

CHARETTE

HIGH SCHOOL

School Handbook

School Year 2023-2024

**337 Westminster St., Providence, RI 02903
401-270-1183**

**Students and Parent/Guardian Signatures required upon review.
Please see page 21**

September, 2023

Dear Families and Students:

Welcome to Charette! As you are well aware, Charette is a unique school. We are the only blended learning, Urban Planning and Historic Preservation themed high school in the United States. That clearly puts us on the map!

Three Core Values guide **Charette High School**:

- **C**reate Community
- **H**onor yourself and others
- **S**trive to succeed

The following Charette High School Core values serve as a guide towards success.

What does it mean to follow these Core Values?

Create community

- Students will only consume food/beverages in the Tea room.
- Students will Transition between classes quietly and respectfully.
- Students will follow Charette uniform policy.
- Will follow all safety protocols

Honor yourself & others

- Students will follow the plagiarism/cheating policy.
- Students will use respectful language.
- Students will follow each classroom's agreements.
- Students will respect other's personal space and property.
- Students respect intellectual property and refrain from plagiarism

Strive to succeed

- Students will come to school and attend class on time.
- Students will strive to maintain passing grades
- Students will abide by Chromebook policies and procedures.
- Students may use cell phones at designated times.

Teachers are encouraged to communicate directly with parents to address issues of concern. Administration will be available to support teachers, if needed or requested to do so.

At Charette, we believe in the power of blended learning, the use of online digital media as well as traditional face-to-face teaching to engage young minds. We believe in the natural learning abilities of our students and that they can make great strides in academic skill building, while simultaneously learning how to be self-reliant and independent. Our style of teaching and learning asks that students become proficient in one skill before they move onto the next skill. We want our students to develop mastery skills that will support higher learning which they will encounter in college and careers. To do

this students must come to Charette prepared to learn, take their coursework seriously and seek the support that is readily available to them to remain on track.

Students will not only engage in positive behavior, but build a foundation of self-pride and self-accomplishment when they are respectful of others and the school, responsible for their own learning, and work hard.

Success at school depends on what happens both within and outside of school. Parents can go online 24/7 to review their child's progress and can contact the school at any to address concerns and reach out for support or information. Students should leave the house early and arrive at school in uniform. Book bags are not needed and, if students work hard during the day and are "on or ahead of target," then long hours of homework will be infrequent.

We believe that use of cell phones can be a major distraction to learning and we expect that students will follow school regulations regarding cell phone use. Parents are our partners in preventing and dealing with the trouble and lost education which comes from cell phones in schools. Research clearly indicates that high school youth have "lost ground" during the pandemic and we intend to begin and end the year strong!

We ask that students see every day as an opportunity to succeed and to be a better learner than the day before and make the most of their time at Charette. Together we can set a foundation for the future success for every student.

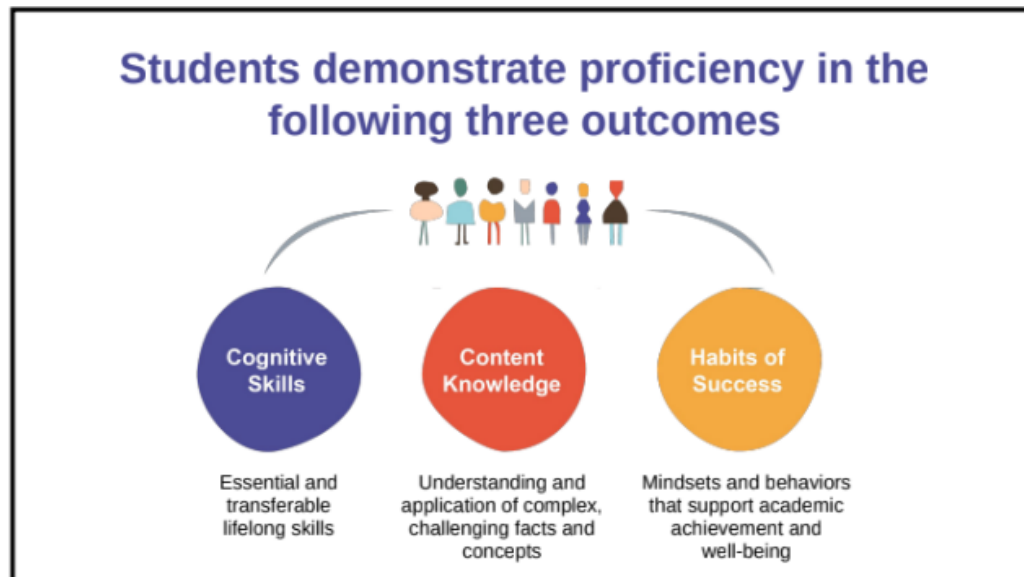
Sincerely,

Dr. Kathy Vespia

This handbook is intended to instruct and inform our school community. Here a student and family can find information about school life, our basic rules and systems, and the responsibilities that Charette asks of its students and families, so we can collectively protect our school culture.

Academic Philosophy

At Charette, our academic philosophy is built upon the key learning outcomes of the Summit Learning Program.



To be successful in college, career, and life, students need to develop **cognitive skills, content knowledge, habits of success** and **sense of purpose**.

- Cognitive Skills — such as developing an argumentative claim, presenting a clear idea, and interpreting data — are essential for success in college and career.
 - In our school, you will spend the majority of time immersed in real-world projects that build multiple Cognitive Skills across grade levels and subject matter.
- Content Knowledge - Students must understand academic subjects more deeply than a web search can provide. They need a broad Content Knowledge base in order to put Cognitive Skills to work.
 - In our school, you will set goals, understand how you learn best, and deeply understand rigorous content that sets you up for success in college and careers.
- Habits of Success are social and emotional skills — resilience, social awareness, a sense of belonging — that support a student’s academic and non-academic pursuits.
 - In our school, this social-emotional learning is integrated throughout our schedule, through weekly one-on-one mentoring, self-directed learning and project-based learning

From The Science of

Summit

CHARETTE is the first of its kind in the New England region; a full-time high school that uses a “blended learning” model with a focus in Urban Planning and Historic Preservation. Students are in class engaging in self-directed learning supported by active involvement of teachers in the four main content areas: English, Math, Social Studies and Science. With rigorous academic instruction provided in large measure by the Summit Learning Program, teachers can turn their attention to targeting the learning needs, writing instruction and skill gaps of each individual student.

Teachers will specialize in data analysis and skill gap intervention and students learn in a competency-based, technology-rich environment. Four days per week, students will have three 90 minutes course blocks, two of which are core academic subjects and one Self-directed Learning (SDL) block. During SDL students will work on some subjects longer than others, as needed, and

teachers will work with different groups of students, depending on which students need to learn a similar skill at that point in their lessons. Based on an understanding of specific student needs, students will be scheduled into a focus learning group to strengthen their skills. All teachers work with a teaching partner who supports the teaching and learning in core academic classes.

Academic Program

Program of Study

The Program of Study meets the RIDE graduation requirements, is college prep in design, and can be adjusted to meet student needs as long as graduation requirements are upheld.

Grades

Grades are reported in letter format with a corresponding numerical average on a scale from 1 to 100. The grades of “F” and “D” are not considered proficient by the school and are not awarded.

A+ 97 to 100 B+ 87 to 89 C+ 77 to 79

A 94 to 96 B 84 to 86 C 74 to 76

A- 90 to 93 B- 80 to 83 C- 70 to 73

Grades B through C repeat the pattern shown in the “A” representation

F 1 to 69

Honor Roll

High Honors All grades above 90% (all A's)

Honors All grades above 80% (A's and B's ... no C's)

Honorable Mention All grades above 80% except for one grade below 80% but above 70%

Student Responsibility for their Education

At Charette every student is ultimately responsible for their use of Self-Directed Learning time, as it relates to general on-line learning, pacing and self-responsibility. They will meet with their mentor weekly to review progress, set goals and academic support plans, as needed. Through the use of the Summit Learning Platform, students will be able to closely monitor the pace of their learning and the achievement of learning outcomes.

