

CRANSTON SCHOOL COMMITTEE MEETING

DECEMBER 9, 2013

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE, CRANSTON, RI 02920

EXECUTIVE SESSION: 6:00 P.M.

IMMEDIATELY FOLLOWING - PUBLIC SESSION

MINUTES

The regular meeting of the Cranston School Committee was held on the evening of the above date at Western Hills Middle School with the following members present: Chairperson Iannazzi, Mr. Traficante, Mr. Colford, Mrs. Ruggieri, Mrs. McFarland, Mrs. Culhane, and Mr. Gale. Attorney Cascione was also present.

The meeting was called to order at 6:00 p.m. It was moved by Mr. Traficante and seconded by Mrs. McFarland and unanimously carried that the members convene to Executive Session pursuant to RI State Laws -

1. PL 42-46-5(a)(1) Personnel:

A. Elementary Principal

2. PL 42-46-5(a)(2) Collective Bargaining:

A. Contract Negotiations' Update(s)=

B. (Secretaries)

- C. (Teachers)**
- D. (Teacher Assistants)**
- E. (Bus Drivers, Mechanics)**
- F. (Tradespeople)**
- G. (Custodians)**

3. PL 42-46-5(3)

A. District Safety Plan

Call to Order – Public Session – Public Session was called to order at 7:00 p.m. The Pledge of Allegiance was conducted and the roll was called; all were present.

Ms. Iannazzi reported that no votes were taken in Executive Session.

Executive Session Minutes Sealed – December 9, 2013 – Moved by Mr. Traficante, seconded by Mrs. McFarland to seal the minutes from December 9, 2013. The vote was taken; all were in favor.

Minutes of Previous Meetings Approved – November 20th and 25th, 2013 – Moved by Mr. Traficante, seconded by Mrs. Culhane to approved the minutes of previous meetings. The vote was taken; all were in favor.

Public Acknowledgements/Communications – There were none.

Chairperson's Communications – Ms. Iannazzi stated:

The School Committee would like to recognize Gail Leone; this is her last School Committee meeting with us. She is retiring at the end of the year. “Gail we do thank you for your service to us and for dealing with each of our 7 opposing personalities. We appreciate everything that you’ve done for us.”

Superintendent's Communications

Superintendent Lundsten stated - I would like to mention tonight that yesterday afternoon Cranston High School East Football Team had their Division Play offs. They are a phenomenal team for more reasons than just their football skills. One of the things they did on Veterans Day was go out and deliver and help support the veterans and for doing so they earned gift cards from one of the local food stores. They in turn took the food cards and donated it to our families who have recently suffered a tragic loss due to a fire in one of our apartment buildings. These kids are absolutely wonderful and they deserve all of our support and I hope when you see them you'll share that with them, please.

Assistant Superintendent Communications

I would like to also publicly thank Ms. Leone although I have worked with her closely only for a year; for the past decade in Cranston Public Schools Gail has always been the one to work with administrators on all of the issues that we have. For the past 12 years I cannot say enough about her professionalism; her dedication

to the schools and children and parents who sometimes call her with very grave and serious concerns and she's able to field their concerns and help them as much as possible. For her incredible patience, tolerance of my "not-so-nice" attitude in the morning, I would like to thank Gail for all of the work and patience and great things that you have done for us, especially me this past year. Thank you very much.

Also, to echo Dr. Lundsten's statements, yesterday's Super bowl game with Cranston High School East vs. Hendriken was a nail biter and it took a lot of dedication for a lot of us to stand out there for several hours. It was very cold, but to the parents and the teachers and administrators who were there and School Committee and City Council folks and the Cranston Police and Fire Department, I would like to publically thank them for all of their support as well.

School Committee Member Communications

Mrs. McFarland

I just wanted to quickly thank Gail. Gail, it has been a pleasure to work with you. I appreciate everything that you've done for the School Department as well as helping me and guiding me in my role this past year. Thank you so much.

I also just want to make sure that I correct from my last meeting, Traf had talked about how we did the Veteran's Day Run through Park View, her son was actually the only one who ran and not only did he

run in the race, he ran with two children and a dog attached to him so while the rest of us walked; you were running and left us in the dust. Thank you for participating and I want to make sure I said that.

Mr. Colford

Yes, Gail, thank you very much. I've only known you for a very short time and you've been extremely helpful in everything that you've done and we will certainly miss you.

I do have a quick note. As a School Committee member, we volunteer to take a leadership role and represent a lot of different constituents. We have the responsibility for making some very difficult and very tough decisions. A lot of times, no matter what you decide, you're not going to make everyone happy. Yet, we are still charged with making these decisions. And, for good reasons we have chosen to be involved in the school system. All of us; teachers, administrators, custodians, trades people, bus drivers, secretaries and all the employees in the Cranston School system and especially the parents and the students; we have to remember why we do this; the most important people in all of this is the student. When we have difficult decisions to make, we have to keep the most important people in mind. What is best for all the students; all 10,627 of them. We all wish the economy was a lot better and that we had unlimited funds. But that is not the case and it doesn't look like it's going to get any better any time soon. Especially here in Rhode Island. We know that

we have the second highest unemployment rate in the country so it's incumbent upon us to be as efficient and practical with every one of our 137.6 million dollars that we're responsible for and do the right thing for the student. We have not completed paying back the loans to the City. We still have no music or sports in our middle schools; we have not made our pension fund whole; we have not completed that for all of our retirees. I just ask that as we deliberate tonight, we keep the students in mind. Thank you.

Mr. Gale

I just want to take a moment for two things: Gail, thank you very much for your service; like Trent, I didn't have much time to work with you but I really enjoyed it and I wish you well in your future endeavors.

I also want to congratulate the Cranston East Football Team. I was at the game with my colleagues and as Jeannine said, "Yes it was very cold but very worth it; I actually lost my voice a little." It was just a great game and I just want to say that they gave it their own and we didn't get everything we wanted but they should really be proud of themselves.

Public Hearing

a. Students (Agenda/Non-Agenda Matters) – There were none.

b. Members of the Public (Agenda Matters Only)

Ms. Iannazzi – While we are waiting for our first speaker, I just want to make a couple of general announcements. First of all, the fire marshal is not here this evening but had he been here he would have informed me to make sure that there is no one other than police standing in the back. So if you're standing in the back of the auditorium, please take a seat that's available.

Second of all, speakers have three minutes; we just ask that you provide your name and address. Thank you.

Karen Grover, 55 Roslyn Ave.

Represents the Cranston East Band Program. She spoke on the bus driver RFP resolution on the agenda tonight and her experience with First Student bus drivers.

Arthur Jordan

Spoke in regards to the Resolution for the RFP for bus drivers.

Consent Calendar/Consent Agenda:

The Consent Agenda consists of Resolutions: #13-12-02, 13-12-03, 13-12-04, 13-12-05 w/addendum, 13-12-06, 13-12-07, 13-12-08, 13-12-11, 13-12-12, 13-12-13, 13-12-14, 13-12-15, 13-12-16, 13-12-17, 13-12-18, 13-12-19, 13-12-20, 13-12-21, and 13-12-22.

Motion was made by Mrs. McFarland to approve, seconded by Mr. Traficante. The vote was taken; all were in favor.

NO. 13-12-02 - RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:

Katrina Pillay, Elementary Principal, Chester Barrows School

Effective Date...December 10, 2013

See Attached Financial Impact Analysis

NO. 13-12-03 - RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Kerry McNamar, Elementary

NO. 13-12-04 - RESOLVED, that at the recommendation of the Superintendent, the following certified staff member be granted a leave of absence without compensation as provided in Article XIX, Section B.3 of the Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance:

Maureen Glass, Speech Language Pathologist

Itinerant

Effective Date...December, 2013 to January, 2015

NO. 13-12-05 - RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:

Elizabeth Ruest, Teacher

Barrows

Effective Date...June 30, 2014

Diane Stebbins, Teacher

Oak Lawn

Effective Date...December 31, 2013

NO. 13-12-06 - RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be reappointed as an athletic coach:

Cranston EastCranston West High School

Richard Torres – Assistant Coach Girls' Hockey

NO. 13-12-07 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed:

Anthony DelSignore, Instructor

Alternate Education Program

Effective Date...November 4, 2013

Authorization...Replacement

Fiscal Note...16213120 51110

MaryLynn Bianco, Bus Aide

Transportation

Effective Date...December 10, 2013

Authorization...Replacement

Fiscal Note...11945120 51110

Dawn Vadeboncoeur, Teacher Assistant

Stone Hill

Effective Date...January 2, 2014

Authorization...New

Fiscal Note...12746020 51110

NO. 13-12-08 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:

Melissa Richard, Secretary

Rebecca Castriotta, Secretary

Kayla Vallone, Teacher Assistant

Christopher Dunn, Bus Driver

NO. 13-12-11 - RESOLVED, that at the recommendation of the School

Committee, the following Instruction Policies be deleted:

#6111 – School Calendar

#6140 – Curriculum

#6143 – Curriculum Guides

#6155 – Class Examinations

#6173 – Home Teaching

#6176 – Vocational Industrial Education

#6177 – Educational TV

#6180 – Evaluation of the Instructional Program

NO. 13-12-12 - RESOLVED, that at the recommendation of the School Committee, Policy #1327 Flyer Distribution be amended for second reading (see attached).

