under the Individuals with Disabilities Education Act (IDEA).
- Assess children for eligibility for special education and related services.
- Provide a continuum of educational placements for preschool students based on the students' least restrictive environment.
- Design and implement special education services (IEP) for preschool students.

The services include:

- Specially Designed Instruction
- Speech and language services
- Physical therapy services
- Occupational therapy services
- Adaptive physical education services
- Vision services
- Hearing services

In order to be eligible for any of these services, your child must be referred to the Office of Special Populations, be evaluated and must qualify for service, per Rhode Island regulations. When determining the level of service, we must look at the strengths and needs of the child and serve the child in the least restrictive environment, or as close to the natural pre-kindergarten setting as possible. All of PPSD pre-kindergarten classes align activities with the Rhode Island Early Learning Standards.

Integrated Pre-Kindergarten

Providence Schools recruits general education students as peers for its inclusive Pre-Kindergarten classes. There are two types of programming for Inclusion–

There are two types of programming for Inclusion– Full Day (3 day/2 day) and Half Day (AM/PM). The ratio of children with disabilities and the children who do not have disabilities is 7:8.

In order to be selected as a peer for the inclusion program, a child must complete and be considered age appropriate in the following areas:

- Developmental
- Speech and Language
- Hearing
- Vision
- Social/Emotional Development

After the screening is completed, if the child's results are age appropriate the parent is given an application. Parents can choose their first two choices of where they would like their child to attend.

A lottery is conducted at the end of June in order to place the children. Due to the limited nature of the program, every child does not always get into their first or second choice. Children who turn four on or before Sept. 1, are eligible to attend 3 day programming or PM programming. Other children are eligible for 2 day programming or AM programming.

These classes are currently located in of our elementary schools in the district –Young/Woods, Martin Luther King, Messer, Pleasant View, and Veazie.

In order to schedule a screening appointment, parents should call (401) 456-9100 x 13231 or visit <https://childoutreachprov.timetap.com>.

Child Outreach

The Providence Public Schools conducts free Child Outreach Screenings for children 3 to 5 years of age. The program provides families with information about their child's development and offers information about other resources that are available in the community. Child Outreach is a program sponsored by the RI Department of Education and the Providence Public School Department.

There are five components of the screening which are as follows:

- **Developmental** – this component shows your child's learning skills in a variety of areas: movement, language, thinking, socialization, and behavior. Your child will be doing special activities such as hopping, counting, drawing, following directions, identifying pictures and copying shapes, to name a few.
- **Speech** – this screening shows how your child expresses himself/herself. After warming up through conversation your child will be asked to say a number of words. This helped to check his/her ability to pronounce certain sounds that are appropriate for your child's age. This is called articulation. The second part of the speech screening focuses on expressive language: your child's ability to verbally express him/herself.
- **Hearing** – a screening which shows how your child's hearing is at the time of the screening. This should never take the place of an audiological exam if you suspect your child may have a hearing loss.

- **Vision** – utilizing a saving sign vision screener camera
- **Social/Emotional** – this screening is a questionnaire that you are asked to fill out in helping us to determine the needs of your child, if any, in this area.

If you would like to schedule an appointment, please call (401) 456-9100, ext. 13231, email childoutreachscreening@ppsd.org, or visit childoutreachprov.timetap.com

After your child's results are reviewed, an educator will determine if additional follow-up, including referral to our evaluation team, is required. With the parent or guardian's permission, screening results may be shared with your child's pediatrician and early care and education program.



Rhode Island Pre-K

The District also has 9 Full Day pre-kindergarten programs that are located at Kizarian, Spaziano, and Pleasant View. These classrooms are part of the RIDE Pre-Kindergarten program. This lottery happens every June at RIDE and the application can be found on the RIDE website. Students must be four on or Before September 1 to be eligible for this program.



Multilingual Learner Programs



This guide provides an overview of the programs available for Multilingual Learners (MLL).

For MLL questions, please reach out to ml@ppsd.org or call (401) 456-9256.

Dual Language Programs

These programs help students learn to read, write, and speak in both English and Spanish. Each program aims to develop bilingualism & biliteracy, academic achievement and multicultural competence.

DUAL LANGUAGE ONE-WAY (GRADES K-5):

Who is it for? Students whose home language is Spanish.

How it works: Students are taught by the same teacher in both languages. In Kindergarten, most of the day (80%) is in Spanish. As students get older, they use more English until it is an even 50/50 split by 3rd grade.

DUAL LANGUAGE TWO-WAY (GRADES K-12):

Who is it for? A mix of students who speak Spanish and students who primarily speak English.

How it works: Students have different teachers for English and Spanish. From Kindergarten through 8th grade, the time is split 50/50 between the two languages. In high school, students take at least three courses in Spanish.

Content Based Instruction (CBI)

This program focuses on helping students succeed in all subjects while primarily using English.

CONTENT-BASED INSTRUCTION

Who is it for? Multilingual students in grades K-12

How it works: In grades K-12, students attend core content and elective classes with their peers and receive an “English Language Development” block of instruction from an ESL-certified teacher. The “English Language Development” block is made up of MLLs.

CONTENT-BASED INSTRUCTION FOR NEWCOMER STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE):

Who is it for? Students who are new to the country in grades 2-12 who have had limited or interrupted formal education.

How it works: In grades 2-8, students attend core content and elective classes with their peers and receive an “English Language Development” block of instruction from an ESL-certified teacher. The “English Language Development” block is made up of MLLs.

In grades 9-12, students receive core content and an “English Language Development” block of instruction from an ESL-certified teacher. Elective classes are integrated with their peers.

Multilingual Learners (MLL) Parental Rights

- **Right to Public Education:**
Your child has the right to receive a public education regardless of immigration status or the language spoken at home.
- **Enrollment Without Immigration Status Disclosure:**
You can enroll your child in school without revealing immigration status or providing related documentation.
- **Interpreter/Translator Services:**
Federal law ensures you have access to a qualified interpreter/translator in your preferred language for important school interactions.
- **Written Notifications:**
You will receive written notices in English and your preferred language about your child's identification as an MLL and their placement in a Bilingual/Dual Language or ESL program.
- **Orientation Session:**
An orientation session provided by a Language Proficiency Screener will cover initial placement test results, program goals, and requirements, conducted in your preferred language before final program placement.
- **Progress Information:**
Families have the right to receive information about your child's English language development and, if applicable, their home language development.
- **Meetings with School Staff:**
Families have the right to meet with school staff to discuss your child's learning and language development progress.
- **Program Placement:**
All MLL students have the right to be placed in a Bilingual/Dual Language or ESL program within 10 days of enrollment, with the option to waive the placement.
- **Equal Access to Programs and Services:**
All MLL students have the right to equal access to all school programs and services, including Special Education, without limitations due to MLL services.
- **Content Instruction:**
All MLL students have the right to receive content instruction in English and other subjects at the same academic level as other children.
- **Extracurricular Activities:**
All MLL students have the right to full access to extracurricular activities, and MLL services do not limit participation.
- **Support Services:**
All MLL students have the right to receive support services aligned with any intervention plans provided to all students.
- **Annual Testing:**
All MLL students have the right to be tested annually to determine progress in English language development, and you will receive information about academic test performance.
- **Continuous Enrollment:**
All MLL students have the right to remain continuously enrolled in a Bilingual/Dual Language or ESL program while classified as an MLL.

Health & Wellness

Providence Public Schools is committed to promoting and supporting the health and well-being of all our students, families, and staff. We believe that a healthy learning environment is one in which good nutrition is available, students engage in regular physical activity; physical and healthy education are regarded as essential to the core educational program; social and emotional wellness are promoted and actively modeled throughout all schools; and students and staff learn and practice positive lifestyle behaviors.

Immunization Requirements for Kindergarten to Grade 12

All students enrolling in the Providence Public School District are required to present immunization records. For a complete list of immunization requirements visit: <https://www.providenceschools.org/immunizations>

School & Sports Physicals

All students enrolling in the Providence Public School District are required to present an up-to-date written physical administered by a physician, physician's assistant or nurse-practitioner if coming from outside the state of Rhode Island. Additionally, students entering the 7th grade are required to provide an updated physical (there is a six-month grace period to make one available). Prior to trying out for a school sport, all athletes must provide a sports physical administered by a doctor or physician's assistant within 30 days prior to the start of the sports season. One sports physical per year is sufficient. Forms for the physicals may be obtained from the student's coach or school nurse/teacher.