Progress Report Cards

Progress Report Cards are produced quarterly and include academic grades as well as information about their child's learning progress. One copy of the progress report card is sent home and should be returned to school signed by a parent or guardian. Parents and students will also receive a digital copy by email.

The Summit Learning Platform allows every parent or guardian to see emailed daily progress in all subject areas.

Parent Access to Summit and Alma

Charette encourages parents to check on their student's progress on a regular basis in the Summit Learning Platform (the e-courseware curriculum) and will be provided with data from Alma (the database of student information regarding not only academic progress but matters such as lateness, attendance, and behavior).

Grade Point Average

GPA is calculated using a 4.0 system. Course numerical averages are averaged together to determine GPA.

A+, A	4.0	A-	3.67				
B+	3.33	B	3.00	B-	2.67		
C+	2.33	C	2.00	C-	1.67	F	0.00

Promotion

Promotion to the next grade level depends on successfully completing and passing the core content courses with a proficiency level of 70% or better by the close of school in June. Elective courses which are incomplete will not cause a student to be retained in a certain grade. Those elective courses are still needed to graduate, but can be worked on and passed over the summer or in the next school year. However, not passing a core academic course by the close of school in June will require summer remediation and summer school or result in repeating the courses.

Academic Cheating

In the virtual world, the lines between cheating and collaboration have become harder for schools and students to distinguish. However, there are some strict definitions of cheating at Charette. For instance, using a cell phone to photograph Summit content such as an assessment is clearly cheating, as well as copyright infringement. Plagiarism, which is copying without citing, is clearly cheating.

Academic Honesty and Integrity Policy

PURPOSE Charette Charter School (CHS) supports a safe and equitable learning environment. Academic honesty and integrity is essential to supporting that environment. This policy looks to outline how CHS will support academic integrity and honesty focusing on restorative justice practices and the importance of learning.

- II. II. DEFINITIONS *Cheating* involves unauthorized use of information, materials, devices, sources or practices in completing academic activities (papers, projects, class assignments, exams/tests). *Plagiarism* is a form of academic dishonesty where a student intentionally takes and/or uses as their own work another's published or unpublished

thoughts, ideas, or writings. Verbatim repetition or paraphrasing, without acknowledgement, of another person's writing, work, or research is also plagiarism. *Misrepresentation* includes any fabrication or false presentation of data, quotations, sources, or other information. *Aiding or Abetting* includes helping another student to cheat, plagiarize, misrepresent or otherwise engage in academic dishonesty. *Asking, Persuading, or Coercing* another student to engage in any of the behaviors listed above is a violation of this policy.

III. Students will sign an Academic Integrity agreement at the start of each semester with associated teaching about the importance of academic integrity, including the definitions of what constitutes a breach in academic integrity. Discussion will be guided by material from Common Sense Media or a similar program.

IV. Students who are found to have violated this policy will be directed to the principal or designee to develop consequences based on restorative justice, recognizing that cheating can be used as a teachable moment. Protocols will be outlined within the school handbook and posted on the school website for allowing the rewriting of a paper or the retaking of a test. The protocol will outline the requirements for re-submission and the requisite restorative justice practices, including a section identifying steps for repeat violations to this policy. If a student reports concerns regarding another student's actions to a member of the staff, the report will remain confidential.

Adopted _____

Pacing Guides and Daily Percentage Completed

To stay "on target" and "ahead of target" a student must do a predetermined amount of schoolwork each day. The grading system will be explained in detail to students and families.

Students have the responsibility to track their progress, goals, and Summit learning data daily. Performance will be monitored on a weekly basis during the scheduled session with the student's assigned mentor.

Capstone Project

The Capstone program is an independent-based research project relevant to the Urban Planning and Historic Preservation. A Capstone project proposal is developed in the junior year and completed in the senior. Successful completion of the capstone is a graduation requirement.

Dual Enrollment and the Advanced Course Network

Dual enrollment is being actively explored for our students including participation in RIDE's advance course network (ACN). Dual enrollment courses are not required for graduation but successful completion of dual enrollment classes is extremely beneficial for college and career success.

Flexibility

The use of the Summit Learning Platform offers flexibility in customizing programs and academic offerings for all students. Flexibility in school approaches to student learning is a goal of Charette and families are encouraged to think of ways that our program can best support their lifestyles and situations.

Homework

At Charette we believe that the school day provides quality time to gain proficiency in the core content and elective courses. There will be time when written papers and certain reading and math assignments will be assigned for homework. CHARETTE is not a “No homework school.” We are a reasonable homework school and students should be productive during the day. If a student is not “on target or ahead of target,” students will be required to use home study to catch up. The Summit Learning Platform should be used to do course work at home.

Standardized Test Participation Policy

Standardized tests, whether they of the Summit Learning Platform, NWEA and the PSAT and SAT test, give the school, student, and family important information. Also, neither state regulation nor federal law allows a student or family to opt out. It is CHARETTE policy that all tests be taken and student effort is 100%. There are no opt-out provisions by CHARETTE Board policy.

Safety

Emergencies and Drills

Types of Drills: Fire – There are two types; obstructed and unobstructed

 Lockdown – In case of an intruder, internal situation, or a situation outside the building

 Evacuation – When we must leave the building and dismiss school from another location

Fire Drills: Evacuation routes are posted in all classrooms. These will be reviewed at the opening of school and on a monthly basis.

Fire Drills Evacuation Routes: First Floor

All spaces in back half of floor - Ms. O'Neill (Rm105), Ms. Roderick (Rm 107), Jill (Rm 112) and Claribel (Rm 133)

Exit via the back door, cross Snow St., go left on Snow Street, cross Westminster St and go one block to Chapel Street, cross Chapel, turn right and line up in front of the parking lot.

All spaces in front half of the 1st Floor - Reception area, Mr. Blunnie's (Room 103), Mr. Brown's (Room 104), Mr. Hanson's (Rm 115) and Support Services (Rm 116)

Exit the front door, turn right on Westminster Street. At the corner, cross Snow Street and take the immediate left crossing Westminster. Walk one block down, turn right onto Chapel St, line up on sidewalk adjacent to parking garage on Chapel Street,

Second Floor

Cafeteria, Rooms 205, 206 and 207

Exit via rear stairwell, to rear door and proceed down Snow Street to Chapel Street. Cross Chapel and take a left lining up across from fire hydrant in front of two story parking garage

Rooms 201, 202, 203, 204

Exit via the stairwell at the reception area to front door, turn right onto Westminster Street and left onto Snow. Follow Snow to Chapel street and turn left on Chapel and line up on the sidewalk behind Grace Church Parking lot.

Evacuation Drills to the Amica Mutual Pavilion Center

Evacuation Drill to the Amica Mutual Pavilion (formerly known as the Dunkin Donuts Center)

Evacuation Route:

Exit the building using your Fire Drill/Emergency Exit.

Those rooms exiting the rear of the building turn RIGHT onto Snow Street. Continue on Snow Street crossing straight across to Washington Street. Turn LEFT on Washington Street for a half a block. Turn Right onto Aborn St/Adrian Hall Way (passing skate park on the right) and crossing straight across Fountain Street. Continue straight across the plaza in front of Hasbro and continue straight, crossing Sabin Street to the Amica Mutual Pavilion (AMP center).

Those rooms exiting the Front of the building, take a right as you exit the building, cross Snow Street and then turn Right onto Snow Street. Continue on Snow Street to Washington Street. Turn LEFT on Washington Street for a half a block. Turn Right onto Aborn St/Adrian Hall Way (passing skate park on the right) and crossing straight across Fountain Street. Continue straight across the plaza in front of Hasbro and continue straight crossing Sabin Street to the Amica Mutual Pavilion (AMP center).

Once inside the Amica Center, grades 9 and 10 gather on the RIGHT side of the lobby where students will stand in line with their assigned teacher and support staff. Grades 11 and 12 with gather on the LEFT side of the lobby, where students will stand in line with their assigned teacher and support staff.