**NO. 13-12-13 - RESOLVED, that at the recommendation of the School Committee, the following policies be amended for second reading:
#4111 and #4111(a)-(Personnel) Recruitment and Selection of Employees (see attached amended policy)**

NO. 13-12-14 - that at the recommendation of the School Committee, the following policy be amended for second reading:

#4115.2(a)-(Personnel) Promotion (see attached amended policy)

NO. 13-12-15 - RESOLVED, that at the recommendation of the School Committee, the following policy be approved for second reading:

#9370 – School Committee – School Committee Code of Basic Management Principals and Ethical School Standards (see attached policy)

NO. 13-12-16 - RESOLVED, that at the recommendation of the School Committee, the following policy be approved for second reading:

#5141.31 – Policy Against Teen Dating Violence and Sexual Violence (see attached policy)

NO. 13-12-17- RESOLVED, that at the recommendation of the School Committee, the following policy be approved for second reading:

#5141.32(a) – Safe School Act Statewide Bullying Policy (see attached policy)

NO. 13-12-18 - RESOLVED, that at the recommendation of the School Committee, the following policies be approved for second reading:

#4116.11 and 5147 – Cranston School Department Section 504/ADA Prohibition Against Discrimination Based on Disability (see attached policies)

NO. 13-12-19 - RESOLVED, that at the recommendation of the School Committee, the following policies be approved for second reading:

#4111.5 and 5141.32 – Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure (see attached policies)

NO. 13-12-20 - RESOLVED, that at the recommendation of the School

**Committee, the following policy be approved for second reading:
#5113(c)-High School Absence and Tardy Policy (see attached policy)**

**NO. 13-12-21 - RESOLVED, that at the recommendation of the School Committee, the following policy be approved for second reading:
#5128 – Waiver Policy – Waiver for the State-Assessment Graduation Requirement (see attached policy)**

**NO. 13-12-22 - RESOLVED, that at the recommendation of the School Committee, the following handbook be approved for second reading:
Proficiency Based Graduation Requirements (PBGR) (see attached handbook)**

ADDENDUM TO THE AGENDA

ADD TO RESOLUTION NO. 13-12-05

Simone Pastore, Teacher

Bain

Effective Date...June 30, 2014

Nancy Riley, Teacher

Cranston East

Effective Date...June 30, 2014

Dr. Lundsten stated –

First I had the great pleasure tonight to introduce to you our new principal for Barrows Elementary School. Mrs. Katrina Pillay would you please stand? Many of you know Katrina; she's been in the district for quite a while as a teacher and as an I-3 Coordinator and I am delighted to have her as the new principal at Barrows; I see her husband sitting next to her and I say, "Talk to my husband". You're in for a ride and it's a good one.

My next part is with deep regret because these four ladies I know personally; they are all retiring; the School Committee just voted on that. Elizabeth Ruest has been with us for 25 years; she's an outstanding Reading Consultant; most recently she's been at Barrows Elementary School. Diane Stebbins has been with us for 19 years; she was actually one of my colleagues at Garden City School when I was a third grade teacher and she was an absolute delight to work with; everybody would want their child in her classroom. Then there is Simone Pastore who I know is sitting back there; she's been with us for 20 years most recently at Bain Middle School but she also worked with me at Arlington and several other locations. A wonderful teacher. Finally, Nancy Riley, who is a guidance counselor at Cranston East. She's been with us for 25 years. Collectively these four ladies have been with us for at least 100 years. Please extend our congratulations and our best wishes for a happy retirement and we wish you well.

SPONSORED BY MRS. CULHANE

NO. 13-12-01 - Be it RESOLVED, that the School Committee reject the RFP from First Student.

A motion was made on the above resolution by Mrs. McFarland; seconded by Mrs. Culhane for discussion:

Mr. Colford:

In light of some new financial information we've just been given, I don't know that we have all the information but we're being asked tonight to make a 30-40 million dollar decision and before we do that I think it is imperative that we have all the financial information possible so that we can make the best financial decision as informed as possible. In light of that, I would make a motion that we table this for later on. There was no second on Mr. Colford's motion to table this resolution. There being no second, there was further discussion on this item.

Mr. Traficante:

I am a proud member of Laborers' Local 1322 which represents the school bus drivers; therefore, I will be recusing myself this evening.

Mrs. Ruggieri:

I did just want to mention that I think what we're looking at is the yellow elephant in the room and that's our buses and the age of the fleet. That's an issue as a School Committee that we should have taken care of a long time ago. The unfortunate pieces that these two

things have gotten tied in together now and I think it's a shame on this committee; I've been on this committee for five years now; and shame on the prior committees and shame on the City and all of us for not recognizing this as an issue that was going to come back and haunt us for years to come. The fact is that we do have a fleet that needs to be replaced; I believe that as a district, we now need to come up with a plan; and make sure that the plan that we have moves forward and make sure that we never run into this type of issue again and I believe that as a committee we would be able to do that. That's an issue that should be separate.

Ms. Iannazzi asked Mr. Zisseron: At one of our last meetings the School Committee had some questions about the cost of procuring new buses and so I know that the Superintendent directed you to find that out and I wanted to give you the floor and allow you the opportunity to explain what your recommendation would be to the School Committee in replacing the fleet and explain also whatever obtainable data you have procured.

Mr. Zisseron, Director of Transportation:

In regards to the small buses; there is not much of a market out there for used equipment on small buses. The other issue is that small buses have very high mileage; they have a lot of wear. What I've recommended is a lease/purchase over five years. The first year what we would be looking for is 14 buses for lease/purchase; the next year 14 more and the third year, 14 more. That would be 7 years on a

lease/purchase. I believe that Joe has more accurate figures on this. On the large buses, there is definitely a markup for used equipment. We have talked with New England Transit Sales out of MA. I have a letter here dated Dec. 5 which there is equipment out there; the only thing I can tell you is that if you want a two-year bus it is roughly \$60,000; a 7 year bus is roughly \$25,000. If you buy one you're going to pay top dollar; if you're going to buy 10 you're going to be able to reduce that cost. What I'm recommending on large school buses is that we buy 10 one year; 10 the following; 10; and 10. So you are replacing your bus fleet with 10 used buses over the five years. That will bring you to about 40 buses. From that point on it would be the future School Committees to be sure that they continue that so that you're turning over your fleet. When you look at cost, roughly, it comes to approximately \$480,000 this year which would have to be appropriated in the budget. Then the following years, I believe that Mr. Balducci has the summary. At the end of 7 years the total comes out to 3,639,000. At this time, Mr. Zisseron answered questions asked by the School Committee.

Mrs. Culhane:

As the sponsor of this resolution, I'm proud to sponsor it for several reasons. The first comment that I want to make is that I think for anyone to intimate that this vote, anyone who votes for this contract, does not have the best interest of the students in mind; really needs to know what having the best interest of the students really is. The reason why I believe in keeping our buses at home is several-fold.

The first is because our Cranston Bus Company, as we could call it, has a long history of safety and I'm certain that other bus companies do but we know the safety record of our bus company because we know the people who run it; it's not a corporate entity; it's people that live and work with us in our community. When we need to have something done, we don't have to run through corporate hoops; we pick up the phone or I have to go to Joel Zisseron's house because he lives in my neighborhood, and we get done what needs to get done for the first and foremost safety of our children. The second issue and one that we had the last time we visited this RFP, was the fact that we need to be thinking of our staff and employees and to think that you sit here as a School Committee and you don't have them as a piece of the puzzle is completely wrong. Our bus drivers need to be taken care of. They are people who live with us; they're people who live in our neighborhoods; they shop at the same places; they are our community members. We need to make sure that they are taken care of and this contract does not take care of my neighbors. These people are my neighbors; they are my friends; they live in my neighborhood. If we have happy bus drivers and safe bus drivers, we have safe students. That is why I do not support privatization and I believe to keep things local.

Ms. Iannazzi:

I would just want to make a couple of statements in regards to what my colleague, Mr. Colford, said. Mr. Colford, this is no disrespect to you whatsoever. I appreciate you and all the hard work that you do.

But, to say that the School Committee is rushing into this decision is to ignore the last four years of the School Committee's history. I know that you were not; this is new to you but to at least five of us on this stage, we've been through this before and we've sat through promises and presentations by First Student. We've gone to negotiating table with the laborers and this process has dragged out for the last four years and finally I'm here and able to vote thanks to an ethics opinion that clears me to vote based on my father's retirement. I'm here and proud to say that we need to support our employees. The proposed agreement that First Student has presented, while it may not cut the wages of our employees, it drastically alters their benefit package. Our employees would be losing wages at the end of the week because they would be paying almost half of their cost share. They would be in a completely different health program that would be no better than essentially limited health care. It's not a good program; it's not what our employees deserve and I believe that by rejecting this RFP and going back into negotiations with the laborers union, we will find a deal that works for our employees and our tax payers.

Mr. Colford:

Madam Chair, with all due respect to this committee and I certainly take every decision seriously and I always think of everybody involved in it; as you recall, last summer, when we started to talk about this RFP I ensured that any RFP that went out had to take care of all the bus drivers. That any RFP we accept that that company

would have to offer our bus drivers a job first. Not because I don't care about people; not because I don't care about everybody. Unfortunately we have to look at the whole pie and that's what I try to do. Whenever we make decisions determining people's fate, it's not easy. There's just no clean cut way to do it. Certainly if financial times were better and we didn't have to worry about economics, I would say "yes" absolutely. As you make this decision, I ask that you think about that. The other piece of it is; we still have an unfunded liability for those people that have already retired of \$26 million that we haven't filled that gap yet. He went on to tell a story about when he first came on to the committee. He noted that when we make those financial decisions, it's not just for today; its long term down the road and we have to balance all of that. It isn't fair for anybody who has given their whole career to the school department and we did not do the right thing to take care of them. Detroit is a perfect example of that where we haven't done the right things in terms of financially preparing for all of those commitments we make. I think about that long term and I think about all the people; we have people who just retired tonight. We want to make sure that we can pay them what they deserve and what they've earned their whole career.

Mrs. McFarland:

I just want to briefly say that I had the opportunity to serve on the City side as well as the School Committee side and this issue of planning

our processes over the last 16/17 years that I have been around; we have done a tremendous job in starting to plan. I can't erase what happened over the last 75 years but we can make sure that we pay our employees properly; that we insure that our children are taken care of and that our community is for the better instead of making decisions because we're afraid of what the future will hold. We have to base our decisions on safety for today and practice for tomorrow; plan for tomorrow but we have to also make sure that we do that with the best interest of not privatizing a system that we know will increase over the three years and maybe double the percentages instead of what we're looking at today. Also, the opportunity for us to replace our buses. This should have been done a long time ago. We proposed this before you were even on the School Committee and the City Council has turned it down; the Mayor has turned it down; no one wants to face the fact that we have to make sure that we take care of our public safety in the City; that we have to take care of our school department; our infrastructure; and we have to make sure that our employees are paid so that they can live in this community and stay here. It is not an inexpensive community to live in. I will support this tonight because I think it is the proper thing to do for our community.

Mr. Gale:

I would like to say that I'm going to be supporting this tonight because it is the right thing to do. I'll be honest, I was trying to think of a different way to say what Iwhat Mrs. Culhane said when she

said that happy drivers make safe drivers and safe drivers make safe students. I can't agree with that more and that's why I'm supporting this resolution.

Mrs. Ruggieri:

The thing that concerns me is that if we moved forward with First Student and gave up our fleet and three years down the line First Student's rates skyrocketed and we were now responsible for paying this exorbitant bill to them and we would have nowhere else to go because we would no longer own a fleet. Then we'd be starting over from scratch and in a larger hole than we care to put ourselves in. We also need to look at what we would be putting out of pocket if we did decide to go with First Student for this year. There's still a $\frac{3}{4}$ million \$ bill that would need to be paid if we decided to move forward with First Student. That needs to be looked at as well. When we say that we are looking to plan something for long term, we need to include everything in that long term plan.

