

**CRANSTON SCHOOL COMMITTEE PUBLIC WORK SESSION**

**JANUARY 15, 2015**

**WILLIAM A. BRIGGS BUILDING (REED CONFERENCE ROOM)**

**845 PARK AVENUE, CRANSTON, RI**

**EXECUTIVE SESSION 6:00 P.M.**

**PUBLIC SESSION IMMEDIATELY FOLLOWING EXECUTIVE SESSION**

**PUBLIC WORK SESSION IMMEDIATELY FOLLOWING PUBLIC  
SESSION**

**MINUTES**

**The School Committee meeting was held on the evening of the above date at the William A. Briggs Building with the following members present: Chairperson Ruggieri, Mr. Colford, Mrs. Culhane, Mr. Fusco, Mr. Gale, Mr. Traficante and Mr. Wall. Attorney Cascione was present during Executive Session.**

**The meeting was called to order at 5:40 p.m. It was moved by Mrs. Culhane and seconded by Mr. Gale to convene to Executive Session pursuant to RI State Laws. The roll was called; all were in favor: Mr. Colford – Yes; Mrs. Culhane – Yes; Mr. Fusco – Yes; Mr. Gale – Yes; Mrs. Ruggieri – Yes; Mr. Traficante – Yes; Mr. Wall – Yes:**

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

**PL 42-46-5(a)(2) Collective Bargaining/Litigation:**

**A. Contract Negotiations' Update(s)=**

**B. Secretaries**

**PL 42-46-5(3)**

**A. District Safety Plan**

**Call to Order at 6:00 p.m. - Public Session**

**The Roll was called; a Quorum was present.**

**Executive Session Minutes were sealed – Mrs. Ruggieri stated that no votes were taken in Executive Session. A motion was made to seal the minutes of the executive session. Moved by Mr. Wall; seconded by Mrs. Culhane. The roll was called; Mr. Colford – Abstained; Mrs. Culhane – Yes; Mr. Fusco – Yes; Mr. Gale – Yes; Mrs. Ruggieri – Yes; Mr. Traficante – Yes; Mr. Wall – Yes**

**Adjourn to Public Work Session at 6:02 p.m.**

**Programming, personnel and budget discussion**

**Dr. Lundsten stated – It has come to my attention that there will be a resolution for Tuesday night's Agenda for the On-Ramp programming. The On-Ramp program is with Cranston Career and Tech. They received a grant from the On-Ramp program. This will allow them to assess the kids so they can receive certificates so**

when they go out to a job, it will show what they have learned. To do that, we have to have a contract with the Department of Labor. Basically, the grant money from On- Ramp will go to the Department of Labor. Obviously this is something that has to go through the School Committee and I wanted you to be familiar with it. If you have any questions, we have all the paperwork. It will be on the Agenda on Tuesday evening. What we are talking about is basically a \$12,000 grant that Janice has to sign off on it. We have vetted it. Ron has vetted the agreement and we are really comfortable with it.

Mr. Balducci stated – I have the Agreement. I can scan it and email it to you. If you read it, it spells out what the terms are.

Chairperson Ruggieri stated – As everyone knows, the big thing we have talked about moving forward is programming. We wanted to make sure that programming was not brought back the way it was originally done because we do not want it to ever get put back on the chopping block or used as any kind of bargaining tool. We are looking to bring back these programs in a way that they are sustainable and a way that we are building them into the curriculum as much as possible. I want to make sure this is something we move forward with and keep up and keep in our budgets forever.

Mr. Traficante stated – Madam Chair, before we discuss the programs, why don't we give the new members an historical background of how we go to this point and where we are going in the

future. So the new members understand, over the last 10 years, since 2005, the School Department has been level funded 5 of those 10 years. When you combine that with an economy that was in the toilet, with contractual obligations, mandates over the last several years and an educational formula that was not in place for several years, it was very difficult to keep the School Department in the black with all these things that were going on. We had to sign a Consent Decree with the City Council basically saying that we must pay back that debt. As of June 30, 2010, we had a debt of roughly \$7.3 million dollars. We made an agreement to pay that back over the next 5 years and we did exactly that - kudos to the Cranston School Committee. There are some members that are not here today and some members that are. It was not easy. We had to make decisions that were not popular and did not sit well with us, such as cutting the music program, athletic program and the gifted program, consolidating staff, consolidating programs, moving the 6th grade from the middle school back to elementary school. It was not very popular and we were not happy. We had to do it to reduce the deficit. We were very pleased when the City Council basically accepted the Mayor's proposal of forgiving our debt the last year. This gives us an opportunity now. We made promises that once we got our financial feet on the ground, that we would address these situations such as music, athletics, gifted, etc. and a variety of other things. That is where we stand today. It was not an easy road based on several things that we had to face. We were cut five times by several mayors. We had our battles and we had to make sure that whatever we

**decided to do and what we decided to improve, that we will be able to stand on our own feet and fight for them.**

**Chairperson Ruggieri stated – With that being said, I know that Mr. Traficante and Mr. Colford are working on middle school sports. I was working with Mr. Colozzi on music and then Mr. Gale began to work on the Gifted program. Basically what we came up with as far as the Music program, because the BET language is so broad, it use be that they separated instrumental music from general music. When the new BET came out, they combined it and kind of opened the doorway for people to say that we really don't need to have it because it is not in the language. We felt that instrumental music needs to be a pull out. In the elementary grades you went general music, art, library and then you had a pull out for instrumental music. That caused issues within the classroom. It is disruptive. We came up with at the elementary level that it becomes a choice. You can either have general music or instrumental music. Within that general music and what they are doing now, some schools will have general music and chorus. You can be in general music or you can be in the chorus. Some schools combine it and some schools just do general music. That is the way it has been working. Our proposal is for the elementary level and will be for the 2015-2016 school years and for the 6th grade. In years to come, depending on whether our financial picture looks like, it is possible that we can start in other grades. Based on what we know and what other districts are doing that have continuously successful programs, the end result is we are looking to**

**create musicians. What they are looking to do is that most of them do not have elementary instrumental music or if they do, they have it limited to the higher grades. So for the 2015-2016 school year, it will only be in the 6th grade. At the middle school level, if you are doing instrumental you are getting it three times a week. We did talk about having it 4 times a week. Ideally, we would like to keep it at the 3 times a week for the instrumental.**

**Mark Colozzi, Music Director**

**Mr. Colozzi stated – We would like to go back to the model we had before which was the 3 times a week for the ensemble rehearsal and 1 day for the instrumental or methods class. They would have instruction 4 times a week.**

**Chairperson Ruggieri stated – Obviously it becomes a scheduling issue for the middle schools so that is why we wanted to present it.**

**Mr. Traficante stated – You want to make the middle school and high school similar as far as the Music program.**

**Mr. Fusco stated – What is the difference between ensemble and instrumental? I think I know, but not sure.**

**Mr. Colozzi stated – That is a good question. The instrumental classes are more specialized. You would have a woodwinds class, a**

brass class and a procession class depending on the enrollment. Right now, the enrollment is great in the middle school, which is why we need more staffing and FTE's there. That would be where the students learn the instrument itself. The ensemble class, for example for 7th and 8th grade band would be Monday, Wednesday and Friday when they all meet together as an ensemble. The 6th grade is a little bit less, it would be Tuesday and Thursday. If and when the 6th grade moves up, they would have 1 day a week instrumental class.

Mrs. Culhane stated – You all have discussed the potential that 6th grade would move back to the middle school? That has been factored in to what the plan will look like? It has been established so that would be able to be absorbed and we will not have to start all over again?

Chairperson Ruggieri stated – Essentially what we worked out was a five year plan as far as personnel and additional costs that is related to making this kind of move. We did not extend it beyond just having the highest level grade at the elementary school because we were trying to be realistic about this and hoping to get the programs back on their feet. The theory behind it is instruction at the middle school level, is more productive in creating the musicians than to have the 4th graders in a big group. There was a lot of research in other districts that have continued to have a successful Music program through the last few years. I think that we can kind of take our cues from other districts that are able to maintain a successful program

and that is how we looked at it. I know it is not going to make everyone happy but I think the ultimate outcome is that we have a successful Music program for creating musicians, creating a love for music and we are providing opportunity for our kids that they have not had in a while. We are giving them a better opportunity.

Mr. Colozzi stated - What we have and it is no surprise to anyone, it was severely compromised. The middle school schedule the way it is now is the kids have minimal contact time in instructional or ensemble, compared to what we once had before the cuts went down.

The optimal program, for example, North Smithfield has probably one of the most outstanding programs in the state. I know that would cause some issues scheduling wise in Cranston, so we are basically asking to go back to the model we had before that made us so successful with one of the most comprehensive music programs in the state, which we once were. If and when the 6th grade moves, start at the 5th grade.

Chairperson Ruggieri stated – That is how we built it in, to start at the highest level.

Mr. Colozzi stated – It started before at the 3rd grade and band in the 4th. We are streamlining it so we don't have to have as many staff as we use to have. The comparison would be 26 full-time music staff as compared to 30 that we use to have.