Teachers and support staff will begin contacting parents to verify dismissal of student.

Team Leaders: Grade 9 – Joharlen, Grade 10 – Corey, Grade 11 – Sue, Grade 12 – Claribel

Team Leaders will first check in with individual teachers to verify if all students are Present. Report the names of any absent student to Administration. Once phone calls to parents are complete, teachers are to inform their Team leader. Team leaders should assist the teaching staff with any issues of concern. Team leaders will report to administration when their groups have contacted all parents or if there are parents who have not yet been contacted.

All students are to remain until dismissed by Administration. Students not given permission to be dismissed from the Amica Center will return under supervision to Charette. Students whose parents have not been reached will also be required to return to Charette under supervision.

Student Expectations:

- No cell phone use during the evacuation unless directed to do so by your teacher.
- Walk on the sidewalk and not in the street.
- Be aware of pedestrian traffic.
- CHECK in with your teacher when the group arrives at the designated evacuation site. Your teacher will be taking attendance.
- Remain with your group at all times.
- Return to the building when instructed to do so by your teacher.

Remember that you REPRESENT CHARETTE HS every time you are out in a public setting. Be respectful

Lockdown Drills: If there is an emergency which demands that students stay in their rooms then this is a “lockdown.” Lockdowns can occur because of an intruder in the building, a physical plant issue which restricts movement or because of an issue which happens in the school’s vicinity. When the call for a lockdown occurs, each teacher must lock their door, direct the students to move to sections of the room which cannot be seen from the doorway and turn the room’s lights off. The door is not to be opened until the “all clear” signal is heard.

Evacuation Drills: In the case of our building becoming uninhabitable we will move the student body to either the lobby of the Convention Center or the Providence Place Mall. Evacuation Drills are like Fire Drills in that the students proceed to an off-site location with the class they were in. At the CC or PPM, students group with the teacher they were in the class with for an attendance check. At that time students, with the help of their teacher, can contact a parent or a person on their contact list for permission to dismiss. Students who are not able to reach a parent or emergency contact will remain in the custody of the school until dismissal time.

School Closings and Delays

While CHARETTE follows Providence for closing and delays we also participate in the state-wide RI Broadcasters Association Alert system. TV channels 6, 10 and 12, as well as radio stations WPRO 630 AM and 92.3 FM, have proven to be reliable news outlets for info on school closings and delays. Please sign-up for text alerts from the RI Broadcasters Assoc. at turnto10.com.

There may be a time (no heat or fire control system for instance) when CHARETTE cancels school and Providence does not. In this case we will issue our own alert through the state-wide

system. However, in cases of snow and weather when you see “Providence Public Schools”, CHARETTE won’t be far behind. We follow Providence for reasons of sibling care, food service and transportation.

Accidental Injury and Nursing Services

If a student is hurt or injured during the day, it is important to report that incident to an adult immediately. The school nurse will be on campus during established times and “on-call” during the school day.

Basic Rules & Information

Address and Phone Number

Charette
337 Westminster Street
Providence, RI 02903 Main phone # 401-270-1183
Emergency Phone Number: 401-595-2356 (Dr. Vespia)

Free Parking for Parents during the day for pre-arranged meetings in the adjacent parking lot.

School Year

Charette has a 180-day school year per Rhode Island law. Attendance every day is a legal expectation. Our school year has the typical school vacation weeks (Holiday, February, and April) and has all Federal Holidays off. The school publishes a yearly calendar in the spring or early summer. Our professional development days may differ from your local school district.

School Day

The school day for students is from 8:30 AM until 3:00 PM, except on Mondays, when dismissal is at 2:00 p.m. for the purpose of collaborative teacher review of student data and planning. If the front desk is staffed, then students can gain admittance to the school as early as 8:00 AM.

Tardiness

The **Charette Tardiness Policy** was approved by the Board of Trustees in August, 2022, The policy reads as follows: All students in Charette have made a commitment to our Core values which includes to “Strive for Success”. In an effort to address the issue of school tardiness and the negative impact of chronic school tardiness on school achievement, the tardiness policy is as follows.

Students are required to check into school by 8:30 AM. and report to class by 8:45 AM with their Chromebook.

Class attendance is taken at 8:45 AM. Students are marked tardy if they arrive in the building or class after 8:45 AM. They are required to obtain a late pass to give to the classroom teacher upon entry to class. After three incidents of **unexcused** tardiness, the following will occur:

- **parents/guardians** will be notified of the incidents of tardiness and asked to assist in developing strategies to support their child's arrival to school on time.
- upon the **4th and subsequent days of unexcused tardiness**, students will lose the privilege of carrying their cell phone during instructional and passing times for the remainder of the academic term. For the remainder of that academic term, if the student arrives to school **on time** he/she will not lose phone privileges related to past tardiness infractions. They will be recognized for their efforts to follow our core value to strive for success.
- the student will be referred to a member of the school support team (MTSS team) to address the tardiness issue, identifying the **cause of the tardiness and solutions for addressing this problem**.
- phones will be **made available during lunch time** to students that have lost phone privileges due to tardiness. They must return their phone after lunch to staff prior to leaving the café. Failure to return the phone prior to leaving the café will result loss of phone privileges during lunch.

Coming to School Late with a Coffee, Drink, or Snack

We recognize the need for students to have breakfast before the start of their first period class. We provide breakfast options for all students in the Tea Room from 8:15-8:40 a.m. Students and families should be aware that when a student comes to school late after 8:30, and still has time to stop for a coffee, drink, or snack, then it is the school's opinion that he or she could have arrived at school earlier (or on time) where the food/drink can be enjoyed in the Tea Room. **Students will not be allowed to enter school with purchased food or drink after 8:30.** Purchased food will have to be consumed prior to entering the building. We want to avoid having students be in the position of arriving late with a coffee, drink or snack and having to throw it away (which is a terrible waste of money) or eating the food outside the building and reporting to school tardy. This can all be avoided by time management and timely arrival to school with food before 8:30. A reminder: after 3 instances of tardiness, students will lose phone privileges for the day. .

Absences

Attendance is a major concern in light of the high rate of absenteeism during the pandemic. Charette will be tracking daily attendance of all students. Students are expected to be in school every day, however, illness and family responsibilities often make school attendance impossible on some days. When students are absent from school, they must have a phoned-in excuse that day. The school secretary contacts the home of unexcused absent students every day and for this reason current contact phone numbers are important. This is to help avoid truancy, and more important, disruption of learning and academic progress.

Any number of unexcused absences in a row or chronic absenteeism will cause administrative action. Every day of absence will count as “one absence”. Students are marked absent if they arrive unexcused to school after 11:00 am. Truancy is a disciplinary matter and in cases of chronic absenteeism students will be referred to the multidisciplinary team for intervention. Interventions include: parent conferences, referral to the multidisciplinary team, counseling referral, filing of truancy report.

Uniform

This is a uniform school and students are required to wear uniforms.

The school requests that every student wear a school logo top and tan khaki toned pants(or skirt) or Charette logo sweatpants every day. Leggings, denim, and unauthorized sweatpants are not allowed. Non Charette logo or non-school “hoodies” are considered non-uniform. Failure to comply on a daily basis will result in contact with parents/guardians and dismissal home to obtain proper clothing. Students and parents/guardians can contact the secretary prior to the start of school (between 8:00-8:15) to make arrangements to purchase a uniform to avoid being sent home.

Outdoor clothing such as hats (non-religious), **hoods**, and coats should not be worn inside. Our school building has reliable heat and additionally, it is not considered polite or work appropriate to wear out-door clothes inside. Female students requiring a head cover are recommended to wear a scarf appropriate for a work environment. Religious headwear is exempted.

Additionally, educational time should not be lost due to students changing clothes in school. Parents should not let students leave the house in the morning without a proper uniform.

Every student and parent was aware that there was a uniform policy in place when they applied for admission. Monthly “Dress Down Days” are the only routine exception to the uniform policy.