Ms. Iannazzi:

Just to create a record; I know that there are members of the media here who have not attended our previous meetings and do not understand the financial implications for the district. I'm just going to ask Mr. Balducci to read Option A into the record. Option A is the option that Mr. Zisseron explained and it assumes a gradual replacement of the fleet through leasing of buses and it provides for a cost savings to the district. Mr. Balducci, if you could just read the

money that would be saved by staying local, into the record.

Mr. Balducci:

Over a five year period, using the option of the replacement of the buses as was identified by Mr. Zisseron, the district would save, by keeping it in-house, approximately \$2.6 million over a five-year plan.

Ms. Iannazzi:

So not only do we do it safer; but we do it cheaper.

Mr. Colford:

That would be correct numbers if we were talking about the used buses. If you were talking apples to apples, which was the RFP that came out, that would not be the case. We're actually going to end up spending more than that. We'll end up spending another \$127,000 more. Those are not apples to apples comparisons. Right now our fleet is worth about \$160,000. That is what the asset value is right now. It is so old it is around the 13-14 year mark. We have some newer buses that are 10 years old. Then we have some old buses that are almost 19 years old. It is about that and going forward we need to realize, with all of our assets, that it's something that we have to capitalize every single year. We weren't here 30-40-50 years ago but it's incumbent upon us to continue to do that in good times and in bad. This discussion will also carry over into our physical plans that we look at as well. We have a tremendous amount of investment that we got to put into these buildings that we've continually not done and

we should do on a year to year basis. A discussion ensued.

Mrs. McFarland:

Mr. Colford, we have attempted to do that year after year since I've moved from the City Council over to the School Committee. We have tried to do that! We don't have that discussion when it comes to our public safety; we invest; we buy new vehicles; we purchase new fire trucks; we purchase cars for police officers. Every single year since I've been here for the last 5 years, it has been "NO" to our children of this City. That's ridiculous! It makes no sense to me whatsoever, so if we're going to compare apple to apple, invest in both sides of your government. At this time, Mr. Colford agreed. He stated that it's been over 10 years since we've invested in a bus. We know that.

There being no further discussion on Resolution No. 13-12-01, the vote was taken:

Mr. Colford No Mrs. McFarland Yes

Mrs. Culhane Yes Mrs. Ruggieri Yes

Mr. Gale Yes Mr. Traficante Recuse

Ms. Iannazzi Yes

Mrs. Ruggieri: I expect to see all of you at the City Council when we are going to them for bonds for buildings and when we're looking for funding for buses. I want to see this entire room filled then. Please!

NO. 13-12-09 - RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

A motion was made by Mrs. McFarland, seconded by Mr. Traficante.

There being no discussion, the roll was taken:

Mr. Traficante Yes Mr. Gale Yes

Mrs. McFarland Yes Mr. Colford Yes

Mrs. Culhane Yes Mrs. Ruggieri Recuse

Ms. Iannazzi Yes

Fernando Taveras, Bus Driver

Transportation

Effective Date...November 29, 2013

Mary Ruggieri, Teacher Assistant

Cranston West

Effective Date...December 13, 2013

Raymond Cardilli, Custodian

Cranston West

Effective Date...November 27, 2013

POLICIES AND PROGRAMS

NO. 13-12-10 - Be it RESOLVED to accept the Rhode Island Department of Education Wireless Classroom Grant Agreement. This grant will award the district a total of \$1,149,718.20 and is to be used to create a districtwide wireless classroom solution.

Be it further RESOLVED to accept the proposed solution submitted by ePlus Technology Inc., Cisco/Meraki. ePlus Technology Inc. who will be the Cranston Public Schools' vendor for the implementation of this grant.

Motion was made by Mrs. Culhane on Resolution No. 13-12-10; seconded by Mrs. Ruggieri for discussion:

Mrs. Ruggieri:

We need to amend the dollar amount on this grant. There's a separation of funds from RIDE that will be going directly to the Charter School. The amount needs to be adjusted to reflect a reduction of \$30,381.85. There will be a new total of \$1,119,336.35 that reflects that adjustment. Mrs. McFarland seconded the amendment. There being no discussion on the proposed amendment, the vote was taken:

Mr. Colford Yes Mrs. Culhane Yes

Mr. Gale Yes Mrs. McFarland Yes

Mrs. Ruggieri Yes Mr. Traficante Recuse

Ms. Iannazzi Yes

On the Resolution as amended and there being no discussion, the roll

was called:

Mr. Gale Yes Mr. Colford Yes

Mrs. Culhane Yes Mrs. McFarland Yes

Mrs. Ruggieri Yes Mr. Traficante Recuse

Ms. Iannazzi Yes

Public Hearing on Non-Agenda Items- There were none.

Announcement of Future Meetings – January 21, 27, and 30 (if needed), 2014.

There being no further business to be discussed, a motion to adjourn was made by Mrs. Culhane and seconded by Mr. Gale. The roll was taken; all were in favor.

Respectfully submitted,

Paula McFarland

School Committee Clerk

Administrator's Compensation Schedule

Administrator's Compensation Schedule

Fiscal Year 2013-2014

NAME	POSITION	SCHOOL	ANN	SALARY
	HEALTH	DENTAL	LIFE PENSION SURV	
	BEN OASDI	MEDICARE	TOTAL Fringe Sal & Fringe	

Pillay, Katrina	Principal	Barrows	50,193.00	6946 503 25	7,459
96 0 728	15,756	65,949			

Fiscal Year 2014-2015

NAME	POSITION	SCHOOL	ANN	SALARY
	HEALTH	DENTAL	LIFE PENSION SURV	
	BEN OASDI	MEDICARE	TOTAL Fringe Sal & Fringe	

Pillay, Katrina	Principal	Barrows	90,000.00	14310 1035 25	13,374
96 0 1305	30,145	120,145			

First year impact reflects start date of 12/9/2013 instead of 7/1.

Projections for 3% increase for health & dental in year 2.

Projections for pension remain flat at 14.86% for both years.

Flyer Distribution Policy #1327 (amended)

The Cranston School Department adheres to the law describing restrictions on commercial activity and fundraising in public schools. RI General Laws 16-36-6 et. Seq. 16-38-6 and has instituted the following procedures for the public to obtain permission to distribute flyers and announcements within Cranston Public Schools.

- Only school related activities will be distributed through students. School related activities include but are not limited to: School Lunch menus, class and school pictures, PTA/PTO/FEN activities, book sales and book fairs.**
- City, State and Federal Government organizations are excluded from these restrictions.**
- Flyers must meet the requirements stated in the Community Organization, Event and Youth Activity Announcement Policy (#1328) put forth by Cranston Public Schools.**
- Community organizations, events or Youth Activity flyers may be distributed through schools via paper and/or listserv until June 17, 2013. As has been the practice in Cranston Public Schools District any organizations wishing to distribute flyers through the schools in paper form must make and pay for their own copies. Copies must be separated in batches of 25 and must be delivered to each school by**

the organization. Schools will not make copies of flyers.

- Beginning June 18th, 2013 all approved announcements and flyers will be available for distribution through each school via listserv. Approved announcements and flyers will also be available on the CPSED.NET website page under the Community Organizations tab.**
- Families who do not have access to the internet will be able to find information on the Community Board at their school.**

Policy Adopted: January 31, 2013 Cranston Public Schools

Resolution No. 13-1-14 Cranston, Rhode Island

Policy Amended:

December 9, 2013

Resolution No. 13-12-

Recruitment and Selection of Employees

1. Purpose

The Cranston School Committee is committed to providing the highest quality educational Program for the Cranston Public Schools in accordance with the highest aspirations of the community and the staff.

This common goal shall be the concern of the Administration, the School Committee and the community at large.

Professionalism

Cranston Public Schools is dedicated to providing each individual with an opportunity to realize his/her full potential in an educational environment which emphasizes student achievement and success.

Innovation and best practices based on research are an important aspect of the Cranston Public Schools' educational programs.

II. RECRUITMENT AND SELECTION

It shall be the duty of the Superintendent of Schools to assure that persons recommended for employment shall meet all qualifications

established by law and by the Cranston School Committee for the type of position for which the recommendation is made.

All efforts in recruitment shall be directed at attracting the most qualified persons possible and additional effort shall be made to attract persons from diversified backgrounds. Also, efforts will be made to pursue affirmative action through positive and aggressive measures.

To accomplish this requirement, all vacancies will be clearly posted within the school district and, depending on the position, should be advertised on a state or national level, as determined appropriate by the Superintendent or his/her designee.

When a position has been determined to be vacant and has not been deemed by the School Committee as a position that should be eliminated, then, that position will be posted and filled as soon as possible. Posting will be for 14 calendar days.

First Reading: November 25, 2013 – Resolution 13-11-13 Cranston Public Schools

Second Reading: December 9, 2013 Cranston, Rhode Island

PERSONNEL 4111(a)

RECRUITMENT AND SELECTION OF EMPLOYEES

The following procedures shall apply to determining the need for and selection of candidates for new and replacement positions:

1. The Chief Operating Officer shall consult regularly with appropriate administrative staff to determine whether a vacancy exists.

2. The Chief Operating Officer shall meet with appropriate administrative staff to determine job specifications and/or criteria for evaluation of candidates.

3. Files of candidates shall be reviewed by Administrators and the Personnel Office and interviews shall be scheduled. All Affirmative Action policies and procedures adopted by the Cranston School Committee shall be adhered to. Candidate files will be reviewed with sensitivity to equity issues such as gender, racial/cultural diversity, disability and other legally protected status.

4. To ensure balanced representation a team of interviewers should be selected to include at least an administrator, teacher, and parent. If the team is interviewing for a non-certified position the team would consist of an administrator, a member of the department or school. The purpose of the screening Committee is to interview all qualified applicants and to forward to the Superintendent for consideration and recommendation:

- a. **The Screening/Interview Committee will be formed with sensitivity to equity issues.**
- b. **The appropriate administrators will develop a list of interview questions.**
- c. **Those administrators will review and select candidates to be interviewed based on the job description and written criteria developed by the interview team.**
- d. **Cranston substitutes and/or Cranston residents who apply for the specific posted position will be considered for an interview.**
- e. **The team will be given the opportunity to review applications on file to determine if there are any other individuals that could be considered.**

5. Each member of the Screening/Interview team must attend all interview sessions with prospective candidates for a particular position. If a person is not able to attend all interview sessions, that person has no rating privilege.