Sports Eligibility and Insurance Requirements

Parents of high school athletes who are interested in practicing, trying out for and participating in a school sport must do the following:

Complete a sports participation packet that includes submitting your child's sports physical paper from a physician or nurse practitioner that is less than one year old OR a note from your child's school nurse that explains that your child has successfully submitted a physical examination at your child's school building.

Present a copy of your child's medical insurance card



or buy coverage through your school prior to your child practicing with his/her intended team.

Student must pass 60% of his/her classes from the previous school year's fourth quarter in order to be eligible for fall sports participation under the Rhode Island Interscholastic League (RIIL) guidelines. The school athlete will also have to pass the same number of classes for the previous quarter to be eligible for winter and spring sports participation and should remain in good academic standing during active sports participation as well. This rule is necessary because the organization that monitors and supports high school sports programs requires this in their guidelines as well as other behavior standards that they assign to athletes who participate in school athletic programs in RI. See the RIIL website for more information and to learn about requirements for athletic success, safety and participation.

Administration of Medications

Parents must provide written authorization for school nurses/teachers to administer medicines and prescription medications. All forms must be completed by a physician with a diagnosis and directions for dispensing the medication. Authorization forms must also be signed by the parent/guardian. All medication is dispensed by the school nurse/teacher unless specified on the form that older students can self-medicate. Authorization forms may be obtained from the school nurse/teacher. All such medications must be turned in directly to the school's nurse/teacher by the parent or

guardian prior to the start of school.

Dental Screening Programs

Providence Public School students in grades K-5 receive dental screening annually. Students will be screened at least once between 6th and 10th grades. Students who have their own private dentist must show proof to be exempt from the school screening.

Health insurance

At the start of school each year, Providence Schools makes school health and dental insurance available to each student enrolled in the district. A variety of options are provided to each parent/guardian for consideration.

Hearing tests

School children in pre-kindergarten programs operated by public school districts, as well as school children in grades K-3, and any students new to a school without prior record of hearing screening shall be given a hearing screening courtesy of the Rhode Island School for the Deaf.

Vision tests

Upon entering Kindergarten or within thirty (30) days of the start of the school year, the parent or guardian of each child shall present to the school nurse certification that the child has passed a vision screening within the

previous twelve (12) months. The screening must have been conducted by a healthcare professional, licensed by the Department or a comprehensive eye examination must have been performed by a licensed optometrist or ophthalmologist. Every student will be given a vision screening at least upon entry to school and in the 1st through 5th, 7th and 9th grades.

Medical conditions

If your child has a chronic health condition, such as asthma, allergies or diabetes, you should notify the school nurse immediately so that proper procedures can be developed to assist your child. For more information, call your school principal or school counselor.

Home & Hospital instruction

Home and hospital teaching services are provided to a student who is temporarily unable to attend school for certified medical reasons. Home/hospital teaching is a short-term, itinerant instructional service with specific guidelines. Home/hospital teaching is provided to a student who is convalescing or receiving treatment at home, in a therapeutic center, or in a hospital. Requests must be submitted to the school nurse.

Peanut/tree nut allergies

Parents and guardians: It is important that you immediately notify your child's principal if your child has a known allergy to peanuts or tree nuts.

In accordance with the General Laws of Rhode Island, all school districts must have a policy and protocols designed to provide a safe environment for students with peanut/tree nut allergies, including the development of an individual health care plan and an emergency health care plan for each student with a peanut/tree nut allergy. Depending on the nature and extent of the student's peanut/tree nut allergy, the individual health care plan may call for the following measures to be taken in the school: posting of signs in the school; the prohibition of the sale of particular food items in the school; the designation of special tables in the cafeteria; all individual health care and emergency health care plans must be developed collaboratively and be signed by the student's parents/guardians, school nurse, the student's health care provider, and the student (if appropriate).

MRSA Skin infections

MRSA (Methicillin-resistant *Staphylococcus aureus*) is a type of staph bacteria that is resistant to certain

antibiotics including methicillin, oxacillin, penicillin and amoxicillin. As long as the germ stays only on the person's skin, MRSA is not usually a problem. However, if the germ gets inside the body through a cut or a scrape, it can cause a skin infection. The skin infection looks like pimples or boils that are red, swollen and may have pus or other drainage.

Most MRSA infections are treated by good wound and skin care that includes keeping the area clean and dry, washing hands after caring for the area, carefully disposing of any bandages, and allowing the body to heal. Sometimes treatment requires the use of antibiotics. If antibiotics are needed, it is important to take all the doses.

If parents suspect that their child may have a MRSA infection, they should call their healthcare provider. The Providence School District Asks that parents also notify the nurse or principal at their child's school. This will help the schools to monitor the number of students who may have the infection, as well as allow the school nurses to make sure all MRSA skin infections are being treated properly to minimize the possibility of spreading the infection.

Students with MRSA skin infections may attend school, unless directed by a physician. Exclusion from school should be reserved for those with pus or drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene. Students with active infections should be excluded from activities where skin-to-skin contact is likely to occur (i.e., sports) until their infections are healed.

Respiratory viruses

Respiratory viruses such as: COVID-19, Flu, and respiratory syncytial virus (RSV) are common especially in the winter months. These illnesses may last many days, and people are considered to be contagious as long as symptoms persist. If you or your child are showing respiratory virus symptoms, we recommend that you consult with your health care provider and remain at home until you are fever free for 24 hours without the use of medications and symptoms are improving. Providence Schools wants to remind parents and staff members of the importance of reinforcing prevention actions to stay healthy. Please continue to communicate the importance of these behaviors to your children.

What each of us can do to Prevent the Spread of respiratory viruses:



- Stay up to date with recommended vaccinations.
- Sneeze or cough into a tissue, elbow or sleeve. Throw the tissue in the trash immediately after its use.
- Wash your hands often with soap and water, especially after coughing or sneezing. Alcohol-based hands cleaners are also effective.
- Avoid touching your eyes, nose or mouth. Germs spread that way.
- If you or your child are sick, you should contact your health provider and stay home.

Students should stay home when they have any of the following symptoms:

- Fever (temperature 100 degrees or higher),
- Vomiting or diarrhea,
- Blistery rash,
- Heavy nasal congestion or frequent cough, and
- If your child has been diagnosed with a contagious disease.

If you have any questions, please contact your child's principal or school nurse.

For current information on respiratory virus protocols and procedures, please visit the Rhode Island Department of Health's Website: www.health.ri.gov/respiratoryviruses/

Annual Asbestos Notification to Parents

The Asbestos Hazard Emergency Response Act (AHERA) requires all school districts, public and private, grades K through 12, to inspect each of their school buildings for asbestos-containing materials. Also, school districts must develop management plans that outline how asbestos-containing materials will be handled in each of the school buildings.

The Providence Public School Department is committed to remaining a safe and healthy environment for all

children, employees and guests in our schools. PPSD will continue, as it has in the past, to monitor, inspect and repair any asbestos containing materials. Copies of the Management Plan and Inspection Reports are available upon request for review at each school office, as well as the Office of Plant Operations, located at 797 Westminster Street, Providence, R.I. 02903.

PPSD shall notify staff and families, in advance, if abatement will be performed within your child's school building. Unless an emergency arises, all asbestos abatement will be performed during the weekend or school holiday period. If you would like more information regarding the AHERA Program, you may contact the Office of Plant Operations at (401) 456-9100.

Tobacco Free Policy

The Providence School Board approved a Student and Staff Tobacco Free Policy on December 13, 2010 and revised in 2017. Preventing tobacco use on school campuses and at school events is critical to creating a maintaining a safe, healthy school environment, and maximizes the health of students, employees and visitors by protecting them from the known hazards of tobacco use and exposure to environmental smoke.

The Tobacco Free Policy prohibits tobacco use at any and all times that school properties are being used for educational and/or department-related activities, by all persons (students, staff, parents, visitors and other non-school personnel); on school property (buildings, grounds and fields); in school vehicles and those used for school purposes; and at school-sponsored events, both on and off school property.