Early Dismissal

If a student is to be dismissed early there needs to be either a written note from a parent or guardian or a phone call. **Students must sign out at the front desk if they are being dismissed early.** If being picked up by a parent or guardian, then the student must be signed out or authorized by that adult. Early dismissal is not to be habitual and will be considered a discipline issue if abused.

Change of Address and Updated Contact Information

For reasons of tuition billing and communication the school must always have up to date contact, proof of address and address information from every family. Moving and not telling the school will result in Charette incorrectly billing the city and entering a dispute which will lead to a loss of funds. Please speak to Dr. Kathy Vespia to avoid a billing conflict in the event of a possible move.

Cell Phones

The research is clear, unauthorized uses of phone during class interferes with academic learning

1. Upon entering class, cell phone will be put in the pocket holder. Failure to do so will result in loss of phone privileges.

We ask that if parents need to contact a student, they should call the school and *not* call or send a text to their child's cell phone. We provide main office and emergency phone numbers to all parents for this purpose.

We are not responsible for loss, breakage, or theft of personal cell phones. A phone used against another student (social media, taping or videoing) will be confiscated by the school as evidence. It cannot be stressed enough, if a cell phone is a distraction to learning, used in an act of invading one's privacy or in an academic cheating situation then the student will lose the ability to have their phone. Charette has a very low tolerance towards the interference to school operations which cell phones cause and our expectation is that when Charette decides about a student cell phone that our decision is abided by and supported by parents. Please see our school adopted technology policy which is posted on our website.

Ultimately, our goal is for students to become responsible cell phone users, while protecting the learning environment.

Social Media

Charette encourages students to be responsible users of social media in their personal lives.

Any mis-use of social media can be deemed a serious discipline issue and can cause great disruption to learning. The school cannot control student's misbehavior in social media on private devices and can only attempt to deal with issues that arise on student owned devices. The school needs family support on this.

Bus Passes

Charette purchases RIPTA bus passes for any student who needs it either on a monthly basis or as needed. All students are required to register their bus pass upon receipt of the pass. Failure to do so may result in lack of a pass for the remainder of the month.

ID Badges

ID cards are made to order on an as needed basis.

Student Use Technology

Each student is issued a Chromebook. Students are asked to agree to a **Technology Use Policy**.

If any of the equipment becomes damaged through student negligence, then the school will hold the family financially responsible.

Headphones or "Earbuds"

It is highly recommended that each family invest in a pair of higher quality earbuds or headphones as this will improve sound quality and privacy. However, whether they are personal or school issued, every student is to have earbuds for authorized use in class. Earbuds or headphones can only be used at designated times.

Responsibility for Non-Accidental Damage or Loss

Charette will attempt to hold financially responsible the family of any student who willfully damages the school facility or any of its furniture or equipment.

Neighbors and Downtown Responsibility

Because Charette is a public high school in the center of Downtown we must be aware that our actions are very public. Students represent the school, and are accountable to the school, when off campus. Students should not clog the sidewalk at dismissal, should always be polite when in nearby stores, behave well when on fire drills and be courteous to our neighbors.

Breakfast and Lunch

Charette provides breakfast and lunch from B & M Catering. We will actively solicit student feedback to make suggestions to our food provided as warranted. Free and reduced lunch eligibility forms will be provided to all families.

Food outside of Cafeteria

Because of filth, rodents, insects and potential damage to computer equipment, food should not be brought outside of the cafeteria or consumed in the classroom.

With faculty oversight, special occasions are exceptions. Discretion must be used and cleanliness is important. In general; food, candy, gum, soda, iced coffee drinks, snacks, and such are not permitted outside of the Tea Room.

Take-out deliveries, or food drop offs, to school are not allowed or welcomed.

Student Leadership Team

The Student Leadership Team plays a vital role at Charette. It contains student representatives from all grades. This team plans and organizes events, fundraisers, dances, and school spirit activities. Officers are: President, Vice-president, Treasurer, and Secretary. A schedule of meetings will be developed at the start of the school year.

Athletics

Students in good academic standing are encouraged to play sports for Providence Public Schools. As members of the RI Interscholastic League, Charette is proud of its student-athletes. Sports schedules and early dismissals for practice and games must be pre-arranged. Students who are not working to proficiency will be deemed ineligible by Charette.

In addition, the students will follow the Student-Athlete policy of the school the student is playing through: Central High School OR a neighborhood school closer to the student. Charette will communicate the student's attendance, academic standing and any discipline issues to the Athletic Director of the school that the student is playing through.

Prom & Dances

Our prom is a very special event at Charette and we hope all juniors and seniors will attend. Students who have lateness, absence or behavior issues may be ineligible to participate in these social events.

Discipline

At Charette we believe that parents are our partners in their student's education and that frequent communication, combined with mutual trust, will help avoid most negative situations when it comes to student behavior. However, when things do happen, we all must act.

Policy

At CHARETTE we believe that all discipline issues can be avoided if students act in ways that support our Core Values:

- **C**reate Community
- **H**onor yourself and others
- **S**trive to succeed

Significant behavioral concerns can be defined in two broad categories.

Category 1 Injury to Self with perceptual impact on the school

Category 2 Injury to others or the school community & violations of law

Within Category 1 are offenses such as lateness, no uniform, truancy, and dishonesty. These are activities where the only injured party is the student themselves and these issues have a lower discipline threshold. Generally, these problems can be handled by face to face communication with parents and consequences which are customized for the issue at hand. Please know that even "injury to self" offences can have an impact on whole school operations.

Category 2 issues are much more serious and will lead to suspension, board action and/or exclusion from school or police involvement. Category 2 offenses include fighting, bullying, stealing, vandalism, weapon possession, drug possession, inappropriate touching, inappropriate language, electronic stalking or taping, disrespect of teachers, lying or cutting class, violating the Honor Code, and leaving campus.

If a student's misbehavior hurts others or the school then it is automatically a Category 2 offense and he or she can be either suspended, brought to the board, or presented to the Providence Police.

In all cases student due process rights will be safeguarded and parents notified.

The chain of information and custody of evidence for disciplinary action is simple within a small school: if a teacher or staff member sees, hears, or knows something which is a violation of Category 2 offences, they must notify administration immediately. The severity of the offense will be ascertained and subsequent action and due process will be enacted.

Charette's Contraband Policy

For purposes of this policy, contraband is defined goods or merchandise whose importation, exportation, or possession is forbidden on school grounds. To ensure the safety of all students and staff members within Charette, the following items are not allowed in school:

- Alcohol
- Cigarettes, vape pens and cartridges
- Drugs and drug paraphernalia
- Firecrackers, smoke bombs, or any flammable materials
- Firearms
- Gang related items
- Pocket knives (determined to be illegal for possession)
- Pornographic materials or devices of a sexual nature
- Any illegal items

If any of the above-mentioned contraband is brought to school, it will be confiscated. Illegal items, such as drugs and weapons, will not be returned, and the police will be notified. Any item that may be considered a weapon is contraband.

Due to the nature of contraband, the above list is not exhaustive. If a staff member determines that an item not found on this list fits the criteria of contraband, the issue will be addressed immediately with the principal or identified administrator. Police may be called if the principal determines that the threat merits police involvement.

Items will be kept in a locked box in the school office pending a meeting with parent/guardian.

In addition to contraband, some items are not allowed in the classroom due to their disruptive nature. These items are simply kept with the contraband but returned to students at dismissal.

The following Charette High School Core values serve as a guide towards success.

Charette Core Values

Create community

- Students will only consume food/beverages in the Tea room.
- Students will Transition between classes quietly and respectfully.
- Students will follow Charette uniform policy.
- Will follow all safety protocols and wear masks at all times.

Honor yourself & others

- Students will follow the plagiarism/cheating policy.
- Students will use respectful language.
- Students will follow each classroom's agreements.
- Students will respect other's personal space and property.
- Students respect intellectual property and refrain from plagiarism

Strive to succeed

- Students will come to school and attend class on time.
- Students will strive to maintain passing grades
- Students will abide by Chromebook policies and procedures.
- Students may use cell phones at designated times.