**Chairperson Ruggieri stated – We are trying to bring back the programs. We know it is not realistic to say we are bringing it back the way it was. That is not how we are going to get it to run successfully. We thought this was a good blend of both. We believe this offers the opportunity and allows for a successful program.**

**Mr. Traficante stated – Please clarify something for me. Next year what will exist at the middle school level after this budget is approved?**

**Chairperson Ruggieri stated – What we are hoping for is the 6th grade getting the elementary music schedule. What we would like to see is what we just talked about, is at the middle school having an increase of the time.**

**Mr. Colozzi stated – Right now the middle school ensemble is on Tuesday and Thursday. The numbers are so huge; we don't have the FTE's to cover it all. They have less contact time right now. What we are asking for is to go from a Tuesday and Thursday ensemble rehearsal to a Monday, Wednesday and Friday with the 7th and 8th grade. Then keep the methods class if they have to.**

**Chairperson Ruggieri stated – How did it run like that when it ran like that before? Where was it placed within the schedule?**

**Mr. Traficante asked to make a motion to suspend the rules to allow**

**for public comment; seconded by Mrs. Ruggieri. The roll was called; all were in favor.**

**Mr. Traficante stated – How many FTE's are you looking at?**

**Chairperson Ruggieri stated – For the 2015-2016 school year, we were looking for 5.6 additional FTE's that is for the middle school and elementary. We also did increase the line item for supplies and repairs because that is very, very low. If we are looking to increase the number of students that we have in this program, we do need to increase the budget. Obviously this number can be adjusted as we go. It was \$12,000 for supplies and repairs.**

**Mrs. Culhane stated – Is this for middle school?**

**Chairperson Ruggieri stated – The entire district.**

**Mr. Traficante stated – So we are looking at roughly \$400,000 or somewhere in there?**

**Chairperson Ruggieri stated – Yes. That is the next piece I was going to bring up. We are also looking at a possible lease situation. We did at one point have a 5 year lease-to-own agreement that was \$25,000 a year. Currently, those instruments are being used at the middle school and we do not want to take them away because they are being used. We did discuss the possibility of a lease program based on**

**need only so that number is also very flexible and something we are not firm on. If we are asking for this program to come back we would like to include everything in it.**

**Mr. Fusco stated – How does that work?**

**Mr. Colozzi stated – The lease itself is an agreement between the school district and the company so it is a way to purchase a large quantity of instruments or the very first lease program was used to purchase instruments that were impossible to purchase on any given budget year. For instance, a Marimba was \$5,000 and we could never do that unless we leased it over a 5 year period. The second time we did the lease was to target kids who could not afford instruments like trumpets, trombones, clarinet and flutes for kids who could not afford them on a need basis. Those needs have increased tremendously throughout the district and those instruments are being used at the 3 middle schools. So what we are asking is to be able to lease purchase instruments so kids that could not afford them. Again, we will never have enough instruments to put in the hands of every child.**

**In my personal and professional opinion, the onus lies on the parents. If a child wants to study and instrument, the parent does bear the responsibility of renting or owning an instrument. You could run into an issue where if they can get an instrument, then why would they rent one. It is a selection process, but that is another issue. This is basically how this program works.**

**Mrs. Nota-Masse stated – Have we run into any legal problems where we have a program that runs during the day and we are asking students to lease an instrument?**

**Mr. Colozzi stated – No. They don't lease them. They are given the instruments,**

**Mrs. Nota-Masse stated – Yes, but you said put the onus on the parents.**

**Mr. Colozzi stated – Yes, but the agreement would be between them and an instrument company.**

**Chairperson Ruggieri stated - That is how it always was. The instrumental music was during the school day and it was a pull out.**

**Mrs. Nota-Masse stated – As long as it is optional.**

**Chairperson Ruggieri stated – It is always an option.**

**Mrs. Culhane stated - I think this model will work so much better than the pull out instrumental program. The key is the ensemble. Mr. Hassan has worked miracles. I don't know about the other schools and I am sure they are wonderful. My daughter is in 8th grade and in the chorus at Park View. Those kids at Park View have never had instrumental music in the classroom. If you listen to the Park View**

**band, they are amazing. A lot of these kids have never picked up an instrument in their lives. Maybe they are not as amazing as they were years ago coming into East, I understand that. I think the key is to rebuild that program because giving a child an instrument and having them play it as a pull out is not going to teach them what being in an orchestra is all about and learning how to be part of an ensemble to eventually filter into the high schools. We want to build musicians. Yes there is a component to having any kind of music education that develops the brain and that is an important piece we want to offer any kid. They are also getting general music. We are not taking general music away from them.**

**Mr. Colozzi stated – The higher the rigor, the higher the level, the more benefits all around that the children are going to have. Our levels have been compromised severely since the cuts.**

**Chairperson Ruggieri stated – To get back to numbers, if you go into 2016-2017.....**

**Mr. Traficante stated – What is in there for next year?**

**Chairperson Ruggieri stated – We have 5.6 FTE's and then 37.....**

**\*Mr. Balducci is speaking and it is inaudible\***

**Chairperson Ruggieri stated – In 2016-2017, it is an additional .4 FTE**

**which brings us to the 6 because we want to make that adjustment for full day kindergarten. They are going to be getting some type of music and we want to make sure that we have it. Again, it will be the second year of the lease and the \$25,000. This may be the year we want to start looking at band uniforms. As we are building the band back up there is going to have an increase in uniform need. We did just give some money 2 years ago.**

**Mr. Collozzi stated - Yes. Each of the high school bands have 100 uniforms right now. West, for example, is close to 200. In order to have a band of 200, we need closer to 300 uniforms.**

**Chairperson Ruggieri stated – We just wanted to put that in place so that as we start to build back, the money is set aside for band uniforms. In the 2017-2018 school year, again it is the supplies and uniforms. The third year, in 2018-2019, it is the supplies, materials and the lease. There is no increase in FTE's. We believe doing 2 years of the uniforms would get us back to where we need to be. Then 2019-2020, will bring you to the final lease payment and also supplies and materials.**

**Mrs. Culhane stated – Will there be an increase in transportation costs as well if we are anticipating participants on the high school level.**

**Mr. Colozzi stated – Yes, we will need busses.**

**Mrs. Culhane stated – Then do we need to factor that in as well?**

**Chairperson Ruggieri stated – Yes.**

**Mr. Colford stated – So in 2016-2017, you are adding \$15,000 and then 2017-2018.....**

**Chairperson Ruggieri stated – In 2016-2017 we are bringing in an additional .4 FTE's. Let's say \$50,000 for the FTE's and then \$51,000 for the uniforms, lease payment and then a \$12,000 increase in materials and supplies. No FET's the following 2017-2018 so just your supplies, uniforms which brings you to \$60,000 for 2017-2018. For 2018-2019, do we want to look at transportation?**

**Mrs. Culhane stated – Is that when you think we will start seeing the reflection in the high school?**

**Mr. Colozzi stated – We could start seeing it as soon as next year actually. With the numbers we have in the middle school right now, we can see an increase.**

**Chairperson Ruggieri stated – If we take the \$15,000 we have been paying the prior 2 years for uniforms and put that into transportation, just as round number, you are looking at \$60,000, \$60,000 and then in 2019-2020 there is another \$60,000. The biggest question is how did**

**the middle schools do it if the World Language program was an issue?**

**Jenny Remka, Principal – Bain Middle School**

**Ms. Remka stated – I think my question is if you are going to do that, then we will have to reduce World language to 2 times per week and that means reducing staff. To gain something, you are taking away something.**

**Chairperson Ruggieri stated – I am not necessarily saying we are taking away the World Language program.**

**Ms. Remka stated – Your not taking it away, but if you are meeting 4 times a week for music then World Language will be 3 times a week and will also not be a major subject.**

**Anthony Corrente, Principal – Western Hills**

**Mr. Corrente stated – If you do 3 times a week right now over a 2 week period, then 1 teacher could teach 2 sections.**

**Mr. Gale stated – Is there any way we can do both?**

**Chairperson Ruggieri stated – We have to look at the middle school schedule and I think that is the only piece. The flip side of this and I**

have been pretty open about this for a while, I think we need to take a long, hard look at the language program that we are running. My issue with it is it is running 4 days a week as a core program, but the majority of our students hitting high school are not getting into the advanced language classes after having 2 years, 4 days a week of a language.

Ms. Remka stated – I pulled data on that. Of all the kids at East and West, only 2 kids are not doing well. The rest of them have A's, B's, some C's.

Chairperson Ruggieri stated - What I am saying is the placement when they get to high school after having this for 2 years is low. They should be going to a Level II and they are not.

Mr. Collozzi stated – Just a suggestion and something I have long thought about in regards to the middle school schedule. I think it would maximize the use of staff as well if it were anyway possible to restructure the schedule so when they get to the high school schedule.

Dr. Lundsten stated – Remember I tried that last year and a couple of years ago. I agree with you Mark (Colozzi).

Chairperson Ruggieri stated – As far as what we are presenting for a music program, that is the only question that we are going to have to

look at and answer. Joe (Rotz) you were around during the time it was actually run.

Mr. Rotz stated – We are working on the Elementary as well, so it is something we have to factor into the work we are doing now.