6. After a candidate is interviewed, each member of the Screening/Interview team shall complete a Report of Interview form without consultation. Results of the interview will be made known to members of the Screen/Interview team and the results will be confidential.

7. The chairperson of the Screening/Interview team will submit, through the appropriate central administrator to the Superintendent,

the top candidates in alphabetical order, with supporting data, defining characteristics of strengths and weaknesses as related to job specifications and responses to the interview questions.

8. When dealing with large numbers of candidates, the screening/interview teams should include with the interview results, supporting data, defining characteristics, and the strengths and weaknesses of the candidates. Questions should cover a broad spectrum as appropriate to student needs and programs.

9. The Screening/Interview team will submit all work to the Superintendent who has the ultimate responsibility to recommend a candidate to the School Committee at the next scheduled meeting.

10. Screening /Interview team must understand that the entire screening process must be held in the strictest confidence.

11. Other consideration by the Superintendent

a. Experience in the actual job held, including special qualifications that may be required or educationally desirable for a position and must be student focused.

b. Certifications held including highly qualified status and National Board Certification (if applicable).

- Any other information in candidates file**
- work history**
- professional development**

- discipline history
- degree
- transcripts
- test score (if applicable)
- recommendations
- community involvement
- professional affiliation
- evaluations
- any other relevant data

12. Unsuccessful applicants may contact the Chief Operating Officer to discuss their candidacy.

First Reading: November 25, 2013 – Resolution 13-11-13 Cranston Public Schools

Second Reading: December 9, 2013 Cranston, Rhode Island

4115.2(a)

PERSONNEL

Promotions

A. Promotional positions are defined as positions below the rank of Assistant

Superintendent.

B. All vacancies in promotional positions shall be filled pursuant to the following

procedures:

- 1. A notice shall be posted in every school building clearly setting forth a description of and the qualifications for the positions.**
- 2. Such notices shall be posted as far in advance as practicable, and at least ten (10) school days before the final date for submission of applications.**
- 3. Employees who desire to apply for such vacancies shall submit their letter of intent and resume to the Superintendent or specified representative within the time limit specified in the notice. Applications shall include qualifications for the position as well as other data requested in the notice and/or helpful in evaluating the applications.**
- 4. Employees who apply and are qualified for such positions shall be interviewed by a committee appointed by the Superintendent. Interview ratings for each qualified applicant shall be prepared independently by each member of the committee. Recommendation for a vacancy shall be made by the Superintendent from among the top three applicants unless he/she decides to make no recommendation from such applicants.**
- 5. Other considerations by the Superintendent**

a. Experience in the actual job held, including special qualifications that may be required or educationally desirable for a position and must be student focused.

b. Certifications held including highly qualified status and National Board Certification (if applicable)

• Any other information in the candidates file

o work history

o professional development

o discipline history

o degree

o transcripts

o test scores (if applicable)

o recommendations

o community involvement

o professional affiliation

o evaluations

o any other relevant data

C. All employees who apply and are qualified for a promotional position shall be

Interviewed and shall subsequently be notified of the disposition of their

application before the appointment is made.

Policy Revised: 10/16/78

Amended: 7/19/82

Amended: 10/21/13

**First Reading: November 25, 2013 – Resolution 13-11-15 Cranston
Public Schools**

Second Reading: December 9, 2013 Cranston, Rhode Island

Policy #9370

School Committee Code of Basic Management Principles and Ethical School Standards

The Cranston School Committee does hereby establish a code of basic principles and ethical standards for school committee members acting individually and collectively as boards of education in the management of the public schools of Cranston.

The Cranston School Committee accepts the obligation to operate the public schools in accordance with the fundamental principles and standards of school management, which include but are not limited to the following:

(1) Formulate written policy for the administration of schools to be reviewed regularly and revised as necessary.

(2) Exercise legislative, policy-making, planning and appraising functions and delegate administrative functions in the operation of schools.

(3) Recognize their critical responsibility for selecting the superintendent, defining his or her responsibilities, and evaluating his or her performance regularly without directly engaging in administrative processes.

(4) Accept and encourage a variety of opinions from and communication with all parts of the community.

(5) Make public relevant institutional information in order to promote communication and understanding between the school system and the community.

(6) Act on legislative and policy-making matters only after examining pertinent facts and considering the superintendent's recommendations.

(7) Conduct meetings with planned and published agendas.

(8) Encourage and promote professional growth of school staff so that quality of instruction and support services may continually be improved.

(9) Establish and maintain procedural steps for resolving complaints and criticisms of school affairs.

(10) Act only through public meetings since individual board members have no authority to bind the board.

(11) Recognize that the first and greatest concern must be the educational welfare of the students attending the public schools.

(12) Work with other committee members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.

(13) Avoid being placed in a position of conflict of interest, and refrain from using the committee position for personal gain.

(14) Attend all regularly scheduled committee meetings as possible, and become informed concerning the issues to be considered at those meetings.

First Reading: November 25, 2013 Resolution No. 13-11-16 Cranston Public Schools

Second Reading: December 9, 2013 Cranston, Rhode Island

CRANSTON SCHOOL DEPARTMENT #5141.31

Policy Against Teen Dating Violence and Sexual Violence

Teen Dating Violence and Sexual Violence disrupts a school's ability to educate students and threatens public safety by creating an atmosphere in which such behavior can escalate into violence.

Teen Dating Violence and Sexual Violence is prohibited in the public schools of Cranston, RI [R.I.G.L. § 16-21-30].

It is the policy of the Cranston Public Schools that all students be treated with respect. The purpose of this policy is to:

- o Raise school-wide awareness about teen dating violence and sexual violence;**
- o Provide direction in responding to incidents; and**
- o Prevent new incidents of dating violence and sexual violence.**

At all times, school staff will model correct and courteous behavior to each other, to students, and to visitors to the school. Abusive or humiliating language or demeanor will not be accepted. An effort will be made to ensure that each student is well known by at least one certified teacher so that the student will have someone to turn to if abuse develops. To the extent possible the influence of cliques and other exclusive school groupings will be diminished by the creation of a range of inclusive school activities in which students will be encouraged to participate [R.I.G.L. 16-38-4. Exclusive clubs].

The Equal Employment Opportunity Commission (EEOC) has issued regulations under Title VII of the Civil Rights Act of 1964 entitled Sexual Harassment and Title IX of the Education Act of 1972, Anti-Discrimination Laws.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE DISTRICT'S STATEWIDE BULLYING POLICY,

ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY AND GRIEVANCE PROCEDURE AND SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY POLICY.

Definitions:

Dating 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 Assault: Sexual assault includes behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation, or pressure and may include:

- o Intentional touching of someone in ways that are unwanted;**
- o Voyeurism;**

#5141.31

- o Exposure to exhibitionism;**
- o Undesired exposure to pornography; or**
- o Public display of images that were taken in a private context or when the victim was unaware.**

At School: In the context of these regulations, the phrase at school

includes the following places and situations:

- o In any location of the school (classroom, lavatory, locker room, gymnasium, etc.)**
- o Anywhere on school property**
- o Immediately adjacent to school property**
- o On a school bus or other school vehicle**
- o At school bus stops**
- o While students are walking to or from school**
- o At any school-sponsored activity or event, whether or not held on school premises**

Disciplinary Sanctions: As a school community, we believe in progressive discipline to educate our students. Repeated offenses will result in more severe consequences. Disciplinary consequences will be determined on a case-by-case basis and reflect the number and severity of disciplinary issues. Parents are important partners in the disciplinary process. Communication with parents will be open and frequent as we work together to solve disciplinary issues for the safety and well-being of our students.

Disciplinary Sanctions for teen dating violence and sexual violence may include:

- o Loss of the opportunity to participate in extracurricular activities**

- o Loss of the opportunity to participate in school social activities**
- o Loss of the opportunity to participate in graduation exercises**
- o Loss of school bus transportation**
- o Transfer to another school**
- o Assignment of additional community/school service**
- o Classroom exclusion**
- o Short term school suspension (10 or fewer days of suspension) or long term suspension (suspension of more than 10 days)**
- o Admonitions, warnings and counseling**

Reporting Procedures: Cranston Public Schools shall establish a procedure for reporting, filing, and acting upon reports of incidents of teen dating violence and sexual violence. The procedure will be publicized to staff, parents, students, and volunteers. The person(s) responsible for reporting are:

- o The victim**
- o Anyone who witnessed any act covered by this policy**
- o Anyone with credible information that an act covered by this policy is or has taken place**

#5141.31

A complaint form is attached to this policy, in the Cranston High School handbook, and on the Cranston High School website. Additional forms can be found in every classroom, guidance office

and Principal's office. Reports should be made to an adult within the school system.

Administrator and Staff Training: The school shall provide training on the Cranston School District's teen dating violence and sexual violence policy to all staff who have significant contact with students, including educators, school nurses and mental health staff, administrators, custodial and food service staff, and parents.

Per the Lindsay Ann Burke Act, the training shall specifically include, but not be limited to:

- o Basic principles and warning signs of dating violence**
- o The Cranston teen dating violence and sexual violence policy.**

Student Education: On-going age-appropriate education on healthy relationships shall be provided to all students in grades K-12, with specific instruction relating to teen dating violence taught yearly in grades 7-12. Per the Lindsay Ann Burke Act this curriculum shall include but not be limited to:

- o Defining teen dating violence;**
- o Recognizing dating violence warning signs; and**
- o Characteristics of healthy relationships.**

Additionally, students shall be provided with the school district's teen dating violence and sexual violence prevention policy. Upon written

request to the school Principal by a parent or legal guardian of a pupil less than eighteen (18) years of age and within a reasonable period of time after the request is made, said parent or legal guardian shall be permitted to examine the health education instruction materials at the school in which his or her child is enrolled.

Social Skills Training: The school health program and school counseling services will include appropriate social skills training to help students avoid isolation and to help them interact in a healthy manner.

Responsibility of Students: Students who observe any act covered by this policy or who have reasonable grounds to believe an act is taking or has taken place in violation of this policy are obligated to report the incident to school authorities. Failure to do so may result in disciplinary action.

Investigation: The Principal or his or her designee shall investigate all allegations of acts in violation of this policy. If the allegation is found to be credible, appropriate disciplinary sanctions, subject to appropriate due process procedures, will be imposed. The investigation will include an assessment by the appropriate school personnel of the effect the incident has had on the victim.

Police Notification: When the act involves conduct that involves criminal law, the police will be notified.

#5141.31

Help for the Victim: If the investigation determines the victim's mental health has been placed at risk, appropriate referrals will be made. If the incident included a violent criminal offense, the victim will be informed of any school transfer rights he or she may have under the Federal No Child Left Behind Act.