Teachers are encouraged to communicate directly with parents to address issues of concern. Administration will be available to support teachers, if needed or requested to do so.

Cheating/Plagiarism

Cheating and Plagiarism is viewed as a serious disciplinary issue at Charette. Teachers will provide students with clear guidelines as to what constitutes cheating/plagiarism. Plagiarism will result in immediate contact between home and school and a failing grade on plagiarized classroom work.

- Students are not allowed to look up the answers to quizzes, tests, or exams using Google search or any other method.
- Cell phones are not permitted during assessments or lessons of any kind. Keep them out of sight or they will be confiscated.
- When quoting sources for a paper, be sure to cite them correctly to avoid plagiarism. Ask your English teacher if you need help with citations or using MLA or APA formats.
- Cheating/plagiarism will not be "let off". Teachers can and will check to make sure this does not occur.

Clubs

We look forward to establishing clubs at Charette with the active involvement of students. Please see school staff to share interests or ideas.

**Contacts regarding school matters:
401-270-1183**

Dr. Kathy Vespia – Executive Director

Joharlen Carvajal - Administrative Liaison

School phone Number

Carol Martin- Organization and Planning

Jill Holloway – Partnerships' Coordinator

Local Advisory Committee (LAC):

The school's LAC is one of the most critical committees in the school. In controlling a budget of approximately \$5,000 the LAC helps set policy on parent engagement, IDEA federal funds purchases and special education programming. This committee has a significant impact on parent programs and organizations as well as directing the use of funding. Ms. Carolyn Taylor, our Special Education Administrator, has the oversight of this committee.

School Improvement Team (SIT):

Membership in the SIT requires attendance at monthly meetings which examine student assessment data and ensures that the educational programs found within the five-year charter are upheld.

Addendum #1: Bullying Prohibition and Prevention

The State of Rhode Island and the Dept. of Education have taken a strong stand against bullying in our schools. Charette Charter School strongly supports their policies and is working to eliminate bullying and harassment in all forms within our school to provide a safe and secure school climate so that all students may learn.

As part of the Anti-Bullying Policy at Charette Charter School it is important that all members of our community are aware of school policies including what bullying looks like. All students and their parents/guardians should read and sign the policies below.

Charette Charter School Statement of Non-Discrimination

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socioeconomic status, height, weight, marital or familial status, or disability.

Bullying Prohibition and Prevention Policy

Bullying is a form of harassment. For the purposes of this policy, bullying is defined as:

The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not be limited to actions such as verbal taunts, name-calling, and put downs, including ethnically-based or gender-based verbal put downs, and extortion of money or possessions.

Such conduct is disruptive of the educational process and therefore, bullying is unacceptable behavior at Charette Charter School and is prohibited.

Students who engage in any act of bullying while at school, at any school function, in connection to or with any school sponsored activity or event, or while en route to or from school are subject to disciplinary action, up to and including suspension and expulsion. Law enforcement officials shall be notified of bullying incidents, as required by law.

There are many ways to bully someone. A bully wants to hurt the other person (it's not an accident). Bullying is UNFAIR.

There are four main kinds of bullying. Here are some examples:

- 1) **Physical bullying** when someone hits, shoves, kicks, spits or beats up on others, including damaging or stealing another student's property.
- 2) **Verbal bullying** name-calling, mocking, hurtful teasing, using comments of a sexual nature, humiliating, or threatening someone, making people do things they don't want to do.
- 3) **Social bullying** excluding others from the group, spreading gossip or rumors about others, making others look foolish, making sure others do not spend time with a certain person.
- 4) **Electronic bullying** using computer, e-mail, instant messaging, and phone or cellular phone text messages to: threaten or hurt someone's feelings, single out, embarrass or make someone look bad, spread rumors, or reveal secrets about someone.

Suicide Prevention Policy

In accordance with the requirements of the Nathan Bruno/Jason Flatt Act, Charette has adopted a Suicide Prevention Policy. See addendum and our website for this policy.

Transgender and Gender Identity Policy

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

The full policy Transgender and Gender Identity Policy is readily available for review in the office and on our website. Students will have access to restrooms in accordance with their gender identity.

Addendum #2: Program of Study

Charette uses the Summit learning program which provides self-directed learning plans, which are in keeping with the newly adopted State Secondary Regulations. During weekly mentoring sessions with teachers, students will reflect upon their performance and progress. Adjustments or identification of needed support may be identified during those required mentoring sessions. The Summit curriculum lends itself to expanding the curriculum with electives that will meet school needs with its Urban Planning and Historical Preservation theme and diverse learning needs and interests of urban youth.

Our program of studies is in keeping with RIDE guidelines:

Graduation requirements are set at a level to provide students the skills and knowledge to successfully enter and complete a rigorous post-secondary academic or technical program, join the military, and/or obtain a job that leads to a rewarding and viable career. The Rhode Island Council on Elementary and Secondary Education, through the Secondary School Regulations set the minimum requirements for earning a RI high school diploma, including:

- Demonstrated proficiency in 6 core areas (English Language Arts, math, science, social studies, the Arts and technology)
- Successful completion of 20 courses (at a minimum)
- Completion of 2 performance assessments (exhibitions, portfolios and/or comprehensive course assessments)*
- Students have access to Rosetta Stone to demonstrate proficiency in language acquisition (2-3 years of language development).

A typical day at Charette follows this schedule on the following page.

Schedules include courses in: Math, Science, Social Studies, English and 1 Elective in Urban Planning and Historic Preservation, and World Language option

Parent/Guardian Handbook Verification and Anti-Bullying Pledge

I have reviewed and understand the information contained within the Student Handbook and Pledge below.

This information is available in Spanish or preferred language by notifying Joharlen in the main office.

(Parents and students please tear off, sign, and return this page to Charette)

As parents/guardians, we agree to join together with the Charette Charter School community to uphold its Statement of Non-Discrimination and the State of Rhode Island's safe schools' legislation in order to stamp out bullying at our school.

By signing this pledge, we agree to:

- * Keep ourselves and our children informed and aware of school bullying policies and behaviors that are considered bullying and harassment.
- * Work in partnership with Charette Charter School to encourage positive behavior, valuing differences and promoting sensitivity to others.
- * Discuss regularly with our children their feelings about schoolwork, friendships and relationships.
- * Inform teachers of changes in our children's behavior or circumstances at home that may change a child's behavior at school.
- * Alert Charette Charter School staff if any bullying has occurred.

Parent/Guardian's Signature _____ Date _____

Student Handbook Verification and Anti-Bullying Pledge

I agree to join together with the Charette Charter School community to uphold its Statement of Non-Discrimination and the State of Rhode Island's safe schools' legislation in order to stamp out bullying at our school.

By signing this pledge, I agree to:

- * Value student differences and treat others with respect.
- * Not become involved in bullying incidents or be a bully.
- * Be aware of Charette Charter School policies and support systems with regard to bullying.
- * Report honestly and immediately all incidents of bullying to a faculty member.
- * Be alert in places around the school where there is less adult supervision such as bathrooms, hallways, and stairwells.
- * Support students who have been or are subjected to bullying.
- * Talk to teachers and parents about concerns and issues regarding bullying.
- * Work with other students and faculty to help the school deal with bullying effectively.
- * Encourage teachers to discuss bullying in the classroom.
- * Provide a good role model for younger students and support them if bullying occurs.

I also acknowledge that whether I am being bullied or see someone being bullied, I have a responsibility to tell an adult right away.

Student's Signature: _____

Date: _____

Charette Policy on Suicide Prevention

Introduction

In the spring of 2021, the RI General Assembly passed the [Nathan Bruno/Jason Flatt Act \(16-21.7\)](#) that serves as the enabling legislation for this model policy guidance. Requirements of the act include:

- Adoption of Rules and Regulations supporting suicide awareness and prevention training each year for public school personnel and students;
- Prepare a list of approved [suicide prevention training materials](#); and,
- Develop and adopt a model policy on student suicide prevention to address procedures related to prevention, intervention and postvention

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene, and respond to suicide. The policy recognizes:

- Physical and mental health as integral components of student outcomes, both educationally and throughout the lifespan;
- Suicide as a leading cause of death among young people locally, nationally, and globally;
- Charette's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience;
- Comprehensive suicide prevention policies include prevention, intervention, and postvention components; and
- Alignment with other policies, programs and practices that support the overall social, emotional and behavioral health of students ([American Foundation For Suicide Prevention](#), 2022).