Chairperson Ruggieri stated – The alternative to this is we say we don't include the middle school until 2016-2017 when we are getting everything else in place and to give us time to work on looking at the World Language and looking at everything else is an option. I think as long as we are moving forward with the program, I think that is a step and that might be an option. Again, I don't want to promote anything if it is not fully vetted out. That is where we are with the music program.

Mr. Traficante stated – As Janice pointed out, once we knew the debt was going to be forgiven, Andrea Iannazzi assigned people to 3 sub committees. Trent Colford and I were assigned to the Athletic programs. For the past several weeks, Trent and I were speaking to a variety of people to receive some knowledge as to what the program looked at several years ago, 8 or 9 years ago. I also wanted to know what the program should look like now based on our current expenses and staff. I am going to give you some background and then call upon Trent to present you with the program and the cost factors. The first person we met with was Mr. Tom Messanotte. He is the old director of the interscholastic league. I was not aware, and

taken back by the fact that the interscholastic league has nothing to do with middle school sports. It is the Principals Association on Middle School Athletics, so he was very helpful and very encouraging. He directed us to a gentleman named Joseph Amaral who is the Principal of a middle school in South Kingstown. He was very helpful. He described to us what the program looks like at the middle school level. The sheet I gave you demonstrates the number of middle schools that have sports in the winter, summer and spring. (Mr. Traficante passed out "Handout A" which is on file in the Superintendent's Office) He explained to us the application process and I asked him if we were to adopt a middle school sports program in this budget, would we be ready to basically start the program in September. He said yes and all it would take is for us to fill out this application. (Mr. Traficante passed out "Handout B" which is on file in the Superintendent's Office.) There is a fee of about \$400 and submit it before June 2015. We had a very long conversation with him and he is ready to come forward at our next public meeting, after the budget is presented and answer any questions you may have regarding the Middle School program and encourage us to go forward.

We also met with the former Athletic Director for the Cranston School Department, Michael Traficante. He was very helpful because he gave us a breakdown of what the program looked like several years ago. (Mr. Traficante passed out "Handout C" which is on file in the Superintendent's Office). This gave us a good prospective as to what

to look forward to when we met with Vinny Varrechione. Following Mike's meeting, we met with Vinny (Varrechione) on several occasions. We met with him to give him the information that Mike (Traficante) gave us to look over and for him to do some homework for the program that we could live with in the future and break it down in terms of bussing, coaching, equipment, etc. I will discuss that later on. We followed up that meeting with a meeting with the Superintendent. I met with her to fill her in on what Trent (Colford) and I were doing and where we were going, who we spoke to, our purpose and the direction we were going in. We had another follow-up which I will discuss later. What we also did after that was meet with Joe Balducci. He explained to us what it would cost us for such a program and if it was affordable. That amount is about \$150,000.

Mr. Balducci stated – About \$50,000 per middle school and we will get into details shortly.

Mr. Traficante stated - Joe (Balducci) was aware of the cost factor. Shortly thereafter, the Superintendent called both Trent (Colford) and I to meet with her, Ray Votto and Mr. Balducci to discuss the program in more detail. One of the major concerns was could the Intramural program and the Interscholastic program co-exist. I didn't want to answer yes or not at that particular meeting and neither did Trent (Colford). We followed up that meeting by meeting individually with the 3 middle school principals to find out if they are interested in

having a middle school program, are they excited about having such a program and can they co-exist with the Intramural program. We also talked about facilities and things of that nature. All three, and two are here tonight, were very enthusiastic and were ready to jump on board to establish such a program. I know the Superintendent shortly thereafter had her own meeting with the 3 middle school principals and discussed the same issues that we discussed individually. Following that, Trent (Colford) and I had a meeting with the former Council President (at that time) and my impression and I am sure your impression based on budgetary discussions, that they put money aside. They had campaigned on it and they wanted to see the reinstatement of middle school sports and the music program. We were under the impression that they established this restricted account similar to what they had in the Special Education account and there was money in that account. So, Trent (Colford) and I asked John (Lanni) how much did he think was in that account for middle school sports and music. He said between \$150,000 and \$200,000. He (Mr. Lanni) asked us to meet with Mr. Strom about this. We held a meeting with Mr. Strom and low and behold he gave us good news and bad news. The good news is they did establish a restricted account for middle school sports and music. The bad news was they put \$1 in that account not \$100,000.

**Mrs. Culhane stated – What?**

**Mr. Traficante stated – They put \$1.00 in the account to establish it.**

**Chairperson Ruggieri stated – They didn't put any more money after that.**

**Mr. Traficante stated - Bob (Strom) explained it to me very carefully. I asked him to call Mr. Lanni up and explain exactly what happened to him, which he did. Following that meeting, Trent (Colford) and I met with the new Council President, John Lanni and spoke to him again. We stated we are coming forward with both music and middle school sports in our budget. We need your support on the City Council. You talked about it before and were supportive of the programs before and we would like to see you do it again with the forthcoming budget.**

**John (Lanni) was very up front and stated he was very supportive of the programs. I then called the new City Council Vice President, Mr. Santamaria who also campaigned on that same issue and told him the same thing. I told him about what we have in the account. Unfortunately we thought it was different and we need your support. He was also supportive. I called Mayor Fung two days ago. I told him we were coming forward with the two issues. I didn't know about the gifted program at that time. I told him we needed his support. I told him we cannot afford to be level funded and he then mentioned that we are going to have a \$1.5 million dollar surplus. I said I have been in government before and our surplus should be at least 10% of our gross budget, which is about \$14 million dollars. Based on my conversation with Joe (Balducci), I said of that \$1.5 million, \$800,000 encumbers busses and capital reserve. We are looking at a surplus**

of roughly \$700,000. I said we need city dollars. We are not going to give you a number that we need in that I do not know what the Superintendent is going to propose to you, but we cannot be level funded. He didn't give me a direct answer, but he did not seem like he was not going to support such an issue. Hopefully he will come forward with the money requested. All in all we did our homework and met with everybody that we could think of. We met with Vinny (Varrechione) several times and he came down with a final proposal to us, which Trent (Colford) will present to you tonight .

Chairperson Ruggieri stated – I just want to ask Mr. Balducci one question. At the City Council meeting when they said they were establishing that fund for us, they said they were going to use the money that was left over from the Special Education Reserve fund. Was there any money left over?

Mr. Balducci stated – My understanding and I may be off on the amount. I will use \$150,000 for conversational purposes. If \$150,000 was placed in this year's budgets for Special Education and was not used by the School District, the request was made by Mr. Strom to shift it to this reserve. Not knowing what that amount is going to be, as of today it does not look like we are going to be asking for that \$150,000. A conversation needs to take place with the city folks that it is our understanding and we are going to request that money be shifted to this new reserve.

**Chairperson Ruggieri stated – When we present the budget to the City Council, do we think that might be a time to remind them? .**

**Mr. Balducci stated – Yes.**

**Chairperson Ruggieri stated - That money that is now not being used should go directly into that fund. That fund is specifically set aside and used for sports or music.**

**Mr. Traficante stated – He said \$100,000, but I could be wrong.**

**Mr. Balducci stated - I also wanted to get copy of the minutes knowing that there is a good possibility that we will be requesting the money for special education, I wanted to have the documentation there.**

**Chairperson Ruggieri stated – I know that there were reporters there also that we could contact.**

**Mr. Traficante stated – One of the things that the Mayor did say to me was “Of those three, which do you think would generate the most attention?” I said if you wanted to fill the auditorium with parents and coaches and everyone else and music lovers, we could fill Cranston East up. I said both are extremely important to us.**

**Mrs. Culhane stated – I would hate for us to have to put one up**

against the other. We need to have a united front in saying that they are both equally important and we do not want to pick one over the other.

Mr. Colford stated – I will try and make this quick and easy. (Mr. Colford passed out “Handout D” which is on file with the Superintendent’s Office) This was actually the budget for the last year we had middle school sports about 7 or 8 years ago. If you look at bottom right hand corner you will see a total 37,310, which is the total cost of one middle school. The budget back then was about \$111,000 or so. If you look at the other sheet I handed out (See “Handout C” which is on file in the Superintendent’s Office), this is the budget that we proposed now. This would be our new budget for 2015-2016. If you look at the bottom right hand corner, this would be \$55,600 per school. We do have some other offsets in there. The way it would work is if you look at the first column “Coaches”. We put in the maximum stipend if we paid every coach the maximum. Under “Busses” we maxed out what we thought the costs would be. We talked to Joe (Balducci) and some other people and feel this is fairly accurate. The next column is “Officials” and with Mr. Amaral’s help we felt these numbers are pretty accurate. They may be a little inflated but we tried to go the higher side of everything. Under “Uniforms” you will notice that I circled the \$2,000 on the top and the \$2,000 on the bottom. The cross country and track is co-ed, those uniforms can be interchangeable. cross country is in the fall and Track is in the spring. The third column is “Equipment” and that is a

number of different items. The last column is where they are totaled up and it comes to that \$56,000 number. Here is how it would break down for middle school – In the fall there will be both boys and girls cross country and soccer. In the winter there will be boys' and girls' basketball and wrestling. In the spring, there will be baseball, girls' softball and co-ed track. That is the proposal right now. We did talk to Mr. Amaral about lacrosse because it is such a growing sport over the last 8 years. Almost 32 high schools have lacrosse where before it was less than 10. You will notice on the middle school side, lacrosse is not there but wanted to keep it on your radar. We estimated that would be a \$10,000 additional cost per school. We did not put it in this budget but when we talked to Vin (Varrechione) he has some additional dollars that he raises through other sources.