Prohibiting Against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate a victim, those who are witnesses to an incident, or those investigating the incident, shall not be tolerated. In most cases, retaliation or threat of retaliation will result in imposition of a short or long-term school suspension. In appropriate cases, school officials will refer to [R.I.G.L. 11-42-2. Extortion and Blackmail] [R.I.G.L. 59-2 Stalking Prohibited].

Prohibiting Against False Reporting: False reports of acts covered by this policy will be subject to appropriate school discipline, including short and long term suspension from school.

Individualized School Safety Plan: If a student is the victim of an act in violation of this policy and as a result, does not feel safe in his or her school environment, the Principal of the school will prepare a written school safety plan outlining what steps will be taken to provide the student with a safe educational environment. This plan

will be developed, if possible, with input from the parents of the student. Staff members who are to implement the plan will help formulate it.

#5141.31

**TOWN OF CRANSTON PUBLIC SCHOOLS
SEXUAL HARRASSMENT, DATING VIOLENCE, AND SEXUAL
VIOLENCE
COMPLAINT FORM**

Name: _____

Date: _____

Date(s) _____ **of** _____ **Alleged**
Incident(s) _____

Persons/Parties involved:

Position/Grade _____

Position/Grade _____

Position/Grade _____

Position/Grade _____

Description

of

event(s) _____

When and where did the event happen?

Were there any additional witnesses? []yes []no

If yes, who?

Is this the first incident? []yes []no []I don't know

If no, how many times has it happened

before? _____

Other information including previous incidents or threats:

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

#5141.31

Student: _____

Date: _____

School Official receiving complaint:

_____ Date: _____

School official conducting follow-up:

_____ Date: _____

First Reading: November 25, 2013 Resolution No. 13-11-17 Cranston Public Schools

Second Reading: December 9, 2013 Cranston, Rhode Island

#5141.32(a)

CRANSTON SCHOOL DEPARTMENT

SAFE SCHOOL ACT STATEWIDE BULLYING POLICY

INTRODUCTION

This Statewide Bullying Policy is promulgated pursuant to the authority set forth in §16-21-34 of the General Laws of Rhode Island. Known as the Safe School Act, the statute recognizes that the bullying of a student creates a climate of fear and disrespect that can seriously impair the student's health and negatively affect learning. Bullying undermines the safe learning environment that students need to achieve their full potential. The purpose of the Policy is to ensure a consistent and unified statewide approach to the prohibition of bullying at school.

Nothing in this policy prohibits the Cranston School Department from complying with federal antidiscrimination laws

TABLE OF CONTENTS

Section #

- 1. Definitions**
- 2. School Climate**

- 3. Policy Oversight and Responsibility**
- 4. Information Dissemination**
- 5. Reporting**
- 6. Investigation/Response**
- 7. Disciplinary Action**
- 8. Social Services/Counseling**
- 9. Social Networking**
- 10. Other Redress**
- 11. Adoption of Policy**

1. DEFINITIONS

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

- a. Causes physical or emotional harm to the student or damage to the student's property;**
- b. Places the student in reasonable fear of harm to himself/herself or of damage to his/her property;**
- c. Creates an intimidating, threatening, hostile, or abusive educational environment for the student;**
- d. Infringes on the rights of the student to participate in school activities; or**

#5141.32(a)

e. Materially and substantially disrupts the education process or the orderly operation of a school.

The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as:

Race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic.

If the expression, physical act or gesture includes an incident or incidents that may be reasonably perceived as being motivated by characteristics or harassment based on race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, age or disability then the matter should be investigated under the District's Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure.

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

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

Forms of cyber-bullying may include but are not limited to:

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

AT SCHOOL means:

- a. on school premises,**
- b. at any school-sponsored activity or event whether or not it is held on school premises,**
- c. on a school-transportation vehicle,**

#5141.32(a)

- d. at an official school bus stop,**
- e. using property or equipment provided by the school, or**
- f. acts which create a material and substantial disruption of the education process or the orderly operation of the school.**

2. SCHOOL CLIMATE

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

3. POLICY OVERSIGHT and RESPONSIBILITY

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

The school Principal, director, or head of school shall provide the superintendent, school committee and/or school governing board with a summary report of incidents, responses, and any other bullying-related issues at least twice annually.

For public schools, the prevention of bullying shall be part of the school district strategic plan (§ 16-7.1-2(e)) and school safety plan (§16-21-24).

4. INFORMATION DISSEMINATION

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

This policy shall be:

- a. Distributed annually to students, staff, volunteers, and parents/legal guardians**

- b. Included in student codes of conduct, disciplinary policies, and student handbooks**
- c. A prominently posted link on the home page of the school /district website**

#5141.32(a)

5. REPORTING

The school Principal, director or head of school shall establish, and prominently publicize to students, staff, volunteers, and parents/guardians, how a report of bullying may be filed and how this report will be acted upon (See attached sample Report Form).

The victim of bullying, anyone who witnesses an incidence of bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

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

Parents/Guardians of the victim of bullying and parents/ guardians of the alleged perpetrator of the bullying shall be notified within

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

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

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

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

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

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

#5141.32(a)

6. INVESTIGATION/RESPONSE

The school Principal, director or head of school shall promptly investigate all allegations of bullying, harassment, or intimidation. If the allegation is found to be credible, appropriate disciplinary actions, subject to applicable due process requirements, will be imposed. The School Resource Officer or other qualified staff may be utilized to mediate bullying situations.

The investigation will include an assessment by the school psychologist and/or social worker of what effect the bullying, harassment or intimidation has had on the victim. A student who

engages in continuous and/or serious acts of bullying will also be referred to the school psychologist and/or social worker.

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

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

a. The school Principal, director or head of school will intervene immediately to provide the student with a safe educational environment.

b. The interventions will be developed, if possible, with input from the student, his or her parent/guardian, and staff.

c. The parents/ guardians of a victim shall also be notified of the action taken to prevent any further acts of bullying or retaliation.

7. DISCIPLINARY ACTION

The disciplinary actions for violations of the bullying policy shall be determined by the school/district appropriate authority. Disciplinary actions for violations of the bullying policy shall balance the need for accountability with the need to teach appropriate behavior. The severity of the disciplinary action shall be aligned to the severity of the bullying behavior.

The range of disciplinary actions that may be taken against a

perpetrator for bullying, cyberbullying or retaliation shall include, but not be limited to:

- a. Admonitions and warnings**
- b. Parental/ Guardian notification and meetings**
- c. Detention**
- d. In-school suspension**
- e. Loss of school-provided transportation or loss of student parking pass**
- f. Loss of the opportunity to participate in extracurricular activities**
- g. Loss of the opportunity to participate in school social activities**
- h. Loss of the opportunity to participate in graduation exercises or middle school promotional activities**
- i. Police contact**

#5141.32(a)

j. School suspension: No student shall be suspended from school unless it is deemed to be a necessary consequence of the violation of this Policy.

8. SOCIAL SERVICES/COUNSELING

Referral to appropriate counseling and/or social services currently being offered by schools or communities shall be provided for

bullying victims, perpetrators and appropriate family members of said students.

9. SOCIAL NETWORKING

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

10. OTHER REDRESS

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

11. ADOPTION OF POLICY

The Cranston School Committee hereby adopts this policy, in its entirety effective immediately.

First Reading: November 25, 2013 Resolution No. 13-11-18 Cranston Public Schools

**Second Reading: December 9, 2013 Cranston, Rhode Island
Cranston School Committee Agenda**

#4116.11 and #5147

**CRANSTON SCHOOL DEPARTMENT SECTION 504/ADA
PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY**

Pursuant to Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act of 1990 (“ADA”) and their implementing regulations, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the Cranston School Department “(District)”. The District does not discriminate in admission or access to, participation or treatment, or employment in, its programs or activities. As such, the District’s policies and practices will not discriminate against students and employees and with disabilities, will provide equal opportunity to employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. Disability discrimination will not be permitted in any of the programs, activities, policies, and/or practices in the District.

As used in this policy and as defined under Section 504/ADA (as the same may be amended from time to time), “an individual with a disability” means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions

such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

The Section 504 regulations also require a school district to provide a "free appropriate public education" (FAPE) to each eligible student who has a disability and is in the school district's jurisdiction. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met and are based upon adherence to the applicable Section 504 and Title II regulations.

1. Free and Appropriate Public Education for Students

The District is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504.

Under Section 504, the District must provide a free appropriate public education to each qualified disabled child. A free appropriate public education, under Section 504, consists of regular or special education and related aids and services that are designed to meet the individual student's needs and based on adherence to the regulatory requirements on educational setting, evaluation, placement, and procedural safeguards. 34 CFR 104.33, 104.34, 104.35, and 104.36. A student may be handicapped within the meaning of Section 504, and

therefore entitled to regular or special education and related aids and services under the Section 504 regulations, even though the student may not be eligible for special education and related services under IDEIA.

#4116.11 and #5147

Parent(s)/guardian(s)/custodian(s)/ (“parents”) are invited and encouraged to participate fully in the evaluation process, 504 plan development, 504 meetings, etc.

The District will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. The District will verify that persons with disabilities participate with persons without disabilities in such activities and services to the maximum extent appropriate.

Any parent who disagrees with a decision made by the District or the disagrees with the student’s 504 team may follow the “Grievance Procedure for Addressing Discrimination” set forth below OR may request a hearing before an impartial hearing officer at the Rhode Island Department of Education (RIDE) OR may file a complaint with the United States Department of Education, Office of Civil Rights (OCR). Contact information for RIDE and OCR can be found at the end of this policy.

2. Employment Practices

Discrimination Prohibited

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the District's programs or activities. Further, the District will take positive steps to employ and advance in employment qualified individuals with disabilities. The District will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the District will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation

The District will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities.

3. Facilities and Programs

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies. This includes, but is not limited to, providing accommodations to parents with

#4116.11 and #5147

disabilities necessary for them to participate as other parents are allowed to participate in their child's educational programs or meetings pertinent thereto.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. Programs and activities will be designed and scheduled so that the location and nature of the facility or area of the program will not deny a student with a disability the opportunity to participate on the same basis as a student without disabilities. The District will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries,

alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the district will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Designated Officials for Addressing Discrimination Complaints

In each school building, the Principal is responsible for receiving and investigating reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of discrimination with the Principal. In the event that the Complaint alleges violations against the Principal, the Complaint shall be delivered to the Superintendent, who shall appoint an individual to conduct the investigation.