Smoking and use of electronic cigarettes/vaping, marijuana ingestion or other similar devices in public schools

The "Smoking Restrictions in Schools Act" prohibits tobacco product usage within any school building.

Tobacco product use and electronic cigarettes or similar devices that allow the inhalation of nicotine is prohibited inside any part of school buildings, on school buses or any other vehicle, transporting students, in parking lots, on athletic playing fields, or any other areas designated as school property.

Tobacco product use shall mean the smoking or 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, or having in one's possession a lighted cigarette, cigar, pipe, or other substance or item containing tobacco. Electronic cigarette or other device use means the use of a device that allows the inhalation



Students participate in the second annual student led Mental Health Fair at Providence Career and Technical Academy.

of nicotine or other substances not including inhalers prescribed for the treatment of asthma.

Student Compliance for Possession of Tobacco Products or Use of Electronic Cigarette or Other Devices: Students who possess tobacco products or electronic cigarettes, or other devices that allow the inhalation of nicotine or other substances shall have them confiscated and have their parents notified.

Reporting Suspected Child Abuse & Neglect

In accordance with Rhode Island law, any person who suspects that a child has been subjected to abuse shall immediately notify the school principal, who will in turn notify the appropriate individuals in Central Administration and the Rhode Island Department of Children, Youth and Families.

An abused child is defined as follows: a child whose physical health, mental health, or welfare is harmed as a result of the actions, or inactions of a parent, sibling or other person responsible for the child's welfare. Types of abuse include excessive corporal punishment; a risk of physical or mental injury; sexual abuse; failure to provide adequate food, clothing, shelter or medical care; failure to provide supervision or guardianship; and abandonment or desertion.

Mental Health Support

In addition to support provided by school social workers and psychologists, Providence Public Schools has a partnership with Hazel Health for students can get telehealth care. High school students can get teletherapy at school or at home on any smartphone, tablet, or computer. Middle school and elementary school students can get teletherapy at home on any smartphone, tablet, or computer. All Hazel Health visits are safe and confidential.

This service is part of a partnership to expand access to comprehensive, virtual mental health services to students across the state of Rhode Island. This new service will not replace current school and district-level efforts but rather complement them. Hazel Health, the nation's largest school-based telehealth provider, provides access to school-centered virtual healthcare services in school or at home to more than 4.7 million students across the nation. In Rhode Island, the service will be available to approximately 130,000 students, with mental health referrals generally for children ages 8 and older.

The service is available to students from 7am-7pm. Hazel Health services will also be available during the summer from 7am-7pm as well so students can continue receiving access. Students must have an 18+ adult in the home with them. Learn more about how teletherapy works, care coordination, and intake visits by visiting the website: <https://getstarted.hazel.co/district/providenceschools>.

School Improvement

Leadership Opportunities for Parents

As part of the Education Accountability Act of 2019 all Rhode Island public schools are mandated to form School Improvement Teams (SITs) to support and develop guidelines to meet the needs of students with learning, community and social emotional goals that are specific, measurable, achievable, relevant and time-bound (SMART goals). These teams are also required to meet monthly or quarterly in order to develop a School Improvement Plan (SIP) or a Comprehensive School Improvement Plan (CSIP) if they have been designated as a turnaround school by RIDE. More information about school accountability can be found at RIDE under the heading School Report Cards.

The Education Accountability Act was created to increase school-based management, allow SITs to have a role in decision making in 4 key categories:

- School Improvement Plans
- School Budgets
- Hiring
- Meeting Student Needs

This act also determines that a protocol should be put in place by school boards to facilitate the establishment of SITs, and develop procedures for the election and/or the appointment of School Improvement Team members.

Teams should consist of the following members:

- Principal
- Teachers & Education Support Employees
- Department Heads (if they exist in the school)
- Parents (2-3)
- Students (1-3)
- Community Representative

For CSI and redesign schools, Community Advisory Boards (CABs) can collaborate with SITs and add to the vision of schools in Providence. For more information about volunteer opportunities in this area please visit

your local school or preferred school for information. In addition to having an effective SIT, every Providence public school should:

- Set aside space and resources for parent meetings
- Schedule time each week for teachers to contact or meet with parents to provide information and support and to monitor student attendance
- Respond promptly to questions and requests from parents
- Communicate regularly with parents in the language spoken in the home through the use of contracted translation services provided by companies such as Effectiff, a live, real-time translation service provided to teachers to allow communication in 16 languages, or through the FACE office
- Provide opportunities for two-way communication so that families can give input and feedback both digitally (ParentSquare), through paper correspondences (backpack notices) and/or through the parent guardian email system provided in our Student Information System (Skyward)
- Share and explain student data in a family-friendly format
- Inform parents in a family-friendly format of strategies to improve student achievement at school and home
- Provide parents with a syllabus (a written summary that acts as a contract) of the main topics covered in each academic class
- Provide interpreting and translation support for all engagement opportunities

Dress Code

Students must come to school in appropriate attire:

- Pants, shirts and blouses must not be revealing/see-through.
- Exposed undergarments or midriffs (belly shirts) are not acceptable.
- Tank tops and tube tops must be worn with a shirt with sleeves.
- Shorts and skirts must come down to the length of the student's extended fingertips.
- Spandex clothing is permitted in physical education classes only.
- Hanging pocket chains, sunglasses, hats, do-rags, handkerchiefs, bandannas, gang paraphernalia and clothing that displays profanity, encourages violence or the use of drugs, alcohol or tobacco, or has sexual connotations are not permitted.
- Words or images on clothing may not be vulgar or advertise alcohol, drugs or gang affiliation.
- Students participating in physical education shall be allowed to wear any color of shorts or sweatpants and T-shirt without penalty.
- Scarves and/or hats for religious or medical purposes are accepted and respected.

Student Code of Conduct

The Student Code of Conduct serves a number of important purposes.

- It sets expectations for student behavior on school property, at school events and on transportation to and from school.
- It establishes standards of personal conduct for all students.
- It supports the development of ethically sensitive and responsible students.
- It recognizes that students are a vital part of the school community and should have healthy relationships with the school.
- It provides guidelines for consequences depending on the severity of the infraction and recommends interventions for problem behaviors.

The latest revisions to the Student Code of Conduct were developed over multiple years and involved input from teachers, students, principals, families, community members and external partners. It is important to note that for several years, schools had already been following many of the guidelines articulated in the revised code.

The revisions bring PPSD's Code of Conduct into compliance with state law R.I.G.L 16-19-1, which does not allow the use of out-of-school suspensions for attendance-related infractions. It is important to stress, however, that there are clear instances, such as all zero-tolerance infractions, when out-of-school suspensions should and must be enacted.

The revised code of conduct highlights the value of restorative practices for minor infractions. Restorative practices teach students to build their own self-awareness of their actions and their impact on others. This deeper understanding has the power to give students the skills to take positive actions to repair harm and change their behavior.

The revised code aligns well with our newly adopted Multi-Tiered System of Supports, which offers levels of student support to build social emotional skills, address problem behaviors and offer outside interventions when needed. The code now gives an in-depth explanation of the Student Disciplinary committee and the appeals process. The code also provides more detailed discipline guidelines for students with disabilities.

Other changes: The maximum time for level-one suspensions has been shortened from 10 to five days. Chronic level-one behavior can no longer be used as a reason for a referral to the Student Affairs Office.

What Has Remained: The Same Student infractions are grouped by level, depending on severity.

Students with Disabilities

Students with disabilities are expected to follow the behavioral expectations/codes of conduct specified in the District's Code of Conduct and Parent Handbook. The behavioral expectations/codes of conduct should be taught, enforced, advocated and monitored with all students so that s/he is aware of what behavior

is expected at school. If a student with a disability is having behavioral concerns at school, parents and/or school personnel should request a Functional Behavioral Assessment (FBA) to determine the function of the student's behavior and appropriate strategies to teach and support replacement behavior. Following the assessment, an Individualized Education Program (IEP) meeting is held to discuss appropriate instruction, behavioral interventions and support to assist in improving the student's learning and behavior.

Students with disabilities have extra legal protections when a student's disciplinary removal constitutes a change of placement. The Maximum number of days a student with a disability can be suspended shall not exceed 10 cumulative days in a school year. Prior to the 10th day of suspension, an IEP team must meet to conduct a manifestation determination review to discuss services and determine whether the student's behavior is a manifestation of his/her disability.