**Mr. Traficante stated – About \$91,000.**

**Mr. Colford stated – Of that money, he was willing to support our middle school program at about \$10,000 or \$11,000.**

**Mr. Traficante stated – I believe Joe (Balducci) is counting on that.**

**Mr. Balducci stated – What has been audited through 6/30/14 shows a surplus of about \$50,000. He is trending well this year and I see him being in the black.**

**Mr. Colford stated – There are some other potential offsets in**

**equipment where the high school uses basketball for basketball and they get new ones frequently. The old ones are good and they would move those to the middle school.**

**Mr. Fusco stated – If we put coaches in the middle school, does that change our contract with Teachers?**

**Chairperson Ruggieri stated – No, we got rid of them. They are not in that contract anymore.**

**Mr. Colford stated – In talking to our middle school principals they felt that it would not be a challenge to get coaches.**

**Mr. Traficante stated – So the overall bill is roughly \$150,000.**

**Chairperson Ruggieri stated – That is what we knew and it kind of stayed in that range.**

**Mr. Traficante stated – As the year's progress, the coaches' salaries will already be in the budget and most of the equipment will be in the budget. As years go on it will be less and less expensive. Uniforms will always be something we will have to look at every 3-4 years.**

**Mrs. Culhane stated – Do we still have some equipment?**

**Mr. Colford stated – Yes, we have wrestling mats and some goals.**

**We also talked to the athletic director about fields, practices and training to make sure that there is enough field for everybody to play and obviously there is. Everyone has committed to making this work.**

**Mr. Traficante stated – I also spoke about the Basketball program and Anthony (Corrente) mentioned that their Intermural Basketball program will be in the months of January/February or March/April and does not interfere with the basketball program at the middle school level.**

**That was our research and hopefully when the Superintendent presents the budgets and ask for city dollars, we also request that money from the Special Education account. Hopefully they will be on board and help us out.**

**Chairperson Ruggieri stated- There are other things that we did cut that as we move forward that we should take a look at. We didn't just cut programming; we cut staff and teachers assistants and all these other things that help the district to be this successful. Yes, we have lived without it but imagine if we could start bringing these things back. I don't want to say that this is the only thing that we are going to look at as far as programming. I just think that we need to take smaller steps so we don't ever get back to where we were. I think that has to be the focus, fiscally for us. I think as a group the one thing we should all be proud of, administration, teachers, everyone that we**

have supporting us is that we were able to get rid of this debt in the five years we said we were going to and now can look ahead. We need to remember these 5 years and the years before so we don't go back down that road.

Mr. Traficante stated – Joe (Balducci) has made a good point that if you look at the City budget, their surplus is close to 10% of their budget. I am not going to be around here too much longer and some of you may be on for the next ten years, you have got to build up your rainy day fund because right now it is miniscule. If you do run into a major problem, which you could easily do, you have to build up that reserve. Joe said we should keep that \$700,000 and build on that.

Dr. Lundsten stated – I think you might want to consider and talk about this. I had a meeting with the RI Foundation grants person. They have a planning grant and in talking with him my first thought was the Gifted program because we want to be very intentional and thoughtful to bring back any program. I think to go for an even bigger planning grant, we need to look at 5 years down the road and how we bring it back and what we bring back. Some of those things you need to look at and see what is the best practice today based on what we need to do to move the kids forward and staff forward. That is something that you might want to consider. The planning grant does not come out of our funds and we would be looking to the grant from the RI Foundation. We may want to put a proposal together for them that would get us that money so we can sit down and be thoughtful

**about what you are bringing back.**

**Mrs. Culhane stated – I think a statement should be made when given our budget proposal is that we need to build capital reserve and a rainy day fund. God forbid we had a catastrophic issue, catastrophic mechanic issue or something that we were not covered for, the public needs to understand that's where all that extra money goes. When the deficit was paid off, everybody thought we could use that money. People were spending that money left and right. We need a reserve, the City has a reserve and we need one as well. I think that needs to be mentioned.**

**Dr. Lundsten stated – Remember we are getting \$3 million dollars for the proposed State Funding Formula. That is not going to go on forever. Then it is level and we have to think about that too when you are thinking about what you are bringing back. You do not want to be in the same spot you were three years ago.**

**Mrs. Culhane stated – So in 2018-2019 is the year we will be in trouble? We need to seriously be thinking about that as we are bringing back these programs. We don't want 2018-2019 to come and have all these contracts back on the table and worry about cutting programs.**

**Chairperson Ruggieri stated – When Mark (Collozzi) and I were working on this, I just forecasted far out so we know where we will be.**

**We even did 2019-2020 because it was a 5 year lease so let's see where we are. That is without adding anything else. We need to continue with a long term not to be on the reactive end.**

### **Retrofitting of the lights at various high schools**

**Mr. Balducci stated – We contracted with National Grid to replace the lighting fixtures in the stairwells in both high schools and three middle schools. They will replace 125 units. We will receive incentive dollars from National Grid that will go right to the company that has been hired to do the work, which is \$25,000 with a net cost to the District is \$10,000. It is worthwhile. It will provide better lighting in the stairwells and more efficiency. There is a resolution before you on Tuesday night asking for your support on this. I just wanted to give you a brief explanation on this myself.**

**Dr. Lundsten stated – If you wanted to learn more about this, they are having an Energy Fair at Rhodes tonight.**

### **Update on Residency Registration**

**Mrs. Nota-Masse provided an update and status on residency registration. She stated we have been looking at policies for registering new students and following up on the residency of students that are currently in our district.**

**The 4000 series, Personnel, to be discussed to be deleted (see policies on file in the Superintendent's Office)**

**#4111.6 Sexual Harassment Policy Delete**

**#4111.6(a) Sexual Harassment Policy (Procedure) Delete**

**Mr. Votto stated - We created a new Sexual Harassment Policy that you folks approved last fall. We combined them with the students and employees so we are bringing these to you to be removed.**

**The following 5000 series, Students, to be discussed to be deleted (see attached)**

**#5131.6 Drugs, Tobacco, Alcohol (Smoking) Delete  
(will be replaced by the Student Handbook)**

**#5111 Admissions (see attached) Amend**

**#5114 Suspension of Students (see attached) Amend**

**#5114 (a-g) Dismissal, Suspension and Expulsion of Student Amend  
(see attached)**

**#5117 School Attendance Areas (see attached) New**

**#5118 Resident Students (see attached) Amend**

**#5118.3 Former Residents (see attached) Amend**

**#5119 Non-Resident Attendance – Tuition (see attached) Delete**

**#5123 Diploma Policy (see attached) New**

**#5124(b) Reporting to Parents/Guardians and Students Amend  
(see attached)**

**#5125.6(a) Missing Children – School Records – Flagging  
Required Amend**

**(see attached)**

**#5134.1(a-c) Regulations Governing Dances in All Cranston High  
Schools and Middle Schools (see attached) Amend**

**#5141.1 Health – Immunization Requirements (see attached) Amend**

**#5144(a-e) New RI Discipline Procedures and Requirements for  
All Students under IDEA 2004 and RI Legislation New  
(see attached)**

**Chairperson Ruggieri stated – There were a few policies that need to be looked at more closely by Administration but there are policies on here that are deleted, some with changes and some of them are really minor changes such as typos, spelling errors changing junior high to middle school. Some of them were just law.**

**Mrs. Nota-Masse stated – In looking at all the 5000 series there are some that can be deleted because they were replaced by law. We noticed a lot of redundancy especially with suspension and due process procedures and they need to be looked at. If possible, on Tuesday can we can pick or extrapolate different ones. Some of them need to be tabled so we can look at them.**

**Mrs. Hartley stated – That Agenda has not been finalized yet.**

**Mrs. Ruggieri stated – So that stuff can be pulled off?**

**Mrs. Hartley – Yes.**

**Mrs. Ruggieri stated- What are the numbers of the policies you want pulled, she (Mrs. Hartley) will take them off the agenda. The policies that will be on that agenda are ones that we did change or want to delete.**

**Mrs. Nota-Masse stated – You want the revised policies for Tuesday night?**

**Mrs. Ruggieri stated – No. The policies that you want removed. There are policies that can go through, but the ones that we want to review, we will take them out.**

**The following 6000 series, Instruction, to be discussed to be amended and/or deleted (see attached):**

**#6160 Textbook Replacement and Modernization Amend  
(see attached)**

**#6161.1 Instruction, Textbooks and Workbooks Delete  
(see attached)**

**#6310 Vocational Instruction (see attached) Amend**

**#6320 Admission (see attached) Amend**

**#6321 Selection of Students (see attached) Amend**

**#6351 Associate Commissioner Vocational Technical  
Education Amend  
(see attached)**

**Mr. Rotz stated – Jerry Auth and I worked on some of those for the Career and Tech program. All those updates are in your packet to review. They were minor changes. We added a sentence to the Textbook Replacement policy stating that it is the parents or the student’s responsibility to replace the textbook. We deleted the 6161.1 because it was the same thing as 6160.**