Grievance Procedure for addressing Discrimination

The following complaint procedure has been established to ensure prompt and effective investigation into allegations of disability discrimination. If the complaint pertains to allegations of disability-based harassment, refer to the District's Anti-Discrimination/Anti-Harassment Policy and Grievance Procedure.

A person who believes that he or she had been discriminated against is encouraged to report the situation to the Principal immediately. Reports/complaints are to be filed within ninety (90) days after the conduct complained of occurred or the time the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

- 1. the specific action objected to, including but not limited to a team decision, action, or refusal to take an action requested by the parent or alleged denial of FAPE**
- 2. the date(s) and time(s) such action or refusal to take an action or alleged denial of FAPE took place,**
- 3. the name(s) of the District staff or other persons believed to be discriminating against them,**

#4116.11 and #5147

- 4. the name(s) of any witness(es),**
- 5. action sought to remedy the situation, and**
- 6. any other details or information requested by the investigating official.**

In addition, the person should provide the Principal with any documentation (emails, notes, pictures, etc.) or other information in support of the allegation of discrimination.

Investigation of Complaints

Upon receipt of a report or complaint, the Principal shall facilitate a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, and the individual alleged to have discriminated to provide information, including the names of witnesses or other evidence, relevant to the investigation of the complaint. The Principal will also endeavor to promptly interview and obtain detailed written statements from the complainant, the subject of the complaint, the individual alleged to have discriminated, as well as any potential witnesses. The Principal will also review any other documents or information that he or she believes is relevant to the investigation.

A written determination regarding the complaint and any resolution will be provided by the Principal to the complainant and the accused within thirty (30) school/working days of the complaint.

Appeal Process

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Principal. The Superintendent or his/her designee will respond to such request within thirty (30)

school/working days of receipt of the request for reconsideration; his/her decision is final.

If a violation is found to have occurred, the District will take steps to prevent reoccurrence of the violation and correct its discriminatory effect on the person(s) affected.

If the violation involves the denial of a free and appropriate public education to a student or students, such steps may include re-convening of the 504 team, revision of a 504 plan, compensatory services, development of a safety plan and other remedies, as appropriate.

If the violation involves an employment issue, such steps may include appropriate discipline up to and including possible termination of any employee violating this policy and/or such other remedies as are appropriate.

#4116.11 and #5147

Confidentiality

Investigations of discrimination complaints shall be conducted in such a manner as to disclose information only to those who need to know or those who may have information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The Cranston Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with to the Office for Civil Rights, Rhode Island Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws prohibiting discrimination.

U. S. Department of Education, Office for Civil Rights

John W. McCormack Building

5 Post Office Square, Suite 900

Boston, MA 02109

Telephone: (617) 289-0111

<http://www.ed.gov>

Rhode Island Department of Education

255 Westminster Street

Providence, RI 02903

Telephone: (401) 222-4600

<http://www.ride.ri.com>

**First Reading: November 25, 2013 Resolution No. 13-11-19 Cranston
Public Schools**

Second Reading: December 9, 2013 Cranston, Rhode Island

Cranston School Committee Agenda

#4111.5 and #5141.32

**ANTI-DISCRIMINATION/ANTI-HARASSMENT POLICY
AND GRIEVANCE PROCEDURE**

The Cranston Public Schools (the “District”) is committed to maintaining and promoting an educational environment free from all forms of discrimination, including harassment. The civil rights of all school community members are guaranteed by law, and the protection of those rights is important to the District. Discrimination, including harassment, on the basis of race, color, religion, national origin, ethnicity, genetic information or testing, sex, sexual orientation, age or disability (hereinafter “membership in a protected

class”) will not be tolerated. Retaliation against any student or any other individual who has complained of discrimination, including harassment, or individuals, who have cooperated with an investigation of such complaint, is also unlawful and will not be tolerated. The District will promptly investigate, remedy any harm, seek to protect students and/or employees, and to prevent recurrence of such conduct. This policy applies to conduct directed toward students and other persons associated with the educational community by all other persons associated with the educational community including, but not limited to, students, District employees, the School Committee, school volunteers, parents and independent contractors. (For a complaint of disability discrimination that is NOT harassment, please refer to the District’s Section 504/ADA Prohibition Against Discrimination Based on Disability policy/procedure.)

I. What is Discrimination, including Harassment?

A. Discrimination: Treating persons differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

B. Harassment: Oral, written, graphic, electronic, or physical conduct relating to a person’s actual or perceived membership in a protected class that is sufficiently severe, pervasive or persistent so as to interfere with or limit that person’s ability to participate in the

District's programs or activities by creating a hostile educational environment.

Harassing conduct based on a person's protected status may include, but is not limited to:

∙ Degrading, demeaning, insulting, or abusive verbal or written statements;

∙ Taking personal belongings, taunting, teasing, name-calling, or spreading rumors;

∙ Drawing or writing graffiti, slogans, visual displays, or symbols on school or another's property;

∙ Telling degrading or offensive jokes;

∙ Unwanted physical contact of any kind;

∙ Physical violence, threats of bodily harm, physical intimidation, or stalking;

∙ Threatening letter, emails, instant messages, or websites that come within the scope of the District's disciplinary authority;

∙ Defacing, damaging, or destroying school or another's property.

#4111.5 and #5141.32

• Harassing conduct does not have to be directed towards a particular individual. Other members of the same protected class may be considered the victim of harassment by virtue of being exposed, even indirectly, to the harassing conduct.

II. Sample of Conduct Which May Constitute Specific Types of Harassment

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary, equipment, intimidating manner of movement, using disability-related slurs, or invading personal space to intimidate.

National Origin Harassment:

 Unwelcome verbal, written or physical contact directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on a race, nicknames based on racial

stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

 Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

 Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms. Taunting, or invading personal space to intimidate.

Sexual Harassment:

 Quid pro quo sexual harassment occurs when a person in a supervisory position explicitly or implicitly conditions participation in a program or activity or bases a decision concerning another on the other person's submission to unwelcome sexual advances, request for sexual favors, or other verbal or

#4111.5 and #5141.32

physical conduct of a sexual nature, whether or not the other person submits to the conduct. Quid pro quo sexual harassment, occurs, for

example when a school employee causes a student to believe s(he) must submit to sexual advances to receive a better grade than deserved, or is threatened with a loss of a promised college application recommendation unless the student dates the employee.

 Hostile environment sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by a student, a school employee, or a third party on school property or at a school related activities is sufficiently severe, pervasive or persistent so as to interfere with or limit a person's ability to participate in or benefit from the District's programs or activities by creating a hostile, humiliating, intimidating, or offensive educational environment. A victim may also be someone affected by conduct directed toward another individual. Sexual harassment may occur adult to student, student to student, student to adult, adult to adult, male to female, female to male, female to female, and male to male.

Depending on the circumstances, sexual harassment may include, but is not limited to:

 Verbal forms of sexual harassment, including repeated unwanted requests for dates, sexual rumors, sexually explicit jokes, howling, whistles, catcalls, soliciting conversation regarding sexual activity and experiences, making unwanted gender-based references to a person's physical characteristics;

 Written forms of sexual harassment, including offensive gestures following or stalking another, cornering or blocking a person, leering, pressuring for sexual activities;

 Nonverbal forms of sexual harassment, including offensive gestures, following or stalking another, concerning or blocking a person, leering, pressuring for sexual activities;

 Visual forms of sexual harassment, including displaying sexually suggestive or sexually provocative photographs, pictures, objects, cartoons, or posters; or

 Unwelcome physical touching, including grabbing, groping, squeezing, sexual fondling, kissing, brushing against another's body, body hugs, and other unwelcome contact.

#4111.5 and #5141.32

III. Responsibilities of all Persons Associated with Educational Community

Each member of the educational community is personally responsible

for ensuring that his/her conduct does not in any way harass or discriminate against any other person that h/she has contact with in the performance of his/her duties or studies or while acting as a member of the school community. In addition, each member of the educational community is required to fully cooperate in any investigation of alleged discrimination, including harassment. Further, District employees are obligated to intervene and stop any discrimination, including harassment that they witness and to immediately report to the building Principal instances of discrimination, including harassment that are reported to them, they observe, or of which they otherwise learn.

IV. Designated Officials for Addressing Discrimination and Harassment Complaints

In each school building, the Principal is responsible for receiving and investigating reports and complaints of violations of this Policy at the school level. Individuals may file a report or complaint of discrimination, including harassment, with the Principal. In the event that the Complaint alleges violations against the Principal, the Complaint shall be delivered to the Superintendent, who shall appoint an individual to conduct the investigation.

V. Procedure for Reporting Discrimination and Harassment

The following complaint procedure has been established to ensure

prompt and effective investigation into allegations of discrimination, including harassment. (For a complaint of disability discrimination that is NOT harassment, please refer to the District's Section 504/ADA Prohibition Against Discrimination Based on Disability policy/procedure.)

A person, who believes that he or she had been harassed or otherwise discriminated against, is encouraged to report the situation to the Principal immediately. Reports/complaints are to be filed within ninety (90) days after: the discriminatory conduct or the individual reasonably becomes aware of the conduct. (Note: this filing period may be extended for good cause.) The report can be written or oral and should consist of the following:

- 1. the specific conduct objected to,**
- 2. the date(s) and time(s) such conduct took place,**
- 3. the name(s) of the alleged harasser(s) or person believed to be discriminating against them,**
- 4. the location(s) where the conduct occurred,**
- 5. the name(s) of any witness(es),**
- 6. action sought to remedy the situation, and**
- 7. any other details or information requested by the investigating official.**

#4111.5 and #5141.32

In addition, the person should provide the Principal with any documentation (emails, notes, pictures, electronic or recorded media, etc.) or other information in support of the allegation of discrimination, including harassment.

VI. Investigation of Complaints

Upon receipt of a report or complaint, the Principal shall facilitate a prompt investigation. The investigation must allow for the complainant, the subject of the complaint, and the alleged harasser to provide information, including the names of witnesses or other evidence, relevant to the investigation of the complaint. The Principal will also endeavor to promptly interview and obtain detailed written statements from the complainant, the subject of the complaint, the alleged harasser, as well as any potential witnesses. The Principal will also review any other documents or information that he or she believes is relevant to the investigation.

In the event that an investigation reveals that the alleged action or actions do not constitute discrimination or harassment as defined in this policy, but that the underlying conduct may meet the definition of bullying or cyberbullying as set forth in the District's Bullying Policy,

then the results of the investigation should be forwarded and/or reviewed in conjunction with the provisions of that policy. If necessary, the investigation may be re-opened under the parameters of that policy

Conclusion of Investigation

A written determination regarding the complaint and any resolution will be provided by the Principal to the complainant and the accused within thirty (30) school/working days of the complaint.