If the District removes a student with a disability from a placement as result of disciplinary action, the District must continue to provide educational services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals in the student's IEP. The District must also provide, as appropriate, a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior and improve the student's learning and outcomes. If a parent or student has further questions or concerns regarding this process, please call the Office of Special Education at (401) 456-9330 and ask to speak to the Special Education Director.

Delivery of Consequences

All members of the school community need to teach, reinforce and model expectations. They must also respond swiftly and with authority while delivering consequences to unacceptable behaviors in order for schools to facilitate the development of self-discipline in students. Systematic recognition of students' social and academic improvement and successes may limit incidents of misbehavior. Clear and concise expectations are essential for the understanding and support of an orderly school environment by students, families, school personnel and community partners. Consequences should match the severity of the behavior as defined in the Code of Conduct.

Every member of the Providence School Department is responsible for addressing student behaviors observed in the Scope of Discipline that compromise any student's right to learn or threaten the safety of the

Violation		
- Disrespectful language or gestures - Refusal to follow directions	- Out of seat - Dress Code violation	Talking back
Non-compliance		
- Possession or use of any tobacco product - Coming unprepared to class	- Leaving class without permission - Inappropriate use of personal electronics - Cutting class - No pass	- Calling out, yelling - Eating in class - Late arrival to class - Teasing, name-calling
Aggression		
- Pushing, shoving - Throwing items - Bullying - Cheating	- Inciting violence - Minor property theft - Harassment	- Verbal arguments - Minor graffiti
Consequences to be determined in concert with administrators:		
- Home contact - Detention – before school, after school, during lunch	- Restitution - Parental visit at school	- Loss of non-academic privileges - School-based community service

school community. By School Department we mean the full complement of adults in any given building at any given time before, during or after normal school hours. Those adults include administrators, itinerant teachers, substitute teachers, non-academic instructors, evaluation and support teams, administrative substitutes and visiting central office staff. In Providence Schools, inappropriate behaviors will have consequences. Restitution is the expected foundation for building our consequence map.

Choices for Making Restitution

- Sincere apology (verbal or written)
- Written apology includes the identification of inappropriate behavior, the identification of rule violated and an understanding of why this is unacceptable
- Clean graffiti
- Return property
- Repair/replacement of damaged or stolen property
- Assisting teacher/student/custodian before or after school

- Make-up of academic assignment
- Change of seating/out of group work for a defined period of time
- Behavior contract

Level 1: Student behaviors addressed by the observing adult that do not meet Providence Schools' expectation of respect and compromise the Community of Learners. The teacher is encouraged to deal with the Level 1 behaviors but retains the right to call upon an administrator to assist in the delivery of consequences or to model strategies for managing Level 1 issues in the classroom.

Consequences applied as appropriate to the severity of the offense: in addition to all those consequences and restitutions offered in level 1:

- In school suspension with behavior supports
- Mediation
- Referral for learning supports
- In school interventions (i.e., timeout, focus room following district protocols), behavior contracting/monitoring by teacher/ teams/administrators)
- Mandatory social skills training (i.e., anger management, problem solving, aggression replacement therapy)
- Referral to SAO/Police/Office of Student Opportunities
- Two hour Friday detention with anger management workshops or other appropriate skills training program

Out of school suspension (any out of school suspension requires an in-school plan for prevention/intervention to avert further problems)

Level 2: Student behaviors requiring interaction with administration that do not meet Providence Schools' expectation of respect and compromise the Community of Learners. All alleged criminal behaviors will automatically result in referral to the Providence Police and the Office of Student Personnel

Level 3: Student behaviors requiring interaction with administration and automatically resulting in a referral to the Providence Police and the Office of Student Affairs that do not meet Providence Schools' expectation of respect and compromise the Community of Learners.

Violation (depending on Severity)

- Possession of controlled substance
- Physical assault
- Possession of a weapon
- Sexual assault

Consequences

All of the above, including:

- Student/family advisement/counseling
- Exclusion

Definitions for the Code of Conduct

ACCOMMODATIONS: Adjustments made in the classroom or learning environment of a school that provide appropriate support for students struggling with teaching and learning by creating conditions for success.

APPEAL: An opportunity to formally challenge any disciplinary action.

ASSAULT: A physical act of aggression on another that is not precipitated by any physical aggression of the victim.

CHRONIC: Three (3) or more instances of a similar behavior defined in Levels 1, 2 and 3 for which interventions are not having observable impact.

COMMUNITY SERVICE: Organized and structured opportunities for students to contribute to the betterment of the school community.

CONFERENCE: A non-public one-on-one conversation between a school professional and a student and/or family member regarding observed behavior that is disrupting the learning environment. A conference should include both members describing their concerns, with the responsible adult specifically describing how the observed behavior is a barrier to learning or is disrupting the learning of others. Each conference should be resolved with an agreed-upon plan for improvement. Conferences should never involve public humiliation of a student.

DISABILITY: Evaluated determination of intellectual disability, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, emotional disturbance, orthopedic impairment, autism spectrum disorder, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or requires special education and related services.

FIGHTING: A mutually agreed to or mutually spontaneous eruption of physical aggression between two or more individuals.

INTERVENTION: Any attempt to involve the student, family, teachers, school-based support staff, community providers and/or agencies to help support improvement in behavior, teach new behaviors, motivate, and/or hold students accountable who are not upholding the expectations defined in the Code of Conduct.

GRAFFITI: Minor - Writing or painting on property other than one's own that cleans up easily. Major - Writing, painting or carving on property other than one's own that is permanent.

THEFT:

Minor - Any theft of small items such as school supplies. Major - Any theft of valuable items or school equipment involving destruction of school property, physical harassment and/or malicious intent.

NON-ACADEMIC SCHOOL PRIVILEGES: Any student privilege that is not an element of the fundamental education program. This does not include food, physical education class, art class, music class or field trips.

RESTITUTION: Describes a type of consequence that is developmentally appropriate, directly related to the misbehavior and intends to recover any emotional, social or physical harm inflicted.

VERIFIED LETTER: Any written note on professional letterhead and/or with a parent's signature which includes an explanation for absence that falls under the definition of Excused Absences.

WEAPON: A loaded or unloaded firearm or look-alike firearm or pistol, knife, razor, martial arts device, gas repellent, mace, stun gun and/or any tool or instrument that school administrative staff could reasonably conclude as being capable of inflicting bodily harm.

Discipline in Providence Schools

The right of each student to learn will not be compromised. Every school must ensure the safety of all members of its community. Maintaining school connectedness is the driving value for all disciplinary action.

Providence Schools' discipline Strategy:

- Maintain Clear Expectations
- Teach Expectations & Related Skills
- Model Expectations
- Provide Positive Recognition
- Consistently Deliver Consequences and Interventions

Effective discipline will be implemented through effective partnerships with students, families and the community. Expectations and consequences for student conduct will reflect a balance between the responsibilities and rights of the individual and the responsibilities and rights of the school community. Providence Schools will maintain positive environments that are conducive to effective and efficient learning and

value the need of students, families and staff members to feel proud of, connected to and safe in their school.

Scope of Discipline

It is the responsibility of all school personnel to maintain student discipline before, during and after the school day in school buildings, on school premises, at other locations while attending school-sponsored activities and while in transit to or from school.

School-based Decisions

Each school in the Providence Public School District has its own unique culture and community of individuals. It is essential to the success of all of our students that the individuality of each school be nurtured and celebrated. At the same time, Providence Schools understands that students move from elementary school to middle then high, and families have multiple children in multiple schools. In order to support the successful engagement of families and community partners with the Providence Schools, district-wide expectations are necessary. Therefore, every school will follow the District-wide Code of Conduct.*

Schools may add additional expectations when those expectations meet the following criteria, are submitted to the District, and pass legal review:

- Are enforceable;
- Aid teaching and learning;
- Can be modeled by adults;
- Are agreed to by the school community.

As part of each school's school improvement plan, school-based initiatives will be designed to increase attendance and decrease disruptions to teaching and learning by building positive school cultures and maintaining school connectedness.

Behaviors and consequences a community of learners:

The mission of public schools is to provide every student with a free and appropriate education. In order for schools to maximize the engagement of students in their education, schools must purposefully foster the development of relationships between students, faculty, administration and support staff around the common mission of becoming a Community of Learners. This prevents disruptions to teaching and learning by creating a positive learning environment, ensuring the safety of all members.