**A motion to adjourn was made by Mr. Traficante; seconded by Mr. Colford. All were in favor. The meeting was adjourned at 7:13 p.m.**

**Respectfully submitted,**

**Stephanie A. G. Culhane**

**Vice Chairperson**

**&#8195;**

**5131.6**

**Students**

**Drugs, Tobacco, Alcohol**

**Smoking**

**Smoking by students enrolled in the Cranston Public Schools will be prohibited in all school buildings, on all school grounds, and at all school-sponsored functions, wherever they may be held, when they are under the exclusive sponsorship of the Cranston Public Schools.**

**Smoking will also be prohibited among students from other schools while they are in Cranston school buildings or on Cranston school grounds or participating in activities which are under the exclusive sponsorship of the Cranston Public Schools.**

**Policy Adopted: 3/20/1972 CRANSTON PUBLIC SCHOOLS**

**Revised 4/27/1987 CRANSTON, RHODE ISLAND**

**STUDENTS 5111**

### **ADMISSIONS**

**All children who reside in the City of Cranston and are of legal school age are eligible to attend school.**

**The admission of pupils shall be strictly in accordance with the provisions of the School Committee policy without exception.**

**Children between the ages of 5 and 18 (except those exempted by law) are required to attend full-time day school as required by Title 16 Rhode Island General Laws.**

**Children must be age 5 by September 1st to attend Kindergarten and must be age 6 by September 1st to attend First Grade.**

**A waiver to the compulsory attendance requirement may be granted by the superintendent only upon proof that the pupil is sixteen (16) years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent per Rhode Island General Law 16-19-1.**

### **EXEMPTIONS**

**If the physical or mental condition of the child was such as to render his or her attendance at school inexpedient or impracticable, or that the child was excluded from school by virtue of some other general law or regulation, then attendance shall not be obligatory nor shall any penalty be incurred.**

**Legal Reference: General Laws of Rhode Island (as amended)**

**16-19-1 Attendance required**

**16-2-27 Eligibility for Attendance- Kindergarten**

**16-2-28 Eligibility for Attendance –First Grade**

**Policy Adopted: March 20, 1972**

**Policy amended: TBD CRANSTON PUBLIC SCHOOLS**

**Cranston, Rhode Island**

**&#8195;**

**STUDENTS 5114**

**SUSPENSION OF STUDENTS**

**The Superintendent and/or principals are allowed to suspend students for a period of time not to exceed seven school days. Cases where longer durations are required will be at the discretion of the School Committee.**

**Any cases not resolved within the discretionary time allotments will be referred to the Superintendent for School Committee action.**

**The administration shall be granted discretionary extension of the seven-day exclusion policy not to exceed ten (10) school days for pupils being evaluated by Pupil Personnel Services.**

**Suspension regulations and procedures for any students with an Individual Educational Plan (IEP) must be followed per Rhode Island General Law 16-21-27.**

**Policy amended: TBD CRANSTON PUBLIC SCHOOLS**

**Cranston, Rhode Island**

**&#8195;**

**5114(a)**

**STUDENTS**

**Dismissal, Suspension and Expulsion of Student**

**Level 1 – Dismissal of Student from Class**

**A student is dismissed from a class but not from the building. This action by a teacher is subject to review by the principal or his designee, which will include consultation with teacher.**

**Level 2 - Suspension of Student from Building**

**A student is suspended from the building and prohibited from participating in school sponsored, extra-curricular activities. A**

hearing prior to suspension is to be held with the student to discuss the offense. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from the school. In such cases, the necessary notice and informal hearing should follow as soon as practicable and in accordance with policy #5145. Parent or guardian is to be notified in most expedient manner of removal. If student involved is under 18 years of age, arrangement for release is to be established with the parent; if parent is unable to be reached student is to be retained until close of school. A letter is to be mailed home indicating reasons for removal and provisions established for parent conference.

### **Level 3 - Hearing by the Superintendent**

Cases which are not or cannot be resolved within the time allotment as stated in policy #5114, or cases when a suspension of more than seven days is recommended, will be referred to the superintendent. The referring principal shall notify the parent or guardian and the superintendent by mail of reasons for removal and recommended action. The referring principal shall forward all relevant data regarding the case to the superintendent. A hearing shall be established with the Assistant Superintendent for Instruction to review the case. The results of the hearing are to be forwarded to the superintendent. The superintendent shall review the findings and make recommendations for disposition of the case. If the

**superintendent's recommendation is to suspend for more than seven (7) days or exclude from school, he must forward recommendation for school committee action. In situations involving a hearing the superintendent has discretionary powers regarding policy #5114 until the first meeting of the school committee following the hearing.**

### **5114(b)**

**Cross Reference – Policy #5145**

**Legal Reference - General Laws of RI, 1956, Title 16 Educ.**

**16-2-16 Rules and Regulations – Curriculum**

**16-2-17 Suspension of Pupils**

**Regulations Adopted: 12/16/1974 CRANSTON PUBLIC SCHOOLS**

**Regulation Amended: TBD Cranston, Rhode Island**

**&#8195;**

### **5114(c)**

**DUE PROCESS\***

**Level 1 - Dismissal of student from class**

**Level 2 - Dismissal of student from building**

**Level 3 - Suspension of student from school**

**Level 4 - Hearing with the Superintendent**

**Informal “Due Process” - Levels 1, 2, and 3**

**In cases involving Levels 1, 2 and 3 the principal or his designee shall**

**conduct an informal “due process” hearing. The informal “due process” hearing shall contain the following steps:**

**1. The student and/or his parent or guardian shall be informed of the reasons for removal.**

**2. The student and/or his parent or guardian shall be given an opportunity to present his or their point(s) of view.**

**3. The student and/or his parent or guardian shall have the right to appeal to the superintendent or his designee.**

**4. In cases of Level 3, the student and/or his parent or guardian shall be informed by written notice in their dominant language stating reason for removal and duration of suspension.**

#### **Formal “Due Process” - Level 4**

**1. Written notice of charges against a student shall be provided to the student and/or his/her parent or guardian in their dominant language.**

**2. The parent or guardian shall be allowed to be present at the hearing.**

**3. All parties involved may be represented by legal counsel.**

**4. All parties shall be given an opportunity to present their version of the facts and their implications. All parties should be allowed to offer**

**the testimony of other witnesses and other evidence relative to the issue.**

**\* Students – Civil and Legal Rights and Responsibilities 5145 (a)**

**5. All parties involved shall be allowed to examine all evidence offered against them. In addition, all persons shall be allowed to question any witness.**

**6. The hearing shall be conducted by the superintendent or his designee, who shall make his determination solely upon the evidence presented at the hearing.**

**5114(d)**

**7. A record shall be kept of each hearing.**

**8. The superintendent shall state within a reasonable time after the hearing**

**his/her findings as to whether the student is guilty as charged and his/her decision, if any, as to disciplinary action.**

**9. The findings of the superintendent or his/her designee shall be reduced to writing in the dominant language of the parent or guardian and sent to the parent or guardian.**

**10. Parents may appeal to the Chairperson of the School Committee if**

**the decision of the superintendent is not acceptable.**

**11. Such appeal shall be submitted in writing within ten school days to the Chairperson of the School Committee. A copy of the record of the hearing with the superintendent and the decision shall be forwarded to the Chairperson of the School Committee.**

**12. A hearing shall be held by the School Committee or its designated hearing officer. A stenographic record of such hearing shall be maintained. A decision shall be given to the parent not later than thirty days after the appeal.**

**13. If the decision of the completed hearing is not satisfactory to the parent or guardian, the parent or guardian shall have the right to appeal to the Commissioner of Education, Rhode Island Department of Education.**

**14. In cases of appeal, a copy of the record of the hearing with the School Committee and its decision shall be forwarded to the Commissioner of Education.**

**&#8195;**

**5114 (e)**

**STUDENTS**

**Suspension / Expulsion**

**I. Definition**

**A. “Suspension” means an exclusion from school privileges for disciplinary reasons by an authorized member of the administrative staff for not more than seven school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed. A pupil may be suspended for conduct as described below in Section II A, 1 thru 9.**

**B. The term “expulsion” means the exclusion of a pupil from school for more than seven school days by the Cranston School Committee for a period of time not extending beyond the current school year.**

**1. The school committee may expel a pupil from school if, after a full hearing, the committee finds that his or her conduct endangers persons or property, is seriously disruptive of the educational process, or is violation of a publicized school committee policy.**

## **II. Actions Leading to Suspension or Expulsion**

**A. The following breaches of conduct on school property, school transportation, or at any school sponsored activity may lead to consideration of suspension or expulsion:**