This guidance is based on the [Model School District Policy on Suicide Prevention](#):

[Model Language, Commentary and Resources](#). It is published by the [American Foundation For Suicide Prevention](#) and represents a collaboration of the Foundation, [American School Counselor Association](#), [National Association of School Psychologists](#), and [The Trevor Project](#). A model policy template is included.

Schools with positive school climate and integrated social emotional learning are more likely than comparison schools to achieve higher standards of school safety, including less bullying, less student isolation, more positive peer and teacher-student relationships, and less weapon threat and use on school campuses. Most students with mental illness are not violent, establishing systems for early identification and mental health treatment for students with mental health challenges can protect students who may be vulnerable to disconnection,

isolation, loss of social status, self-harm, retaliation, and aggressive behavior, all of which are predictive of future violence ([National Center on School Mental Health, 2021](#)).

Scope

This policy covers the entire school community defined as: in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy also includes school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Context and Frameworks to Consider Suicide Prevention

This model policy guidance aligns with existing Rhode Island Department of Education (RIDE) efforts including Multi-Tiered System of Support (MTSS) framework, social and emotional learning standards and indicators, RI Health Education Framework and other mental health and wellness resources.

Multi-Tiered System of Supports (MTSS)

RIDE defines MTSS as a framework for school improvement to ensure that all students, including general education, Multilingual Learners (MLL) and students with IEPs, are supported for meeting academic, behavioral, and social-emotional outcomes. According to the Federal Every Student Succeeds Act, MTSS is defined as “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based decision making.”

The utility of this framework for all students is evident when there is an understanding of each of the tiers within the framework. The adoption of a MTSS framework ensures that all students have equitable access to strong effective core instruction using high quality curriculum and differentiated instructional practices at Tier 1. The Tier 1 supports are foundational and ensure that policies, programs and practices provide a predictable and safe learning environment for all students. Tier 2 includes the addition of evidence based group interventions for students who could benefit from that support. Tier 3 includes intensive evidence-based interventions that may be provided by school based mental health support professionals or mental health professionals in the community.

A Comprehensive Approach to Suicide Prevention

The [Suicide Prevention Resource Center](#) (SPRC) is the only federally supported resource center devoted to advancing the implementation of the [National Strategy for Suicide Prevention](#). SPRC is funded by the U.S. Department of Health and Human Services' [Substance Abuse and Mental Health Services Administration](#) (SAMHSA). Suicide is a multifaceted problem which requires a multi-faceted approach. The SPRC provides information on a [Comprehensive Approach to Suicide Prevention](#). This includes:

- [Identify and Assist Persons at Risk](#)
- [Increase Help-Seeking](#)
- [Ensure Access to Effective Mental Health and Suicide Care and Treatment](#)
- [Support Safe Care Transitions and Create Organizational Linkages](#)
- [Respond Effectively to Individuals in Crisis](#)
- [Provide for Immediate and Long-Term Postvention](#)
- [Reduce Access to Means of Suicide](#)
- [Enhance Life Skills and Resilience](#)
- [Promote Social Connectedness and Support](#)

Implementation of MTSS (with fidelity) can enhance social-emotional-behavioral wellness by 1) reducing risk factors that directly associate with suicide, 2) mitigate the adverse impact of risk factors in the event they are present (such as exposure to high levels of Adverse Childhood Experiences (ACES) or experiencing trauma) as a result of 3) building and enhancing protective factors in each student's life.

Rhode Island Data Context

Though historically, Rhode Island has low rates of suicide, previous to and during the pandemic we have seen an increase in serious thoughts about suicide and suicidal attempts among young Rhode Islanders. Using emergency department (ED) visit data from the National Syndromic Surveillance System, the Centers for Disease Control and Prevention (CDC) found that in May 2020, during the height of the COVID-19 pandemic, ED visits for suspected suicide attempts began to increase among teens ages 12 to 17. By February-March 2021 ED visits for suspected suicide attempts were 50.6% higher among females 12-17 than during the same period in 2019. Among males in this age group, suspected suicide attempt ED visits increased by 3.7%.

Results from the 2019 [Rhode Island Youth Risk Behavior Survey](#) (YRBS) show that in the year prior 13.3% of high school students seriously considered attempting suicide (95% confidence intervals [CI]: 11.5-15.4) and 14.7% actually attempted suicide (95% CI: 13.2 – 16.3). Among the U.S high school student population, 8.9% reported attempting suicide in 2019 (95% CI: 7.9 – 10.0), which was significantly lower than that reported by Rhode Island high schools. The

prevalence of suicide ideation and attempts among middle school students is disturbing. In 2019, 16.9% of middle school students ever seriously thought about killing themselves (95% CI: 14.5-19.6), 11.3% ever made plans to kill themselves (95% CI: 9.2- 14.0) and 6.1% ever attempted suicide (95% CI: 5.0-7.5).

Statutory Framework

This section includes federal and state statutes, policies and guidance that guide the work and may provide additional support for this model policy guidance.

Federal Call to Action

In 2021, the Surgeon General released this Call to Action to bring attention to the growing problem of youth mental health. [Protecting Youth Mental Health: The US Surgeon General Advisory](#)

Federal Statutes

[Garrett Lee Smith Memorial Act of 2004](#), awards grants or cooperative agreements to States or Indian tribes to: (1) develop and implement the suicide prevention strategies in schools, juvenile justice systems, and other child and youth support entities; (2) support organizations actively involved in such strategies and in developing and continuing such strategies; (3) provide grants to institutions of higher education to coordinate the implementation of such strategies; (4) collect and analyze data to monitor the effectiveness of suicide prevention services and for research, technical assistance, and policy developments; and (5) assist eligible entities in achieving their targets for youth suicide reductions.

[Protection of Pupil Rights Amendment \(PPRA\)](#), commonly referred to as the parental consent amendment, applies to all programs and activities of a state education agency, local education agency, or any other entity receiving funds from the U.S. Department of Education. The PPRA expressly requires school districts and other entities receiving federal funding to obtain written consent from parents/guardians before requiring minor students to participate in any survey, analysis or evaluation that reveals information about themselves or their family concerning one or more of eight protected areas. Mental health is one of the protected areas.

[Family Educational Rights and Privacy Act \(FERPA\) \(20 U.S.C. § 1232g; et seq;34 CFR Part 99\)](#) is a “Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.”

[HIPPA Privacy Rule 45 CFR Part 160](#) allows a parent to have access to the medical records about his or her child, as his or her minor child's personal representative so long as such access is not inconsistent with state or other law.

There are three situations when a parent is not the Student's personal representative under the HIPPA Privacy Rule which are:

1. When the minor is the one who consents to care, and the consent of the parent is not required under State or other applicable law;
2. When the minor obtains care at the direction of a court, or a person appointed by the court; and
3. When, and to the extent that, the parent agrees that the minor and the health care provider may have a confidential relationship.

Rhode Island State Statutes

[Nathan Bruno Jason Flatt Act](#) (RIGL § 16-21.7)

[Rhode Island Safe Schools Act](#), (RIGL § 16-21-34) requires all school districts, charter schools, career and technical schools, approved private day or residential schools and collaborative schools to adopt the [RI Statewide Bullying Policy](#). RIDE produced additional bullying [guidance](#) in 2015 including a sample investigation response report form.

[Threat Assessment Teams and Oversight Committees](#) (RIGL §16-21-23.2) which specifies that: "Each local school board or committee shall adopt written policies for the establishment of threat assessment teams, including the assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students, consistent with the model policies developed by the School Safety Committee. Such policies shall include procedures for referrals to community services or health care providers for evaluation or treatment when appropriate.