If a violation is found to have occurred, the District will take steps to prevent reoccurrence of the violation and correct its discriminatory effect on the person(s) affected. Such steps may include appropriate disciplinary action (including but not limited to suspension of student(s) and termination of employee(s)), counseling, development of a safety plan and other remedies, as appropriate.

Appeal Process

The complainant may request reconsideration of the determination and/or resolution of a complaint by notifying the Superintendent in writing or verbally within seven (7) school/working days of receipt of the written determination of the Principal. The Superintendent or his/her designee will respond to such request within thirty (30) school/working days of receipt of the request for reconsideration;

his/her decision is final.

#4111.5 and #5141.32

VII. Confidentiality

Investigations of discrimination, including harassment complaints shall be conducted in such a manner as to disclose information only to those who need to know and as necessary to gain information pertinent to the investigation. Please note, some level of disclosure may be necessary in the course of conducting interviews in connection with investigation of any complaint under this policy. The Cranston Public Schools shall endeavor to keep such information as confidential as it can without compromising the thoroughness of the investigation.

VIII. State and Federal Authorities

In addition to the process described above, the complainant may, at any time, file a complaint with to the United States Department of Education, Office for Civil Rights, Rhode Island Department of Elementary and Secondary Education, or other appropriate federal or state agency charged with enforcement of state and federal laws

prohibiting discrimination, including harassment based on membership in a protected class.

U.S Department of Education, Office for Civil Rights

John W. McCormack Building

5 Post Office Square, Suite 900

Boston, MA 02109

Telephone: (617) 289-0111

<http://www.ed.gov>

Rhode Island Department of Education

255 Westminster Street

Providence, RI 02903

Telephone: (401) 222-4600

<http://www.ride.ri.com>

**First Reading: November 25, 2013 Resolution No. 13-11-20 Cranston
Public Schools**

Second Reading: December 9, 2013 Cranston, Rhode Island

Cranston School Committee Agenda

Cranston Public Schools

High School Absence and Tardy Policy #5113(c) to replace 5113 (a)

and (b)

1. If a student is absent (unexcused) from a class or classes in excess of five (5) times per quarter, the teacher will lower the student's quarterly grade by ten points. Excused absences are for: illness or appointment confirmed by a doctor's/dentist's note within two (2) days of return to school; family bereavement; legal/court obligations confirmed by a note from the court; college or military appointments confirmed by documentation from agency

2. Students are expected to be present in homeroom/advisory on time. Students who are late to homeroom/advisory may be consequence by the teacher. Students who are chronically late (more than 3x per quarter) will be referred to the student's assistant principal.

3. Students, who are late to school after the completion of homeroom/advisory, must sign in at the tardy desk. Students will be allowed three (3) unexcused tardies to school each quarter.

4. All days tardy beyond three (3) per quarter will result in disciplinary consequences unless excused with verifiable documentation (e.g. doctor's/dentist's note, legal obligation, family bereavement). All absence/tardy notes must be submitted no later than the day following the student's return to school or the day following the tardy.

5. On the fourth (4) tardy, a conference with the assistant principal will occur. Parents will be notified of the excessive tardies. Detention will be assigned for all days tardy beyond four (4) and up to eight (8). All days tardy beyond eight (8) may result in social probation and/or additional disciplinary consequences.

6. Social probation will be imposed after the eighth (8) tardy in a marking period. Social probation means the student will not be able to participate in any extra-curricular activities or school-sponsored events after school hours or on weekends. Such events shall include, but not be limited to, dances, proms or athletics, either as a participant or observer.

7. Teachers are not obligated to provide make-up assignments for the following: students who have “cut” class; student who miss a class by arriving late to school without a verifiable excuse (see criteria above); family vacations during school time are not considered excused absences.

8. Parents/guardians shall be notified of excessive tardies after the fourth tardy per quarter.

9. Parents wishing to appeal an attendance-related decision made by the classroom teacher should follow the CPS appeal process (i.e. written appeal in the following order: student’s assistant principal, principal, superintendent (or designee), Cranston School Committee).

First Reading – November 25, 2013, Resolution No. 13-11-22 Cranston Public Schools

Second Reading – December 9, 2013 Cranston, Rhode Island

WAIVER POLICY

POLICY #5128

CRANSTON PUBLIC SCHOOLS

**WAIVER FOR THE STATE-ASSESSMENT GRADUATION
REQUIREMENT**

As set forth in the 2011 K-12 Literacy, Restructuring of the Learning environment at the middle and high school levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools Regulation (Secondary Regulations), all students must complete each of the following graduation requirements in order to earn a diploma:

- (1) Successful completion of Cranston Public Schools credit requirements;**
- (2) Demonstration of proficiency through performance-based assessments; and**
- (3) Attainment of the level of “partially proficient” on the state grade 11 assessment or measurable improvement of the student’s initial score on the grade 11 state assessment.**

The 2011 Secondary Regulations describe the conditions under which Local Agency (LEAs) may grant waivers for the state assessment requirement for high school graduation for students who have attained and can demonstrate the required level of proficiency, as set forth below:

L-6-3.3. If a student is unable to demonstrate graduation readiness through the state assessment or a Regents-approved testing alternative, the student may apply to his or her LEA for a waiver of the state assessment portion of the

graduation

requirements. LEAs are authorized to grant waivers from the state assessment

requirement set forth in this section only in those rare cases in which the state

assessment is not a valid means of determining the proficiency of individual students.

Waiver eligibility will be considered only for those students for whom: (1) there is a

preponderance of evidence of academic content mastery consistent with 6-3.0 of these

regulations and (2) the student has completed the sequence of testing requirements

set forth in this section.

As Cranston Public Schools is the decision-making body for waivers exempting Cranston students from the state assessment diploma requirement, the Superintendent (or designee) is hereby charged with decision-making authority for granting waivers, in those rare instances when the statewide assessment is not an appropriate way to measure proficiency. Students participating in the RI Alternate Assessment (RIAA) are not eligible for a waiver. Decisions of the Superintendent of Schools (or designee) may be appealed in accordance with the Cranston Public Schools Appeal Policy #5145(a).

Requests for a waiver will be accepted until May 15 of the year in which a student is scheduled to graduate. The following must occur prior to the submission of a request for a waiver:

- 1. Students must have completed the Graduation Portfolio and Presentation**
- 2. Students must be on track to satisfy all course and credit requirements set forth by Cranston Public Schools**
- 3. Students must have made a serious attempt on the state assessment as juniors and at least once during their senior year**
- 4. Students must have made a serious attempt on a RIDE-approved alternative assessment (e.g. Accuplacer, ASVAB, SAT, etc.)**
- 5. Students must have demonstrated effort and participation in intervention activities (e.g. Progress Plan, summer/after-school programs, etc.)**

When requesting a waiver for the statewide assessment component of the RI graduation requirements, the student will compile evidence which s/he will present to the Superintendent (or designee). While school staff may support the student in the collection and organization of such evidence, the compilation and submission to the Superintendent (or designee) are ultimately the responsibility of the student. No one piece or type of evidence is sufficient. The following

table, while not exhaustive, provides examples of eligible and ineligible evidence.

Examples of Eligible Evidence Related to Grade 9-10 Math and/or Reading Standards **Examples of Ineligible Evidence**

Passing Grades in Required Courses **Passing Grades in Middle School Classes**

Passing Grades on Major Course Assessments **Letters of Recommendation**

Passing Grades on Comprehensive Assessments Administered by Teacher Certified in Area **Number of Earned Credits**

Passing Grades on Performance Tasks

Passing Grades in Courses Taken Off-Site or Virtually

Note 1: Accommodations may be provided so long as content is not modified.

Note 2: Evidence will be maintained for one year; the Statewide Assessment Waiver Request Form will be maintained for five years.

It is explicitly acknowledged that the Rhode Island Department of Education will monitor the Cranston Public Schools' waiver process and the granting of waivers during the diploma system review process. It is the responsibility of the Cranston Public Schools to store all sources of evidence used to make waiver decisions. Such evidence is available as part of student records, in the event of an appeal or as part of diploma system review process.

Statewide Assessment Waiver Request Form

After all sections of this form are complete, the student will submit this form to the Principal/Director of his/her school by May 15 of the year in which a student is scheduled to graduate. The principal will then submit the completed package to the Superintendent of Schools.

Students and families will be notified of the waiver decision in writing within ten (10) school days of receipt by the Superintendent.

Date of submission _____

I. Student Information: Student must complete sections I. and II.

Name

ID Number

Date of Birth

School

Expected Graduation Date

Counselor's Name

II. Student Information (Assistance may be provided by school staff):

Name of Evidence Description of Evidence

III. Assessment Information: Guidance counselor must complete this section.

Yes No

The student has completed The Graduation Portfolio.

The student is on track to meet all course and credit requirements.

The student has made a serious attempt on the state assessment as

a junior and at least once during the senior year.

The student has made a serious attempt on a RIDE-approved alternate assessment.

The student has actively and willingly participated in intervention activities.

Assessment Results

NECAP Grade 11 Math Score NECAP Grade 11 Reading Score

NECAP Grade 12 Math Score NECAP Grade 12 Reading Score

Alternate Assessment Best Math Score Name of Alternate Assessment

Alternate Assessment Best Reading Score Name of Alternate Assessment

IV. All parties must sign and acknowledge the information provided above is accurate.

Student _____ **Signature**
_____ **Date**
e _____

Parent/Guard. _____ **Signature**
_____ **Date**

Counselor _____ **Signature**
_____ **Date**

Principal _____ **Signature**
_____ **Date**

e _____

V. Superintendent of Schools (or designee) Information:

Waiver Approved DATE Superintendent (or designee) signature:

YES

No

First Reading; November 25, 2013 – Resolution No. 13-11-23

**Policy Adopted: December 9, 2013 CRANSTON PUBLIC SCHOOLS
RESOLUTION NO. 13-12- CRANSTON, RHODE ISLAND**

This handbook was developed through the work of the Proficiency Based Graduation Requirements (PBGR) Committee, in collaboration with administrators, program supervisors, department heads, and teachers. It is with sincere appreciation that we thank all who thoughtfully contributed to this important document.