Language of learners: It is the expectation of Providence Schools that all members of the school community refrain from swearing, or using language that stereotypes, generalizes or violates the confidential

rights of others. Individual student needs should be discussed between school professionals only when discussion is intended to improve the educational outcomes of those students. It is expected that all members of the school community use language that promotes human dignity and respects individuality.

Cell Phones and Personal Music devices: In accordance with Rhode Island state law, cell phones must be turned off during the school day. Students may not use cell phones during learning time.

All emergency calls must be directed to and from the school office. The use of personal music devices/electronics is never allowed during class time or passing time, project-based activities or cooperative learning experiences. Teachers retain the right to select and play music during class.

Bullying and Harassment

The Providence School Department believes that preventing bullying and/or harassment is critical for creating and maintaining a safe, secure, positive school climate and culture, which supports academic achievement, increases school engagement, respects the rights of all individuals and groups, and purposefully builds community. To protect the rights of all individuals to engage in teaching and learning, bullying and/or harassment of/by any student, teacher, administrator, staff member, parent, or community partner, participating in any sanctioned school activity is prohibited. If a student feels that he or she is being bullied and/or harassed, the student and/or his/her parent or guardian should notify the school principal and/or specific identified person in each school building responsible for receiving and following up on such incidents. If the identified staff are not available, the student and/or his/her parent or guardian may call the Parent Call Center at (401) 456-0686.

Definition of Bullying and Harassment: Bullying is defined as the victimization, intimidation or mistreatment by others in the school community, based on unequal physical, psychological or social power or perceived power.

Bullying implies behaviors that can cause physical and/or emotional harm, are unwelcome, intentional, unprovoked, and usually repeated. Bullying can be verbal, physical, direct (face to face), or indirect (e.g. through another person, in writing, etc). Bullying includes cyber-bullying.

Cyber-bullying is defined as any willful and repeated harm inflicted through, but not limited to, the use of

computers, cell phones, and other electronic devices.

Harassment is defined as unwelcome, intentional, unprovoked discriminatory behavior toward an individual or individuals, motivated by prejudice based on any one or more of the following real or perceived characteristics and/or legally protected categories: race, color, religion, ethnicity/natural origin, disability, sex, sexual orientation, gender identity, and age. Harassment includes cyber-harassment.

Cyber-harassment is defined as any willful harm inflicted through, but not limited to, the use of computers, cell phones, and other electronic devices, motivated by prejudice based on any one or more of the real or perceived characteristics and/or legally protected categories listed above.

State Resources Regarding Bullying and Cyberbullying

Bullying and Cyberbullying will not be tolerated in the Providence Public School District, and across the State of Rhode Island. Below are linked resources provided by our State:

- <https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/RI-Statewide-Bullying-Policy.pdf>
- <https://ride.ri.gov/students-families/health-safety/bullying-school-violence>
- <http://webserver.rilin.state.ri.us/statutes/title16/16-21/16-21-34.htm>

Dating Violence/Sexual Violence

The Providence School Department believes a positive school culture which respects the rights of all individuals, purposefully builds community and values school connectedness is the best way to prevent dating violence and/or sexual violence. To protect the right of all students to learn in each Providence Public School, no dating violence and/or sexual violence will be tolerated. Each member of the Providence schools' community is responsible for reporting any observation of dating violence or sexual violence or credible information that such an act has taken place. This information should be reported to the school principal and/or specific identified person in each school building responsible for receiving and following up on such incidents. If the identified staff person is not available, the student and/or his or her parent or guardian may call the FACE Office at (401) 456-0686. All school community members shall treat any allegation of dating and/or sexual violence as a confidential matter in order to protect the privacy of the victim, the alleged perpetrator, and any other involved parties.

Definition of dating violence/sexual violence

- Dating violence is a pattern of behavior where one person uses threats of, or actually uses physical, sexual, verbal or emotional abuse to control his or her dating partner.
- Sexual violence means sexual harassment, sexual assault, or rape. In cases of sexual violence, the perpetrator may be a stranger, acquaintance, friend, family member, or partner.

Zero Tolerance for Weapons and Violence

Any students found to be in possession of a weapon, or involved in an aggravated assault will immediately be referred to the Student Office for a hearing that may

result in exclusion from school from 60 days to 180 days, or for a duration in accordance with Rhode Island State Law.

If the weapon involved is a gun or look-alike gun or falls into a category covered by the federal Gun-Free Schools Act of 1994, a mandatory one-year exclusion (a period of one hundred eighty calendar days) will be in effect after due process requirements are met. In all cases involving weapons or aggravated assault in school or on school grounds, the local police will be contacted. School grounds include, but are not limited to, actual property owned by the school, areas around the schools, parking lots, school-sponsored events (whether on or off school grounds), school buses and school bus stops.

Technology

Providence Public School District provides access to its computer network to students and staff so as to promote and enhance student learning through communication, innovation and sharing of resources. The use of the internet must be for educational and research activities and be consistent with the educational objectives of PPSD.

The internet offers a wealth of information, the opportunity for the exchange of ideas and information, and the possibility of collaborative work. Use of computers, networks, network equipment and internet access is a privilege for staff and students and not a right. The District expects staff and students to use these tools in a responsible manner for educational purposes and to be considerate of all other users.

The Internet Acceptable Use Policy exists to provide guidelines and strategies to ensure the appropriate use of the internet by the PPSD community. It can be found at www.providenceschools.org/technology.

Training, Oversight, and Communication

Staff and students will be instructed on the appropriate use of the internet. Parents or guardians will be required to sign a permission form to allow their students to access the internet. Staff and students will

sign a form acknowledging that they have read and understand the Internet Acceptable Use Policy which includes submission of PPSD online forms (IAUP), that they will comply with the policy and understand the consequences for violating the policy. The Internet Acceptable Use Policy sign off documents can be found at

www.providenceschools.org/technology.

Compliance with Laws, Confidentiality Requirements

General school rules and policies apply to all District computer use, internet activity and communication.

If a user is found to be in violation of any of the provisions detailed in the above-mentioned policy, all network and internet rights and privileges will be suspended until an investigation is conducted.

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

All staff and students of PPSD take full responsibility for their own actions in regard to the use of handling of the technology and the use of the internet, network and email.

Take Home Device Policy

Students/parents/guardians must comply with the PPSPD Policies and Procedures related to use of District technology and devices at all times inside and outside the District.

Any failure to comply may result in disciplinary action and the forfeiture of the student's rights of possession of District property and computing resources. All devices and accessories must be returned in good condition to the school prior to the last calendar day of the school year, unless possession is terminated earlier by District officials or upon the student's withdrawal from the school.

Liability

1. The student's teacher or school's administration should be contacted immediately if the property is damaged, lost or stolen.
2. A police report must be filed and a copy provided to your school in the case of theft, vandalism and other criminal acts.
3. The student or student's family will be responsible for the repair/replacement cost if:
 - The damage is due to negligence or deliberate action
 - The device is lost or stolen due to negligence or deliberate action.
 - The device is not returned to the District at the end of the school year.

Device Tracking and Monitoring

4. All mobile devices will have software installed to track them in the event of loss or theft. This software has the potential to track movement and usage both inside and outside the District
5. Tracking software will only be enabled in the event of loss or theft to the device or to assist in investigations pertaining to student safety.
6. All mobile devices leaving the District must include web-filtering software. This software is installed to ensure student safety.
7. Web filtering software will have the capability to track usage of the device both inside and outside the District.
8. Attempts to turn off or disable web filtering software is prohibited and will be considered a violation of this policy.

General Device Guidelines

- Students have no expectation of privacy. The District may monitor any information stored or transmitted with the device.

- District owned mobile devices will be labeled with a district-approved label. This label must not be removed for any reason.
- Students must notify their teacher or school's administration if the device is not functioning correctly.
- Files/documents may not be deleted by anyone other than the original creator/owner.
- Inappropriate content cannot be stored, transmitted, or accessed on District devices.
- Students must login with their assigned username and password.
- Students may not share their login information with other individuals.
- Each device is assigned to an individual student. Students should never "swap" or "share" their device with another student.
- Mobile devices must be turned in to District Staff for repair if they are not working properly. Please do not attempt to repair the device yourself. Any attempt at repairing the device by unauthorized personnel will result in the student being liable for the full replacement cost of the device.