[Requirements of school safety plans, school emergency response plans, and school crisis response plans](#) (RIGL §16-21-24). The law requires RIEMA, in coordination with RIDE to develop a template for school districts to work with local police and fire departments to create a school safety plan and emergency response plan. Each school safety plan must include "policies and procedures for annual school safety training and a review of the school crisis response plan for staff and students." A [Model School Safety Plan](#) was developed by RIEMA, in collaboration with RIDE, the Department of

Behavioral Healthcare, Developmental Disabilities, and Hospitals, the Rhode Island

Department of Public Safety, Rhode Island State Police and the Division of the State Fire Marshal, and many other stakeholders, which incorporates best practices and state requirements that school districts can adopt or modify to meet their needs.

[Basic Education Plan](#) Section G-14-2.1. “Each LEA shall ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Each LEA shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success.”

[Instruction in health and physical education\(16-22-4\)](#) “All children in grades Kindergarten through twelve (12) attending public schools, or any other schools managed and controlled by the state, except as provided in § 16-100-3(d), shall receive in those schools instruction in health and physical education under rules and regulations the department of elementary and secondary education may prescribe or approve during periods that shall average at least twenty (20) minutes in each school day.” This

[provision goes on to state: “The department of elementary and secondary education shall incorporate, in consultation with the state department of behavioral healthcare, developmental disabilities and hospitals, substance abuse prevention and suicide prevention into the health education curriculum. For the purpose of this section, "substance abuse prevention" means the implementation of evidence-based, ageappropriate programs, practices, or curricula related to the use and abuse of alcohol, tobacco, and other drugs; "suicide prevention" means the implementation of evidencebased, appropriate programs.” In accordance with this statute, the administrative head of the school is responsible for developing a manual of procedures governing health education including the prevention and management of injuries and violent behaviors for the protection and safety of students on school premises and at authorized school activities.” Specific content area requirements in statute includes: “Safety and Injury Prevention: the causes, effects, treatment, and prevention of behaviors that can result in unintentional or intentional injury; and: Suicide Prevention: the causes, effects, and treatment of behaviors related to suicide.”

[RI Age of Consent](#) (RIGL § 23-4.6-1) for medical and surgical care is 16 years old.

[Child Death Review](#) (RIGL § 23-4-3) [Office of the State Medical Examiner](#) – is responsible for “a multidisciplinary team review of child fatalities with the goal to decrease the prevalence of preventable child deaths and report recommendations for community- and systems-intervention strategies. A child death-review team shall include, but is not limited to, representation from state agencies, health care, child welfare, and law enforcement.” The work product of the child death review team is confidential and protected under all applicable laws.

[Regulations Governing Protections for Students Rights to be Free from Discrimination on the Basis of Sex, Gender, Sexual Orientation, Gender Identity, or Gender Expression](#) [Guidance to Support Transgender and Gender Nonconforming](#) (200-RICR-30-10-0) and the [Guidance for Rhode Island Schools on Transgender and Gender NonConforming Students: Creating Safe and Supportive School Environments](#) provides additional context around the creation of safe and supportive environments for youth who identify as LGBTQ+

[Suicide Prevention and Awareness](#) (RIGL §16-22-14) requires RIDE to develop and prescribe a suicide prevention awareness program for public school students in grades 9-12. This statute also requires that the Council for Elementary and Secondary Education develop and provide workshops by the Samaritans, Inc for public school teachers who are teaching the suicide prevention awareness program.

[Educational records access and review rights](#) (RIGL§16-71-3)_Confidentiality of records, is similar to FERPA in that this statute safeguards the right of privacy of student education records however this statute only applies to public schools.

[Right to a safe school](#) (RIGL §16-2-17) asserts that “each student, staff member, teacher, and administrator has a right to attend and/or work at a school which is safe and secure, and which is conducive to learning, and which is free from the threat, actual or implied, of physical harm by a disruptive student.”

Suicide Prevention Initiative RI Efforts

The Rhode Island Department of Health (RIDOH) has received funds to support suicide prevention for a number of years. The Suicide Prevention Initiative represents a partnership of the RI Department of HEALTH, Rhode Island Student Assistance Services, Bradley Hospital/KidsLink RI, Brown University and a number of Rhode Island school districts. The [Suicide Prevention Initiative Handbook](#) contains a referral process that is recommended for referring a student at risk for suicide to appropriate services. The Providence Public School Department adapted this referral process specific to their schools. Both referral processes are included as resources here.

Suicide Prevention

Classroom Based Support

Per the requirements of the Nathan Bruno Act, Charette will implement an evidence based, developmentally appropriate suicide prevention curriculum for all its students in each academic year. Charette will select from a list of curricula listed [here](#). Suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, physical education

and others as appropriate). Access to school based mental health professionals will be available in the event that a student needs support following the training. Per the Act the content of the training will include:

- How to identify appropriate mental health services both within the school and the larger community; and,
- When and how to refer students and their families to those services.
- Focusing on safe and healthy choices and coping strategies focused on resilience building;
- Recognizing risk factors and warning signs of mental health conditions and suicide in oneself and others; and,
- Identifying help seeking strategies for oneself and others (American Foundation for Suicide Prevention).

Per the Act, this training is required for all students every year. School leaders and teams will use professional judgment in exempting a child from instruction. If a student is uncomfortable with the training or if a student expresses discomfort related to the training, other support avenues will be pursued.

Staff Professional Development

All Charette staff, including, but not limited to: teachers, administration, custodians, lunch personnel, substitutes, nurses, coaches and coaching staff, and volunteers will receive a training in suicide prevention every year.

Charette will choose from a list of training materials included [here](#). Approved training materials and instruction must include:

- How to identify appropriate mental health services both within the school and the larger community, and
- When and how to refer youth and their families to those services.

These materials and instruction will be given by qualified suicide prevention instructors.

As part of best practice, all suicide prevention training will be offered in coordination with school-based mental health professionals. These individuals will receive advanced training specific to suicide prevention. Although school based mental health professionals, as a result of their training, would be in a strategic position to support these trainings, other education professionals such as school nurses, health and physical education teachers or other content teachers, by virtue of their lived experiences, may have an interest in leading these trainings with appropriate preparation. Charette will::

- offer suicide prevention training as part of new employee training and orientation;

- provide additional professional development in suicide risk assessment and crisis intervention to mental health professionals including school counselors, psychologists, social workers, as well as school nurses; and
- include the requirement for suicide prevention training within school food, school maintenance and other contractual service providers.

The RI Department of Behavioral Health Developmental Disabilities and Hospital developed the [Family Behavioral Health Crisis Plan](#). This is a prevention resource to help families plan in the event of a behavioral health crisis. It is available in English, Spanish and Portuguese.

Suicide Intervention

Assessment and Referral

Charette will link this work to the requirements of its school safety plans, school emergency response plans and school crisis response plans, as a way to streamline crisis response protocols and ensure that all appropriate staff are involved in emergency response efforts. Charette will use the Suicide Prevention Initiative flowchart of the Providence Public School Department protocol adapted from the State protocol as a visual reference for this section.

Students identified by peers or staff as potentially suicidal shall be seen immediately by members of the school-based mental health team. The school-based mental health professional will assess the risk and facilitate a referral if necessary and appropriate. [Kids Link RI](#)™ is a behavioral health triage service and referral network. It represents a collaboration of Gateway Healthcare, Lifespan, Hasbro Children's Hospital and Bradley Hospital, Kids' Link RI is available 24 hours a day, seven days a week to help triage children and youth in need of mental health services and refer them to treatment providers. Kids Link RI can also provide after care and support services for students and families.

Districts may also explore the resource in the Unite US platform. [Unite Us](#) is a coordinated care network of health and social service providers serving RI. Interested districts and schools can contact Unite Us directly for more information about the service.

If a **student is not in immediate danger**, the school team can create a safety plan with the student and connect the student and family to resources. The team can set up a follow-up with the student to check in with progress on accessing the resources and assess how the student is managing.