Dr. Judith Lundsten, Superintendent of Schools

Jeannine Nota-Masse, Assistant Superintendent

Joseph Rotz, Executive Director-Educational Programs

Michele Simpson, Acting Exec. Director-Pupil Personnel Services

Deborah Mellion, Director-Literacy Programs

Thomas Barbieri, Principal, Cranston High School West

Cheryl Anderson, Asst. Principal-Academic Affairs, CHSW
Jeff Goldthwait, Program Supervisor, Mathematics
Leslie Conley, Program Supervisor, Guidance
Anthony Corrente, Principal, Western Hills Middle School
Gerald Auth, Director CACTC/ Asst. Principal, CHSW
Jill Cyr, Program Supervisor, Visual Arts
Lizbeth Larkin, Cranston Teachers' Alliance President
Sean Kelly, Principal, Cranston High School East
Karen Kurzman, Program Supervisor, English
John Thompson, Program Supervisor, Social Studies
Doug McGunagle, Program Supervisor, Science
Sandra Matoian-Heard, Special Education Administrator
Joe Potemri, Asst. Principal-Academic Affairs, CHSE
Michael Crudale, Principal, Park View Middle School
Dennis Curran, Director, NEL/CPS C&C Academy
Rosemary Burns, District Data Coordinator
Kerry Reagan, Asst. Principal, Park View Middle School
Dr. Nancy Sullivan, PBGR Coordinator

CRANSTON SCHOOL COMMITTEE

2013-2014

Trent Colford

Stephanie Culhane

Jeff Gale

Andrea Iannazzi, Chairperson

Paula McFarland, Clerk

Janice Ruggieri

Michael Traficante



Message from the Principals

Dear Parents/Guardians and Students:

The communities within the Cranston High Schools seek to instill high expectations for all students in their academic, civic, and social endeavors and to provide them with opportunities to succeed in both higher education and the global marketplace. We remain committed to establishing clear, rigorous, and demanding standards and expectations that encompass all the necessary skills, which all students must demonstrate in order to succeed as responsible citizens of the 21st Century. Once established, these standards and expectations define the levels of achievement that we have for all of our students, and assist us in identifying effective learning strategies for delivering instruction and assessing students' performance.

In order to accomplish our Mission, the school communities have identified learning expectations for all students. These academic, civic, and social expectations specify what students must know and be able to do upon graduation. Our educational program is designed to engage students in active, collaborative learning that emphasizes the development of critical thinking skills, literacy (reading and mathematics), and technology skills as applied to real world concepts and practices. Further, we believe that an educational program that is academically challenging and student-centered will provide our young adults with a strong foundation for future successes.

The following pages outline the requirements for graduation from the High Schools in Cranston. Please take time to review this document carefully. If you have any questions, please contact your child's guidance counselor. The related school documents are on the Cranston School Department website.

We want all of our students to have valuable learning experiences in our high schools. As a result, we want students to be successful, productive members of society.

Respectfully,

Mr. Thomas Barbieri, Principal, Cranston High School West

Mr. Dennis Curran, Director, CPS/NEL Construction & Career Academy

Mr. Sean Kelly, Principal, Cranston High School East

Table of Contents

Cranston High Schools' Diploma System

Requirements for a Cranston High School Diploma

Description of Requirements for Diploma

 Coursework Credit Requirements

 Final Exams

 Comprehensive Course Assessments (CCA's)

Graduation Portfolio Presentation

State Assessments

State Assessment Requirement Waiver

Community Service

Individual Learning Plan (ILP)

Rhode Island Alternate Assessment Credentials

Appeals Process

Cranston High Schools' Diploma System

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state will successfully complete a rigorous high school program that makes

them college and career ready. A Cranston High School diploma is the official recognition that a student has met the State's and Cranston's graduation requirements and has demonstrated the necessary proficiencies to graduate. Proficiencies in academic areas will be based on the adopted state and national standards, in conjunction with the Applied Learning Standards as set by the Rhode Island Board of Education Proficient performances for graduation are necessary in each of the six core academic areas: English Language Arts, mathematics, science, social studies, the arts and technology. A community service requirement must also be fulfilled. The strategies for assessing applied learning skills are in building the Cranston Graduation Portfolio and successfully completing Comprehensive Course Assessments (CCA's). These requirements for a Cranston High School Diploma are consistent with Rhode Island Board Of Education regulations.

Requirements for a Cranston High School Diploma:

- 1. Successful completion of the minimum required coursework**
- 2. Successful completion of Comprehensive Course Assessments**
- 3. Successful completion of a Graduation Portfolio**
- 4. Achievement on the reading and mathematics state assessments to the level required by the State of RI**

5. Successful completion of community service requirements

Only students who demonstrate fulfillment of ALL graduation requirements and proficiencies shall participate in the graduation ceremonies and receive a diploma.

Description of Requirements

Coursework /Credit Requirements: A minimum of 24 credits is required to graduate.

English 4.0

Mathematics 4 .0 (One of these courses may be an Applied Math course)

Sciences 3.0

Social Studies 3.0 (U.S. History is required)

Physical Education 1.0 (.25 per year for 4 years)

Health 1.0 (.25 per year for 4 years)

Fine Arts 0.5

Computer Literacy/Technology 0.5

Electives 7.0

Total: 24.0 Credits

Final Exams:

◆Final exams are counted as 15% of a student's average for the course.

Comprehensive Course Assessments (CCAs):

A CCA is a culminating applied learning performance given at or near the end of a course. The CCA will be comprised of both objective and performance-based assessments. These are student proficiency measures in the course.

CCA's are counted as 15% of a student's average for the course.

Seniors may be exempt from taking the performance -based portion of the 4th quarter CCA in their courses.

Graduation Portfolio & Presentation

The Graduation Portfolio is a collection of student work or artifacts that demonstrates each student's readiness to graduate and counts toward the accrual of course work and course credits toward graduation. All students are given assignments called Common Tasks in every course that can be used in their portfolios. The Graduation Portfolio must show proficiency in CPS Academic Expectations. Students must have evidence of 14 artifacts under the communications expectation and 6 artifacts under the problem

solving expectations.

In preparation for completing the Graduation Portfolio, students must progressively accumulate artifacts beginning in grade 9. Students and families will be informed of student progress each marking period.

The Graduation Portfolio Presentation takes place in the spring of grade 12. All students are provided supports and organizational tools to prepare them for a successful presentation. Students present their portfolios to a panel. During the presentation, students must address why the artifacts reflect their best work, how the body of work is connected to their personal goals and their readiness to graduate. Students must present specific artifacts that reflect how their learning has progressed over time to becoming proficient.

The Cranston Public School System is dedicated to supporting the success of every student. Students are provided opportunities to redo or make up work required for completing their portfolios. However, it is each student's responsibility to prioritize and put forth every effort to successfully completing what is expected of him or her for graduating.

State Assessments

ٸ All students must achieve the minimum level of

achievement (i.e. 2 or better) on the mathematics and reading NECAP/state assessment to graduate.

• Students who do not meet a minimum level on these the state assessments will be required to take course work to support their passing the mathematics and/or reading NECAP/state assessment in their senior year.

• All students who do not meet minimum requirements will be provided a Progress Plan. The Progress Plan will define deficiencies and describe the additional supports needed to support student's ability to pass. Student's parent/guardian must sign the Progress Plan.

• Students who do not meet the minimum requirement in their senior year will continue taking additional course work to support their passing the mathematics and/or reading NECAP/ state assessment toward the end of their senior year.

State Assessment Requirement Waiver

If a student is unable to demonstrate graduation readiness after completing each retest of the state assessment, the student may then apply to his/her principal and the superintendent of schools for a waiver of the state assessment portion of the graduation requirements. See CPS Policy #5128.

NOTE: Waivers will be granted only in rare cases.

Community Service

All students must complete 20 hours of community service before graduating. This will be reported as part of the graduation portfolio presentation.

Appeals Process

To appeal a graduation decision in any part of the graduation requirements students and their parents may utilize the school system's appeal procedure. See Appeals Process-Policy #5145(a)

ILP (Individual Learning Plan)

Each student will create and maintain an ILP that is aligned to academic, career, personal and social goals.

RI ALTERNATE ASSESSMENT (RIAA) CREDENTIALS

The Rhode Island Alternate Assessment (RIAA) is the state assessment for a small number of students who cannot participate in large-scale assessments even with accommodations. The RIAA is not

designed to be a measure of the minimum student achievement levels on the state assessment necessary for graduating with a high-school diploma. The RIAA is based on Alternate Assessment Grade Span Expectations (AAGSEs), which are an extension of the state content standards.

The RIAA cannot be used to meet the state-assessment requirement for earning a diploma. Upon determination of eligibility for RIAA, parents and students must be notified that the RIAA cannot be used to meet the state-assessment requirement for earning a diploma. As a result of this change, students who participate in the RIAA will not be in a position to earn the RI diploma. However, RIDE, in partnership with adult service agencies, developed a certificate options for students to earn a Certificate of Academic Achievement (based on achievement on the RIAA and other PBGR Requirements).

Requirements for a Cranston Certificate of Academic Achievement:

- 1. Successful completion of the minimum required coursework for Cranston Public Schools**
- 2. Successful completion of Comprehensive Course Assessments based on AAGSE's**
- 3. Successful completion of a Graduation Portfolio**

4. Participation in RI Alternative Assessment (RIAA)

5. Successful completion of community service requirements

In addition, RIDE has developed transcripts focusing on skills in the following areas:

Work Readiness

Self-Determination

Citizenship and Community

Cranston will use these transcripts to progress monitoring student skills, level of attainment and support in each of these areas. These transcripts will be designed to provide critical information to adult service providers and families for determining appropriate supports as student exits high school.

Appeals Process – Policy #5145 (a)

The Cranston Public School Non-Graduation Determination Appeals Process is based in Due Process, and is detailed in Cranston Public Schools Policy No. 5145 (a): “Commencing with the Class of 2008, the following protocol will be utilized for any student/parent when notified of a non-graduation status:”

Step 1

Level 1 – School Level

Student/Parent/Guardian shall be informed of the reasons for non-graduation status. An appeal in writing may be made to the Proficiency Based Graduation Review Team (PBGR Team).

Step 2 Level 2 – School Level Student/Parent/Guardian meets with the school’s principal for a hearing.

Step 3 Level 3 – Central Office Student/Parent/Guardian meets with the superintendent of schools or a designee for a hearing.

Step 4 Level 4 – School Committee Student/Parent/Guardian meets with the School Committee for a hearing.

Step 5 Level 5 – Commissior’s Office Student/Parent/Guardian meet(s) with the R.I. Commissioner of Education, or a designee, for a hearing.

Notes:

Resolution No. 13-11-24

Adopted: December 9, 2013 Cranston Public Schools

Resolution No. 13-12- Cranston, Rhode Island