Device Responsibilities

Students:

- Students are responsible at all times for their device, whether at home or school.
- Students are responsible for bringing their device to school every day.
- Students should not loan their device or any associated component to another student for any reason.
- Students are responsible for charging and maintaining the battery in their device daily.
- Students are responsible for reviewing and abiding by individual school and District policies.

Parents:

- Parents/guardians are responsible for monitoring their son or daughter's use of the device while outside District locations.
- Parents/guardians are responsible for reviewing the PPSPD Acceptable Use Policy with their student.

Return Procedure

At the end of the school year, or earlier as determined by the District, students will return the device and all accessories to their school.

Devices and accessories will be inventoried and inspected for damage. Students will be responsible for any missing parts.



Parents Rights and Responsibilities

If you have a concern or complaint about your child's teacher, you should first contact the teacher to resolve the issue. If you do not feel that the teacher has resolved your complaint or concern, or you simply do not feel comfortable approaching the teacher, you should then contact your child's principal to resolve the issue. If you have a concern or complaint about your child's principal or one of the central administrative offices, district policy, practice and/or initiatives, you should contact the Family & Community Engagement Office at (401) 456-0686 or send an e-mail to FACE@ppsd.org. Parents also have the right to appear before the School Board to voice complaints and/or concerns.

Family Education Rights and Privacy Act (FERPA)

FERPA is a federal privacy law that gives parents certain rights and protections with regard to their child's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. Parents have the right to inspect and review their child's education records and to request changes under certain circumstances. The law also gives these rights to students who have reached 18 years of age.

Process for reviewing Student records

Parents must submit to their child's principal a written request that identifies the records that they wish to inspect and review. The principal shall make arrangements for access and notify the parent of the time and place where the records may be inspected. Per law, the records must be made available to the parent within 45 days of receipt of their request. Parents have a right to special education records within ten (10) calendar days of the receipt of their request.

Process for amending Student records

Parents may also request that the school district amend a record that they believe is inaccurate or misleading. To request an amendment to student records, parents must submit a written request to the school principal. Written requests should clearly identify the part of the record to be amended and the reason(s) why this part of the record is inaccurate or misleading. If the request

to amend is denied, the parent will be notified by the principal and advised of their right to a hearing to appeal the decision.

Release of Student Information

To protect our students' privacy, PPSD cannot disclose personally identifiable information about its students to anyone other than parents or guardians without written permission (from the parent or guardian). Under FERPA, there are 10 exceptions in which personally identifiable information may be disclosed including:

- Disclosures made to school officials with legitimate educational interests. School officials include: A person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, therapist, community-based organization or service agency); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Disclosures to an organization with which PPSD has entered into an agreement to conduct a study or research on behalf of PPSD for the purpose of improving instruction. Disclosures made to another school at which the student intends to enroll.
- Disclosures made to state or local education authorities for auditing or evaluating federal (or state)supported education programs, or enforcing federal laws that relate to those programs.
- Disclosures including information the school has designated as "directory information."

- Disclosures in connection with the application for or receipt of financial aid.
- Disclosures made to state and local juvenile justice systems or their officials.
- Disclosures made to accrediting organizations.
- Disclosures in compliance with a judicial order or lawfully issued subpoena.
- Disclosures in connection with a health or safety emergency.

Student Directory Information

If you are not receiving messages from your school, please contact your child's school as soon as you become aware. Please provide your child's school with updated contact information.

FERPA requires that Providence Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, PPSP may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow PPSP to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and Sports activity sheets, such as for wrestling, showing weight and height of team members.

Student Directory Information is information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed. As allowed by the FERPA law, Providence Schools has identified the following items as directory information:

- Name of student
- Address of student
- Student grade level
- Student school of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received, including honor roll and graduation lists
- Telephone listing (released to military only unless parent 'opts-out')

FERPA gives parents the right to have their child's

directory information kept private and not released to anyone, which means that the school district will not provide any of this information to the public, including military recruiters. By law, military recruiters upon request are provided with three directory information categories for high school juniors and seniors – names, addresses and telephone listings – unless parents have advised PPSP that they do not want their student's information disclosed without their prior written consent. Parents have two options for withholding their child's directory information. They can choose to withhold information from all sources or they can choose to withhold information from the military only.

Process for parents to 'opt-in' of releasing student directory information

Parents must complete the Student Directory Information form in order to release their child's student directory information. This form is sent home with students during the first week of school. This form must be completed and returned to the child's school by October 15th of this school year. Providence Schools begins releasing directory information upon approved request by November 1st of the school year. Please contact your child's principal or the FACE Office at (401) 456-0686 if you have not received the Student Directory Release 'Opt-in' form.

FERPA Complaint Process

Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with FERPA requirements. Complaints should be sent to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) gives parents and students (18 years or older or emancipated) certain rights when a school conducts student surveys, collects and uses information for marketing purposes, and administers certain physical exams to students. These rights are as follows:

Parental Consent is required before students can be given a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the US Department of Education:

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;

- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents;
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and 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;

Parents may inspect the following, upon request and before administration or use –

- Protected information surveys of students; Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

The Providence Public School District has adopted a policy to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Providence Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

The District's Office of Data and Assessment reviews all internal and external requests to conduct surveys to ensure that ethical procedures are documented and PPRA is followed. PPSD will also directly notify parents of students who are scheduled to participate in specific activities or surveys and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Right to transfer their child from a “persistently dangerous school”

Parents of children in schools defined as “persistently dangerous,” according to criteria established by RIDE,

will have the option to transfer their child out of the school; however, transportation is not provided. The same option is provided to parents of a child who is the victim of a violent criminal offense while in or on the grounds of his or her school. For more information call (401) 456-0686.

Right to be part of the development of and/or review the PPSD parent involvement policy

Parents have a right to know about and be involved in the development of the School Department parent involvement policy, which sets forth the district's framework for parent engagement. For more information call the Family and Community Engagement Office at (401) 456-0686.

Right to be notified about the State Assessment

Parents are entitled to annual updates about the performance of their child's school on the state assessment, including information about the school's overall strengths and weaknesses. This notification will be provided annually in writing. In addition to information about the overall school performance, parents will receive detailed information about their individual child's assessment results.

Right to receive a description of the multilingual learner (MLL) program and options for their child.

Parents of students who are currently participating in MLL programs, as well as parents whose children who have been newly identified for participation in MLL programs, are entitled to a description of the program and their rights under the law. For more information, please call (401) 456-9256.

Right to remove their children from class when books or other material they sincerely consider to be religiously objectionable are being taught.

Pursuant to the recent decision of the United States Supreme Court in *Mahmoud v. Taylor*, 606 U.S. __, 145 S.Ct. 2332, 2360 (2025), parents have the right to remove their children from class when books or other material they sincerely consider to be religiously objectionable are being taught. Parents interested in examining the curricular materials that will be used in their child's classroom are welcome to contact their building principal and make an appointment to do so. If a parent then seeks to have their child opt out of a particular class when material they find religiously objectionable is being taught, they will indicate it when signing off on the student handbook acknowledgement form.



School Board Information

The Providence School Board is a hybrid governing body composed of ten members, including five elected by the residents of Providence and five appointed by the Mayor and confirmed by the Providence City Council. The Board is responsible for the governance and oversight of the Providence Public School District.

The Board's primary responsibilities include, but are not limited to:

- Establishing the vision, mission, goals, and strategic direction of the Providence Public Schools;
- Adopting and monitoring the District's annual operating budget and ensuring responsible fiscal stewardship;
- Hiring, supervising, supporting, and evaluating the Superintendent of Schools; and
- Adopting, reviewing, and overseeing district policies, rules, and governance protocols that promote student achievement, accountability, transparency, and organizational excellence.

Vision, Student Outcome Goals, and Guardrails

The Providence School Board hosted a series of community listening sessions to better understand the community's vision for youth in Providence. The input assisted the board in creating Student Centered Goals that will guide the district's strategic plan.