If the **student is in crisis but not in immediate danger**, the school principal and parent should be contacted. Then, with parent permission, the school based mental health professional can contact Kids Link RI at [1-855-543-5465](tel:1-855-543-5465) to connect

the student and family with support services. Kids Link RI can enroll students in a same day emergency evaluation or a same week crisis evaluation based on need. This can be determined using the Rhode Island Suicide Prevention Screener found in the [Rhode Island Suicide Prevention Initiative Handbook](#).

Students who are in immediate danger and crisis should be transported to the hospital immediately. The building administrator and parent needs to be contacted. Parents need to consent to enable Kids Link RI to follow-up with the student as well as consent to communicate with the school designee. The school-based teams need to meet with the family to establish re-entry supports.

Any student in crisis and/or danger should not be left alone.

A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources. This process should be shared with parents, caregivers and students. The recommended referral process to be used as a starting point is listed in the [Rhode Island Suicide Prevention Initiative Handbook](#).

Charette will disseminate and display the referral protocol and flow chart to all staff members so that they know how to respond to a crisis as well as be aware of school and community-based resources in an urgent situation.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Parental Notification and Involvement

As indicated above, a parent/guardian needs to be notified if their child is in danger or in crisis. Charette will verify that any follow-up treatment that is recommended has been accessed. Parents may be required to provide documentation of care for the student following the student's mental health-related absence, though this may be determined by Charette on a case-by-case basis. While there is no law that requires or prohibits such documentation as a precondition to re-entry following a student's mental health-related absence, in at least once case, the Rhode Island

Superior Court found that the school district "had a legitimate and substantial legal basis for insisting upon more information before it allowed [the student] back into classes" because school districts have "a common law duty to protect [the student] and the other students at [the high school] for whom, while on school grounds, they stood *in loco parentis*." See *Pierre v. City of Providence School Board*, 2014 WL 2807237 at *8 (R.I. Super. 2014).

In line with Pierre, Charette will require a re-entry letter from a student's mental health provider prior to allowing a student to return to school after a mental health examination or related absence. However, in making such a request, Charette will remain mindful that excluding a student from school pending receipt of such a re-entry letter may violate the student's rights under the Individuals with Disabilities Education Act ("IDEA") and/or Section 504 of the Rehabilitation Act of 1973 ("Section 504") if the absence extends beyond 10 days and the school district fails to conduct an appropriate evaluation in connection with the significant change of placement. *See Boston (MA) Public Schools*, 53 IDELR 199 (OCR 2009) (in which the U.S. Department of Education, Office for Civil Rights found that a Massachusetts district failed to meet its obligations under Section 504 to conduct an appropriate evaluation in connection with a significant change of placement following a student's extended mental-health-related absence from school).

In the event that a parent/guardian/caregiver refuses or neglects to access treatment for a student who has been identified as at-risk for suicide or in emotional distress, a member of the school based mental health team will meet with the parent/guardian to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to address the concerns. Unite Us may be a helpful platform here. If follow-up care for the student is still not provided, Charette staff may consider contacting the [RI Department of Children, Youth and Families, Child Protective Services](#).

Special Considerations for In School and Out Of School Suicide Attempts.

If a suicide attempt is made during the school day and on campus, it is important to remember that the health and safety of the student and those around him/her is critical. Charette will implement the following steps:

- Remain calm;
- Move all other students out of the immediate area;
- Contact the administrator or designee;
- Call 911 and give them as much information as possible, e.g. suicide note, medications taken, and access to weapons, if applicable;
- Provide medical first aid until a medical professional is available if needed;
- Contact parents/guardians/caregivers as soon as possible.
- Remain with the student and provide comfort, listen, and prompt the student to talk;
- Be comfortable with moments of silence; and
- Promise privacy and help, do not promise confidentiality.

Students should only be released to parents/guardians or to a person who is qualified and trained to provide help.

If a suicide attempt by a student is outside of the school day and off campus, the privacy of the student must be protected. Charette will maintain a confidential record of the actions taken to intervene, support, and protect the student. Charette will implement the following steps:

- Contact the parents/guardians and offer support to the family;
- Discuss how the student/family would like the school to respond to the attempt to minimize misinformation and rumors.
- Obtain permission from the parents/guardians to share information to ensure the facts regarding the crisis are accurate;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students; and,
- Discuss steps for re-entry to school.

Suicide Postvention

Postvention is an organized response in the aftermath of a suicide to accomplish any one or more of the following:

- To facilitate the healing of individuals from the grief and distress of suicide loss
- To mitigate other negative effects of exposure to suicide
- To prevent suicide among people who are at high risk after exposure to suicide ([Survivors of Suicide Taskforce](#))

Postvention also includes counseling or other care given to students after another student's suicide or attempted suicide and counseling to students that have made a suicide attempt or have reported ideation. This counseling shall consist of regular check ins, as determined by a mental health professional.

Charette's Suicide Postvention Response Plan would include:

- Identification of a media spokesperson for the district;
- Process to notify all staff members;
- Provide emotional support and resources available to staff;
- Communicate to students about suicide death and the availability of support services;
- Prepare staff to respond to needs of students including a review of protocols for referring students for support/assessment;
- Identify students significantly affected by suicide;
- Communicate with the larger school community about the suicide death;
- Identify what platforms students are using to respond to suicide death;
- Identify/train staff and students to monitor social media outlets, and,

- Include long-term suicide postvention responses such as the anniversary of the

DEFINITIONS

1. ***At Risk.*** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. ***Crisis Team.*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. ***Mental Health.*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. ***Postvention.*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. ***Risk Assessment.*** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
6. ***Risk Factors for Suicide.*** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-Harm.** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide.** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide Attempt.** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal Behavior.** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide Contagion.** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal Ideation.** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

PREVENTION

1. **District Policy Implementation** A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this

policy for the school district. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. **Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.
3. **Youth Suicide Prevention Programming** Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:
 - a. the importance of safe and healthy choices and coping strategies,
 - b. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
 - c. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.
4. **Publication and Distribution** This policy will be distributed annually and included in all student and teacher handbooks and on the school website.
 - death, birthday, school-based milestone events.

Additional Resources

[After a Suicide: A Toolkit for Schools](#)

[Suicide Prevention Centers for Disease Control and Prevention.](#)

[National Institute for Mental Health » Suicide Prevention](#)

[Mental Health Technology Transfer Center Suicide Prevention](#)

[Resources Surgeon General's Call To Action To Implement the National Strategy for Suicide Prevention](#)

[Survivors of Suicide Loss Task Force Responding to grief, trauma, and distress after a suicide: U.S. National Guidelines](#)

[SAMHSA Ready Set Go Review Screening for Behavioral Health Risks in Schools.](#)

RI Specific Resources

[Guidance.for.RhodeIsland.Schools.on.Transgender.and.Gender.Nonconforming.Students-2016.pdf](#)

[Healthy Transitions and Behavioral Health Guide for Young Adults](#)

[Rhode Island Model for School Emergency Planning Mitigations/Prevention, Preparedness, Response, and Recovery](#)

References

Singer, J.B, Erbacher, T.A., & Rosen, B. (2018). School-based suicide prevention: A framework for evidence-based practice, School Mental Health, <https://doi.org/10.1007/s12310-018-9245-8>

Yard E, Radhakrishnan L, Ballesteros MF, Sheppard M, Gates A et al. Emergency Department visits for suspected suicide attempts among persons aged 12-25 years before and During the COVID-19 pandemic - United States, January 2019-May 2021.

MMWR Morb Mortal Wkly Rep. 2021 Jun 18;70(24):888-894. doi: 10.15585/mmwr.mm7024e1. PMID: 34138833; PMCID: PMC8220953.

Disclaimer *This document is intended to support district and school leadership teams in developing robust suicide prevention policies. For the reader's convenience, this document contains examples of potentially useful products and resources. The inclusion of such information does not constitute an endorsement by the Rhode Island Department of Education, nor a preference/support for these examples as compared with others that might be available.