**1. Willfully striking or assaulting a student or any member of the school staff.**

**2. Theft.**

- 3. The use of obscene or profane language or gestures to a member of the school staff.**
  - 4. Deliberate refusal to obey a member of the school staff.**
  - 5. An unauthorized mass walk-out from or sit-in within a classroom or school building.**
  - 6. Blackmailing, threatening or intimidating school staff or other students.**
- &#8195;**  
**5114 (f)**
- 7. Possessing in the school or on school grounds any kind of weapon, such as a pistol, knife, blackjack, etc.**
  - 8. Unauthorized possession, selling or consumption in the school or on school grounds of dangerous drugs, narcotics, or alcoholic beverages.**
    - a. Dangerous drugs or narcotics shall mean any controlled drug as defined in Rhode Island general statutes classified generally as amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs, and, in addition, those substances known as methaqualone. Unauthorized use or possession of such substances shall mean use**

**or possession without a valid prescription.**

**9. The willful destruction of school property.**

### **III. Procedures Governing Suspension**

**A. The principal shall observe the following procedures except in cases where the student has already been, or such suspension will result in the student's being, suspended more than ten times or fifty days in a school year, whichever results in fewer days of exclusion, or except in circumstances under which the student will be prevented from completing a normal course of study.**

**(Follow with regulations now existing "informal" due process level 1, 2, 3,.)**

**5. If a student is 18 years of age or older, any notice required by this policy shall be given to the student.**

**6. Textbooks and homework are to be provided to each pupil for the duration of the suspension period and the student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.**

**7. The superintendent of schools shall report any unusually serious case of pupil suspension to the school committee at their first meeting following such action.**

**B. In cases where the student has already been, or such suspension will result in the student's being, suspended more than five times or twenty-five days in a school year, whichever results in fewer days of exclusion, or in circumstances under which the student will be prevented from completing a normal course of study, the student shall, prior to suspension, be granted a "formal" hearing as described in Regulations under "formal due process", Level 4. A principal may**

**5114 (g)**

**request expulsion of a pupil in a case where the principal has cause to believe the student's conduct endangers persons or property is seriously disruptive of the educational process or is violation of a publicized board policy. Requests for expulsion are to be directed to the school committee through the superintendent of schools.**

**(Level 4 process follows)**

**Whenever the school committee expels a student, it shall offer such student an alternative education program. The parent(s) or guardian(s) of such student has the legal right to reject such a program without being subject to the truancy law.**

**IV. The Cranston School Committee recognizes the importance of such policies and regulations concerning suspension and expulsion**

**and specifically directs the school administration, at the beginning of each school year, to inform all students, parents, and/or guardians of these rules.**

**Policy Adopted: 6/21/1976 CRANSTON PUBLIC SCHOOLS**

**Policy Amended: TBD Cranston, Rhode Island&#8195;**

**STUDENTS 5117**

### **School Attendance Areas**

**I. A letter must be sent to the superintendent or his designee before an exception to policy No. 5117 may be considered. The letter must specifically identify the reasons for making such a request.**

**II. The Superintendent of Schools or his designee may permit students to attend a school outside his or her school district.**

**a.) to provide education for physically or mentally handicapped children**

**b.) to provide education for pupils under psychiatric or medical treatment.**

**c.) to provide a new opportunity for a pupil who has repeated a grade more than once.**

**d.) to provide a new school environment when a service agency**

**makes a legitimate request.**

**e.) to relieve overcrowding.**

**f.) to effect economics in transportation.**

**III. Teachers or administrators may be permitted to have their children attend a school other than the one in which they are employed. Transportation shall become the responsibility of the parent.**

**IV. Parents will be notified in writing of the decision and the individual schools will receive a written permit when appropriate.**

**Policy Adopted: TBD CRANSTON PUBLIC SCHOOLS  
Cranston, Rhode Island  
&#8195;**

**STUDENTS 5118  
RESIDENT STUDENTS**

**A resident pupil shall be defined as a pupil whose parent (s) or person(s) having legal custody resides in the City of Cranston**

**The residence or domicile of the parent(s) is normally the legal residence where the child physically sleeps at night.**

**Where legal custody has been awarded, the residence of the**

**person(s) who has been assigned custody will be considered the residence of the child.**

**Legal custody must be awarded by the decree of Family Court.**

**R.I. General Law 16-64-1**

**Policy Adopted: 1/21/1980 CRANSTON PUBLIC SCHOOLS**

**Policy Amended: TBD Cranston, Rhode Island**

**5118.3**

**Students**

**Former Residents**

**Pupils who are in regular attendance in any Cranston elementary or middle school, but whose parents move from the City of Cranston during the school year, may be permitted to remain in attendance for the balance of that current year upon advance payment of tuition.**

**Tenth or eleventh grade students who are in regular attendance in a Cranston high school, but whose parents move from the City of Cranston during the school year, may be permitted to remain in attendance upon advance payment of tuition until they have completed their normal secondary education. A twelfth grade student who is in regular attendance for one quarter under the same conditions may be permitted to remain through the remainder of the year without payment of tuition.**

**Hardship Cases**

**Non-resident children who are living with Cranston residents because of temporary personal or financial hardships in their own families may be enrolled in Cranston schools. All such cases shall be thoroughly investigated before enrollment is allowed.**

**RI General Law 16-64-8**

**Policy adopted: August 18, 1969 CRANSTON PUBLIC SCHOOLS**

**Policy amended: TBD CRANSTON, RHODE ISLAND**

**&#8195;**

**5119 –(to be deleted)**

**Students**

**Non-Resident Attendance – Tuition**

**The superintendent is authorized to accept non-resident students on a differentiated tuition basis for attendance in the Cranston elementary, middle and senior high schools.**

**Tuition fees will be set by the superintendent and approved by the school committee annually.**

**Admissions are dependent on space available and must not require additional staff. Such admissions must be reviewed by the**

**superintendent annually.**

**It is the intent of the school system to maintain continuity in enrollment for these students whenever possible, subject to the conditions listed above.**

**Preference for all placement and course selection will be given to Cranston students.**

**Policy Adopted: 3/24/86 CRANSTON PUBLIC SCHOOLS  
Cranston, Rhode Island  
&#8195;**

**STUDENTS 5123  
DIPLOMA POLICY**

**Cranston Public Schools will follow the most current regulations and requirements for promotion, graduation and retention of students in accordance with the Rhode Island Department of Education. The regulations and requirements will be distributed to students on a yearly basis.**

**Retention of students will be decided by the school department based**

on the regulations and requirements in accordance with the Rhode Island Department of Education.

**Policy Adopted: CRANSTON PUBLIC SCHOOLS**  
**Cranston, Rhode Island**

**&#8195;**

**5124(b)**

## **STUDENTS**

### **Reporting to Parents/Guardians and Students**

**Procedure continued:**

**8. Student grades will be treated as a confidential communication between the school and the student/home. In addition, to the traditional paper report cards, report card grades will be available via the family portal of the Aspen Student Information System. Grades of**

**individuals will not be publically posted or announced.**

**Policy amended: TBD CRANSTON PUBLIC SCHOOLS**

**Cranston, Rhode Island**

**5125.6(a)**

**Students**

**Missing Children**

**School Records – Flagging required**

**a. Upon notification by the missing (children's) information center of a person's disappearance, the commissioner of education shall cause any school in which the person is currently or was previously enrolled to flag the record of that person in such a manner that whenever a copy of or information regarding the record is requested, the school shall be alerted to the fact that the record is that of a missing person. All requests must come from DCYF or other state agencies.**

**b. In response to any inquiry, the school shall not provide a copy of the school records or other information concerning the person whose**

record is flagged pursuant to this section except as approved by the missing (children's) information center.

c. When a copy of the school record of a person whose record has been flagged is requested in person, the school personnel accepting the request shall immediately notify his or her supervisor. The person making the request shall complete a form (see: Request for Flagged Records) supplying his or her name, address, telephone number, social security number, and relationship to the missing person and the name, address and birth date of the missing person. The driver's license of the person making the request, if available, shall be copied and returned to him/her. He/she will be informed that a copy of the records will be mailed to him/her. The school personnel shall note the physical description of the person making the request and, upon the latter's departure from the school's office, his or her supervisor shall immediately notify the missing (children's) information center as to the request and the information obtained pursuant to this section. The school shall retain the form completed by the person making the request unless the missing (children's) information center requests otherwise.

d. When a copy of the school records of a person whose record has been flagged is requested in writing, the school personnel receiving the request shall immediately notify the local law enforcement authority or the missing (children's) information center as to the request and shall provide a copy of the written request. The school shall retain the original written request unless otherwise requested by the missing children's information center.