School Board Goals and Guardrails

After synthesizing the notes and data from their 19 community listening sessions during The People's Plan Campaign, the PPSD School Board with guidance from our student outcomes focused coaches at the Council

of Great City Schools, found these common themes in the community's voice for their visions and values:

- Academic competence / Literacy- 20-25%
- College and Career Readiness- 15-20%
- Life and Employability Skills- 10-15%
- Social Emotional Well-being and resilience- 8-12%
- Citizenship & Community Contribution- 8-10 %

Learn about the feedback received during the listening sessions here. Learn more about the People's Plan initiative as well as the governance framework on the district website: providenceschools.org/schoolboard.

Monitoring the progress of the goals and guardrails can be found in the [transition dashboard](https://providenceschools.org/schoolboard) and accessed by visiting providenceschools.org/schoolboard.



Providence School Board Core Beliefs & Commitments

- We believe every student carries inherent worth and potential to learn deeply, grow fully, and contribute meaningfully to the world. Students are whole people shaped by the conditions we create, not deficits to be managed.
- We believe student outcomes are produced by system design and adult decisions, not by chance or individual student effort alone. Design is not neutral. Every policy, structure, process, and resource decision reflects values and distributes power. When outcomes are inequitable or harmful, it is the responsibility of the system, not the student, to change.
- We believe learning is holistic. Academic growth, literacy and numeracy, social emotional development, wellbeing, identity, creativity, and life skills are interconnected and mutually reinforcing. Literacy and numeracy are foundational tools of voice, reasoning, problem solving, and participation that enable students to engage meaningfully in civic, cultural, and professional life.
- We believe leadership, agency, and civic responsibility are learned through participation, practice, and shared problem solving. Students develop purpose and confidence when they are trusted to contribute, create, build, and lead alongside others.
- We believe the District is a foundational part of a larger ecosystem that shapes young people. Students are formed not only by schools, but by families, caregivers, neighborhoods, cultural traditions, community based organizations, faith communities, businesses, and civic institutions. Families are students' first educators, and lasting outcomes require coordination, trust, and shared responsibility across this broader village.
- We believe pathways to purpose and contribution are diverse and equally valuable. College, trades, technical careers, creative industries, care work, and applied professions are complementary pathways that sustain communities and society. The labor, skill, and creativity of people who build, repair, heal, create and serve deserve dignity respect, and investment.
- We believe equity requires intentional action. Disparate outcomes shaped by race, national origin, religion, sex or gender, sexual orientation, gender identity, religion, disability, language, income, and other forms of structural oppression are the result of history, policy, and practice, not individual failure. Antiracism and other restorative

practices that take account and consider the structural bases for disparate outcomes are essential to redesigning systems that center dignity, belonging, accountability, and repair.

- We believe improvement is iterative and enduring work, requiring disciplined monitoring, honest learning, and public accountability in service of students and the communities they will shape.
- We believe that when specific Goals are not met, the District should respond with reflection, learning, and system redesign rather than pressure or blame.
- We believe that community engagement shall be rooted in respect, shared responsibility and transparency.

School Board Meetings

All Providence School Board activities follow RI's Open Meetings Act (R.I. General Laws §42-46 et. al.) Regular (full board) and committee meetings are typically held in the School Board Meetings Rooms of 797 Westminster Street, Providence, RI 02903 (3rd Floor).

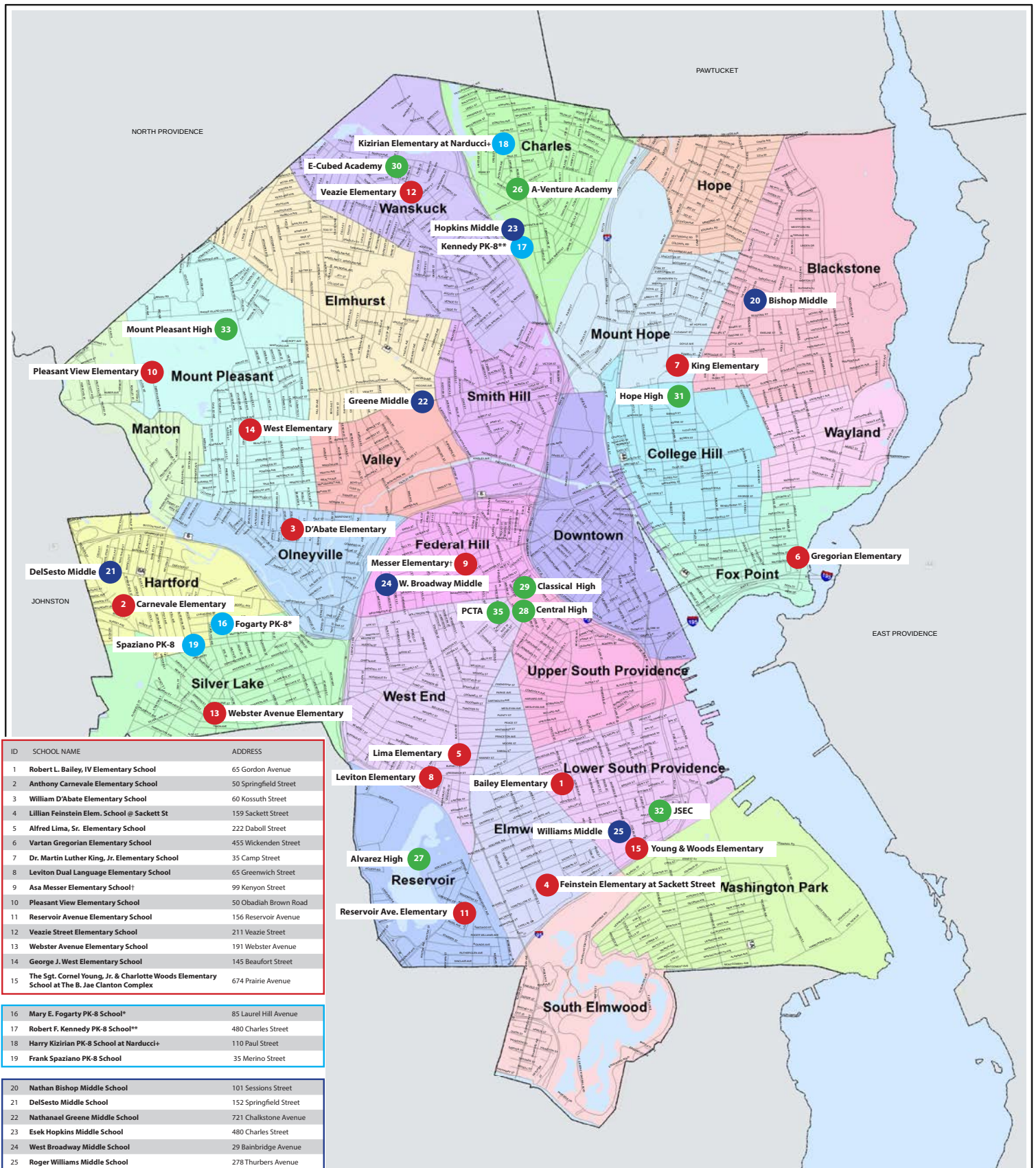
Special meetings may be called and meeting location may change when deemed necessary. All meetings are publicized a minimum of 48 hours in advance. Meeting dates and agendas are posted on the Providence School Board website: providencepublic.ic-board.com/.

Right to be Heard – Public comment at board Meetings

The Board meets in public, as required by law, for the purpose of discussing and taking action on matters for which the Board is responsible. Board meetings consist of discussion among Board Members and members of the administration or invited individuals. Board meetings are meetings in public, not meetings with the public. The Board recognizes and welcomes its responsibility to receive input from the public. At the same time, responsiveness to community input must be balanced with the Board's responsibility to ensure the integrity of its meetings so that they are both orderly and efficient. The Board seeks to ensure a clear protocol for public comment from the community at Board meetings.

The primary purpose of public comment is to provide the community with an opportunity to voice their opinions about items on the agenda. An additional purpose is to provide a forum for bringing policy issues to the Board's attention.

Find the guidelines for public comment on providenceschools.org/schoolboard.



SCHOOL LOCATIONS

Providence
Schools

+ Kizirian School is temporarily located at 110 Paul Street
* Fogarty School is temporarily located at 85 Laurel Hill Avenue

** Kennedy School is temporarily located at 480 Charles Street
† Asa Messer is temporarily located at 99 Kenyon Street

Elementary Schools

PK-8 Schools

Middle Schools

High Schools

ID	SCHOOL NAME	ADDRESS
1	Robert L. Bailey, IV Elementary School	65 Gordon Avenue
2	Anthony Carnevale Elementary School	50 Springfield Street
3	William D'Abate Elementary School	60 Kossuth Street
4	Lillian Feinstein Elem. School @ Sackett St	159 Sackett Street
5	Alfred Lima, Sr. Elementary School	222 Daboll Street
6	Vartan Gregorian Elementary School	455 Wickenden Street
7	Dr. Martin Luther King, Jr. Elementary School	35 Camp Street
8	Leviton Dual Language Elementary School	65 Greenwich Street
9	Asa Messer Elementary School†	99 Kenyon Street
10	Pleasant View Elementary School	50 Obadiah Brown Road
11	Reservoir Avenue Elementary School	156 Reservoir Avenue
12	Veazie Street Elementary School	211 Veazie Street
13	Webster Avenue Elementary School	191 Webster Avenue
14	George J. West Elementary School	145 Beaufort Street
15	The Sgt. Cornel Young, Jr. & Charlotte Woods Elementary School at The B. Jae Clanton Complex	674 Prairie Avenue

16	Mary E. Fogarty PK-8 School*	85 Laurel Hill Avenue
17	Robert F. Kennedy PK-8 School**	480 Charles Street
18	Harry Kizirian PK-8 School at Narducci+	110 Paul Street
19	Frank Spaziano PK-8 School	35 Merino Street

20	Nathan Bishop Middle School	101 Sessions Street
21	DelSesto Middle School	152 Springfield Street
22	Nathanael Greene Middle School	721 Chalkstone Avenue
23	Esek Hopkins Middle School	480 Charles Street
24	West Broadway Middle School	29 Bainbridge Avenue
25	Roger Williams Middle School	278 Thurbers Avenue

26	A-Venture Academy	425 Branch Avenue
27	Dr. Jorge Alvarez High School	375 Adelaide Avenue
28	Central High School	70 Fricker Street
29	Classical High School	770 Westminster Street
30	E-Cubed Academy	812 Branch Avenue
31	Hope High School	324 Hope Street
32	Juanita Sanchez Educational Complex (JSEC)	182 Thurbers Avenue
33	Mount Pleasant High School	434 Mount Pleasant Avenue
35	Providence Career & Technical Academy (PCTA)	41 Fricker Street

Schools

Elementary Schools

Robert L. Bailey, IV Elementary School

Grades: Kindergarten through 5
65 Gordon Avenue (02905)
Tel: (401) 456-1735

Anthony Carnevale Elementary School

Grades: Pre-Kindergarten through 5
50 Springfield Street (02909)
Tel: (401) 278-0554, 0555

William D'Abate Elementary School

Grades: Kindergarten through 5
60 Kossuth Street (02909)
Tel: (401) 456-9416, 9417

Lillian Feinstein Elementary School at Sackett Street

Grades: Kindergarten through 5
159 Sackett Street (02907)
Tel: (401) 456-9407, 9408

Vartan Gregorian Elementary School

Grades: Pre-Kindergarten through 5
455 Wickenden Street (02903)
Tel: (401) 456-9377, 9378

Dr. Martin Luther King, Jr. Elementary School

Grades: Kindergarten through 5
35 Camp Street (02906)
Tel: (401) 456-9398

Leviton Dual Language School

Grades: Kindergarten through 5
65 Greenwich Street (02907)
Tel: (401) 278-2872, 2874

Alfred Lima, Sr. Elementary School

Grades: 2 through 5
222 Daboll Street (02907)
Tel: (401) 278-0504, 0505

Asa Messer Elementary School

Grades: Pre-Kindergarten through 4
1655 Westminster Street (02909)
Tel: (401) 456-9360, 9361

Pleasant View Elementary School

Grades: Pre-Kindergarten through 5
50 Obediah Brown Road (02909)
Tel: (401) 456-9325

Reservoir Avenue Elementary School

Grades: Kindergarten through 5
156 Reservoir Avenue (02907)
Tel: (401) 456-9406

Veazie Street Elementary School

Grades: Kindergarten through 5
211 Veazie Street (02904)
Tel: (401) 453-8601, 8602

Webster Avenue Elementary School

Grades: Kindergarten through 5
191 Webster Avenue (02909)
Tel: (401) 456-9414

George J. West Elementary School

Grades: Kindergarten through 5
145 Beaufort Street (02908)
Tel: (401) 456-9337

The Sgt. Cornel Young, Jr. & Charlotte Woods Elementary School

Grades: Kindergarten through 5
674 Prairie Avenue (02905)
Tel: (401) 278-0515

PK-8 Schools

Mary E. Fogarty PK-8 School

Grades: Kindergarten through 8
Temporarily located at
85 Laurel Hill Avenue (02909)
Tel: (401) 456-9381, 9382

Robert F. Kennedy PK-8 School

Grades: Kindergarten through 8
Temporarily located at
480 Charles Street (02904)
Tel: (401) 456-9403

Harry Kizirian PK-8 School

Grades: Kindergarten through 8
Temporarily located at
85 Laurel Hill Avenue (02909)
Tel: (401) 456-9369, 9370

Frank D. Spaziano PK-8 School

Grades: K through 8
35 Merino Street (02909)
Tel: (401) 456-9389

Middle Schools

Nathan Bishop Middle School

Grades: 6 through 8
101 Sessions Street (02906)
Tel: (401) 456-9344

DelSesto Middle School

Grades: 6 through 8
152 Springfield Street (02909)
Tel: (401) 278-0557

Nathanael Greene Middle School

Grades: 6 through 8
721 Chalkstone Avenue (02908)
Tel: (401) 456-9347, 9348

Esek Hopkins Middle School

Grades: 6 through 8
480 Charles Street (02904)
Tel: (401) 456-9203

West Broadway Middle School

Grades: 5 through 8
29 Bainbridge Avenue (02909)
Tel: (401) 456-1733

Roger Williams Middle School

Grades: 6 through 8
278 Thurbers Avenue (02905)
Tel: (401) 456-9355, 9357

Important Telephone Numbers

High Schools

Dr. Jorge Alvarez High School

Grades: 9 through 12
375 Adelaide Avenue (02907)
Tel: (401) 456-0676

A-Venture Academy

Grades: 9 through 12
425 Branch Avenue (02904)
Tel: (401) 456-3406

Providence Career & Technical Academy

Grades: 9 through 12
41 Fricker Street (02903)
Tel: (401) 456-9136

Central High School

Grades: 9 through 12
70 Fricker Street (02903)
Tel: (401) 456-9111

Classical High School

Grades: 9 through 12
770 Westminster Street (02903)
Principal: Scott Barr
Tel: (401) 456-9145

E-Cubed Academy

Grades: 9 through 12
812 Branch Avenue (02904)
Tel: (401) 456-0694

Hope High School

Grades: 9 through 12
324 Hope Street (02906)
Tel: (401) 456-9161

Mount Pleasant High School

Grades: 9 through 12
434 Mt. Pleasant Avenue (02908)
Tel: (401) 456-9181

Juanita Sanchez Educational Complex

Grades: 9 through 12
182 Thurbers Avenue (02905)
Tel: (401) 456-1781

Administration

(401) 456-9100

Bus Yard

(401) 943-7536

Central Records

(401) 456-9239

Early Childhood Education

(401) 456-9100

Family and Community Engagement Office

Phone: (401) 456-0686
Text: (401) 429-6882

Health Department

(401) 456-9318

Homeless Liaison Office

(401) 456-0686

Human Resources

(401) 456-9100

Multilingual Learners (MLL)

(401) 456-9256

Special Education

(401) 456-9330

Student Registration

(401) 456-9297

Superintendent

(401) 456-9211

Transportation

(401) 456-9269

Technology

(401) 456-9142

Title IX/Equal Opportunity

(401) 456-9100

Additional contact information can be found online at: www.providenceschools.org

Our School is Using **ParentSquare**!

ParentSquare is a simple and safe way to connect and communicate.

Register now so you can:

- customize email, text and/or app notifications,
- RSVP for classroom and school activities,
- sign permission slips, and
- securely receive important student documents.