**Regulations adopted: 12/18/1989 CRANSTON PUBLIC SCHOOLS**

**Policy amended: TBD CRANSTON, RHODE ISLAND**

**5134.1 (a)**

**REGULATIONS GOVERNING DANCES IN ALL CRANSTON HIGH SCHOOLS**

**The Regulations for all dances in the Cranston High Schools are as follows:**

- 1. All students in good standing have the right to attend dances per the principal's discretion. Any questions or concerns should be directed to the principal. The principal makes the final decision for students attending dances and/or events.**
  
- 2. The individual school may place restrictions on attendance at school affairs if a student is not a member in good standing. Truancy, discipline, misconduct, etc. are factors considered in determining members in good standing.**
  
- 3. Guests attending dances from another school must submit a signed permission slip from their parent/school showing they are students in good standing.**

**Any student who wishes to bring a guest, who is not a CHSW or**

**CHSE student to the dance, must turn in a completed GUEST FORM to his/her assistant principal showing they are students in good standing.**

**GUEST FORMS can be found in the assistant principal's office. The assistant principal must approve the guest form prior to attendance at the dance. All forms are due the day BEFORE the dance. No forms will be accepted the day of the dance. Guests must provide valid ID or student id.**

**4. Students who are in middle or elementary school may not attend CHSW or CHSE dances. Similarly, guests may not be over the age of 21. Anyone who has previously been excluded in the current school year from CHSW or CHSE for disciplinary reasons may not attend**

**5. Any student for whom there is reasonable suspicion of being under the influence of alcohol and/or illegal substances, prior to or during school sponsored activities, may be asked to submit to a sobriety test.**

**6. Each school shall establish regulations relative to the time of arrival and departure.**

**7. Principals will be able to accept and dismiss students at their discretion during the dance/event. Students will not be allowed to leave the dance at any time without guardian permission and pick up. Parents of students in each school shall be notified in advance of any**

**dance, the regulations regarding time of arrival and departure.**

**5134.1(b)**

**8. In case of dismissal because of misconduct, parents shall be notified as promptly as possible. All students are responsible for their behavior and will follow the CPS Discipline Policy.**

**9. The school must recognize that it is responsible for the pupils in attendance at the dance and adopt such regulations and provide such supervision as may be necessary to fulfill this responsibility. The school shall not be responsible for pupils not present at the dance.**

**10. Dress shall be suitable for the occasion and in good taste. Flowers are optional at semi-formal and formal dances. Students will adhere to the CPS disciplinary policy regarding dress code.**

**11. Dance guidelines shall be published and distributed to each student in their homeroom prior to the affair.**

**12. Additional regulations with respect to dances established in any particular school shall be consistent with, and not in violation of, these regulations.**

**13. All evening dances may be held off school premises upon**

**approval of the principal.**

**14. Evening dances shall not be held on an evening preceding a school day.**

**15. Adequate faculty supervision is required at all school sponsored affairs. The number of supervisors shall be cleared with the administration by the advisor. All other evening affairs shall require faculty and/or parent supervision on a volunteer basis. No affair shall be held without adequate supervision.**

**16. Dance tickets shall not be sold at the door for any evening dance.**

**Regulation Approved: 3/10/1980 CRANSTON PUBLIC SCHOOLS**

**Regulation Amended: TBD Cranston, Rhode Island**

**5134.1 (c)**

**REGULATIONS GOVERNING DANCES IN ALL CRANSTON MIDDLE SCHOOLS**

**The Regulations for all dances in the Cranston Middle Schools are as follows:**

**1. It shall be the philosophy that school dances maximize student involvement in the learning experience and provide for the individual needs of the particular community.**

**2. All school dances shall be considered an extension of the school day and as such; all school rules shall apply. Each school shall establish regulations relative to the time of arrival and departure, and dance guidelines. This should be announced to students prior to the dance**

**3. It shall be the school's responsibility to provide adequate supervision at every dance.**

**4. Students shall not be allowed to leave the dance area after entering.**

**5. Corsages, shoulder bouquets, wrist bouquets, and such shall not be worn by pupils attending regular school dances.**

**6. No more than four evening dances shall be held per school year. Other special dances or special affairs may be approved by the principal.**

**7. An evening dance shall be limited to 8th grade class organization, and/or the Student Council.**

**8. Evening dances shall not be held on an evening preceding a school day, without permission of the superintendent.**

### **Eighth Grade Dance**

**Only members of the Eighth Grade class may attend the 8th grade dance.**

**If the Eighth Grade Class is planning on letting students invite guests not attending the school a plan must be presented for approval to the superintendent to screen the guests. This plan must be approved before the dance is announced to the students.**

**Regulations Approved: 3/10/1980 CRANSTON PUBLIC SCHOOLS**

**Regulations Amended: TBD Cranston, Rhode Island**

**&#8195;**

**5141.1**

**Students**

**Health**

**Immunization Requirements**

**The Cranston Public Schools have implemented to the fullest extent the rules and regulations of the State Department of Health regarding immunization of school children. All parents or guardians are to be**

**properly notified that any child not fully immunized will be excluded until such time as documentation is forthcoming from the child's doctor or health agency.**

**Legal References: General Laws of Rhode Island (as amended)  
42-35-4.1 Rules and Regulations Pertaining to Immunization**

**Policy Adopted: 9/19/1978 CRANSTON PUBLIC SCHOOLS**

**Policy Amended: TBD Cranston, Rhode Island**

**&#8195;**

**5144**

**NEW RI DISCIPLINE PROCEDURES AND REQUIREMENTS FOR ALL STUDENTS UNDER IDEA 2004 AND RI LEGISLATION**

**Effective July 1, 2005**

**Removals for Less than 10 days**

**All Students –**

**School Removals for less than 10 School Days During a**

**School Calendar Year for a Violation of a Code of Student Conduct**

**Options: 1. Removal to appropriate interim alternative educational setting – (continued educational services)**

**2. Removal to another school setting – (continued educational**

**services)**

**3. School removal/suspension – (no educational services provided)**

**Best Practice Considerations:**

**1. Conduct a Functional Behavioral Assessment.**

**2. Provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not reoccur.**

**3. Develop a behavioral intervention plan for the student.**

**Removals exceeding 10 days**

**Students enrolled in General Education**

**School Removals that exceed 10 School Days During a**

**School Calendar Year for a Violation of a Code of Student Conduct**

**Once a child has accumulated 10 school days of removal from school –**

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

**Options: 1. Removal to another school setting – (continued educational services)**

**2. Removal to interim alternative educational setting – (continued**

**educational services)**

**3. School removal/suspension – (with plan for continued educational services)**

**5144(a)**

**Best Practice Considerations:**

- 1. Conduct a Functional Behavioral Assessment**
- 2. Provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not reoccur**
- 3. Develop a behavioral intervention plan for student**

**Removals exceeding 10 days**

**Students with Disabilities**

**School Removals for more than 10 School Days in a School Calendar Year for**

**a violation of a Code of Student Conduct**

**Required:**

- 1. Provide continued educational services so as to enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP (interim setting determined by IEP team).**
- 2. Conduct a functional behavioral assessment**
- 3. Provide behavioral intervention services and modifications that are designed to address the behavioral violation so that it does not recur**

**4. Develop a behavioral intervention plan**

**5. Conduct a manifestation determination (See Manifestation Determination)**

**Manifestation Determination-**

**IN GENERAL – Within 10 school days of any decision to change the placement of a child with a disability (see Change of Placement) because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the IEP Team (as determined by the parent and the local educational agency) shall review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine –**

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or**
- (2) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.**

**No Manifestation – child treated same as general education students with provision of services continued.**

**5144(b)**

**Manifestation –**

**If the local educational agency, the parent and relevant members of the IEP Team determine that either 1 or 2 above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.**

**Change of Placement –**

**Occurs once a child with a disability is further removed from school for a violation of a code of student conduct that extends beyond the 10th school day during a school calendar year (beginning on the 11th day of school removal and commencing for each subsequent decision to further remove the child with a disability from school).**

**Determination that behavior was a manifestation – If the local educational agency, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child’s disability, the IEP Team shall –**

- 1. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not previously conducted such assessment.**
- 2. In the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and**
- 3. Return the child to the placement from which the child was removed; unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan unless special circumstances warrant removal to an interim alternate educational setting (see Special Circumstances).**

**Special Circumstances – School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, in cases where a child –**

- 1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;**
- 2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local educational agency; or**
- 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a State or local education agency.**

#### **5144(c)**

**Notification – Not later than the date on which the decision to take disciplinary action is made, the local educational agency shall notify the parents of that decision, and of all procedural safeguards accorded under this section.**

**Determination of Setting – The interim alternative educational setting shall be determined by the IEP Team.**

**Appeal – IN GENERAL – The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination under this subsection, or a local educational agency that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. Stay put rules apply (see Stay Put).**

## **Appeals – Authority of Hearing Officer**

**IN GENERAL – A hearing officer shall hear, and make a determination regarding an appeal requested under this section.**

**Change in Placement Order – In making the determination under this section, the hearing officer may order a change in placement of a child with a disability. In such situations, the hearing officer may –**

- 1. Return a child with a disability to the placement from which the child was removed; or**
- 2. Order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.**

**Placement During Appeals – When an appeal has been requested by either the parent or the local educational agency – challenging a decision regarding placement, or the manifestation determination under this section, the following shall occur:**

- 1. The child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period for school removal, whichever occurs first, unless the parent and the State or local educational agency agree otherwise; and**
- 2. The RIDE shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing.**

## **5144(d)**

**Stay Put – Becomes the alternative educational setting established when a child’s educational placement is changed due to a violation of a student code of conduct – when an appeal is taken under this section. The stay put can be an appropriate interim alternative educational setting that provides access to general education and special education services or a setting decided and agreed to by the parent and the LEA.**

**Authority of School Personnel – Case by case determination – School personnel may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.**

**Students not yet eligible for special education and related services – An LEA is deemed to have knowledge that a child with a disability if, before the behavior that precipitated the disciplinary action occurred, a**

**A. Parent expressed concern in writing to an administrator or a teacher; or**

**B. Parent of the child has requested an evaluation of the child; or**

**C. Teacher or other school or LEA personnel expressed specific concerns about a pattern of behavior demonstrated to an administrator.**

**ADDITIONAL DUE PROCESS CONSIDERATION FOR  
DISCIPLINE REMOVALS**

## **REMOVALS FOR LESS THAN 10 CONSECUTIVE SCHOOL DAYS**

School removals for less than ten (10) consecutive school days require the following minimum standards of due process to be applied:

- 1. School removals for disciplinary infractions of ten (10) school days or less, the student must be afforded oral or written notice of the charges against him/her;**
- 2. If the charges are denied, the student must be afforded an explanation of the evidence the authorities have; and**
- 3. The student must be afforded an opportunity to present their side of the story.**

**NOTE: (R.I. RULE) R.I. adds to the above that if the student has not attained the age of majority (18), the notice and reason for the discipline suspension must be provided to the student's parents in their spoken language.**

### **5144(e)**

Generally, notice and the hearing should precede the student's removal from school, since the hearing can almost immediately follow the misconduct, but if prior notice and hearing are not feasible, they should occur as soon as practicable.

## **REMOVALS FOR MORE THAN 10 CONSECUTIVE SCHOOL DAYS**

The amount of due process afforded increases for removals

**exceeding 10 consecutive school days. In Rhode Island, under those circumstances, the student must be provided:**

- 1. A clear written statement of the reason for suspension or long term removal;**
- 2. An opportunity to a more formal public or private hearing;**
- 3. If a hearing is requested, the student is afforded prompt notice of the time and place of the hearing, with a reasonable time to allow for preparation;**
- 4. Opportunity to be represented by legal counsel;**
- 5. If the student is not 18 years old, the parent(s) or guardian is afforded the procedures 1, 2, 3, 4 above;**
- 6. At hearing, the right to cross examine witnesses and to present witnesses on their behalf;**
- 7. A complete and accurate stenographic or electronic record of the hearing including all exhibits;**
- 8. A written decision rendered within a reasonable time, based exclusively on the record detailing the reasons and factual basis therefore;**
- 9. A copy of the decision;**
- 10. A copy of the decision, together with the record must be forwarded to the Commissioner of Education, if there is an appeal of the decision.**

**NOTE: Students with disabilities receiving special education instruction must be afforded additional rights (see section disciplining students with disabilities within).**

**(July 2005)**

**Policy Adopted: TBD CRANSTON PUBLIC SCHOOLS  
CRANSTON, RHODE ISLAND**

**6160**

**Instruction**

**Textbook Replacement and Modernization**

**The committee will provide sufficient required textbooks as deemed appropriate to insure that curriculum objectives in each program area are being met. All curriculum areas will be revised every five years, and textbooks for implementation will be replaced as needed.**

**Revision added – (Italics)**

**Once a student receives a textbook it becomes his/her responsibility and damaged or lost books must be replaced or paid for by the student/parent/guardian.**

**Policy Adopted: 9/21/1987 (Res. No. 87-9-24) CRANSTON PUBLIC SCHOOLS**

**Policy Amended: TBD Cranston, Rhode Island**

**&#8195;**

**6161.1 (to be deleted)**

**Instruction**

**Textbooks and Workbooks**

**The Committee agrees to make a good faith effort to provide sufficient required textbooks to insure that each pupil has textbooks**

for his own use. Prior to changing textbooks or selecting textbooks, all teachers using such textbooks shall be given the opportunity to meet and consult with the Superintendent regarding the proposed change or selection.

The consultation procedure shall be as follows:

1. The teacher affected shall be notified of the proposed change in textbooks.
2. The teacher affected shall be given an opportunity to inspect any textbooks being considered for adoption prior to paragraph 3 below.
3. The administration shall provide an opportunity for all teachers affected to meet and consult with the Superintendent regarding the proposed change or selection.
4. The association shall be notified at least two (2) weeks prior to the consultation meetings set forth in three above.

The committee agrees to make a good faith effort to provide sufficient teaching equipment and supplies in the school system.

(Master Agreement between The Cranston School Committee and The Cranston Teachers' Association, September 1, 1969. Article X).

Policy adopted: CRANSTON SCHOOL DEPARTMENT

Cranston, Rhode Island

&#8195;

6310

INSTRUCTION

## **Vocational Instruction**

**In establishing, continuing or terminating a program of vocational-technical instruction at Cranston Area Vocational-Technical Facility, the interests, needs and abilities of all persons in the state and/or area and the need and opportunity in the employment market will be considered.**

**The program of instruction will be developed by the Director of Curriculum and staff and conducted in consultation with the Associate Commissioner of Vocational-Technical Education, area professional committee, the area advisory committee, potential employers and other individuals or groups having skills and substantive knowledge of the occupation or occupational field representing the occupational objective.**

**Instruction will be conducted and supervised by teachers, consultants and supervisors meeting state certification requirements.**

**REVISION (*Italics*)**

## **INSTRUCTION**

### **Career and Technical Education Instruction**

**In establishing, continuing or terminating a program of career and**

**technical instruction at Cranston Area Career and Technical Center, the interests, needs and abilities of all persons in the state and/or area and the need and opportunity in the employment market will be considered.**

**The program of instruction will be developed by the Executive Director of Educational Programs and staff and conducted in consultation with the office of multiple pathways from the Department of Education, area professional committee, the area advisory committee, potential employers and other individuals or groups having skills and substantive knowledge of the occupation or occupational field representing the occupational objective.**

**Instruction will be conducted and supervised by teachers, consultants and supervisors meeting state certification requirements.**

**Policy Amended: TBD&#8195;**

**6320**

## **INSTRUCTION**

### **Admission**

**Admission Quotas for each community in the area will be made on a percentage basis determined by the most recent October enrollment figures for the tenth grades in all schools. Applications for admission will be screened by a committee consisting of the area coordinator**

and the vocational guidance counselors in conjunction with appropriate staff from the sending school. Responsibility for admission will rest with the area coordinator and Director of Guidance at Cranston West.

Students may be enrolled in a full-time program or special program by arrangement in area vocational facilities as mutually agreed upon by the receiving and sending schools.

## **REVISION (Italics)**

## **INSTRUCTION**

### **Admission**

Applications for admission will be screened by a committee consisting of the Career and Technical Director and the Career and Technical guidance counselors in conjunction with appropriate staff from the sending school. Responsibility for admission will rest with the Career and Technical Director and the Assistance Principal for Academic Affairs at Cranston West.

Students may be enrolled in a full-time program or special program

by arrangement in area Career and Technical Centers as mutually agreed upon by the receiving and sending schools.

**Policy Amended: TBD&#8195;**

**6321**

## **INSTRUCTION**

### **Selection of Students**

Individuals will be admitted for enrollment in classes and provided instruction for each type of occupation or occupational field on the basis of:

- a) A standard of achievement met by students so as to meet the requirements for completing the previous grade satisfactorily.
- b) A satisfactory citizenship and attendance record.
- c) Recommendation of the sending school.
- d) Specific student goals.
- e) An eligibility waiting list will be established by the Guidance Department for all occupational fields, using same criteria. These will be ranked so as automatically become eligible.

**REVISION (Italics)**

## **INSTRUCTION**

## **Selection of Students**

**Individuals will be admitted for enrollment in classes and provided instruction for each type of occupation or occupational field on the basis of:**

- a) A standard of achievement met by students so as to meet the requirements for completing the previous grade satisfactorily.**
- b) A satisfactory citizenship and attendance record.**
- c) Recommendation of the sending school.**
- d) Specific student goals.**
- e) An eligibility waiting list will be established by the Guidance Department for all occupational fields, using same criteria. In cases where the number of qualified students exceeds the space available, a lottery shall be used to select from among all qualified applicants.**

**Policy Amended: TBD**

**6351**

### **INSTRUCTION**

**Associate Commissioner Vocational-Technical Education**

**The Associate Commissioner of Vocational – Technical Education in the State Department of Education and the Cranston Superintendent**

**of Schools or his designee will be designated as the educators to determine compliance with the standards; to assist in establishing and conducting programs; to serve as liaison between the State Department of Education and the schools; and to work cooperatively with the coordinators, principals, superintendents and school committees in all areas of the program.**

**REVISION (*italics*)**

**INSTRUCTION**

**Associate Commissioner Career and Technical Education**

**The Associate Commissioner of Career and Technical Education in the State Department of Education and the Cranston Superintendent of Schools or his/her designee will be designated as the educators to determine compliance with the standards; to assist in establishing and conducting programs; to serve as liaison between the State Department of Education and the schools; and to work cooperatively with the coordinators, principals, superintendents and school committees in all areas of the program.**

**Policy Amended: TBD**